2018-2019

Teacher: _____ Date: _____ Time: _____

Observer Initials: _____

## GLP Implementation Fidelity Checklist

*Instructions*: Put a checkmark in the column labeled Yes, Partial or No, depending on whether the teacher completed the task. Write N/A if not observed due to timing of observation or if a section is not written into the GLP plan.

| Lesson Components | Yes | Partial | No |
|---|---|---|---|
| Teacher Posted and Introduced the Learning Target | | | |
| Teacher taught the whole group focus mini lesson as written in the GLP plan | | | |
| Teacher taught the guided practice section of the lesson as written in the GLP plan | | | |
| Teacher facilitated the collaboration section of the lesson as written in the GLP plan | | | |
| Teacher facilitated the independent section of the lesson as written in the GLP plan | | | |
| Students INDEPENDENTLY completed the formative assessment as written in the GLP plan | | | |
| Teacher provided a criteria for success connected to the formative assessment as written in the GLP plan | | | |
| Teacher provided BUMP UPs or SCAFFOLDs in response to student formative data and as written in the GLP plan | | | |
| **Teaching Technique** | **Yes** | **Partial** | **No** |
| Materials were prepared and accessible to students | | | |
| Teacher clearly previewed/studied the lesson plan as evidenced by his/her ability to follow the sequence of the lesson without relying on rereading/referencing the plan itself | | | |
| Teacher matched students by responding to academic, behavioral, and social/emotional needs without straying from the GLP plan or taking away from the pace of the lesson | | | |

Overall Implementation Percentage:

# Morningside Community School
## SEL Competencies of Student Success

| PBIS | Competency | Skill Set | Desired Target Behaviors/Understanding in the Classroom |
|---|---|---|---|
| Character | Self-Awareness | I know myself. | - I can accurately assess my feelings and values.<br><br>- I can show awareness that my beliefs and mindsets impact my capacity to learn and be skillful. |
| | | I am aware of skills, behaviors, and attitudes that help me. | - I can name and describe the skills, behaviors, and attitudes that help motivate me to be a good student and good person.<br><br>- I can voice my strengths and struggles as a learner and a member of the school community. |
| | Social-Awareness | I demonstrate empathy and respect. | - I can accept others' viewpoints respectfully.<br><br>- I can appreciate individual and group similarities and differences.<br><br>- I can respectfully stand up to, interrupt or call attention to incidents of bullying, harassment, prejudice, or teasing or when someone's dignity is being violated. |
| | | I am assertive and I self-advocate. | - I can use respectful language to express my ideas, my values, and my needs.<br><br>- I can ask questions when I'm stuck or need help from my peers and adults. |
| | Relationship Skills | I communicate effectively | - I can use school-appropriate language throughout the day.<br><br>- I can use appropriate communication to resolve issues.<br><br>- I can listen respectfully and paraphrase/ summarize or question before speaking. |
| | | I foster healthy relationships. | - I can greet people by saying hello in a friendly manner.<br><br>- I can say 'please' and 'thank you' as a common courtesy.<br><br>- I can ask my peers questions to show interest in their thoughts and feelings. |
| | | I cooperate and participate. | - I can work cooperatively with others and do my fair share of the work.<br><br>- I can actively participate and work toward the goals of the group while staying focused.<br><br>- I can work effectively with different students and respect different points of view. |

# Morningside Community School
# SEL Competencies of Student Success

| PBIS | Competency | Skill Set | Desired Target Behaviors/Understanding in the Classroom |
|---|---|---|---|
| Safety | Self-Management | I identify, express, and manage emotions. | - I can name and describe my own emotions.<br>- I can express my emotions in appropriate ways.<br>- I can manage my anger and upset feelings by using strategies to cool down. |
| | | I exhibit self-control and impulse control. | - I can exhibit self-control while following rules, routines, and procedures.<br>- I can accept help, feedback, correction, or consequences with composure. |
| | | I demonstrate perseverance and resilience. | - I can use problem-solving strategies to respond to challenges or setbacks.<br>- I can use my best effort to persevere and complete tasks even when challenging. |
| Motivation | Responsible Decision-Making | I demonstrate social and civic responsibility | - I can follow all expectations so that Morningside is positive place to learn.<br>- I can take responsibility for my words and actions and can identify the impact of my behavior on others. |
| | | I invest in quality work. | - I can meet learning targets by completing quality work.<br>- I can explain the criteria for success in my own words. |
| | | I organize to learn and study. | - I can manage my materials and organize myself so I'm ready to learn.<br>- I can refer to criteria for success so that I know what is expected of me. |
| | | I set goals and self-assess. | - I can set specific academic goals and explain why they are important for me.<br>- I can reflect on my performance on a given task.<br>- I can advocate for assistance from peers and adults when necessary. |

Student Success in the MCS Classroom

Adapted from Engaging Schools

**Prompt: Both Fernando in *At the Beach* and Hsiang-ling in The *Ch'i-lin Purse* "do the right thing" when the time comes. What does it mean to do the right thing? Compare and contrast Fernando's decision to tell the truth to Mami and Hsiang-ling's decision to give her purse away. How are their motivations the same? How are they different?**

**Type of writing response** (circle one): **Explanatory/Informative**        Opinion        Narrative

| Score | Description |
|---|---|
| **4** | ❏ The response has a clear, complete and accurate description of what it means to do the right thing.<br>❏ The response **compares** the two decisions: explaining how they are similar<br>❏ The response **contrasts** the two decisions: explaining how they are different<br>❏ The response includes direct quotes from the text to support statements of comparison or contrast<br>❏ The response includes accurate explanations of how those quotes connect to statements of comparison or contrast |
| **3** | ❏ The response has a clear, complete and accurate description of what it means to do the right thing.<br>❏ The response **compares** the two decisions: explaining how they are similar<br>❏ The response **contrasts** the two decisions: explaining how they are different<br>❏ The response includes direct quotes from the text to support some of the statements of comparison or contrast<br>❏ The response includes loosely related explanations of how those quotes connect to statements of comparison or contrast |
| **2** | ❏ The response gives a partial description of what it means to do the right thing.<br>     OR<br>❏ The response includes unrelated evidence or information.<br>     OR<br>❏ The response does not include evidence from both texts.<br>     OR<br>❏ The response does not compare the decisions each character.<br>     OR<br>❏ The response does not contrast the decisions motivates each character. |
| **1** | ❏ The response has minimal information about what it means to do the right thing.<br>     OR<br>❏ The response has little or no information from the texts.<br>     OR<br>❏ The response does not relate to the prompt and/or includes misinterpretations of information.<br>     OR<br>❏ Hard to follow because of frequent errors. |