

**To: Elementary Principals**

Elementary Assistant Principals

From: Pam Quimuyog/Sally Kelley

Date: October 3, 2005

RE: Demonstration Site observations

As a part of our commitment to provide ongoing support to teachers within the district, two reading demonstration sites have been established at Southport Elementary School. These classrooms are designed to provide a demonstration of current best practice in reading research and theory in a real classroom environment, including all state and district requirements. While the classroom may not be at the teacher's assigned level, they will see strategies appropriate for adaptation.

Listed below you will find detailed information regarding scheduling observations.

**First Year Teachers**

All first year teachers will observe a minimum of three times during the school year. Funding for substitutes will be paid by district funds. Enclosed you will find the master schedule for these observations. Teachers have been notified of their designated dates.

**Annual Contract Teachers**

Annual contract teachers may schedule observations to take place on designated Wednesdays and Thursdays. Funding for substitutes for teachers to observe *once* will be paid by district funds. Teachers are responsible for scheduling a date for observation. Please distribute attached scheduling procedures to teachers.

**Professional Service Teachers**

Professional service teachers may schedule half day (7:30-10:45) observations on designated Wednesdays and Thursdays at your discretion. Substitute costs are to be paid with school budget funds. Please distribute attached scheduling procedures to teachers as needed.

**Administrators**

Administrators may schedule observations on designated Wednesdays. To schedule an observation, please email me at least one week prior to the requested date.

I look forward to working with you in the exciting endeavor of teaching young minds to read and read better.

*Reading Demonstration Classroom Observation*

*Effectiveness Questionnaire*

*Please respond to the following questions based on your observation experience.*

1. **Describe a specific strategy (or more) you implemented in your classroom from the observation. What impact did it have on your students?**
  
2. **How did you use the information shared with you in the afternoon session to improve your classroom practice? What should we continue doing and eliminate?**
  
3. **What impact did the observation have on you as a teacher?**
  
4. **What areas would you like more professional development opportunities?**
  
5. **Would you want to observe again next year? \_\_\_ yes \_\_\_ no**
6. **Are you planning on returning to Bay District Schools next year? \_\_\_ yes \_\_\_no**
  
7. **Suggestions for improvement of the demonstration classroom:**

Name \_\_\_\_\_ Grade \_\_\_\_\_

**Thank you!**

**Return by May 1<sup>st</sup> to: Sally Kelley at Southport Elementary School**

**While you are observing some things to think about:**

What strategies were being taught during Initial Instruction?

What management techniques were used?

What tools were used during instruction to show formative assessment?

What text was used for small group instruction?

How was the basal used during whole group instruction?

Questions you have??????????????

## Welcome Back!

During your first visit, you focused on the six components of the Reading Framework. Although a good reader needs all of these components, the most important skill a good reader needs is thinking because reading IS thinking. Today, I am asking you to observe ways you can teach your students to THINK.

Watch the video, "A Culture of Thinking." Take notes below.

When you are finished, come to the classroom, cozy up next to a group of students and observe. Take notes on the next page. (If possible, please don't interact with them.) Watch for examples of a culture of thinking. During Guided Reading, pull your chair up behind us. Watch for the teaching of skills/strategies/higher order thinking as opposed to "teaching the story."

Video Observations	Connections/Applications I could take to my classroom.
--------------------	--

# Testimonials

Thank you for allowing Jane and I to observe your classroom. You ARE a Master teacher. We enjoyed watching you and the children. This will help us in assisting ESE teachers using our DI programs and struggle with how it fits into the Reading Frameworks, which it does beautifully. We were particularly glad to see the repeated readings for fluency. We have been pushing this all school year and Jane says she sees the lack of fluency instruction all over the state and southeast where she works in schools, not just ESE. I believe that collaboration between CIS and ESE is critical to the success of all children. Thanks again.

I just wanted to thank you again for the dry erase boards. My students love using them! I'd love to have copies of the working with words sheet your students were using and the reading practice sheet. Thanks so much.

Thank you so much for all of your help this semester. You have truly inspired me to become the best teacher I can be. You have no idea how much your help has meant to me!

Once again thank you for such an enlightening day.

I enjoyed the time I spent in your classroom very much and I have already shared some of your ideas with teachers at Oakland Terrace. We have begun grading the children's work each day and have it ready on their desks each morning for them to file.

I wanted to thank you so much for the opportunity to observe you and your students for the morning last week. I learned a lot, and I was very relieved to hear some of the things you had to say. Once was about the amount of time it takes to get into a routine and then later then you said that we are trying to teach them to use their brains, how to think...