

Effective Instruction: Data Collection, Observation, Feedback & Reflection Tool

Teacher _____ Subject _____ Period/Grade _____ Observer _____ Date: _____

Instructional Strategies

Questions/Wonderings/Suggestions

Purpose/Focus:

___ Lesson purpose/learning target is explicit – what are we learning & why?

Engagement: (Structured participation: "I-We-Y'all-You Do it" – explicit teaching)

___ Choral responses – verbal

___ Choral responses – physical (e.g. signaling, touching, doing)

Structured Use of ***Precision Partners/Structured Group Work*** (ALL accountable)

___ Partner responses elicited

___ seating is conducive to partnering/groups designate who speaks first (e.g. 1s & 2s)

___ students actively paraphrasing their partner's response, ask Q, build on ideas, etc.

___ sentence frames etc. supporting complete sentences & use of Academic Lang.

Structured Written Responses (brief non-fiction writing, power sentences, etc.)

___ note taking guided (e.g. Cornell notes, cloze notes/white boards/etc.)

___ completing a graphic organizer/thinking map – matches key BIG Idea(s)

___ Power Sentences (e.g. structured use of academic language/critical thinking)

Structured Individual Responses (Public Validation for Effort/"Giving it a go")

___ no hand raising (except for Qs and volunteers) – all are "doing the doing"

___ randomly calling on students (or faux) – strategically calling on students

Checking for Understanding/Providing Actionable-Useful Feedback (Q's, Cues, Prompts)

___ circulating as students working (feedback; question, correction, validate, etc.)

Academic Rigor (Critical Thinking/Academic Language/Vocabulary)

Critical Thinking/Comprehension Strategies Explicitly Taught

___ appropriate range/level of prompts (Bloom's identify, analyze, synthesize, evaluate etc.)

___ students regularly explain thinking, explain answers, justify w/evidence/logic

___ T clearly modeling thinking– thinking aloud, explaining, etc.

___ students taught/prompted to ask & answer questions at various levels

___ students taught to self-evaluate understanding (e.g. "hand of knowledge"/rubric)

Academic Language Used (Vocabulary, Syntax, Grammar, etc.)

___ explicit teaching of important new terms ("Connect & Use") - "big dog" terms

___ students prompted to use newly taught academic vocabulary oral/written

(scaffolded language w/frames, models, prompts – "talking like a young scientist")

___ morphology focus (e.g. word families, affixes, Latin roots, verb tenses, plurals)

___ students prompted to use make personalized connections, to use on their own

Scaffolding: (Temporary support provided as needed so ALL are learning/doing)

___ lesson tasks/activities appropriately "chunked" so all can process the information

___ use of questions, prompts, cues, & if necessary, re-taught if having difficulty

___ differentiation: (e.g. peer tutoring, small groups, use of tech. etc)

___ "I don't know" etc. responses are scaffolded (e.g. prompt/cue/explain)