MONITORING FOR STUDENT ACHIEVEMENT at Belmont Hills

January 6 – March 12

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| Name: Date: |
| Grade Level: |

Terry Floyd\_\_\_\_\_\_ Stacy Abbott\_\_\_\_\_\_\_

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| **Look For** | | **Ask About** |
| **PLANNING AND PREPARATION** | | |
| Evidence of grade level performance tasks aligned with performance standards. Evidence of continued update of Instructional Unit Plans | Yes  No | How are you using the elements of standards to develop performance tasks?  Are you using collaborative planning time to analyze student work samples of the performance tasks? |
| Evidence of specific plan for students significantly above or below grade level. | Yes  No | How has the RTI process worked and are the students that are below grade level at this time in Tier 2 of the RTI process? |
| **INSTRUCTION** | | |
| Evidence of Guided Reading Groups for all students with centers or stations with grade level “must do’s”. | Yes  No | Do you see each child every day in small group reading instruction?  How are the students grouped?  What interventions do you have in place for the lowest and highest achieving students? |
| Evidence of mini-lessons for teaching skills and strategies for the current writing focus, current math standards, and comprehension strategies. | Yes  No | Are your students writing across the content areas with the current nine-week writing focus? Have you shared the current rubric for the writing focus with your students? Are you reinforcing comprehension strategies daily? |
| Evidence of use of “Thinking Maps” as teacher directed and student generated. | Yes  No | How am I using “Thinking Maps” in all subject areas? How are my students using “Thinking Maps” as a PART of their performance tasks? |
| Evidence of using 21st Century classroom technology tools | Yes  No | Are you using tools available to create flip charts?  Are you creating flip charts and adding sight and sound to your lessons? Are students using the technology independently in centers? |
| **CLASSROOM ENVIRONMENT** | | |
| Evidence of weekly class meetings. | Yes  No | How have class meetings developed to address classroom issues? How are students taking ownership for their classroom? |
| **ADMINISTRATIVE RESPONSIBILITIES** | | |
| Evidence that students have been referred to Tier II if needed | Yes  No | How does your entire team work toward developing strategies to help all students in your grade level? |
| Evidence of parent communication when students are significantly below grade level | Yes  No | How are you engaging parents to help support increased student achievement?  Have you kept a log of parent contacts?  Have you met with parent to discuss any student concerns? |
| **PROFESSIONAL RESPONSIBILITIES** | | |
| Evidence of required data | Yes  No | Have you posted the required data on schedule? |