

**TITLE III CLASSROOM OBSERVATION TOOL**

<b>District:</b>	<b>School:</b>	<b>Date:</b>
<b>Subject:</b>	<b>Grade:</b>	<b>END Time:</b>
<b>Teacher:</b>	<b>Observer:</b>	<b>START Time:</b>
<b>Learning Intentions (the What - content):</b>  <b>Aligned to Grade Level Standards: Y N Unsure</b>	<b>WIDA KEY uses or How language is used by students:</b> Inform: Y N Explain: Y N Narrate: Y N Argue: Y N	
<b>Evidence of Learning intentions and Success Criteria:</b> 1. ___ 2. ___ 3. ___ <b>What are you learning today?</b> 1. ___ 2. ___ 3. ___ <b>Why are you learning it?</b> 1. ___ 2. ___ 3. ___ <b>How will you know that you learned it?</b>  <b>ASK 3 students the above 3 questions &amp; Tally Yes (Y) and No (N) for each student &amp; each question.</b>	<b>WIDA Language Domains</b> <b>Receptive Language Skills:</b> Listening for an explicit purpose: Y N Reading for an explicit purpose: Y N  <b>Expressive Language Skills:</b> Speaking with an explicit prompt: Y N Writing to an explicit prompt: Y N	
<b>Evidence of Academic Rigor</b> <i>(USE back for DOK Student Learning Task and circle if visible): Please focus on <u>level of questioning by the teacher</u>:</i>	<b>Evidence of Student Engagement:</b> <i>(USE back for DOK Student Learning Task and circle if visible): Please focus on <u>what students are doing</u>:</i>	
<b>EVIDENCE OF USING SCAFFOLDING TO ENSURE GRADE LEVEL CONTENT IS COMPREHENSIBLE (circle Y or N)</b>		
<b>Graphics:</b> Charts: Y N Organizers: Y N Word wall: Y N	<b>Linguistic supports:</b> Vocabulary: N Y stem phrases: N Y songs/chant: N Y	<b>Visuals:</b> Illustrations: Y N Videos: Y N Models: Y N Manipulatives: Y N
<b>Interactive/Kinesthetic:</b> Partners: Y N Triads: Y N small groups: Y N TPR = Total Physical Response: Y N		
<b>STRATEGIES WITH HIGH EFFECT SIZES (.7+) HATTIE STUDENT LEARNING STRATEGIES</b> ___ Integrating learning with prior knowledge (.93) ___ Deliberate Practice (.79) <b>UDL KEY ELEMENTS for Language Acquisition:</b> 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  <b>Supports for Assessment Capable Learners: How many times observed.</b>  ___ 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.		

**MARK QUESTIONS ASKED**

**MARK WHAT STUDENTS ARE DOING**

DOK Levels	Teacher Roles	Student Roles
<b>1 Acquire Foundation</b>	<ul style="list-style-type: none"> <li>○ Questions to focus attention (<i>Who? What? Where? How? When?</i>)</li> <li>○ Directs, leads, demonstrates, defines, provides practice</li> <li>○ Scaffolds for access &amp; focus</li> </ul>	<ul style="list-style-type: none"> <li>○ Acquires vocabulary, facts, rules</li> <li>○ Memorizes, recites, quotes, restates</li> <li>○ Retrieves information</li> <li>○ Practices &amp; self-monitors basic skills</li> <li>○ Clarifies procedures, asks for support using resources, tools</li> </ul>
<b>2 Use, Connect, Conceptualiz</b>	<ul style="list-style-type: none"> <li>○ Questions to build schema: differentiate parts-whole, classify, draw out inferences</li> <li>○ Models &amp; scaffolds conceptual understanding (<i>Why? Under what conditions? Gives example/non-example?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>○ Explains relationships, sorts, classifies, compares, organizes information</li> <li>○ Makes predictions based on estimates, observations, prior knowledge</li> <li>○ Proposes problems or issues/questions to be investigated</li> <li>○ Raises conceptual or strategy questions</li> </ul>
<b>3 Deepen &amp; Construct Meaning</b>	<ul style="list-style-type: none"> <li>○ Questions to probe reasoning, thinking, &amp; promote peer discourse/self-reflection; links Big Ideas (<i>How will you know/do this? Where is the evidence?</i>)</li> <li>○ Designs tasks requiring proof, justification, analysis of evidence quality &amp; accuracy</li> </ul>	<ul style="list-style-type: none"> <li>○ Uncovers relevant, accurate, credible information, flaws in a design, or proposed solution &amp; links with “Big Ideas”</li> <li>○ Plans how to develop supporting (hard) evidence for conclusions or claims</li> <li>○ Researches/tests ideas solves non-routine problems; perseveres</li> <li>○ Self-assesses; Uses feedback to improve</li> </ul>
<b>4 Extend, Transfer, Broaden</b>	<ul style="list-style-type: none"> <li>○ Questions to extend thinking, explore sources, broaden perspectives/Big Idea (<i>Are there potential biases? Can you propose an alternative model?</i>)</li> <li>○ Encourages &amp; scaffolds use of relevant &amp; valid resources, peer-to-peer discourse/self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>○ Initiates, transfers, and <i>constructs</i> new knowledge/insights linked to “Big Ideas”</li> <li>○ Modifies, creates, elaborates based on analysis and interpretation of multiple sources</li> <li>○ Investigates real-world problems and issues; perseveres; manages time-task</li> <li>○ Self-assesses; Uses feedback to improve</li> </ul>

Other observations/notes - Not interpretive