

3 Domains Instructional Observation & Reflection Tool

Teacher _____ Subject _____ Period/Grade _____ Observer _____ Date: _____

Teaching Strategies

Student Responses (Quantity/Quality)

Engaging: (All Responding/All Engaged – No Bystanders)

- Choral responses – verbal
- Choral responses – physical (e.g. signaling, touching, doing)

Structured **Precision** Partner responses

- seating is conducive to partnering/designate who speaks first (e.g. 1s & 2s)
- provides a sentence starter/assigns an active listening task (e.g. note taking, paraphrasing their partner)

Structured Written Responses

- note taking guide (e.g. Cornell notes, cloze notes/white boards/etc.)
- completing a graphic organizer/thinking map – matches key BIG Idea(s)
- focused quick write (e.g. 1-2 sentence summary vs. free journaling)
- completing a sentence frame/sentence starter

Structured Individual Responses

- no hand raising (except for Qs and volunteers) – all are “doing the doing”
- randomly calling on students (or faux random – strategic)

Academic Rigor (Levels of Thinking/Academic Language/Vocabulary)

Levels of Thinking (Bloom)

- appropriate range/levels (remember, analyze, synthesize, evaluate etc.)
- students regularly explain thinking, explain answers, justify w/evidence/logic
- modeling different kinds/levels of thinking – thinking aloud, explaining, etc.
- students asking and answering questions at various levels of thinking

Level of Language (Academic Language/Vocabulary)

- explicit teaching of important new terms (I – We – Y’all – You Do It)
- students prompted to use newly taught academic vocabulary oral/written
- students prompted to use complete sentences/more complex sentences
- students prompted to use make connections, learn about words, etc.

Scaffolding: (Scaffolding or temporary support provided as needed)

- lesson tasks/activities appropriately “chunked” so all can process the info.
- modeling/demonstrating/guiding (I/we do it *before* you do it)
- think time, partner rehearsal, teacher monitoring, etc.
- checking for understanding, support provided as needed (e.g. re-teach, sentence frame, sample answer, appropriate prompt, etc.)
- every student has the support they need to be at least “semi-competent”

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

A missed opportunity for maximizing engaged accountable learning/higher order thinking/academic language:

Goals for next lesson:
