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| **Instructional Guide to Observation & Feedback** | |
| **DOMAIN 3: INSTRUCTION ENGLISH LANGUAGE ARTS**  ***\*Note for Grades K-2:*** *The tool is for observing read-aloud and writing instruction. Reading foundations and small-group instruction are not addressed through this tool.* | |
| **LOOK-FORS** | |
| **Outcome: Teachers provide instruction so that all students demonstrate the ability to read, understand, and express understanding of grade-level, complex texts.** | |
| **Read and understand:**   * Students build the ability to read and understand the vocabulary, language, topics, themes, or ideas of texts at or above grade level for the majority of the lesson. (3c) * Students use language and vocabulary independently and in groups to comprehend what complex texts say. (3c) * Students build understanding of the topics, themes, or ideas of texts independently and in groups to comprehend what complex texts mean. (3c) * Students act on teacher and peer feedback to improve their understanding of complex texts. (3d)   **Express understanding:**   * Whole-class discussion is about the vocabulary, language, topics, themes, or ideas of complex texts. (3b) * During discussions, students build opinions using evidence, respond to peers, make connections between complex texts, and/or change thinking based on discussion and evidence from complex texts. (3b) * Students express their understanding of complex texts through speaking and writingusing evidence. (3c) * Students make connections between complex texts and tasks from lesson to lesson. (3c) * The teacher monitors students’ understanding of complex texts and ability to meet task expectations and provides feedback to improve student understanding. (3d) * Students explain how they plan to approach a speaking or writing task with complex texts. (3d) | |
| **EVIDENCE: READ AND UNDERSTAND** | **EVIDENCE: EXPRESS UNDERSTANDING** |
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| **FEEDBACK & NEXT STEPS** | | | |
| **INITIAL QUESTIONS** | **NOTES** | | |
| **What was the intended outcome and how does it align to what matters most for your students to be able to read, understand, and express understanding of complex texts?** |  | | |
| **During this lesson, did you gather evidence of student progress toward your long-term goals in getting students to read, understand, and express understanding of complex texts? Explain.** |  | | |
| **INSTRUCTIONAL FEEDBACK QUESTIONS** | | | |
| **3b. USING QUESTIONING/PROMPTS AND DISCUSSION: Quality of questions/prompts, Discussion techniques, Student Participation** | | | |
| **Feedback Questions** | | **NEXT STEPS** | |
|  | | **Resources to support** | **Additional next steps** |
| **3c. ENGAGING STUDENTS IN LEARNING: Activities & Assignments, Grouping of students, Instructional materials, Structure & Pacing** | | | |
| **Feedback Questions** | | **NEXT STEPS** | |
|  | | **Resources to support** | **Additional next steps** |
| **3d. USING ASSESSMENT IN INSTRUCTION: Assessment criteria, Monitoring student learning, Feedback, & Student self-assessment/monitoring of progress** | | | |
| **Feedback Questions** | | **NEXT STEPS** | |
|  | | **Resources to support** | **Additional next steps** |

**Appendix A: Instructional Observation & Feedback Resources ENGLISH LANGUAGE ARTS**

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| **3b. USING QUESTIONING/PROMPTS AND DISCUSSION: Quality of questions/prompts, Discussion techniques, Student Participation** | | |
| **KEY TOPICS** | **Resources (Videos, lessons, etc.)** | |
| **K-5** | **6-12** |
| Complex/grade-level texts  Textual evidence  Discussion strategies | **Lessons**   * [K-2 and 3-5 Guidebooks](http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning)   **Strategies**   * [Strategy Descriptions and Videos: Whole Class](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class) * Critical attributes from the [Compass Teacher Rubric](http://www.louisianabelieves.com/docs/key-compass-resources/2013-2014-compass-teacher-rubric.pdf?sfvrsn=2) * [8 Ways Teachers Can Talk Less and Get Kids Talking More](http://thecornerstoneforteachers.com/2014/09/8-ways-teachers-can-talk-less-get-kids-talking.html)   **Videos**   * [TeachingtheCore.org](http://www.teachingthecore.org/) – Videos of complete lessons searchable by subject and grades * [Grade 2 – When Charlie McButton Lost Power: A Read Aloud Lesson](https://www.teachingchannel.org/videos/when-charlie-mcbutton-lost-power-core-challenge) * [Grade 3 – Bringing Close Reading and Accountable Talk into an Interactive Read Aloud](http://videolibrary.louisianabelieves.com/library/3rd-grade-ela-lesson-on-close-reading) * [Grade 5 – Text Talk Time](https://www.teachingchannel.org/videos/analyzing-text-as-a-group) | **Lessons**   * [6-8 and 9-12 Guidebooks](http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning)   **Strategies**   * [Strategy Descriptions and Videos: Whole Class](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class) * Critical attributes from the [Compass Teacher Rubric](http://www.louisianabelieves.com/docs/key-compass-resources/2013-2014-compass-teacher-rubric.pdf?sfvrsn=2) * [8 Ways Teachers Can Talk Less and Get Kids Talking More](http://thecornerstoneforteachers.com/2014/09/8-ways-teachers-can-talk-less-get-kids-talking.html)   **Videos**   * [Grade 6 – ELA Lesson on Text Analysis](http://videolibrary.louisianabelieves.com/library/6th-grade-ela-lesson-on-text-analysis) * [Grade 7 – Inquiry-based Discussions for Text](https://www.teachingchannel.org/videos/inquiry-based-discussions-for-text) * [Grade 9 – Analyzing Characters and Symbols in a Text](http://videolibrary.louisianabelieves.com/library/9th-grade-ela-lesson-on-characters-and-symbols-in-a-text) * [Grade 10 – Citing Evidence](http://videolibrary.louisianabelieves.com/library/10th-grade-ela-lesson-on-citing-evidence) * [Grade 10 – Deaf and Hard of Hearing Special Education ELA Lesson](http://videolibrary.louisianabelieves.com/library/10th-grade-hearing-impaired-special-education-ela-lesson-on-identifying-common-themes-from-two-texts) * [Grade 12 – Pinwheel Discussion Strategy](http://videolibrary.louisianabelieves.com/library/11th-and-12th-grade-ela-lesson-on-literary-discussions) * [Grade 12 – Text-Based Evidence and Inferences](http://videolibrary.louisianabelieves.com/library/12th-grade-ela-lesson-on-text-based-evidence-and-inferences) |
| **3c. ENGAGING STUDENTS IN LEARNING: Activities & Assignments, Grouping of students, Instructional materials, Structure & Pacing** | | |
| **KEY TOPICS** | **Resources (Videos, lessons, etc.)** | |
| **K-5** | **6-12** |
| Complex/grade-level texts  Appropriate tasks | **Lessons**   * [K-2 and 3-5 Guidebooks](http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning)   **Strategies**   * [Strategy Descriptions and Videos: Whole Class](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class) * Critical attributes from the [Compass Teacher Rubric](http://www.louisianabelieves.com/docs/key-compass-resources/2013-2014-compass-teacher-rubric.pdf?sfvrsn=2)   **Assessment**   * [EAGLE](http://www.louisianabelieves.com/assessment/eagle) * [PARCC Practice Test](http://practice.parcc.testnav.com/) (Grades 3-5)   **Videos**   * [TeachingtheCore.org](http://www.teachingthecore.org/) – Videos of complete lessons searchable by subject and grades * [Grade 1 – Academic Choice: Comprehending a Story](https://www.teachingchannel.org/videos/academic-choice-lesson) * [Grade 2 – Using Text Features to Gather Evidence About Soil](https://www.teachingchannel.org/videos/teaching-text-features-nea) * [Grade 2 – Comparing and Contrasting Fairy Tale Adaptations](http://videolibrary.louisianabelieves.com/library/2nd-grade-ela-lesson-on-comparing-and-contrasting-fairy-tale-adaptation) * [Grade 5 – Analyzing Texts: Overview of a Lesson Series](https://www.teachingchannel.org/videos/analyzing-text-lesson) | **Lessons**   * [6-8 and 9-12 Guidebooks](http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning)   **Strategies**   * [Strategy Descriptions and Videos: Whole Class](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class) * Critical attributes from the [Compass Teacher Rubric](http://www.louisianabelieves.com/docs/key-compass-resources/2013-2014-compass-teacher-rubric.pdf?sfvrsn=2)   **Assessment**   * [EAGLE](http://www.louisianabelieves.com/assessment/eagle) * [PARCC Practice Test](http://practice.parcc.testnav.com/) (Grades 6-11)   **Videos**   * [Grade 6 – Significant Needs Special Education ELA Lesson on First Person](http://videolibrary.louisianabelieves.com/library/6th-grade-significant-needs-special-education-ela-lesson-on-first-person) * [Meeting Our Monsters: A Lesson in Text Synthesis](https://www.teachingchannel.org/videos/meeting-our-monsters-a-lesson-in-text-synthesis-core-challenge) * [Grade 12 – Composing and Performing a Soliloquy](http://videolibrary.louisianabelieves.com/library/11th-and-12th-grade-ela-lesson-on-composing-and-performing-a-soliloquy) * [Learning to Think: A Foundation for Analysis](https://www.teachingchannel.org/videos/teach-students-to-think?fd=1) |
| **3d. USING ASSESSMENT IN INSTRUCTION: Assessment criteria, Monitoring student learning, Feedback, & Student self-assessment/monitoring of progress** | | |
| **KEY TOPICS** | **Resources (Videos, lessons, etc.)** | |
| **K-5** | **6-12** |
| Monitoring student learning through [ongoing assessment](http://www.assessmentforlearning.edu.au/professional_learning/intro_to_afl/introduction_key_questions.html)  Using feedback to advance learning | **Lessons**   * [K-2 and 3-5 Guidebooks](http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning)   **Strategies**   * [Strategy Descriptions and Videos: Whole Class](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class) * [Strategy Descriptions and Videos: Small-Group Reading](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading) * [Strategy Descriptions and Videos: Small-Group Writing](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-writing) * [Strategy Descriptions and Videos: Independent Reading](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/independent-reading) * Critical attributes from the [Compass Teacher Rubric](http://www.louisianabelieves.com/docs/key-compass-resources/2013-2014-compass-teacher-rubric.pdf?sfvrsn=2)   **Assessment**   * [EAGLE](http://www.louisianabelieves.com/assessment/eagle) * [PARCC Practice Test](http://practice.parcc.testnav.com/) (Grades 3-5) * [In Common: Effective Writing for All Students](http://achievethecore.org/content/upload/Big_1_DR8.12.pdf) (K-12 Student Writing Samples)   **Videos**   * [Grade 1 – Academic Choice: Comprehending a Story](https://www.teachingchannel.org/videos/academic-choice-lesson) * [Exit Tickets](https://www.teachingchannel.org/videos/teacher-assessment-strategy) | **Lessons**   * [6-8 and 9-12 Guidebooks](http://www.louisianabelieves.com/resources/library/k-12-ela-year-long-planning)   **Strategies**   * [Strategy Descriptions and Videos: Whole Class](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class) * [Strategy Descriptions and Videos: Small-Group Reading](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading) * [Strategy Descriptions and Videos: Small-Group Writing](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-writing) * [Strategy Descriptions and Videos: Independent Reading](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/independent-reading) * Critical attributes from the [Compass Teacher Rubric](http://www.louisianabelieves.com/docs/key-compass-resources/2013-2014-compass-teacher-rubric.pdf?sfvrsn=2)   **Assessment**   * [EAGLE](http://www.louisianabelieves.com/assessment/eagle) * [PARCC Practice Test](http://practice.parcc.testnav.com/) (Grades 6-11) * [In Common: Effective Writing for All Students](http://achievethecore.org/content/upload/Big_1_DR8.12.pdf) (K-12 Student Writing Samples)   **Videos**   * [Using Technology to Check for Understanding](https://www.teachingchannel.org/videos/texting-to-assess-learning) |