

Part 1: Questions for the Observer to Answer at the Beginning of the Meeting

1. Is there a clear agenda?

- Yes, printed*
- Yes, posted (e.g., on board)*
- Yes, a clear agenda was laid out verbally (e.g. "Today we will do X and Y...")*
- Sort of, a vague agenda was laid out verbally*
- No, no discernible agenda*

Comments (write or collect the agenda if possible):

2. Who is the facilitator of the meeting?

3. Does the facilitator describe the goals of the meeting?

- Yes*
- No*

4. Does the facilitator give a timetable for the meeting, i.e., how much time they will devote to specific tasks?

- Yes*
- No*

5. Does the facilitator provide any ground rules for the meeting?

- Yes*
- No*

Comments:

6. Does the facilitator have material produced by PALS with him/her (e.g. the kit or part of it)?

- Yes*
- No*

7. Does the facilitator have data from the PALS assessment with him/her (either data reports or their own score sheets)?

- Yes*
- No*

8. For each teacher-participant present, do they have PALS produced material with them (e.g. the kit or part of it)?

- a. number yes _____
- b. number no _____

9. For each teacher-participant present, do they have data from the PALS assessment for their students with them (either data reports or their own score sheets)?

- c. number yes _____
- a. number no _____

Protocol for Shadowing SFUSD Grade-Level Data Meetings
Fall 2011

10. Do the teachers appear to know what the meeting is about when they arrive?

- Yes*
- Sort of*
- No*
- Can't tell*

Comments:

11. Does it seem that this meeting has been discussed by or with teachers ahead of time?

- Yes*
- No*

Comments:

12. How would you describe the TEACHERS' attitude?

- All are positive*
- Most positive / some negative*
- Most negative / some positive*
- All are negative*
- Can't tell*

13. What time was the meeting scheduled to start? _____

14. Was the facilitator at the meeting on time?

- Yes*
- No*

15. How many teachers were in the room at the scheduled start time? _____

16. Was the principal in the room at the scheduled start time?

- Yes*
- No*

17. What time did the meeting actually start? _____

18. Did the facilitator make a specific effort to engage participants at the start of the meeting (e.g. making a joke, having a starting activity, an example to get people to engage)?

- Yes*
- No*

Comments:

PART 2: ACTIVITY LOG

(Complete every 3 minutes from start time of meeting until end of meeting.)

TIME: _____

1. Who is in the room? [If same as prior, do not fill out.]
- a. Facilitator? Yes No
 - b. Principal (if not the facilitator)? Yes No
 - c. Number of teachers _____
 - d. How many teachers left from the prior 3 minutes? _____
 - e. How many new teachers came in from the prior 3 minutes? _____
 - f. Other _____

2. Is someone talking? Yes No
- a. If so, who is talking (circle)? *Principal Facilitator Teacher*
Other _____

Is the talk... (can be more than one; e.g., a statement during brainstorming)

- b. A question? Yes No
- c. A statement? Yes No
- d. Brainstorming? Yes No
- e. On a topic completely unrelated to PALS (e.g. dinner last night)? Yes No
If so, what? _____
- f. A monologue? Yes No

3. What is the topic currently being covered (check all that apply)?
- a. Concerns about district or school policies related to PALS..... Yes
 - b. Feelings related to administering PALS (overwhelmed, frustrated, etc.)... Yes
 - c. A benefit of PALS..... Yes
 - d. A difficulty with the PALS assessment..... Yes
 - e. Assessment administration..... Yes
 - f. The classroom level scores on the assessment..... Yes
 - g. Specific students' scores on the assessment..... Yes
 - h. Instruction to address student needs..... Yes
 - i. Professional development (needs or options)..... Yes
 - j. The PALS online system – printing reports..... Yes
 - k. The PALS online system – grouping suggestions Yes
 - l. The PALS online system – electronic lesson plans..... Yes
 - m. Specific early literacy skill (which skill)..... Yes
 - n. Other (please specify) _____

Comments:

4. Please describe the engagement level of ...? (circle one)*

Facilitator

Very Engaged Engaged A Little Unengaged Very Unengaged

Principal

Very Engaged Engaged A Little Unengaged Very Unengaged

5. Please describe the engagement level of teachers (please count teachers only once).

- a. Number very engaged?
- b. How many are engaged?
- c. How many are a little unengaged?
- d. How many are unengaged?

*Very engaged = participating actively by asking questions, taking notes, responding to questions, responding with appropriate engaged eye contact (non-verbal cues to indicate listen).

Unengaged = obviously doing something unrelated to the discussion or topic at hand on a regular basis.

Part 3: Check List

Each time a person mentions this (give the same person another check only if someone else talks in between not including requests for clarification)

District issues related to Administering PALS	
School issues related to Administering PALS	
What school or district issues are mentioned?	
Understanding how to use PALS assessment itself (e.g., understanding how to use and score each of the tasks)	
Understanding literacy concepts	
The assessment reports: broad trends, individual students' results...	
Using PALS results for instruction or students more generally	
Forming small homogeneous groups and/or plan instruction	
Individualizing or differentiating instruction using groups	
Additional time on literacy for some students	
A student is receiving supplemental services	
Specific lesson plans	
Teachers acknowledging situations that they share (e.g. students with similar needs, difficulties in instruction...)	
Teachers mention that the data is helpful	
The difficulty of administering PALS to English Language Learners (ELLs) is mentioned	
The importance of PALS for helping ELLs is mentioned	

Protocol for Shadowing SFUSD Grade-Level Data Meetings

Fall 2011

Each time the following words are mentioned (use same rule as above - if the same person says it in the same statement, only count once)	
Rhyme	
Beginning Sound	
Alphabet	
Letter Sounds	
Concept of Word or COW	
Blending	
Sound-to-letter	
Spelling	
Word recognition in isolation or Word List	
Fluency	
Comprehension	

PART 4: Questions for the Observer to Answer at the End of the Meeting

1. Did the meeting end with a summation of what was accomplished at the meeting?

Yes

No

Comments:

2. Did the meeting end with next steps for the participants?

Yes

No

If yes,...

Were subsequent meetings set?

Yes *No*

Were specific courses of action articulated?

Yes *No*

Comments:

3. Did it appear that everyone got all their questions answered by the meeting's end?

Yes

No

If no, briefly describe:

4. Was there more on the agenda that wasn't covered before the meeting ended?

Yes

No

If yes, briefly describe:

5. Did the facilitator appear to run out of topics to cover by the end?

Yes

No

Protocol for Shadowing SFUSD Grade-Level Data Meetings
Fall 2011

6. Did it feel that the meeting was too long?

- A lot too long*
- A little too long*
- Good*
- A little too short*
- A lot too short*

Comments:

7. Was the pace of the meeting...?

- Very slow*
- A little slow*
- About right*
- A little fast*
- Very fast*

8. To what extent did participants (i.e., teachers) seem adequately prepared for the meeting?

- Very prepared*
- Prepared*
- Unprepared*
- Very unprepared*

Comments:

9. How frequently would you say that the meeting tended to wander off topic (something other than PALS, literacy or instructional strategies like grouping was discussed)?

- Very frequently*
- Frequently*
- Infrequently*
- Very infrequently*

Comments:

10. How frequently would you say the meeting presented or covered redundant information?

- Very frequently*
- Frequently*
- Infrequently*
- Very infrequently*

Comments:

11. Would you say the discussion in the meeting was dominated by just one or two participants (i.e., teachers)?

- Yes, definitely*
- Yes, somewhat*
- No, not at all*

Comments (if it was dominated by a few, what were their views?):

12. How frequently would you say that participants thoughtfully examined opinions or assumptions?

- Very frequently*
- Frequently*
- Infrequently*
- Very infrequently*

Comments:

13. With what aspect of the meeting did the teachers appear most engaged with?

14. Did teachers appear to view the assessment data as useful and worth their time examining?

- a. How many viewed assessment as very useful?
- b. How many viewed assessment as a little useful?
- c. How many viewed assessment as not useful?

Protocol for Shadowing SFUSD Grade-Level Data Meetings

Fall 2011

15. How sympathetic was the facilitator to the teachers' concerns (e.g., if a facilitator responds to a teacher's concern by saying something like "you're right, administering PALS is really difficult, but you can do it!" in a highly-encouraging tone, then s/he is *Very sympathetic*)?

- Very sympathetic*
- Sympathetic*
- A little sympathetic*
- Not Sympathetic*
- Can't tell*

16. How sympathetic was the principal to the teachers' concerns?

- Very sympathetic*
- Sympathetic*
- A little sympathetic*
- Not Sympathetic*
- Can't tell*

17. How well did the facilitator address concerns expressed by teachers about PALS (administering it, as well as district and school policies)

- Very well*
- Well*
- Somewhat*
- Not well*
- Can't tell*

18. How well did the principal address concerns expressed by teachers about PALS (administering it, as well as district and school policies)

- Very well*
- Well*
- Somewhat*
- Not well*
- Can't tell*

19. Is the facilitator a proponent of PALS?

- Very Strong Proponent*
- Proponent*
- Somewhat of a Proponent*
- Not a Proponent*
- Can't tell*

20. Is the principal a proponent of PALS? Even if the principal is not in the room, what is your sense of this?

- Very Strong Proponent*
- Proponent*
- Somewhat of a Proponent*
- Not a Proponent*
- Can't tell*

Protocol for Shadowing SFUSD Grade-Level Data Meetings
Fall 2011