TITLE III CLASSROOM OBSERVATION TOOL
PURPOSE: Identifying Promising Practices based on the observation tool research (NOT EVALUATIVE).

District:	School:	Date:
Subject:	Grade:	END Time:
Teacher:	Observer:	START Time:

____Clear Content Objective (the WHAT): **____Aligned to Grade Level Standards**	**WIDA KEY USES: How are students USING language in the classroom or in pairs or small groups.** ____Inform ____Explain ____Narrate ____Argue
What are the Learning intentions and Success Criteria <mark>for the Day</mark>:	**WIDA Language Domains** **Receptive Language Skills:** ____Listening for an **explicit** purpose ____ Reading for an **explicit** purpose **Expressive Language Skills:** ____Speaking with an **explicit** prompt ____Writing to an **explicit** prompt
Evidence of Academic Rigor *(USE back for DOK Student Learning Task and circle if visible): Please focus on level of questioning by the teacher:*	**Evidence of Student Engagement:** *(USE back for DOK Student Learning Task and circle if visible): Please focus on what students are doing:*

EVIDENCE OF <mark>Displaying and/or using</mark> SCAFFOLDS TO MAKE GRADE LEVEL CONTENT COMPREHENSIBLE

Graphics:	Linguistic supports:	Visuals:	Interactive/Kinesthetic:
____Charts (Wall posters or student made) ____Organizers ____Word wall	____context embedded vocabulary ____stem phrases ____songs/chant ____choral reading	____Illustrations ____Videos ____Models ____Manipulatives ____Smart Board ____Chrome Book	____Partners ____Triads __groups ____TPR = Total Physical Response

STRATEGIES WITH HIGH EFFECT SIZES (.7+) HATTIE STUDENT LEARNING STRATEGIES
____Integrating learning with prior knowledge (.93)____ Deliberate Practice (.79)

UDL KEY ELEMENTS for Language Acquisition: Students Learning English have specific needs:
____Provides Student choice & Autonomy
____Provides Multiple ways to represent learning
____Embeds grade level content vocabulary in text/context
____Fosters Student Collaboration
____Provides opportunities for student self-assessment

Supports for Assessment Capable Learners: How many times observed.

____ Teacher Facilitate opportunities for students to reflect on and talk about their learning.
____ Students seek feedback from peers and teacher(s) about their learning.
____ Students select appropriate tools to guide their learning.

DOK Levels	Teacher Roles: What questions are being asked?	Student Roles: What are students DOING?
Acquire Foundation	o Questions to focus attention *(Who? What? Where? How? When?)* o Directs, leads, demonstrates, defines, provides practice o Scaffolds for access & focus	o Acquires vocabulary, facts, rules o Memorizes, recites, quotes, restates o Retrieves information o Practices & self-monitors basic skills o Clarifies procedures, asks for support using resources, tools
Use, Connect, Conceptualize	o Questions to build schema: differentiate parts-whole, classify, draw out inferences o Models & scaffolds conceptual understanding *(Why? Under what conditions? Gives example/non- example?)*	o Explains relationships, sorts, classifies, compares, organizes information o Makes predictions based on estimates, observations, prior knowledge o Proposes problems or issues/questions to be investigated o Raises conceptual or strategy questions
Deepen & Construct Meaning	o Questions to probe reasoning, thinking, & promote peer discourse/self-reflection; links Big Ideas *(How will you know/do this? Where is the evidence?)* o Designs tasks requiring proof, justification, analysis of evidence quality & accuracy	o Uncovers relevant, accurate, credible information, flaws in a design, or proposed solution & links with "Big Ideas" o Plans how to develop supporting (hard) evidence for conclusions or claims o Researches/tests ideas solves non-routine problems; perseveres o Self-assesses; Uses feedback to improve
Extend, Transfer, Broaden	o Questions to extend thinking, explore sources, broaden perspectives/Big Idea *(Are there potential biases? Can you propose an alternative model?)* o Encourages & scaffolds use of relevant & valid resources, peer- to-peer discourse/self-reflection	o Initiates, transfers, and *constructs* new knowledge/insights linked to "Big Ideas" o Modifies, creates, elaborates based on analysis and interpretation of multiple sources o Investigates real-world problems and issues; perseveres; manages time-task o Self-assesses; Uses feedback to improve

OBSERVATION NOTES (NOT EVALUATIVE) – TEACHER COMMENDATIONS BASED ON USE OF RESEARCB-BASED OBSERVATION TOOL