

School _____ Date _____ Teacher _____ Observation Start Time: _____ to _____ Group Size _____
 Observer _____ Coach _____ Author _____

Lesson Text: Title

Synopsis:

The Text (Check all that apply)

- ___ Is part of an author study
- ___ Is part of a genre study
- ___ Contains some complexities
- ___ Contains important concepts, vocabulary
- ___ Links to a unit theme or other in-class learning

Interacting with Text (Check all actions observed)

- The Teacher:**
- ___ Explains why this book was selected for a Read Aloud and links it to other learning
 - ___ Provides wait time so children can think before speaking
 - ___ Orientates the children to the title, author and illustrator of the book to focus attention and assist with developing 'tastes' for particular authors, illustrators, topics
 - ___ Stops at carefully selected moments in the text; is not arbitrary about when to stop and talk
 - ___ Asks text-based open-ended initial questions that require children to describe and explain text ideas rather than recall and retrieve words from the text
 - ___ Calls upon several children to answer the same question thereby providing multiple opportunities for children to use expressive and receptive language
 - ___ Restates what children say in standard English
 - ___ Gently redirects children to the words in the text when they make tangentially related comments

The Children:

- ___ Answer questions with one word or two words
- ___ Provide more than one word answers to initial or follow up questions that describe or explain ideas _____ with scaffolding
- ___ Use their own words to explain again what someone else has already said
- ___ When directed, stop at interesting, puzzling, confusing, funny or other meaningful points in the story and talk to their partners about the meaning of the words or story ideas
- ___ Independently ask questions when they don't understand

Follow Up Questions (Check all actions observed/heard)

The Teacher:

- ___ Scaffolds children's thinking by using their initial responses to form questions that encourage elaboration and development of initial ideas
- ___ Asks if children agree or disagree with the author, with peers or the teacher _____ and why
- ___ Supports individual children to say more by paraphrasing what the student said _____ and asking if this is what they meant
- ___ Prompts particular children to use more expressive language by intentionally calling upon selected individuals to add on to what someone else has said or _____ if they agree or disagree
- ___ Calls upon a wide range of children for their opinions about how the characters behave, solve problems, feel, think

The Children:

- ___ Say whether they agree or disagree with the author, with peers or the teacher _____ and explain why
- ___ Respond when asked to say more _____ Respond when asked to add on to what someone else has said
- ___ Elaborate on their initial answers when asked by: _____ providing more details _____ linking back to what happened earlier in the story _____ conjecturing _____ other

Pictures (Check all actions observed/heard)

The Teacher:

- ___ Shows the book cover and tells what the story will generally be about _____ Provides time for the children to think about the words on a page before showing the illustrations
- ___ Does/does not ask the children to guess what the story will be about _____ Judiciously decides which illustrations to show and when
- ___ Comment /show interest in the story _____ Ask to see the all the illustrations _____ Gradually learn to tolerate seeing illustrations after processing the text _____ Tolerate seeing illustrations after processing text

The Children:

- ___ **Background Knowledge (Check all actions observed/heard)**
- ___ The Teacher: Asks children what they know already about this topic/author/genre & their contributions are noted verbally or in writing
- ___ During the story, asks children to contribute background knowledge judiciously in ways that support building meaning rather than tapping into tangential experience

The Children:

- ___ Make comments that only tangentially link to the topic _____ Make comments that tightly link to the story _____ with guidance _____ independently

Vocabulary (Check all actions observed/heard)

The Teacher:

- ___ Introduces carefully selected, sophisticated words from the text before and/or during reading the story _____ with concrete examples to supports children's understanding
- ___ Provides opportunities to work with a few carefully selected, sophisticated words from the text after the reading and discussions are completed
- ___ Gives positive attention to children for using words encountered in texts in their classroom talk
- ___ Writes down important new words encountered in the story and posts these for children to see

The Children:

- ___ Demonstrate understanding of vocabulary words introduced during story _____ Use new sophisticated word encountered in texts in their speech

Elementary English Language Arts Teaching and Learning Feedback Tool (Reading, Writing, Listening & Speaking)



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School _____ Teacher _____ Grade Level/Course _____ Date _____
 Observer _____ Period start time _____ & end _____ Observed start time _____ to _____

Lesson Text (being read, written, viewed, or heard by students) _____ Author _____ Genre _____
 Part(s) of the Lesson Observed: Model _____ Inquiry/Comprehension _____ Inquiry Discussion _____ Analysis of Author's Craft _____ Vocabulary _____
 Language/Grammar _____ Writing Instruction _____ Overarching Ideas _____ Reflection _____

ACADEMIC RIGOR IN A THINKING CURRICULUM AND ACCOUNTABLE TALK® PRACTICES

The Task (check ones that apply)
 _____ comes from a basal program _____ was developed by the teacher _____ comes from an IFL curriculum unit
 _____ requires students to only answer closed questions, give only one or two word answers, or follow steps or procedures
 _____ covers information students already know and skills they can already do easily
 _____ fits with previous instruction and instruction that will follow
 _____ requires students to make sense of a concept, content, text, texts, language, other media or writing assignment
 _____ requires response(s) to open ended, text-based questions
 _____ requires revision of work or revisiting ideas and skills to take them deeper

Engaging in Lesson: Students are (circle all action(s) observed)
 Reading: untangling a text difficulty; exploring texts for information; analyzing author's craft, rereading; figuring out vocabulary in text
 How: _____ Read Aloud _____ Shared Reading _____ Guided Reading _____ Independent Reading _____ Other _____
 Writing: Writing to learn, e.g., taking notes; doing quick writes; explaining significance; trying out ideas; Writing to produce a product, e.g., incorporating features of a particular genre and/or language in a draft; using previous notes to produce extended pieces of writing; revising; editing
 Talking: responding to peers' questions, teacher's questions; using evidence from text, other texts, real world examples; "arguing" with others about ideas; generating their own questions; collaborating with others on the task; analyzing a model for what can be learned; reviewing or editing a peer's writing
 None of the above. They are _____

Assisting Learning: Students (check action(s) observed)
 _____ appear to know the purpose of the lesson
 _____ have a Reader/Writer notebook or other notebook to record and track learning
 _____ work in pairs/trios to try out thinking and writing (e.g., to answer questions before a discussion)
 _____ reflect on what they are learning along the way as they try out new techniques
 _____ can easily see, talk, and listen to each other during whole group discussion
 _____ see their language posted on wall charts
 _____ are given wait time after a question

Reflecting on the Learning (circle action observed)

Students have/ do not have time for individual reflection (Reflection). Students share/ do not share their reflections of learning. Students receive/ do not receive feedback on their reflections.
 Number of students present for this lesson: _____ Teacher _____ <25 % Students _____ ~50% Students _____ >75% Students
 Who is doing the most talking? _____ Teacher _____ <25 % Students _____ ~50% Students _____ >75% Students
 What are they talking about? _____

Secondary English Language Arts Teaching and Learning Feedback Tool

(This tool supports formative assessment on implementation of the curriculum and teacher professional learning and development.)

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School _____ Teacher _____ Grade Level/Course _____ Date _____
 Observer _____ Period start time _____ & end _____ Observed start time _____ to _____

Lesson Text (being read, written, viewed, or heard by students) _____
 Part(s) of the Lesson Pattern Observed: Gist/Comprehension _____ Significance _____ Inquiry Discussion _____ Analysis of Author's Craft _____
 Language/Grammar _____ Writing Instruction _____ Overarching Ideas _____ StepBack/Reflection _____ Vocabulary _____

ACADEMIC RIGOR IN A THINKING CURRICULUM AND ACCOUNTABLE TALK® PRACTICES

Examples from This Classroom

The Task (check ones that apply)

- _____ comes from the district curriculum
- _____ requires students to ONLY answer closed questions, give only one or two word answers, or follow steps or procedures
- _____ covers information students already know and skills they can already do easily
- _____ fits with previous instruction and instruction that will follow
- _____ requires students to make sense of a concept, content, text, texts, language, other media or writing assignment
- _____ requires response(s) to open ended, text-based questions
- _____ requires revision of work or revisiting ideas and skills to take them deeper

Engaging in Lesson: Students are (circle action(s) observed)

- Reading:** making sense of texts; figuring out vocabulary; untangling a text difficulty; exploring texts for information; interpreting text(s) for ideas; analyzing a text for how it was written; rereading; reading individually; listening to the text being read
- Writing:** writing to learn; keeping notes; doing quick writes; explaining significance; trying out ideas and language; using features of particular genre and/or language; using previous notes to produce extended pieces of writing; revising; editing
- Talking:** responding to peers' questions, teacher's questions; using evidence from text, other texts, real world examples; "arguing" with others about ideas; generating their own questions; collaborating with others on the task; reviewing or editing a peer's writing
- None of the above. They are _____

Assisting Learning: Students (check action(s) observed)

- _____ appear to know the purpose of the lesson
- _____ have a Reader/Writer notebook or other notebook to record and track learning
- _____ work in pairs/trios to try out thinking and writing (e.g., on a question before the whole group discussion)
- _____ reflect on what they are learning along the way as they try out new techniques
- _____ can easily see, talk, and listen to each other during whole group discussion
- _____ see their language posted on wall charts
- _____ are given wait time after a question

Reflection (StepBack) (circle action observed)

- _____ are invited to ask questions, get clarification, challenge ideas
 - _____ listen and learn from each other, published authors, and the teacher
 - _____ connect to prior knowledge, others' ideas, ideas across one or more texts
 - _____ are asked assessing or advancing questions to expand their understanding or elaborate on their thinking
 - _____ engage in self-evaluation and get feedback on what and how well they are learning
 - _____ revisit and revise their writing and/or understanding of their reading
- Students have/do not have time for individual reflection. Students share/do not share their reflections of learning. Students receive/do not receive feedback on their reflections.
- Who is doing the cognitive heavy lifting? Teacher |---| Few Students <25% |---| 50% |---| Most Students >75%
- Who is doing the most talking? Teacher |---| Few Students <25% |---| 50% |---| Most Students >75%
- What are they talking about?