

ELA Observation Tool

This ELA Observation Tool is adapted from TNTP's ELA Instructional Walkthrough Tool. It articulates the vision for skillful literacy teaching and learning, grounded in research about how students best learn to make sense of what they read. Purposes include: 1) preparing lessons; 2) reflecting on instructional practices; 3) developing professional learning on standards-aligned practice; and 4) providing feedback on classroom practice.

A. CULTURE OF LEARNING	B. CONTENT	C. PRACTICES	D. STUDENT OWNERSHIP
Are all students engaged in the work from start to finish?	Is the lesson focused on a high-quality text(s) ?	Does the lesson employ questions and tasks that integrate standards and build students' comprehension of the text(s) and its meaning?	Are all students responsible for doing the thinking in this classroom?

A. CULTURE OF LEARNING: Are all students engaged in the work from start to finish?				
A1. Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
A2. Students follow behavioral expectations and directions.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
A3. Students execute transitions, routines, and procedures in an orderly and efficient manner.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
A4. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
A5. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
A. CULTURE OF LEARNING RATING: Overall, are all students engaged in the work from start to finish?				
Not Yet <i><50% of students</i>	Somewhat <i>50-74% of students</i>	Mostly <i>75-89% of students</i>	Yes <i>90-100% of students</i>	

B. CONTENT: Is the lesson focused on a high-quality text(s)?

B1. Students spend the majority of the lesson listening to, reading, writing, and/or speaking about text(s).	<i>Not Yet</i>	Yes
B2. The text(s) are at or above the complexity level expected for the grade and time in the school year.	<i>Not Yet</i>	Yes
B3. The text(s) are worthy of student time & attention. They exhibit exceptional craft, thought and/or provide meaningful knowledge. Where appropriate, texts are richly illustrated.	<i>Not Yet</i>	Yes

B. CONTENT RATING:
Overall, is the lesson focused on a high-quality text(s)?

Not Yet	Yes
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C. PRACTICES: Does the lesson employ questions and tasks (both oral and written) that integrate standards and build students' comprehension of the text(s) and its meaning?

C1. Questions/tasks integrate grade-level reading, writing, speaking and listening, and/or language standards in service of deep understanding of the text(s) and/or topics under consideration.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	Yes
C2. Questions/tasks address the specific text(s) at hand by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands to build understanding.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	Yes
C3. Questions/tasks require students to use details from the text to demonstrate understanding and/or support their ideas about the text.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	Yes

C4. Questions/tasks attend to words, phrases, and sentences within the text that matter most to build students' vocabulary and deepen understanding of the text.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
C5. Questions/tasks are sequenced to deepen students' understanding of the text, the author's craft, and/or the topic under consideration.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>

C. PRACTICES RATING:

Overall, does the lesson employ questions and tasks that integrate standards and build students' comprehension of the text(s) and its meaning?

Not Yet <i><50% of the time</i>	Somewhat <i>50-74% of the time</i>	Mostly <i>75-89% of the time</i>	Yes <i>90-100% of the time</i>
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D. STUDENT OWNERSHIP: Are all students responsible for doing the thinking in this classroom?

D1. Students do the majority of the work of the lesson: speaking/listening, reading, and/or writing.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
D2. Students reason and make meaning of texts to persevere through difficulty. When teachers provide support, students still own the complex thinking.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
D3. Students talk and ask questions about each other's thinking in order to improve their understanding about the text or topic.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>
D4. Students provide text evidence to support their ideas and use topic or text-specific language in their oral and/or written responses.	<i>Not Yet</i>	<i>Somewhat</i>	<i>Mostly</i>	<i>Yes</i>

D. STUDENT OWNERSHIP RATING:

Overall, are all students responsible for doing the thinking in this classroom?

Not Yet <i><50% of students</i>	Somewhat <i>50-74% of students</i>	Mostly <i>75-89% of students</i>	Yes <i>90-100% of students</i>
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