

Date: \_\_\_\_\_

### Instructional Observation & Reflection Tool

Person Being Observed: \_\_\_\_\_

Observer: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_

Subject: \_\_\_\_\_

CCSS: \_\_\_\_\_

**Students Saying:**

- \_\_\_\_\_ Partner talk
- \_\_\_\_\_ Choral responses—verbal
- \_\_\_\_\_ Asking questions
- \_\_\_\_\_ Explaining thinking
- \_\_\_\_\_ Using vocabulary
- \_\_\_\_\_ Making connections

**Students Writing:**

- \_\_\_\_\_ Sentence starter
- \_\_\_\_\_ Note taking guide
- \_\_\_\_\_ Graphic organizer/thinking map
- \_\_\_\_\_ Focused writing
- \_\_\_\_\_ Using vocabulary

**Students Doing:**

- \_\_\_\_\_ Choral response
- \_\_\_\_\_ All students engaged
- \_\_\_\_\_ “We Do” together and then “You Do” on your own
- \_\_\_\_\_ Making connections
- \_\_\_\_\_ Talking with partners (including Think-Pair-Share)

**Teacher Actions:**

- \_\_\_\_\_ Modeling (I Do)
- \_\_\_\_\_ Using specific vocabulary (morphology/word families)
- \_\_\_\_\_ Seating is conducive to partnering
- \_\_\_\_\_ Designated “1’s and 2’s”
- \_\_\_\_\_ Randomly calling on students (or faux random—strategic)
- \_\_\_\_\_ Scaffolding
- \_\_\_\_\_ Giving “think” time
- \_\_\_\_\_ Checking for understanding
- \_\_\_\_\_ Moves about the room

**Positives:** Instructional practices that fostered engaged accountable student learning/higher order thinking/academic language.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**Recommendations:** Or missed opportunities for maximizing engaged accountable learning/higher order thinking/academic language. “No Shoulding”!

- 1.
- 2.

While in your class today, I noticed...

Thoughts and ideas I came away with for changes in my own teaching...

What I wondered about...

Mentee's Signature: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_