

Louisiana Believes

Using the Curriculum Implementation Observation Tools (ELA and Math)

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Objectives and Agenda

Objectives:

- Understand the purpose of the Curriculum Implementation Observation Tools
- Explore the rubric and norm on expectations for each indicator
- Discuss how district supervisors can use the tools to support implementation in all schools using Tier 1 curricula

Agenda:

- Theory of Action
- ELA Observation Tool
- Math Observation Tool
- Wrap up and Next Steps

Theory of Action

Vision for Students

Every day, students in Louisiana should



build knowledge of the world,



read meaningful texts,



express ideas through writing and speaking, and



solve complex problems.

A Strong Academic Foundation

To accomplish this, schools and school systems must ensure high-quality instruction in every classroom, every day.

This requires that schools have a strong and cohesive academic foundation including a plan for **curriculum, assessment, and teacher professional development** across all grade levels and core content areas, including for birth to 4 year olds.



Purpose of Tools

In order to support teachers with the implementation of Tier 1 curriculum, the LDOE has developed two content-specific observation tools.

These tools are designed to measure the extent to which

- teachers have access to the materials and students are using them;
- teachers are using the curriculum as intended; and
- students are engaging deeply with the content.

Preparing for Classroom Observations

1. Locate the appropriate tool.
 - Posted in the [School Redesign Library](#) on LDOE's [website](#)
 - Curriculum-specific versions for math
 - K-2 and 3-12 versions for ELA
2. Ensure you have access to the curriculum and know how to navigate it.
3. Ask for a copy of the teacher lesson plan.
4. Conduct observation, completing as many of the indicators as possible.
5. Use findings to inform planning at the district, school, and teacher levels.

ELA Observation Tool

ELA Curriculum Implementation Observation Tool

Look-Fors:

- A. Tier 1 curricular materials are present in the classroom.
- B. Teachers are using the Tier 1 curriculum as intended.
- C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.
- D. Pacing is on schedule according to district/curriculum guidance.
- E. All students read the texts from the Tier 1 curriculum.
- F. Students respond to the texts they read in a variety of ways and groupings.
- G. Students do the majority of the thinking about texts, rather than just listening to the teacher or writing down answers provided by the teacher.

Norming on ELA Indicators

A. Tier 1 curricular materials are present in the classroom.

Scenario:

All students are currently doing a close-read of a text from the Tier 1 curriculum, but over on the shelf in the corner, there are materials from old, unaligned curricula.

Does this teacher get a “Y” or “N”?

Question to Consider:

What purpose are the unaligned materials serving?

Norming on ELA Indicators

B. Teachers are using the Tier 1 curriculum as intended.

During the walkthroughs, pull up the teacher version of the lesson. Is the teacher following the detailed teacher notes provided?

Scenario:

Teacher is generally following the lesson but not verbatim as it is written in the teacher notes.

Does this teacher get a “Y” or “N”?

Questions to Consider:

- Do the teacher’s questions connect to the student look-fors?
- Are the teacher’s questions text dependent?
- Are the teacher’s questions helping students build understanding of the text (as described in the [Reader’s Circles](#))?

Norming on ELA Indicators

C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.

Scenario:

The teacher has led the whole-group part of the lesson aligned to the unit text and is leading the small-group work to support the needs of diverse learners. One group is engaged in accountable independent reading, one group is completing a mentor sentence task for language support, and another group is reading a leveled version of the unit text and answering text-dependent questions for meaning support.

Does this teacher get a “Y” or “N”?

Norming on ELA Indicators

D. Pacing is on schedule according to district/curriculum guidance.

Scenario:

It's November, and the teacher is a few days behind.

Does this teacher get a "Y" or "N"?

Questions to Consider:

- How substantial is the discrepancy given the time of year?
- If slightly, was the teacher's justification sound (e.g., to provide additional scaffolding or extension activities to meet the needs of students)?

Norming on ELA Indicators

E. All students read the texts from the Tier 1 curriculum.

Scenario:

An 8th grade teacher is teaching [The Call of the Wild](#) and is supposed to be starting Section 6, but the teacher has started the practice cold-read task in Section 7, skipping the careful reading of “To Build a Fire.” When asked why she skipped that text, the teacher responded that it was similar to the anchor text, and her students were really excited to get back to *The Call of the Wild*.

Question to Consider:

- Is the teacher allowing her students to build the knowledge needed for the [Extension Task](#)?

Norming on ELA Indicators

F. Students respond to the texts they read in a variety of ways and groupings.

Scenario:

In the first class you visit, you only observe whole-class instruction. In the second class, you observe students working with a partner and then completing a writing assignment independently. In the third class, you observe small-group instruction.

Does each teacher get a “Y” or “N”? Are you concerned about the site based on these three classrooms?

Questions to Consider:

- How long were you in the class?
- Were the groupings observed appropriate for the task?

Norming on ELA Indicators

G. Students do the majority of the thinking about texts, rather than just listening to the teacher or writing down answers provided by the teacher.

Scenario:

The teacher poses a question from the lesson. She calls on a student who provides a vague, incomplete response. The teacher adds to what the student said and moves on.

Does the teacher get a “Y” or “N”?

Questions to Consider:

- Is this how most interactions look?
- Who is doing most of the cognitive lifting- the teacher or the students?
- Does the teacher use [Teacher Talk Moves](#) or similar strategies?

Math Observation Tool

Math Curriculum Implementation Observation Tool

Look-Fors:

- A. Tier 1 curricular materials are present in the classroom.
- B. Teachers are enacting the Tier 1 curriculum as intended.
- C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.
- D. Pacing is on schedule so that students will engage with the full curriculum during the school year.
- E. Curriculum-recommended supports/scaffolds (e.g., Eureka Remediation Tools) are being used for children who are struggling with the math or who have special needs.
- F. Students spend a majority of the time actively doing math, not just watching the teacher or copying math on the board.
- G. Students have multiple opportunities to talk about their mathematical thinking and build on each other's reasoning.

Norming on Math Indicators

A. Tier 1 curricular materials are present in the classroom.

Scenario:

Teacher is using a lesson from Tier 1 curriculum, but old, unaligned materials are present in the classroom.

Does this teacher get a “Y” or “N”?

Norming on Math Indicators

B. Teachers are enacting the Tier 1 curriculum as intended.

Is the teacher following discussion notes or prompts in the curriculum, using examples from the curriculum, and/or having students work problems from the curriculum?

Scenario:

The teacher is using Eureka, Grade 6, Module 4, Lesson 25. You pull the lesson, and the exercise directions state that students work with a partner to match equations (20) with their solutions. The teacher is having chosen students work each equation, one-at-a-time on the board. Others are working individually at their desk and then checking their work against the answer on the board.

Questions to Consider:

Is the curriculum being used as intended?

Norming on Math Indicators

C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.

Flip through student workbooks to determine if students have used the materials consistently over time.

Scenario:

When you flip through 3 students' workbooks, the degree to which the previous lessons are completed varies.

Student 1: approximately 80%

Student 2: approximately 50%

Student 3: approximately 90%

Question to Consider:

- Are all students working on grade-level tasks? What is the approximate percentage that would indicate a “yes” on this indicator?

Norming on Math Indicators

D. Pacing is on schedule so that students will engage with the full curriculum during the school year.

Access the calendar in the [Louisiana Guide to Implementing Eureka](#).

Scenario: The teacher is approximately 1 week behind schedule in October.

Questions to Consider:

- How many “flex days” are upcoming for this particular module?
- Does the teacher demonstrate urgency about the pacing?

Norming on Math Indicators

E. Curriculum-recommended supports/scaffolds (e.g., Eureka Remediation Tools) are being used for children who are struggling with the math or who have special needs.

Scenario:

The teacher begins class by having all students solve 2-3 math problems that aren't in the cited lesson but seem to be easier, scaffolded problems related to the lesson.

Questions to Consider:

- Does the teacher respond to questions from students by providing a related, easier example to help them access the math?
- Does the teacher pull a small group for a short mini-lesson on related math?
- Are all students engaging in the on-grade-level work?

Norming on Math Indicators

F. Students spend a majority of the time actively doing math, not just watching the teacher or copying math on the board.

Scenario:

The teacher assigns a set of problems to be done collaboratively with a partner. Approximately 2 minutes into monitoring, the teacher draws students' attention to the board to clear up a misconception they noticed by multiple students. The explanation lasts 9 minutes, then students are directed to continue working the original problem set.

Questions to Consider:

- When the instruction is teacher-centered, does it have a distinct purpose that then sets students up to engage with the math?
- Is every student “on the hook” to do math most of math class?

Norming on Math Indicators

G. Students have multiple opportunities to talk about their mathematical thinking and build on each other's reasoning.

Scenario:

The teacher directs students to compare their answers with a shoulder partner and circle any answers they have that are different. The teacher then calls students to the board to model how to work different problems correctly.

Questions to Consider:

- Are students asking one another questions to probe each other's thinking?
- Do students seem comfortable respectfully disagreeing with one another or offering alternative methods?

Wrap Up and Next Steps

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Reminder:

- Posted in the [School Redesign Library](#) on LDOE's [website](#)
- Curriculum-specific versions for math
- K-2 and 3-12 versions for ELA

Turn and talk:

- How do you plan to use these tools in your district?
- What guidance/cautions would you offer to school leaders interested in using these tools?