

OBSERVATION TOOL

The Observation Tool is a resource for coaches to document specific look-fors while observing teachers' instruction and implementation of high-quality instructional materials (HQIM). This is not an evaluation tool.

Teacher	Date	Grade	Module	Topic	Lesson

Before the Classroom Visit

Review the lesson for purpose, specific instructional materials, and suggested pacing of activities.

	Y	N
Evidence of teacher internalization of Module, Topic, and Lesson exists.	<input type="radio"/>	<input type="radio"/>
Teacher uses appropriate module within the scope and sequence.	<input type="radio"/>	<input type="radio"/>
Teacher stays within +/- 5 instructional days of suggested pacing guide.	<input type="radio"/>	<input type="radio"/>
Lesson meets minimum number of minutes for core instruction.	<input type="radio"/>	<input type="radio"/>
Notes/Time		

Key: Y for Yes, observed; fully implemented; NP No, not present

During the Classroom Visit

Identify appropriate sections of the tool to complete and record notes/ time stamps. Focus on the look-fors relevant to the portion of the lesson observed if the full lesson is not observed.

	Y	P	NP
Teacher has materials and established routines ready for lesson key components.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students engage in a clear launch or opening that connects to today's learning or previous day's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher maintains alignment to lesson objective, structure, and suggested pacing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher/students use models, manipulatives, and academic vocabulary from the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher uses appropriate moments in the lesson to model, explain, and communicate the essential ideas to be learned directly and explicitly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students engage in student-to-student discourse around various explanations, models, and/or student work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher regularly checks for understanding at key learning moments and adjusts instruction as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student practice allows for productive struggle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students engage in problem solving that requires them to use multiple pathways and explain their thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students make connections to key mathematical concepts and the outside world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students receive in-the-moment feedback on their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher gives students the opportunity to reflect on their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Key: Y for Yes, observed; fully implemented; P Partially observed; not fully implemented; and NP No, not present

	Y	P	NP
Supports All Learners			
Teacher uses embedded support strategies within lesson (e.g., Emergent Bilingual Student Tips, Modeling Moments, and Common Misconceptions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher provides just-in-time instruction using embedded HQIM resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Y for Yes, observed; fully implemented; P Partially observed; not fully implemented; and NP No, not present			
Notes/Time			

Key: Y for Yes, observed; fully implemented; P Partially observed; not fully implemented; and NP No, not present

After the Classroom Visit

Identify the highest leverage action step and discuss with the teacher.

Glows	Grows	Action Step