

MORNINGSTAHR

INSTRUCTIONAL OBSERVATIONAL FRAMEWORK TOOL



MORNINGSTAHR
PROFESSIONAL INSTITUTES

ABOUT THE OBSERVATIONAL RUBRIC

This tool is intended only for reflection, guidance, and feedback for the implementation of effective best practices in a College and Career Readiness classroom for ELA. It is important to note that this is NOT a teacher evaluation tool. This tool supports “Look-For” indicators in the classroom. It is important to note that when observing teachers focus only a few indicators during observations. All indicators cannot be accomplished within one instructional observation.

Please do not use this document as a checklist, but only as a guide to what behaviors are evidenced in the classroom.

The following overall descriptors at each level may also be helpful to the observer:

1. Not Observed: There is no evidence of meeting the indicator. The teacher does not include the indicator within observed instruction or the teacher attempts to do so and is unsuccessful. The teacher does not demonstrate an understanding of the indicator to support the student. As a result, there is no evidence that students are meeting the capacities of a College and Career Ready student.

2. Observed Needs Improvement but Developing: The teacher is somewhat successful in meeting and implementing the indicator, but needs support and coaching. The teacher tries to successfully demonstrate and model the behavior or content; however the student cannot internalize the content in a meaningful way. There is little evidence that students are meeting the capacities of a College and Career Ready student.

3. Observed and Proficient: The teacher successfully meets and implements the indicator. The teacher successfully demonstrates content through modeling, questioning, and application. There is clear observable evidence that students are meeting the capacities of a College and Career Ready student.

4. Observed and Highly Proficient: The teacher not only successfully meets and implements the indicator, but the teacher puts the student at the center of indicator. The teacher at this point becomes a facilitator and the student becomes responsible for their own learning while engaging in their own meaningful authentic activities. There is strong evidence to support that the student is meeting the capacities of a College and Career Ready student.



COLLEGE AND CAREER READY IN READING, WRITING, SPEAKING, LISTENING AND LANGUAGE

They Demonstrate Independence

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types of disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key point, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peer, and print and digital reference materials.

They Build Strong Content Knowledge

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking

They Respond to the Varying Demands of Audience, Task, Purpose, and Discipline

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotation of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They Comprehend as Well as Critique

Students are engaged and open-minded-but discerning-readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but also question an author's or speaker's assumption and premises and assess the veracity of claims and the soundness of reasoning.

They Value Evidence

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They Use Technology and Digital Media Strategically and Capably

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They Come to Understand Other Perspective and Cultures

Students appreciate that the twenty-first century classroom and workplace are settings in which people from often widely cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically

and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures and world views, students can vicariously inhabit worlds and have experiences much different than their own.



ELA WALK THROUGH EDUCATIONAL FORM

DATE:	TIME:	TEACHER:
PERIOD:	GRADE:	SUBJECT:
LEARNING STANDARD:	MATERIALS/SOURCES USED:	
ASSESSMENTS USED (formative/summative):		LEARNING OBJECT WAS ACHIEVED:

<p>Instructional Practices Observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coaching <input type="checkbox"/> Modeling <input type="checkbox"/> Discussion <input type="checkbox"/> Presentation <input type="checkbox"/> Hand-On Experiences <input type="checkbox"/> Lecture <input type="checkbox"/> Opportunities for practice <input type="checkbox"/> Teacher directed Q and A <input type="checkbox"/> Testing 	<p>Research Based Strategies Observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying similarities and differences <input type="checkbox"/> Summarizing and Note-taking <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Generating questions, cues, organizers, hypothesis <input type="checkbox"/> Nonlinguistic representations <input type="checkbox"/> Making connections between reading and writing 	<p>Student Actions Observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboration with Peers <input type="checkbox"/> Participating in content Discussions <input type="checkbox"/> Hands on Projects <input type="checkbox"/> Active Listening/Note-Taking <input type="checkbox"/> Presenting <input type="checkbox"/> Computer Activities <input type="checkbox"/> Independent Reading <input type="checkbox"/> Research <input type="checkbox"/> Writing Project <input type="checkbox"/> Independent Writing
<p>Student Level DOK:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recalling/Retelling <input type="checkbox"/> Application/Interpreting/Explanation <input type="checkbox"/> Strategic Reasoning & Thinking/Support for reasoning and conclusions/Drawing Conclusions/Comparing <input type="checkbox"/> Extended Reasoning & Thinking/Planning/Multiple Steps/Synthesizing/Critiquing/Creating 	<p>Student Engagement Levels: (% of students engaged)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 0-50% <input type="checkbox"/> 51-75% <input type="checkbox"/> 76-90% <input type="checkbox"/> 91-100% 	<p>Student Questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> As a result of this lesson what will you expect to know and be able to do? <input type="checkbox"/> What is your learning objective/standard (student friendly terms)