

**ARI MCPSS District Literacy Coaches Task Statements  
2016-2017**

<b>Task Statements</b>	<b>Indicator</b>	<b>Evidence</b>
<p>The district literacy coach (DLC) will:</p> <p>1. Work cooperatively and collaboratively in district support teams.</p>	<ul style="list-style-type: none"> <li>• DLC will carry out the expectations of his/her team and team leader.</li> <li>• DLC will provide K-12 professional learning opportunities as determined by the district team and central office staff.</li> <li>• DLC will analyze and use data to determine a priority of support for schools.</li> <li>• DLC will inform their curriculum coordinator when problems exist, articulate support, and seek assistance/support in a timely manner.</li> <li>• DLC will collaborate with district team members and feeder pattern staff to create a plan for the work of each school in the feeder pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections</li> <li>• Itineraries</li> <li>• Action Plans (if applicable)</li> <li>• Data</li> <li>• Improvements in student achievement data</li> <li>• Agendas</li> <li>• Performance plan (if applicable)</li> <li>• Observational notes on all district literacy coaches will be maintained by curriculum coordinator</li> </ul>
<p>2. Facilitate professional learning opportunities as agreed upon in district literacy teams so that literacy outcomes are achieved.</p>	<ul style="list-style-type: none"> <li>• DLC will facilitate professional learning opportunities that:               <ul style="list-style-type: none"> <li>○ Meet outcomes established by MCPSS/ARI</li> <li>○ Drive home key ideas/points</li> <li>○ Elicit active participation and provides conversations to monitor the learning of participants and respond accordingly</li> <li>○ Create a reason and desire for the participants to take action</li> <li>○ Equip participants to follow through</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reflections documenting professional development sessions/ trainings</li> <li>• Itineraries</li> <li>• Performance plans (if applicable)</li> <li>• Observational notes on all district literacy coaches will be maintained by curriculum coordinator</li> </ul>

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2016-2017**

<b>Task Statements</b>	<b>Indicator</b>	<b>Evidence</b>
<p>3. Provide differentiated support to feeder pattern staff (i.e., coaching, data analysis, selection of instructional materials and strategies.)</p>	<ul style="list-style-type: none"> <li>• DLC will follow through on goals and specific district team plans developed for priority schools, focus schools, school requests, and other schools identified for additional support.</li> <li>• DLC will analyze and use school data regularly to support feeder pattern schools.</li> <li>• DLC will participate actively/fully when attending and/facilitating in MCPSS/ARI sponsored trainings or events.</li> </ul>	<ul style="list-style-type: none"> <li>• Itineraries</li> <li>• Reflections</li> <li>• Performance plans (if applicable)</li> <li>• Observational notes on all district literacy coaches will be maintained by curriculum coordinator</li> </ul>
<p>4. Communicate effectively, professionally, and consistently with feeder pattern staff and central office staff so that purposes are achieved in a timely manner (e.g., timely posting of calendars to itineraries, timely submission of all requested documents, and timely response to correspondences.)</p>	<ul style="list-style-type: none"> <li>• DLC will submit all documents according to established policy in a timely manner.</li> <li>• DLC will maintain on-going communication regarding school support with MCPSS Central Office, district literacy teams, and regional planning team.</li> <li>• DLC will share concerns, situations, data, etc. with curriculum coordinator and district literacy team related to schools and/or central office that require action or need immediate attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Itineraries</li> <li>• Leave requests (sick, personal, professional)</li> <li>• Calendars</li> <li>• Reflections from on-site support</li> <li>• E-mail communications</li> <li>• Action plans, notes/agendas from school support meetings</li> <li>• Performance plans (if applicable)</li> <li>• Observational notes on all district literacy coaches will be maintained by curriculum coordinator</li> </ul>

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2016-2017**

<b>Task Statements</b>	<b>Indicator</b>	<b>Evidence</b>
<p>5. Serve as a representative of the Mobile County Public School System and conduct all daily business, assignments, and activities in a professional, ethical manner with no justified complaints from constituents.</p>	<ul style="list-style-type: none"> <li>• DLC will support MCPSS efforts in their daily actions and communications.</li> <li>• DLC will report absences and change of schedule to client/s, curriculum coordinator and to appropriate central office personnel according to established policy in a timely manner.</li> <li>• DLC will dress professionally and appropriately at all times.</li> <li>• DLC will report accurate, consistent information in agendas and travel.</li> <li>• DLC will take appropriate use and care of all media, technology, communication devices/supplies.</li> </ul>	<ul style="list-style-type: none"> <li>• School sign-in/out sheets</li> <li>• Mileage records</li> <li>• Itineraries</li> <li>• Leave requests</li> <li>• Correspondences from schools and central office</li> </ul>

# Alabama Physical Education Teacher Observation Form

Teacher Name \_\_\_\_\_ Observation Date \_\_\_\_\_

Grade Level Observed \_\_\_\_\_ Unit of Instruction/Lesson Focus \_\_\_\_\_

Observer's Name \_\_\_\_\_

**20 Possible Points**

**23-25 = Excellent**

**19-15 = Needs Improvement**

**24-20 = Progressing**

**14-0 = Poor**

INDICATOR	0=Not Present	1=Needs Improvement	2=Progressing	3=Excellent
<b>INSTRUCTIONAL PLANNING</b>				
Class is started quickly and efficiently				
Objectives are well defined and stated				
Equipment is ready and sufficient for maximized learning				
Lesson is sequential and developmentally appropriate				
Environment is safe and conducive to learning				
Written and well developed lesson plans are provided				
<b>INSTRUCTIONAL PRESENTATION</b>				
Clear and straight forward directions are given				
Critical thinking and problem solving are encouraged				
Relevant examples and brief demonstrations are offered				
Practice time is provided; assistance offered as needed				
Appropriate lesson pace and smooth transitions are evident				
Skill correction, as well as encouraging feedback offered				
Students are actively learning and participating				
Assessment occurs and is based on class objectives				
Lesson closure occurs and relates to class objectives				
<b>STUDENT MANAGEMENT</b>				
Rules of conduct and routine procedures are evident				
Instructional opportunities are adapted to diverse learners				
All students are treated in a fair and equitable manner				
Social skills are developed through the physical activities				
Student behavior is monitored and corrected as necessary				

**Additional Comments**

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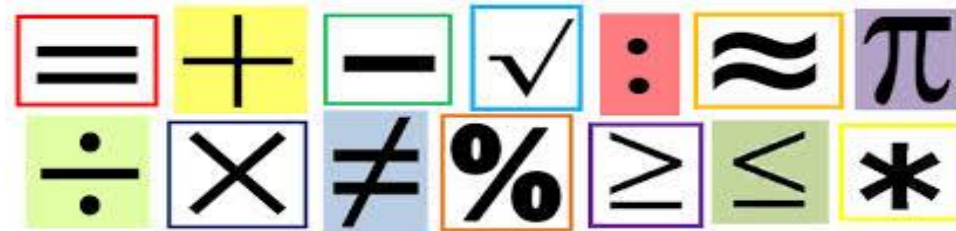
# Alabama Physical Education Performance Descriptors Related to Teacher Observation Form

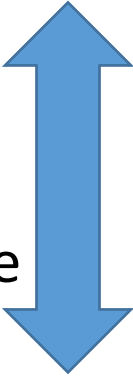
<b>INSTRUCTIONAL PLANNING</b>	<b>WHAT IT SHOULD LOOK LIKE IN A PHYSICAL EDUCATION CLASS</b>
<b>Class is started quickly and efficiently</b>	<ul style="list-style-type: none"> <li>• <i>Students are instantly active as they enter the classroom.</i></li> <li>• <i>Innovative warm-ups and instant activities are used and students understand the procedure to begin class. (No calisthenics exercises)</i></li> <li>• <i>The lesson focus is quickly delineated.</i></li> <li>• <i>Attendance is efficiently checked in a timely manner.</i></li> <li>• <i>Class organization is evident, and minimum organization is necessary to start movement/learning.</i></li> </ul>
<b>Objectives are well defined and stated</b>	<ul style="list-style-type: none"> <li>• <i>The skill/concepts to be learned are stated at the beginning of the lesson.</i></li> <li>• <i>The objective is put into a context appropriate to the student learning level.</i></li> </ul>
<b>Equipment is ready and sufficient for maximized learning</b>	<ul style="list-style-type: none"> <li>• <i>All available class time is used for learning and not for setting up/getting out equipment.</i></li> <li>• <i>There is enough equipment to insure maximum participation and student learning.</i></li> </ul>
<b>Lesson is sequential and developmentally appropriate</b>	<ul style="list-style-type: none"> <li>• <i>Skill/concepts are appropriate for the level of the learner and are presented in a logical format.</i></li> <li>• <i>Skills are broken down into learnable segments.</i></li> <li>• <i>Drills and lead-up activities are appropriate to the development of the skill/concept.</i></li> <li>• <i>Rules and game space are modified to increase learning and skill development.</i></li> <li>• <i>The activity is not a "just for fun" but for actual learning.</i></li> </ul>
<b>Environment is safe and conducive to learning</b>	<ul style="list-style-type: none"> <li>• <i>The teaching space is free from clutter, trash, unused equipment and other safety hazards.</i></li> <li>• <i>Activities are well organized to minimize the chance or injury.</i></li> <li>• <i>The space is adequate for the activities selected.</i></li> </ul>
<b>Written and well developed lesson plans are provided</b>	<ul style="list-style-type: none"> <li>• <i>A written lesson plan is offered and demonstrates planning to achieve student learning.</i></li> <li>• <i>The lesson plan is based on lesson objectives and relates to state/national standards and not "just for fun" because the students like the activity.</i></li> </ul>

INSTRUCTIONAL PRESENTATION	WHAT IT SHOULD LOOK LIKE IN A PHYSICAL EDUCATION CLASS
<b>Clear and straight forward directions are given</b>	<ul style="list-style-type: none"> <li>• <i>Instruction time is minimized so that learning time is maximized.</i></li> <li>• <i>Rules/strategies are introduced throughout the class instead of all at once.</i></li> <li>• <i>Drills and activities are clearly understood by the students.</i></li> </ul>
<b>Critical thinking and problem solving are encouraged</b>	<ul style="list-style-type: none"> <li>• <i>Students are given the opportunities to generate strategies, create sequences, and/or incorporate cognitive processes.</i></li> </ul>
<b>Relevant examples and brief demonstrations are offered</b>	<ul style="list-style-type: none"> <li>• <i>Effective and active demonstrations are provided.</i></li> <li>• <i>Appropriate cues for skill development are offered.</i></li> <li>• <i>Skill is connected to prior and future skill development</i></li> </ul>
<b>Practice time is provided; assistance offered as needed</b>	<ul style="list-style-type: none"> <li>• <i>Practice time is provided.</i></li> <li>• <i>Time students wait in line for available equipment or to perform the task is minimal.</i></li> <li>• <i>Practice is observed and corrective feedback is offered.</i></li> </ul>
<b>Appropriate lesson pace and smooth transitions are evident</b>	<ul style="list-style-type: none"> <li>• <i>The pace of the instructed activities keeps the students engaged.</i></li> <li>• <i>All students are challenged by the lesson.</i></li> <li>• <i>The transition from one activity to another is smooth and relevant.</i></li> <li>• <i>Students are not confused and time is not wasted.</i></li> <li>• <i>Necessary adaptation of the lesson plan occurs with little frustration.</i></li> </ul>
<b>Skill correction, as well as encouraging feedback offered</b>	<ul style="list-style-type: none"> <li>• <i>Corrective feedback on performance is offered.</i></li> <li>• <i>Alternate learning cues are given to help students achieve.</i></li> <li>• <i>Negative comments or cutting remarks are not seen/heard/observed from the teacher or students.</i></li> </ul>
<b>Students are actively learning and participating</b>	<ul style="list-style-type: none"> <li>• <i>Students appear motivated and are willing to take risks in attempting new skills.</i></li> <li>• <i>Games/activities where elimination occurs are not seen/observed.</i></li> <li>• <i>Small groups/teams/partners are used for each student (or at least for every two students) is available.</i></li> <li>• <i>Few students venture off-task or cause disruptions.</i></li> </ul>
<b>Assessment occurs and is based on class objectives</b>	<ul style="list-style-type: none"> <li>• <i>Consistent verbal interactions occur and with proximity.</i></li> <li>• <i>Students are provided information on their performance.</i></li> <li>• <i>Active monitoring occurs during the lesson to assess student understanding of skill/concept. Student work and assessments are available upon request.</i></li> </ul>
<b>Lesson closure occurs and relates to class objectives</b>	<ul style="list-style-type: none"> <li>• <i>A closure of the lesson include a brief cool-down period, as well as a brief</i></li> </ul>

	<i>review/discussion/summary of the skills/concepts learned.</i>
<b>STUDENT MANAGEMENT</b>	<b>WHAT IT SHOULD LOOK LIKE IN A PHYSICAL EDUCATION CLASS</b>
<b>Rules of conduct and routine procedures are evident</b>	<ul style="list-style-type: none"> <li>• <i>Students understand behavior expectations and consequences.</i></li> <li>• <i>Class rules are clearly posted for students to see daily.</i></li> <li>• <i>Evidence of class rules have been clearly communicated with students and parents.</i></li> <li>• <i>Students are rewarded for following the rules.</i></li> <li>• <i>Procedures for getting equipment, forming teams, aligning starting points, etc. are apparent.</i></li> </ul>
<b>Instructional opportunities are adapted to diverse learners</b>	<ul style="list-style-type: none"> <li>• <i>Instructional strategies and expectations are adjusted base on individual difference and needs.</i></li> <li>• <i>Accommodations and modifications are made for students with disabilities or varied learning styles.</i></li> </ul>
<b>All students are treated in a fair and equitable manner</b>	<ul style="list-style-type: none"> <li>• <i>Interactions between the teacher and students are respectful and courteous.</i></li> <li>• <i>The teacher is positive, enthusiastic, and compassionate with the students.</i></li> <li>• <i>Students seem to want to please the teacher and want to be in physical education class.</i></li> </ul>
<b>Social skills are developed through the physical activities</b>	<ul style="list-style-type: none"> <li>• <i>Groups/partners are changed often to allow for social interaction and involvement of all students.</i></li> <li>• <i>Students demonstrate concern for fellow students while performing.</i></li> <li>• <i>Good sportsmanship and cooperative behaviors are promoted.</i></li> </ul>
<b>Student behavior is monitored and corrected as necessary</b>	<ul style="list-style-type: none"> <li>• <i>Behavior is monitored by proximity, as well as from across the gym/play area/ field.</i></li> <li>• <i>Appropriate behavior is acknowledged. Inappropriate behavior is quickly stopped.</i></li> </ul>

# Math Close Reading Procedure



1 <sup>st</sup> Read	Read for a general understanding of the word problem.
2 <sup>nd</sup> Read  and  3 <sup>rd</sup> Read	<ul style="list-style-type: none"><li>• Identify knowns and unknowns.</li><li>• Identify a plan and make a list to solve the word problem.</li></ul> 



# Elementary & Secondary Portfolio Requirements and Due Dates, K-10

2016-2017 SY (7/25/2016 jow)

Primary	Quarter 1 1 sample of each	Quarter 2 1 sample of each	Quarter 3 1 sample of each	Quarter 4 1 sample of each
<b>Kindergarten</b>	1. Handwriting Practice	1. Mode: Opinion 2. Trait-Specific Piece – word choice and voice 3. Handwriting Practice	1. Mode: Info./Explanatory 2. Trait-Specific Piece – organization and sentence fluency 3. Handwriting Practice	1. Mode: Narrative 2. Trait-Specific Piece – ideas & presentation 3. Handwriting Proficiency Sample
<b>Grade 1</b>	1. Mode: Opinion 2. Trait-Specific Piece 3. Handwriting Practice	1. Mode: Info./Explanatory 2. Trait-Specific Piece 3. Handwriting Practice	1. Mode: Narrative 2. Trait-Specific Piece 3. Handwriting Practice	1. Unassisted Mode: Info./Explanatory 2. Trait-Specific Piece 3. Handwriting Proficiency Sample
<b>Grade 2</b>	1. Mode: Narrative 2. Trait-Specific Piece 3. Handwriting Practice	1. Mode: Info./Explanatory 2. Trait-Specific Piece 3. Handwriting Practice	1. Unassisted Mode: Narrative 2. Written Response 3. Trait-Specific Piece 4. Handwriting Practice	1. Unassisted Mode: Opinion 2. Written Response 3. Trait-Specific Piece 4. Handwriting Proficiency Sample
<b>Grade 3</b>	1. Unassisted Mode: Info./Explanatory 2. Written Response 3. Trait-Specific Piece 4. Handwriting Practice	1. Unassisted Mode: Opinion 2. Written Response (typed and timed) 3. Trait-Specific Piece 4. Handwriting Practice	1. Unassisted Mode: Narrative 2. Written Response (typed and timed) 3. Trait-Specific Piece 4. Handwriting Practice	1. Unassisted Mode: Opinion 2. Written Response 3. Trait-Specific Piece 4. Handwriting Proficiency Sample
<b>Grade 4</b>	1. Unassisted Mode: Info./Explanatory 2. Written Response 3. Trait Specific Piece 4. Handwriting Practice	1. Unassisted Mode: Persuasive 2. Written Response (timed and typed) 3. Trait Specific Piece 4. Handwriting Practice	1. Unassisted Mode: Narrative 2. Written Response (timed and typed) 3. Trait Specific Piece 4. Handwriting Practice	1. Unassisted Mode: Persuasive 2. Written Response 3. Trait-Specific Piece 4. Handwriting Proficiency Sample
<b>Grade 5</b>	1. Unassisted Mode: Expository 2. Written Response 3. Trait-Specific Piece 4. Handwriting Practice	1. Unassisted Mode: Persuasive 2. Written Response (timed and typed) 3. Trait-Specific Piece 4. Handwriting Practice	1. Unassisted Mode: Narrative 2. Written Response (timed and typed) 3. Trait-Specific Piece 4. Handwriting Practice	1. Unassisted Mode: Expository 2. Written Response 3. Trait-Specific Piece 4. Handwriting Proficiency Sample

Handwriting will be practiced every quarter, and a sample will be placed in the portfolio. **The handwriting sample in fourth quarter will be used to determine the level of proficiency and will be included in the final writing report submitted at the end of 4<sup>th</sup> quarter.** Handwriting rubrics are available on the K-12 Writing and the ELA K-5 pages on Office 365.

# Elementary & Secondary Portfolio Requirements and Due Dates, K-10

2016-2017 SY (7/25/2016 jow)

<b>Secondary</b>	<b>Quarter 1 Required Samples</b>	<b>Quarter 2 Required Samples</b>	<b>Quarter 3 Required Samples</b>	<b>Quarter 4 Required Samples</b>
<b>Grade 6</b>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Narrative</li> <li>2. Literary Response</li> <li>3. Trait-Specific Piece (Ideas or Organization)</li> <li>4. Typed and Timed Response</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Informative/ Explanatory</li> <li>2. Literary Response</li> <li>3. Trait-Specific Piece (word choice or sentence fluency)</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Argumentative</li> <li>2. Literary Response</li> <li>3. Trait-Specific Piece (voice)</li> <li>4. Typed and Timed response</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Narrative</li> <li>2. Literary Response</li> <li>3. Trait-Specific Piece (teacher choice)</li> </ol>
<b>Grade 7</b>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Informative/ Explanatory</li> <li>2. Literary Response</li> <li>3. Trait-Specific Piece (Ideas or Organization)</li> <li>4. Typed &amp; Timed Response</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Narrative</li> <li>2. Literary Response</li> <li>3. Trait-Specific Piece (Word Choice or Sentence fluency)</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Argumentative</li> <li>2. Literary Response</li> <li>3. Trait-Specific Piece (voice)</li> <li>4. Typed &amp; Timed Response</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Informative/ Explanatory</li> <li>2. Literary Response</li> <li>3. Trait-Specific Piece (teacher choice)</li> </ol>
<b>Grade 8</b>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Argumentative</li> <li>2. Literary Response</li> <li>3. Trait-Specific Piece (ideas, organization, or voice)</li> <li>4. Typed &amp; Timed Response</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Informative/ Explanatory</li> <li>2. Literary Response</li> <li>3. Trait-Specific Piece (word choice or sentence fluency)</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Narrative</li> <li>2. Literary Response</li> <li>3. Trait-Specific Piece (voice or organization)</li> <li>4. Typed &amp; Timed Response</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Argumentative</li> <li>2. Literary Response</li> <li>3. Trait-Specific Piece (teacher choice)</li> </ol>
<b>Grade 9</b>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Analytical/Expository</li> <li>2. Literary Response</li> <li>3. Timed &amp; Typed response</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Persuasive/ Argumentative</li> <li>2. Literary Response</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Analytical/Expository</li> <li>2. Literary Response</li> <li>3. Timed &amp; Typed response</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Persuasive/ Argumentative</li> <li>2. Literary Response</li> </ol>
<b>Grade 10</b>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Persuasive/ Argumentative</li> <li>2. Literary Response</li> <li>3. Timed &amp; Typed response</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Analytical Explanatory</li> <li>2. Literary Response</li> <li>3. Typed &amp; Timed Response</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Analytical Explanatory</li> <li>2. Literary Response</li> <li>3. Timed &amp; Typed response</li> </ol>	<ol style="list-style-type: none"> <li>1. Unassisted Mode: Persuasive/ Argumentative</li> <li>2. Literary Response</li> <li>3. Timed &amp; Typed response</li> </ol>

## Writing Portfolio Submissions – Due Dates

- ▶ Begin quarter one for all elementary and secondary schools
- ▶ Submit form EACH quarter
- ▶ Writing data based on highlighted writing mode for the quarter
- ▶ Continue to submit information on the same Writing Data Form. Add information with each quarter. **Do not start a new form each quarter.**
- ▶ Find forms for individual teachers and school data summary for writing lead/dept. chair on Office 365, Writing K-12
- ▶ Submit to J. Williams - [jowilliam@mcpss.com](mailto:jowilliam@mcpss.com) and Copy K. Reynolds – [kreynolds@mcpss.com](mailto:kreynolds@mcpss.com)

Quarterly Writing Data Reports	Due Dates 2016-2017
Quarter One	Tues, Oct. 18
Quarter Two	Tues., Jan. 3
Quarter Three	Tues., March 21
Quarter Four	Fri., June 2

**MOBILE COUNTY PUBLIC SCHOOL SYSTEM**  
**Division of Curriculum and Instruction**  
**Site Visit Report**

School/Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Course/Grade Level: \_\_\_\_\_

**Monitoring Items:**

Indicate plus (+), delta ( $\Delta$ ), not applicable for this visit (NA) or technical assistance provided (X) in front of each monitoring item. For each number assigned a delta ( $\Delta$ ), a required action must be completed on the table below.

1.	<b>Room arrangement is conducive to learning and free of physical hazards.</b>
2.	<b>Instructional displays</b> (word walls, concept boards, content specifics, etc.)
3.	<b>Instructional materials appropriate to the content area.</b>
4.	<b>Appropriate use of technology</b> (teacher and students).
5.	<b>Lesson Plans are current and are aligned to pacing guides</b> (ACOS, high stakes tests).
6.	<b>Planning for intervention is identified for re-teaching and reassessing.</b>
7.	<b>Grading system is up to date, contains an adequate number of grades, is based on content standards, and adheres to the system's parameters for each content area.</b>
8.	<b>Assessments for all content areas contain rigor and are standards based.</b>
9.	<b>Teacher implements research-based strategies.</b>
10.	<b>Implementation of system adopted program(s) – Using McGraw Hill textbook resources</b>
11.	<b>All students are actively engaged and on task.</b>
12.	<b>Instruction engages students in higher order thinking skills.</b>
13.	<b>Checking for understanding</b> (frequent, and equitable).
14.	<b>Teacher addresses, identifies, and communicates the essential content.</b>
15.	<b>Cycle of Instruction:</b> <input type="checkbox"/> Bell Ringer <input type="checkbox"/> Essential Question <input type="checkbox"/> Essential Vocabulary <input type="checkbox"/> Direct Explicit Instruction <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Closure <input type="checkbox"/> 5 E's
16.	<b>Time Management</b> (transitions, cycle of instruction, etc.)
17.	<b>Scheduling</b> ( S/T Ratio, 5 <sup>th</sup> Block, Class/Course Placement, Course Offerings)
18.	<b>eCIP Implementation</b>
19.	<b>RtI</b> (Universal Screening, Differentiation, Interventions, etc.)
20.	<b>Other:</b>

**Site Visit Notes/Technical Assistance Provided**

**NO FURTHER ACTION REQUIRED**

**SPECIAL ATTENTION REQUIRED**

\_\_\_\_\_  
 Central Office Personnel Signature

\_\_\_\_\_  
 Principal/Designee Signature

\_\_\_\_\_  
 Central Office Personnel PRINT

\_\_\_\_\_  
 Recipient of Support Signature

**Mobile County Public School System  
 Division of Federal and Special Programs  
 High School (GradPoint)  
 Title I Site Visit Form**

Site \_\_\_\_\_ Date \_\_\_\_\_ Teacher/Content \_\_\_\_\_

<b>Look-fors</b>	+	Δ	<b>Comments</b>
<b>Number of Students Enrolled/Present</b>			
<b>Safe &amp; Orderly Environment</b>			
<b>Teacher Providing Assisted Instruction</b> <ul style="list-style-type: none"> <li>• providing feedback</li> </ul>			
<b>Teacher Behaviors</b> <ul style="list-style-type: none"> <li>• actively monitors students – time on task – moving from student to student</li> <li>• progress monitoring (reports)</li> </ul>			
<b>Student Behaviors</b> <ul style="list-style-type: none"> <li>• actively using GradPoint Program</li> <li>• taking notes</li> </ul>			
<b>Program Quality</b> <ul style="list-style-type: none"> <li>• computers operational</li> <li>• use of notebooks</li> </ul>			
<b>Reports</b> <ul style="list-style-type: none"> <li>• Student Activity Report</li> </ul>			

\_\_\_\_\_  
 School Improvement Specialist

\_\_\_\_\_  
 Teacher Responsible for Lab

**MOBILE COUNTY PUBLIC SCHOOL SYSTEM**

English as a Second Language

**Site Visit Report**

**Special Attention**

\_\_\_\_\_

**School** \_\_\_\_\_

**Date** \_\_\_\_\_

**Monitoring Items**

**Marking the "Special Attention" Box requires a statement and communication with the immediate supervisor/Executive Leadership. Indicate plus (+), delta ( $\Delta$ ), not applicable for this visit (NA) or technical assistance provided (X) in front of each monitoring item. For each number assigned a delta ( $\Delta$ ), a required action must be completed on the table below.**

1.		Lesson plans are current and are aligned to WIDA Standards.
2.		Teacher uses a variety of ESL strategies (modeling, gestures).
3.		Language objectives are clearly displayed.
4.		Use of visuals is evident in the classroom and lesson.
5.		Students are actively engaged and on task.
6.		Instruction engages students in higher order thinking skills.
7.		Teacher regularly checks for comprehension.
8.		The learning activity reflects the four domains.
9.		Teacher is organized and prepared.
10.		Student work is displayed
11.		Other.

**Site Visit Notes/Technical Assistance Provided**

**Concerns/Actions to be Taken**

Monitoring Item No.	Person(s) Responsible	Date Due	Actions To Be Taken

**Follow up Visit Date/Time** \_\_\_\_\_ (can be unannounced)

\_\_\_\_\_  
Central Office Personnel Signature

\_\_\_\_\_  
Principal/Designee Signature

\_\_\_\_\_  
Recipient of Support Signature