

School District of Indian River County
#SDIRCStrongerTogether



African American Achievement Plan Evidence of Progress Monitoring

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|---|--|
| Date: | 9/21/2020 |
| School/ Department: | Indian River Academy |
| Action Step (number and description): | 2.6 MTSS Framework Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework. |
| Evidence of Progress Monitoring (Please include narrative/ description of the action taken. Where applicable, please include all measurable data.) | Equitable classroom practices observations. In an ongoing effort to monitor for culturally responsive practices the classroom teachers and coaches plan for texts that are culturally sensitive and informative for students. When walking through classrooms for monitoring of these practices within the context of standards based instruction, the admin team provides feedback to staff in this area. |
| Results of Action Taken: | As this is a new process the admin team is collecting trend data on this area. Data will be forthcoming based on school walkthroughs of all classes over time. |
| Reflection: | Cultural sensitivity is an area we are focused on. The media center has received a vast number of books donated for teacher and student check out that are by minority authors and illustrators. The assistant principal started collecting these books last year and is collecting books throughout this year as well. |

PURPOSE: Look For:

1. A measurable learning target is posted and aligned to the standard
2. Student tasks and evidence of learning are aligned to the standard at the level of complexity intended. Texts are appropriate for grade level and culturally sensitive (engage in explicit instruction aligned with critical content for learning target)
3. Instruction is differentiated so each child can access the learning target
4. Teacher uses a method to monitor where ALL students are related to the learning target
5. Students can tell you what they are learning and why it is important

Coding ex: P1, P2, P3... Evident, Partially Evident, Not Evident

IRA Sept 2020 Walk through Calendar

| September 2020 | | | | | | |
|--|---|-----|-----|-----|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| (Week of Aug 24: Admin walk throughs to greet students) | Aug 31 Principal and AP Walk throughs Looking For: Essential Agreements, Standard Posted, Lesson Plans on Desk, Seating Charts | 1 | 2 | 3 | 4 | 5 |
| 6 (Ap and Principal attending Collaborative planning to ensure texts are culturally sensitive and grade level lexile band) | 7 Principal and AP Walk throughs Looking For: Standard and Task alignment | 8 | 9 | 10 | 11 | 12 |
| 13 | 21 K,2,4: AP and Math and Literacy Coach Walk throughs 1,3,5: Principal and Lit coach, Math Coach Walk throughs Standard/Task Alignment, Checks for Understanding | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 K,2,4: AP and Math and Literacy Coach Walk throughs 1,3,5: Principal and Lit coach, Math Coach Walk throughs Standard/Task Alignment, Checks for Understanding, Small group w/ Scaffolding | 22 | 23 | 24 | 25 | 26 |

| <div>  September 2020  </div> | | | | | | |
|---|---|-----|-----|--|-----|-----|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| 27 | 28 NO SCHOOL FOR TEACHERS AND STUDENTS | 29 | 30 | Trend Data is in the process of being recorded and will be shared in future submissions. | | |

(Culture) Equitable Classroom Practices Observation Checklist (Adapted)

Equitable Classroom Practices (Adapted) is a checklist of specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

| Teacher: | Observer: | Subject: | Date/Time: |
|--|-----------|---|------------|
| Equitable Classroom Practice | | | |
| 1. Uses proximity with all students equitably. <i>Circulates around student work areas to be close to all students</i> | | <input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points) | |
| 2. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important. <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i> | | <input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points) | |
| 3. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students. <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year-round; Displays products and props from students' home and community background</i> | | <input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points) | |
| 4. Uses a variety of visual aids and props to support student learning. <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i> | | <input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points) | |
| 5. Uses cooperative learning structures. <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)</i> | | <input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points) | |
| 6. Acknowledges all students' comments, responses, questions, and contributions. <i>Uses affirming, correcting, or probing to acknowledge all students' Responses</i> | | <input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points) | |
| 7. Seeks multiple perspectives. <i>Validates all perspectives with responses such as: "That's one idea. Does anyone else have another?"; "That was one way to solve the problem. Who did it another way?"; "Who has an alternative view?"</i> | | <input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points) | |
| 8. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content. <i>Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)</i> | | <input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points) | |
| 9. Uses students' real-life experiences to connect school learning to students' lives. <i>Asks students to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of ____?" How does knowing about _ benefit your interactions in your family, neighborhood, or school?"; Uses examples that are reflective of students' lives to support learning</i> | | <input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points) | |
| 10. Asks higher-order questions equitably of all students. <i>Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses</i> | | <input type="checkbox"/> Observed (1 point) <input type="checkbox"/> Not Observed (0 points) | |

Total Points: _____