

Overall Rating: (circle) **Low (1)** Low-Mid (2) **Middle (3)** Mid-High (4) **High (5)**

Instructional Learning Formats refer to the ways in which the teacher maximizes students' engagement in learning through clear presentation of material, active facilitation, and the provision of interesting and engaging lessons and materials.

Observation Notes:

	Low (1)	Middle (3)	High (5)
Learning targets/ Organization	The teacher has not described clear learning targets. The teacher communicates in a disorganized and unclear way and does not draw student attention to the objectives of the lesson.	At the middle range, the teacher may have discussed learning objectives, although the objectives are not always clear. The teacher may use preview and/or summary statements, but these statements are brief and not in depth; the statements do not focus students' attention on the learning objectives.	The teacher clearly communicates learning objectives and gains students' attention on the objectives. The teacher presents information through multiple modalities and strategies and uses multiple materials.
Variety of modalities, strategies, & materials	The teacher offers information in a single mode, with little or no variety in strategies or materials.	Students are sometimes given information in a variety of modalities, strategies, and/or materials, and students have some opportunities to interact with materials and activities, although not in depth.	Students have consistent opportunities with materials and activities.
Active facilitation	Students have little opportunity to interact with materials and activities.	The teacher intermittently facilitates student involvement through questioning, appropriate pacing, and the active display of interest and engagement in students' work.	The teacher actively facilitates students' involvement through questioning, appropriate pacing, and the active display of interest and engagement in students' work and participation.
Effective engagement	The teacher is uninvolved in the work of students and appears disinterested in their work or class participation. The students do not appear interested or engaged in the lesson.	At times, the teacher seems uninvolved and uninterested. Some of the time, the students are interested or engaged in the instruction, or they are mildly engaged.	The teacher seems involved and interested. Students are consistently interested and engaged.

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Instructional Dialogue is the purposeful use of content-focused discussion among teachers and students that is cumulative, with the teacher helping students link ideas together in ways that lead to deeper understanding of content. Students take an active role in these dialogues.

Observation Notes:

	Low (1)	Middle (3)	High (5)
Cumulative, content-driven exchanges	There are no or few discussions in the class, discussions are unrelated to content or skill development, or discussions contain only simple question-response exchanges between the teacher and students.	There are occasional content-based discussions in class among teachers and students. However, the discussions are brief or quickly move from one topic to another without follow-up questions or comments.	There are frequent, content-driven discussions in the class between teacher and students or among students that build depth of knowledge through cumulative and contingent exchanges.
Distributed Talk	The class is dominated by teacher talk, or there is no discussion.	The class is mostly dominated by teacher talk, but there are times in which students take a more active role, or there are distributed dialogues that involve only a few students in the class.	Class dialogues are distributed such that both the teacher and the majority of students take an active role or students are actively engaged in instructional dialogues with each other.
Facilitation strategies	The teacher and students ask closed-ended questions; rarely acknowledges, repeats, or extends other students' comments; and/or appears disinterested in other students' comments. Many students are not engaged in instructional dialogue.	The teacher and students sometimes use facilitation strategies that encourage more elaborated dialogue, but the strategies are brief, inconsistent, or ineffective and do not consistently engage students in extended dialogues.	The teacher and students frequently use facilitation strategies that encourage more elaborate dialogue, and students are observed responding to the techniques by fully participating in extended dialogues.

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Analysis and Inquiry assesses the degree to which students are engaged in higher level thinking skills, such as inquiry, analysis, reasoning, and creating, through the application of knowledge and skills to novel and/or open-ended problems, tasks, and questions.

Observation Notes:

	Low (1)	Middle (3)	High (5)
Facilitation of higher order thinking	Students do not engage in higher order thinking skills through analysis and inquiry.	Students occasionally engage in higher order thinking through analysis and inquiry, but these episodes are brief or limited in depth.	Students consistently engage in extended opportunities to use higher order thinking through analysis and inquiry.
Opportunities for novel application	Instruction is rote, and the teacher offers no opportunities for students to engage in novel or open-ended tasks. Students are not challenged to apply previous knowledge and skills to a new problem.	The teacher provides opportunities for students to apply knowledge and skills within familiar contexts, with teacher guidance available, but does not provide opportunities for analysis and problem solving within novel contexts and/or without teacher support.	The teacher provides opportunities for students to independently solve or reason through novel and open-ended tasks, requiring the students to select and utilize or apply existing knowledge and skills.
Metacognition	Students are not encouraged to think about, evaluate, or reflect on their own learning or to plan their own learning experiences.	Students have occasional opportunities to think about their thinking through explanations, self-evaluations, reflection, and planning. These opportunities are typically brief and limited in depth.	Students have multiple, extended opportunities to think about their own thinking through explanations, self-evaluations, reflection, and planning.