

# Amplify. CKLA K-5 Observation Tracker: School Leadership

The purpose of this tracker is to help guide implementation of the CKLA curriculum in the classroom. This is **NOT** an evaluation tool. Instead, it is intended to provide indicators and look-fors that are important to effective curriculum execution.

## Before your Classroom Visit:

- Print a copy of this Tracker for each classroom observation.
- Identify which units/lessons you will need to access while observing in classrooms and open the corresponding lesson plans.
- If guidance is needed, reference the CKLA and/or District Pacing Guide or District/School Pacing Guide to get a sense of the unit/domain the scheduled classrooms should be executing.

## During your Classroom Visit:

- As you visit scheduled classrooms, look for evidence of the indicators in each row of the Tracker. Begin by reviewing the “Foundational” column and move onto each subsequent column only if evidence is observed in that particular column. If evidence is observed, check the box next to the “look for” and proceed to the “Initial Implementation” column. If evidence is not observed, continue with the next row of “look fors.”
  - = Evidence observed
  - = No evidence observed
- If observation time is limited, prioritize the “Instructional Resources” and “Instructional Delivery” rows of the Tracker.
- Complete one of these trackers for each classroom you visit.

NOTE: It is important to note that not all rows and columns of the Tracker may be observed during an observation. A follow-up conversation with the classroom teacher observed is recommended to discuss the observation.

## After your Classroom Visits:

- The last page of the Tracker “Prioritized Next Steps” can be used to organize your classroom data and guide next steps for teachers.

## Amplify CKLA Observation Tracker

	Foundational	Initial Implementation	Full Operation	Innovation
<b>Instructional Resources</b>	<input type="checkbox"/> Teacher Guide and primary student materials (Student Readers and Activity Books, if applicable) are utilized.	<input type="checkbox"/> Ancillary components, teacher and student materials, are correctly utilized. <ul style="list-style-type: none"> <li>- Flip Books/ Image Cards</li> <li>- Letter Cards /Spelling Cards</li> <li>- Digital Components</li> <li>- Individual Code Charts</li> <li>- Chaining Folders, etc</li> </ul>	<input type="checkbox"/> CKLA supplemental resources are used to address student needs. <ul style="list-style-type: none"> <li>- Assessment &amp; Remediation Guide: K-3</li> <li>- Decoding &amp; Encoding Remediation Guide: 4-5</li> <li>- Fluency Packets: 2-5</li> </ul> <input type="checkbox"/> Unit/domain instruction is personalized with additional resources.	<input type="checkbox"/> CKLA resources are integrated into other core content areas.
<b>Instructional Delivery</b>  Based on the classroom you observe, please use these additional look fors (K-2 Skills, K-2 Knowledge, or 3-5 Integrated):	<input type="checkbox"/> Instruction aligns with required minutes for CKLA. (If not observed/evident, observer may move to Initial Implementation column.) <ul style="list-style-type: none"> <li>- 60 min. K-2 Skills and 60 min. Knowledge</li> <li>-120 min. for Grade 3</li> <li>- 90 min. for Grades 4-5</li> </ul> <input type="checkbox"/> On average, lesson segments are taught in the time allotted. <input type="checkbox"/> Lesson segments are taught in the order outlined in the lesson. <b>K-2 Skills:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction aligns to the sounds-first approach.               <ul style="list-style-type: none"> <li>- Teacher references sound versus letter name</li> <li>- Teacher references frequency of spelling for a given sound</li> </ul> </li> <li><input type="checkbox"/> Sounds are accurately and consistently articulated.</li> </ul> <b>K-2 Knowledge:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> All sections of the lesson are completed.               <ul style="list-style-type: none"> <li>- The passage is read aloud to students versus printed or displayed</li> <li>- Only program materials are utilized versus supplemental activities added</li> <li>- Passage is read directly from the Teacher Guide</li> </ul> </li> </ul> <b>3-5 Integrated:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The main focus of the lesson revolves around ELA standards</li> </ul>	<input type="checkbox"/> Instruction aligns with the Primary Focus Objective(s). <input type="checkbox"/> Students engage in practice related to the Primary Focus Objective(s). <ul style="list-style-type: none"> <li>- Utilizes Activity Pages</li> <li>- Students Readers</li> <li>- Oral activities/games</li> </ul> <input type="checkbox"/> Teacher utilizes sidebars during instruction to ask questions or define vocabulary words. <b>K-2 Skills:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson execution aligns with the purpose of the lesson segment.               <ul style="list-style-type: none"> <li>- Phonemic awareness lesson is completed orally</li> <li>- Kinesthetic motions are appropriately utilized</li> <li>- Sample lesson examples are utilized</li> <li>- Chaining routines align with guidelines in program</li> <li>- Close Reading is completed (Grade 2)</li> </ul> </li> </ul> <b>K-2 Knowledge:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The entire read-aloud text is read and images are shared with students.               <ul style="list-style-type: none"> <li>- Flip Books are utilized</li> <li>- Image cards are used for teaching points</li> </ul> </li> </ul> <b>3-5 Integrated:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson execution aligns with the purpose of the lesson segment.               <ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> <li>- Language</li> <li>- Close Reading</li> <li>- Quests</li> </ul> </li> </ul>	<input type="checkbox"/> Teacher instructional decisions for questioning are connected to the Primary Focus Objective(s) and develop student conversational skills. <input type="checkbox"/> Literacy skills are appropriately scaffolded, if necessary, to meet student need. <ul style="list-style-type: none"> <li>- Universal Access/Core Connections are included</li> </ul>	<input type="checkbox"/> Students practice and extend their knowledge. <ul style="list-style-type: none"> <li>- Additional writing activities</li> <li>- Classroom/community projects</li> </ul> <input type="checkbox"/> Student questioning reflects high-level thinking and promotes discourse.

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade-Level: \_\_\_\_\_ Date: \_\_\_\_\_ Duration: \_\_\_\_\_ Unit/Lesson: \_\_\_\_\_

<b>Engagement</b>	<input type="checkbox"/> Instructional resources are easily accessible and viewable for students.  <input type="checkbox"/> Lessons are quick paced allowing for all segments of the lesson to be instructed.	<input type="checkbox"/> Engagement strategies listed in program are utilized. - Peer to peer interaction - Turn and talk - Think-pair-share	<input type="checkbox"/> Adding universal engagement strategies as needed. For example, - 3-2-1 Quick Write - Four Corners - Inside-Outside Circle - One word summary	<input type="checkbox"/> Students self-select task(s) to demonstrate learning and may serve as a resource for others when appropriate.
<b>Adapting Instruction</b>	<input type="checkbox"/> Teacher administers program assessment(s) during instruction. - Formative Assessment - Checks for Understanding - Unit assessments - BOY, MOY, and/or EOY assessments	<input type="checkbox"/> Teacher amends instruction during lessons based on student responses to both remediate and extend student understanding. - Use of sidebar prompts - Prioritized questioning - Selected Activity Book questions	<input type="checkbox"/> Assessment documentation or recording sheets are used to capture evidence, find patterns of need, and/or develop adjusted instruction for support.	<input type="checkbox"/> Assessment opportunities are adapted to meet the needs of students. - Additional follow-up questions are asked that are not outlined in the lesson  <input type="checkbox"/> Supplemental time is incorporated, as needed, to extend student learning.
<b>Classroom Procedures</b>	<input type="checkbox"/> CKLA instructional time is maximized due to efficient classroom routines and procedures. - Instruction is fluid - Frequent and consistent CKLA routines are internalized by students	<input type="checkbox"/> Teacher uses groupings based on CKLA suggestions to target learning as outlined in the Lesson at a Glance. - Small group - Whole group - Partner	<input type="checkbox"/> Student groupings have been predetermined based on student need.	<input type="checkbox"/> Instructional routines are adapted based on student need.
<b>Pacing and Coherence</b>	<input type="checkbox"/> Current unit is consistent with CKLA sequence of units/domain order.	<input type="checkbox"/> Current lesson is consistent with the CKLA or District Pacing Guide ( <b>five lessons ahead or behind</b> ).	<input type="checkbox"/> Teacher adjusts lesson timing based on student responses and need.  <input type="checkbox"/> Teacher references connections to past lessons/units.	<input type="checkbox"/> Student(s) reference connection to past lessons/units.
<b>Physical Space</b>	<input type="checkbox"/> CKLA instructional materials are posted on the walls or visible during instruction. For example, - Sound Posters (K) - Spelling Trees (1-2) - Code Flip Books (1-2) - Tricky Word Walls (K-2) - Timeline/graphic organizers (1-5)	<input type="checkbox"/> CKLA instructional materials in the classroom align with the current unit/domain.	<input type="checkbox"/> CKLA student work is visible in the classroom. - Writing activities - Research projects - Application activities  <input type="checkbox"/> Students reference/utilize CKLA instructional materials.	<input type="checkbox"/> Additional materials are displayed to support instruction. -Teacher created posters/Anchor Charts include quick reminders or other subject connections - Teacher and students bring in additional resources (globes, artifacts, etc) to enhance instruction - Students share resources and artifacts found independently

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade-Level: \_\_\_\_\_ Date: \_\_\_\_\_ Duration: \_\_\_\_\_ Unit/Lesson: \_\_\_\_\_

## **Prioritized Next Steps**

After the observation, identify Areas of Strength and Areas for Growth for the teacher observed:

<b><u>2 Areas of Strength</u></b>	<b><u>2 Areas for Growth</u></b>

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade-Level: \_\_\_\_\_ Date: \_\_\_\_\_ Duration: \_\_\_\_\_ Unit/Lesson: \_\_\_\_\_