

## OBSERVATION TOOL: Structured Student Engagement

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Period: \_\_\_\_\_ Duration: \_\_\_\_\_ minutes ✓Check: ☐ Whole Group and/or ☐ Small Group

**Directions:** Check each observation of teacher actions that **structure student engagement**. In the right-hand column, briefly record notes to expand upon and establish instructional goals during a post-observation debrief (see reverse).

The teacher . . .		✓	Notes
Setting Up	directs students' attention ( <i>board, text, etc.</i> )		
	establishes lesson and language objectives		
	explains and models steps for each task		
	visibly displays a sentence starter/response frame		
	clarifies unfamiliar vocabulary		
	explains language targets ( <i>plural nouns, past-tense verbs, etc.</i> )		
	models an appropriate response verbally and visibly		
	prompts rehearsal of frame using the model response		
	checks for understanding of task directions		
	assigns task(s) for fast finishers		
Monitoring	attends to targeted students		
	circulates to listen to and read responses		
	assists idle or off-task students		
	provides corrective feedback and elicits accurate use		
	preselects student(s) for initial reporting		
	uses varied strategies to elicit additional reporting		
	coaches students to speak audibly ( <i>public voice</i> )		
<b>Students . . .</b>			
Physical	mark text ( <i>underline, circle, highlight</i> )		
	point / track with finger/object ( <i>text, directions, image</i> )		
	hand signal ( <i>thumbs up, raised hand, finger rubric</i> )		
Verbal	<b>Whole class</b> ( <i>chorally repeat word/phrase, read text</i> )		
	<b>Partner</b> to brainstorm and discuss		
	<b>Partner</b> to share responses using frame		
	<b>Partner</b> to read text passages		
	<b>Individually</b> respond ( <i>preselected</i> )		
	<b>Individually</b> respond ( <i>voluntary, partner nomination, all As</i> )		
	<b>Individually</b> respond ( <i>random</i> )		
Written	record information ( <i>mini white board, notebook, text</i> )		
	complete provided starter/frame		
	respond to a prompt		
	complete visual organizer/assignment		

## Notes for Post-Observation Debrief

**Teacher actions that supported productive partner interactions and competent language use:**

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**Instructional goals:**

[illegible]