BCS Exhibit 8

Navajo-BIE Classroom Observation Walk Through Form

Teacher: L Wauneka **Date:** 8/23/13 **Time: Begin** 10:25 **End** 10:32
School: KDLO **Grade** 7th **Observer** [illegible]

√ Strategy is apparent
√+ Strategy is well done
√- Strategy is attempted
\- Strategy is missing and should be occurring

LEARNING OBJECTIVE (stated or posted) ____NM, AZ, Utah State, Dine' L/C Standard(s) / IDENTIFY ✓ Evidence of Common Core Standards	
INSTRUCTIONAL APPROACHES / STRATEGIES ✓ Emphasis on Key Vocabulary ✓ Facilitates student interaction ✓ Evidence of research-based strategies ____Teacher focus wall ____Instructional materials used, supplies/equipment readily available ✓ Kinesthetic and/or Visual Approaches	How? Talk [illegible] w/ [illegible] List Strategies: Writing - [illegible] emphasized [illegible] objectives
STUDENT ENGAGEMENT Adult-Student Ratio __:__ ____# Students Engaged / # Not Engaged 16 / 16 = 100 % ____Whole Group / Small Group / Individualized ____Student Led Learning ____Students are engaged in work directly related to the objective	Level of student engagement: 3 groups 1) Writing
HIGHER ORDER THINKING SKILLS ✓ Students are challenged to meet high expectations ____Evidence of Cognitive Level of thinking	Blooms Taxonomy: Recall, Understand, Application, Analysis, Synthesis, Evaluation
ASSESSMENTS (formative/summative) ✓ Checking for understanding, includes any translation ____Formal/Informal ✓ Immediate feedback to students ✓ Adjustments made by Teacher based on Assessment(s)	Observed: 3 Tier groups
LEARNING ENVIRONMENT ✓ Fosters a Climate of Fairness, Caring, Respect ____Student expectations on behavior are clear and posted ✓ Routines and procedures are clear and posted ✓ Student work is on display that clearly demonstrates the objective ____Evidence of Character Education (Navajo or in General)	

Comments: **(For Scripting, use back side of form)**

· Encouraged students to keep up the great work as they made high scores SY 2012-2013. This year give it a boost for students to make improvement.

Example List of Strategies: Facilitate student led learning, cooperative learning, student or teacher feedback, advanced organizers, review, scaffolding, pacing, wait time, check for understanding, use of academic language, summarizing, note taking, nonlinguistic representation, similarities/differences

Draft Format DODE/BIE Collaboration 3/14/2012

Navajo-BIE Classroom Observation Walk Through Form

Teacher: E. Curley **Date:** 8/23/13 **Time: Begin** 10:15 **End** 10:25
School: KDLO **Grade** 5th **Observer** O Jones

√ Strategy is apparent
√+ Strategy is well done
√- Strategy is attempted
\- Strategy is missing and should be occurring

LEARNING OBJECTIVE (stated or posted) ____NM, AZ, Utah State, Dine' L/C Standard(s) / IDENTIFY √ Evidence of Common Core Standards	
INSTRUCTIONAL APPROACHES / STRATEGIES ____Emphasis on Key Vocabulary ____Facilitates student interaction ____Evidence of research-based strategies ____Teacher focus wall ____Instructional materials used, supplies/equipment readily available ____Kinesthetic and/or Visual Approaches	How? List Strategies:
STUDENT ENGAGEMENT Adult-Student Ratio __:__ ____# Students Engaged / # Not Engaged 17/17 = 100 % ____Whole Group / Small Group / Individualized ____Student Led Learning ____Students are engaged in work directly related to the objective	Level of student engagement: 100% math $a^2+b^2=c^2$ $4^2+5^2=(4+5)^2$
HIGHER ORDER THINKING SKILLS ____Students are challenged to meet high expectations √ Evidence of Cognitive Level of thinking	Blooms Taxonomy: Recall, Understand, Application, Analysis, Synthesis, Evaluation
ASSESSMENTS (formative/summative) √ Checking for understanding, includes any translation ____Formal/Informal ____Immediate feedback to students ____Adjustments made by Teacher based on Assessment(s)	Observed:
LEARNING ENVIRONMENT √ Fosters a Climate of Fairness, Caring, Respect ____Student expectations on behavior are clear and posted ____Routines and procedures are clear and posted ____Student work is on display that clearly demonstrates the objective ____Evidence of Character Education (Navajo or in General)	

Comments: **(For Scripting, use back side of form)**

$a^2+b^2=c^2$ 4^2+11^2
3^2+5^2 2^2+6^2
1^2+7^2

$4^2+5^2=(4+5)^2$
$4\cdot4=16$ $4\cdot4=16$
$5\cdot5=25$ $5\cdot5$ 25
41 41

Example List of Strategies: Facilitate student led learning, cooperative learning, student or teacher feedback, advanced organizers, review, scaffolding, pacing, wait time, check for understanding, use of academic language, summarizing, note taking, nonlinguistic representation, similarities/differences

Draft Format DODE/BIE Collaboration 3/14/2012

Navajo-BIE Classroom Observation Walk Through Form

Teacher: E. Curley **Date:** 11/8/9 **Time: Begin** 10:00 **End** 10:30
School: KDLO **Grade** 8th **Observer** OJ

√ Strategy is apparent
√+ Strategy is well done
√- Strategy is attempted
\- Strategy is missing and should be occurring

LEARNING OBJECTIVE (stated or posted) ✓ NM, (AZ) Utah State, Dine' L/C Standard(s) / IDENTIFY ___ Evidence of Common Core Standards	
INSTRUCTIONAL APPROACHES / STRATEGIES ✓ Emphasis on Key Vocabulary ___ Facilitates student interaction ✓ Evidence of research-based strategies ✓ Teacher focus wall ___ Instructional materials used, supplies/equipment readily available ___ Kinesthetic and/or Visual Approaches	How? List Strategies:
STUDENT ENGAGEMENT Adult-Student Ratio 1 : 21 19 # Students Engaged / # Not Engaged 2 / ___ = ___ % ___ Whole Group / Small Group / Individualized ___ Student Led Learning ✓ Students are engaged in work directly related to the objective	Level of student engagement:
HIGHER ORDER THINKING SKILLS ___ Students are challenged to meet high expectations ___ Evidence of Cognitive Level of thinking	Blooms Taxonomy: Recall, Understand, Application, Analysis, Synthesis, Evaluation
ASSESSMENTS (formative/summative) ___ Checking for understanding, includes any translation ___ Formal/Informal ✓ Immediate feedback to students ___ Adjustments made by Teacher based on Assessment(s)	Observed:
LEARNING ENVIRONMENT ✓ Fosters a Climate of Fairness, Caring, Respect ✓ Student expectations on behavior are clear and posted ___ Routines and procedures are clear and posted ✓ Student work is on display that clearly demonstrates the objective ___ Evidence of Character Education (Navajo or in General)	

Comments: **(For Scripting, use back side of form)**

Example List of Strategies: Facilitate student led learning, cooperative learning, student or teacher feedback, advanced organizers, review, scaffolding, pacing, wait time, check for understanding, use of academic language, summarizing, note taking, nonlinguistic representation, similarities/differences

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E. Curley (5) 8th grade 10/28/2013
(5) A.D(5), DW (5)(B) 9:30 am 15 students

- Define -
  - Compare
  - Define
- What r u going to do as you read in your Text?
- Define setting

1. What is a detail that helps determine the setting?

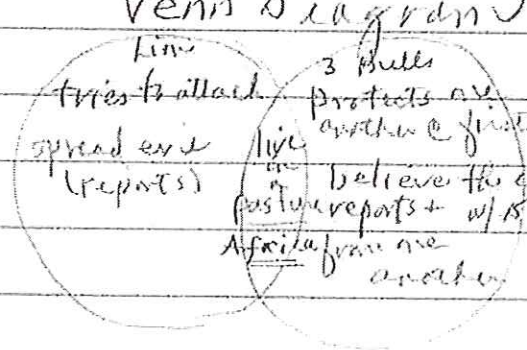
- Test was administered
- Students failed

DW -- 5 students
EC
A.D

Quiz -
> qr l u again, explain it to u - before. JK is out

E. Curley:

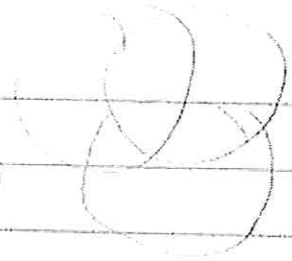
> Venn Diagram



> JK abt 6 morning, VD hp u to notice comp. + contrast, found in fict inv + non fiction
When do u use? & Idea in Text;

2nd to Close Work, Take 2 out

u c add another Venn Diagram
> Same –
difference between Lion/Bulls



7 lists

whole group Ch

I think of the setting: Place in the story
> need-be aware be cognizant

• Contract –

> Pg 145:
Physical, field, + land
barn desolate Vocabulary
' Sun beats on the land
' sets of mood,
' author – tone of land,
' building – sets a gloomy tone
' felt s-l e. black an
see bldg ↑ e. sky
' mood + tone
descriptive words – (u can discuss)
> Crumpling } action words
> abandoned bldg }

> compare Text compare/contrast

LK for clue words:
' Like – different, however