

Appendices Booklet



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Appendices Booklet

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Individual Turns

Follow this general procedure when giving individual turns:

Announce:	For example, "Time for individual turns."
Focus the group:	Point to the task or ask the question. Allow sufficient think time.
Signal:	Call on an individual. For example, "Alicia, what word?" Or, "Marcus, what sound?"

Guidelines:

- ◆ Call on students randomly, not in order.
- ◆ If an error is made, tell the answer to the whole group and repeat the task with the whole group. Then, do individual turns again.
- ◆ Give three or four individual turns for each exercise. Do not give an individual turn to every student on every task.
- ◆ Generally, 50% of the individual turns should be given to the low performing students in the group.
- ◆ Students should demonstrate 100% mastery on oral individual turns.

Five-Minute Observation

School: _____ Name: _____ T TA
 Grade: _____ Date: _____
 Start Time: _____ Program/Level: _____
 End time: _____ Lesson: _____

During a five-minute observation, watch for the following:

- _____ The subject and lesson you were expecting to see is being taught.
- _____ Number of students in group is appropriate.
- _____ Physical arrangement allows students and teachers to see and hear all parts of the lesson.
- _____ Students receiving group instruction are attentive and engaged.
- _____ Teacher follows the script as written.
- _____ Teacher corrects when students make errors.
- _____ Teacher relies on positive techniques to manage student behavior.
- _____ Students doing independent work are on-task.
- _____ Independent work is corrected and students have done fix-ups.
- _____ Student work is neat and well organized.
- _____ Teacher and student materials are organized and accessible.
- _____ Written records of student performance are posted or accessible.
- _____ Thermometer charts are posted and implemented correctly.

Time and date of
Conference:

Follow-up from last visit:

Date and procedure for
Follow-up:

Specific structural or training solutions:

Signature

FIVE MINUTE OBSERVATIONS SUMMARY

School: _____

Date: _____

Teacher	Time	Program being taught/ lesson number	Subject and lesson expected	Number of students appropriate	Physical arrangement appropriate	Students attentive and engaged	Teacher follows script as written	Teacher corrects when students make errors	Behavior management positive	Students on-task, working independently	Independent work corrected & fix ups done	Student work neat and organized	Teacher & student materials are organized & accessible	Written records accessible	Thermometer charts posted & implemented correctly
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															

Name _____ Date _____

Program _____

Checking Students Doing Independent Work

To see that students are learning to work independently, coaches look for:

- _____ Take-homes, independent work, and workbooks completed at school
- _____ Students start work quickly and complete work independently
- _____ No one student asks the teacher for frequent help
- _____ Students know the information and remember how to do skills they have learned
- _____ If teaching assistant is monitoring, teacher and teaching assistant communicate so teacher has information about the students' independence and accurate use of information and skills
- _____ Students use appropriate prompts for completing independent work (e.g. look-backs in story if allowed, fact charts on inside cover of math book, etc.)
- _____ Student work is neat, well-organized, and meets other classroom standards
- _____ Students are celebrating high performance on independent work