

IOWA Department of Education

Teacher Observation

Agenda



Enter Questions
and Comments in
the Chat Box!

Purpose: Understand the definition and requirements related to Teacher Observation.

1. Requirements of Teacher Observation
2. Teacher Observation Tool
3. Frequently Asked Questions
4. Questions and Answers

Requirements of Teacher Observation

- In addition to conducting universal screening and progress monitoring using approved assessments, the district may use teacher observation to determine that a student should be initially identified as having a substantial deficiency in reading.
- Teacher observation may not be used to determine that a student continues to have a substantial deficiency.
- Teacher observation must be based on Department-approved observation criteria.
 - *Iowa Code Citation - 279.68(1)(a)*
 - *Iowa Administrative Code Citation - IAC 281—62.3(4)*

What is Teacher Observation?

Teacher observation – An assessment procedure in which information is collected by watching and recording characteristics of individuals or environments.

Hosp, J.L., Hosp, M.K., Howell, K.W., & Allison, R. (2014). The ABCs of curriculum-based evaluation: a practical guide to effective decision making.

<https://www.educateiowa.gov/sites/files/ed/documents/2014-08-26EarlyLiteracyGuidance.pdf>

What is Substantial Deficiency?

Early Literacy Implementation (279.68)

IAC 281-62.4(1)

Definition of “*substantial deficiency in reading.*”

A school district shall determine that a student has a “substantial deficiency in reading” if, based on the requirements of this chapter, the student’s reading is **below a standard set on an approved assessment** pursuant to subrule 62.2(6) and the student’s **progress on a measure that meets the requirements of this chapter is minimal.**

How is Substantial Deficiency determined?

- Students are considered to have a substantial deficiency in reading when they meet either of the following criteria:
 - Score below the vendor benchmark during a universal screening period directly after a screening period in which they were considered at-risk of being substantially deficient.
 - Score below the vendor benchmark for two consecutive universal screening periods.

Teacher Observation may be used as a tool...



- IAC 281-62.3(4) *Teacher observation*. A student may **initially** be identified as having a substantial deficiency in reading proficiency based on teacher observation.
- IAC 281-62.4(2)a *Determination of a substantial deficiency in reading*. In initially determining whether a student has a substantial deficiency in reading...the district shall consider assessments referred to in rule...or teacher observations that meet criteria referenced in subrule...

What circumstances may Teacher Observation be used?

When CAN it be used?

- A student may **INITIALLY** be identified as having a substantial deficiency in reading proficiency based on *Teacher Observation*.

When CAN it NOT be used?

- *Teacher Observation* cannot be used to determine that a student **CONTINUES** to have a substantial deficiency in reading.
- Additionally, *Teacher Observation* cannot be used to determine a student **is proficient** in meeting the benchmarks in reading.

When can districts begin using Teacher Observation as a tool?



- Beginning in the 2014-2015 school year, Teacher Observation may be used after the Winter universal screening period.

Requirements of Teacher Observation

For the purpose of finding a student *Substantially Deficient* in Reading:

- Inform and involve family of student
- Work within the data based, decision making process of building/district
- Ensure data meet the following criteria:
 - Specific and Measurable;
 - Reliable and Valid; and
 - Multiple sources of data converge and support findings and areas of concern.
- Utilize the Iowa TIER System as a means for documenting interventions, supports and progress monitoring data, if applicable.
- Complete Teacher Observation Data Collection form

Teacher Observation Data Collection Form

Document data used to determine Substantial Deficiency in Reading:

- Summarize current information on student's areas of concern.
- New or additional information may not be needed.
- Sources of data may include, but not limited to, the following:
 - Standardized assessment scores;
 - Classroom performance data from daily work, participation and/or activities;
 - Classroom data from end of unit assessments;
 - Intervention, progress monitoring data;
 - Pertinent health, social-emotional or behavioral data;
 - Absenteeism data.

What are the Standards of Comparison for Teacher Observation?

Iowa Core Literacy Standards for the Student's Grade Level, Kindergarten through Grade 3, are the Standards of Comparison.

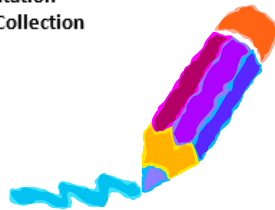


Go to Iowa Core website:

<https://iowacore.gov/iowa-core/subject/literacy>

What documentation is needed?

Early Literacy Implementation Teacher Observation Data Collection



Student Name:

Student's Date of Birth:

Classroom Teacher Name:

Grade Level:

To complete the table below, summarize current information on the student's area of concern. Additional data may not be necessary unless it is determined that it is needed to identify the area of concern. The data need to be gathered over an appropriate span of instructional time, and need to be valid and reliable.

Provide the following if applicable:

1. Specific and measurable data pertaining to scores in grade books or from formative assessments.
2. Specific and measurable data from teacher observations.
3. Specific and measurable data from classroom assessments.
4. Specific and measurable data from interventions that may have been tried with the student.

Based on the student's data, determine the following:

- Is there a moderate or a high concern with the student's reading skills in comparison to the Iowa Core Literacy Standards for the student's grade level?
- Based on the comparison to the Iowa Core Literacy Standards, does the student demonstrate a substantial deficiency in reading?

Fill out this form and answer the following questions:

Concern about Learning-

What are the concerns about the student's reading skills that the FAST/Universal Screening did not identify?

What are other concerns, if any, about the student's learning such as health concerns, social-emotional or behavioral concerns?

Upon reviewing attendance data, has the student had a pattern of frequent absences that may have an impact on the student's reading at the individual student level?

_____ No. The student has not had frequent absences that have impacted the student's reading.

_____ Yes, explain and provide data.

Note: The district must review attendance data for all students in grades K-3 to determine if a pattern of frequent absences is associated with students being determined to have a substantial deficiency in reading at the individual student level.

Define the Reading Problem:

Define the student's reading performance in specific, observable and measurable terms. The Iowa Core Literacy Standards for the student's grade level are to be used as the standard of comparison.

[Student name] displays the following with reading (needs to be specific- observable and measurable) _____ whereas the Iowa Core Literacy Grade Level Standard [standard] expects (state the standard) _____.

What documentation is needed?



Justification:

Form Completed By and Date:

Summarize Reading Information:

| Grade Level Iowa Core Literacy Standards Not Being Met or At Risk of Not Being Met | Data Documenting Student's Current Reading Skills/Behavior | Comparison to Iowa Core Literacy Standards | Level of Concern of Substantial Deficiency | |
|--|--|--|--|------|
| | | | Moderate | High |
| | | | | |
| | | | | |
| | | | | |

| Describe any additional reading instruction, interventions or supports provided to address the student's reading concerns. | Share information that indicates rate of progress and progress monitoring data that document the student's substantial deficiency in reading. |
|--|---|
| | |

Confirm Concern:

Using these teacher observation data documented above, does the student demonstrate a significant deficiency? Check either yes or no, and give a justification for your decision.

_____ Yes _____ No

Note: Teacher observation may be used for a one-time initial identification of an individual student with substantial deficiency in reading, but may not be used to determine if a student continues to have a substantial deficiency in reading. Additionally, the district should review attendance data for all students in grades K-3 to determine if a pattern of frequent absences is associated with students being determined to have a substantial deficiency in reading at the individual student level.

End of document ■

Define the Reading Problem: Kindergarten Example

- Define reading problem in specific, observable and measureable terms.
- Example of Kindergarten Student:
 - Jean, actively engages in group reading activities 45% of the time.
 - The Iowa Core Literacy Standard expects kindergarten students to do this with mastery by the end of the year.
 - *Iowa Core Literacy Standard: Grade K, Reading Standards for Informational Text K-5, Range of Reading & Level of Text Complexity.*

Summarize Reading Information: Kindergarten Example

- Summarize current information on the student's areas of concern.

| Grade Level Iowa Core Literacy Standards Not Being Met or At Risk of Not Being Met | Data Documenting Student's Current Reading Skills/Behavior | Comparison to Iowa Core Literacy Standards | Level of Concern or Substantial Deficiency | |
|--|---|--|--|------|
| | | | Moderate | High |
| EXAMPLES: K Student, Jean | | | | |
| RI.K.10. Actively engages in group reading activities with purpose and understanding | Teacher comments - only 45% of the time | Standard expects mastery in the Spring. | Moderate | |
| RL.K.1. With support can answer and ask questions about key details in a text | Results in "Grade Book" – 30% of the time | Standard expects mastery in the Spring. | | High |
| SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | SLP Report – Teacher Comments (give scores on SLP assessments) | Standard expects mastery in the Spring. | Moderate | |

Define the Reading Problem: Second Grade Example

- Define reading problem in specific, observable and measureable terms.
- Example of 2nd Grade Student:
 - Bill , recounts /describes key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2) 65% of the time.
 - This Iowa Core Literacy Standard expects for students to do this with mastery by the end of the year.

Summarize Reading Information: Second Grade Example, continued

- Summarize current information on the student's areas of concern.

| Grade Level Iowa Core Literacy Standards Not Being Met or At Risk of Not Being Met | Student's Current Reading Skills/Behavior | Comparison to Iowa Core Literacy Standards | Level of Concern of Substantial Deficiency | |
|--|---|--|--|-------------------------|
| | | | Moderate | High |
| EXAMPLE: FOR 2nd Grade Student, Bill | | | | |
| Student Bill recounts /describes key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2) | <p>Teacher data from grade book as to oral responses - only 65% of the time</p> <p>End of Unit tests from series – 55% average</p> <p>Teacher report – his Depth of Knowledge (DOK) as explained in the Iowa Core is not consistently at Level 1.</p> | <p>Standard expects mastery in the Spring.</p> <p>DOK Level 1 would state that he should be able to recall simple facts and or basic ideas from a text that is read aloud or information presented orally.</p> | | <p>High</p> <p>High</p> |

Analyze information to make Data-Based Decisions

- Describe any additional reading instruction, interventions or supports provided to address reading concerns.
- Share information indicating rate of progress and progress monitoring data.
- Determine if student demonstrates a significant deficiency in reading.
- Monitor and evaluate interventions and data utilizing the Iowa TIER system.

FAQs

Can districts use teacher observations to determine reading proficiency instead of using universal screening assessments?

- No. Teacher observation may be used for a one-time initial identification of an individual student with substantial deficiency in reading, but may not be used to determine if a student continues to have a substantial deficiency in reading.

FAQs

Can districts use other means besides universal screening assessments to determine a student has a substantial deficiency in reading?

- No, with the exception of teacher observation. Universal screening assessment should be used to determine a substantial deficiency in reading; however, teacher observation may be used for a one-time initial identification.

Questions and Answers

Enter Questions and Comments
in the Chat Box!



IOWA Department of Education

Teacher Observation