**Teacher:**  **Observer:**

Date:  **Period:**

**Subject:**   **Observation Duration:**   **minutes**

***Directions:*** *Record a tally mark after planning a lesson or observing instruction utilizing structured student engagement strategies.*

*Record notes during the observation to expand upon on using the Observation Feedback Frames provided on page 2.*

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| ***The students . . .*** | | ***Tally*** | ***Notes*** |
| **Physical** | direct attention as cued *(looking, turning, focusing, etc.)* |  |  |
| mark text *(underline, circle, highlight)* |  |
| point/track with finger/object *(text, directions, image)* |  |
| hand signal *(thumbs up, raised hand, finger rubric, etc.)* |  |
| clap/tap *(syllables, intonation, etc.)* |  |
| stand/sit *(partner 2s stand; sit down if your idea is similar)* |  |
| **Verbal** | **Whole class** *(chorally, phrase-cued, oral cloze)* |  |
| **Partner/group** to brainstorm, respond using frame |  |
| **Partner/group** to read text passages |  |
| **Individually** respond as **preselected** reporter |  |
| **Individually** respond as **random** reporter *(name cards, popcorn, partner 1s stand, white board selector)* |  |
| **Individually** respond as **volunteer** reporter  *(partner nomination, raised-hand)* |  |
| **Written** | record information *(mini white board, notebook, text)* |  |
| complete provided response frame |  |
| incorporate precise words *(word bank, frame, paragraph)* |  |
| respond to a framed prompt *(justification, summary, etc.)* |  |
| complete unstructured task *(journal entry, free write, etc.)* |  |

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| ***The teacher . . .*** | ***Tally*** | ***Notes*** |
| arranges seating and pairs students appropriately |  |  |
| consistently uses an academic register |  |
| refers to visible display of expectations and procedures for partnering and/or group tasks *(4Ls, fast-finisher options, collaborative language)* |  |
| sets up tasks with visible displays, clear explanations, and modeling |  |
| visibly displays an academic response frame and a model response |  |
| identifies and explains vocabulary and grammatical target(s) in frame |  |
| leads verbal rehearsal with model response(s): *(phrase-cued, choral)* |  |
| cues partner 1/2 to speak 1st (*read 2x fluently, say it with expression)* |  |
| monitors interactions & writing, offers feedback, preselects reporters |  |
| uses varied strategies to elicit additional reporters for discussion *(partner nomination, name cards, all partner As stand, voluntary, etc.)* |  |
| requires active listening during all lesson phases and assigns tasks |  |
| requires, models, and coaches use of an audible public voice |  |

**Observation Feedback Frames**

**The teacher facilitated physical, verbal, and/or written responses by** . . .

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*Instructional goal(s) for* ***physical, verbal, and/or written responses*** *include:*

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**The teacher set up the lesson/tasks, used response frame(s), and monitored tasks by. . .**

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*Instructional goal(s) for* ***setting up lesson/tasks, using response frames, and/or monitoring*** *include:*

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