

## Lesson Observation: Common Instructional Goals and Opportunities for Support

### Physical Responses:

- Structure more physical responses as you assign and model tasks to focus students' attention and ensure they are actually reading and listening: e.g., *I would like everyone to put down your pencils and direct your attention to the screen. Waiting...; Place your reading guide card underneath the directions; Circle the direct word evaluate; Point to the first transition word in the model paragraph.*
- Don't let students sit for too long listening to you explain, model, "think aloud" or read without structuring a physical response so you have a concrete evidence check that they are actually engaged: e.g., *Point to...; Highlight...; Place your reading guide card under the second response frame...*

### Verbal Responses:

- Pre-assign lesson partners so students have someone to brainstorm with and rehearse answers to key lesson questions.
- Develop a sentence frame (and model response, when appropriate) to guide students in responding adeptly to key lesson questions.
- Clearly display lesson sentence frames and model responses.
- Guide students in developing accurate oral fluency and reading proficiency with assigned response frames by 1) providing a model response; 2) guiding them in reading the model response chorally in phrases, mimicking your expression; 3) guiding them in chorally reading the entire response; 4) pointing out any vocabulary or grammatical target.
- Students struggled with reading the sentence frame initially. Guide students in reading your model response with two choral readings: first, in phrases; second, as a complete sentence.
- Students would have benefitted from a verbal response frame to share their selected details with their partner after completing the note-taking task: *One important detail I included was...; One essential detail I added to my outline was...*
- Pause after each phase of the instructional routine and provide a clear transitional verbal cue to help students prepare for the next instructional phase and task.
- Partner students to share responses to your question before calling on a few students to report: one preselected, one random, one or two volunteers. Only one student had the opportunity to use the word.
- Use consistent strategies to encourage more democratic participation during whole group reporting: e.g., 1) preselect one strong response; 2) randomly call on one or two students using name cards; 3) allow students to nominate their partner; 4) open up the discussion to two voluntary responses.
- Many students' contributions were inaudible. Begin whole-group reporting with a public voice warm-up by having students "Sit up, look smart and chorally repeat the frame in your public voice."

### Written Responses:

- Cue students to copy your model response, fill in the missing words in their note-taking guide, etc. Don't assume they will take the initiative.
- Assign a listening and note-taking goal for partner interactions and whole-group academic discussions: e.g., *Restate your partner's idea, then record it; During the discussion, listen carefully for and briefly record two strong arguments you could potentially use in your justification paragraph; As classmates share responses using our target word, listen carefully for the strongest example that will help you develop some "Vocabulary Velcro" and record that example on your note-taking guide.*

## Lesson Task Setup and Modeling:

- Direct students' attention to the written task (on the board, in the text, on the handout). Don't begin explaining until they are all focused visually and appropriately.
- Clarify the purpose of the task, how it is related to your lesson objectives and future tasks.
- Guide students in reading any written directions and dissecting the task: highlighting key words, writing meanings for new words, chorally reading, etc.
- Break more challenging lesson tasks into manageable steps and carefully model each phase of the process. Guide them in completing each step with a whole-group task before assigning a relatively complicated independent or partner task.
- Clarify potentially unfamiliar vocabulary in your directions. Direct students to record the meaning.
- Several students' verbal responses contained errors with prepositions: "If I could go to/at a vacation..." Try to anticipate grammatical challenges students may experience using a particular frame and explicitly point out the grammatical target after they have practiced your model response. This will put you in a more productive role when monitoring their written responses and partner sharing.
- Assign a concrete follow-up task for fast finishers. Don't let students sit idle as others complete work. (e.g., *After completing your notes, prepare to tell your partner which student had the most challenging situation and two reasons to support your position...or Turn to page \_ and ...*)
- Check for task comprehension more productively to ensure students really know what to do. Don't ask the following: *Is that clear? Do you have any questions?* Have them communicate that they understand what to do with a finger rubric or by explaining the steps to a partner. Monitor explanations carefully.

## Monitoring/Guidance

- Monitor students' verbal responses more carefully as they share with partners. Get up and circulate behind them and preselect a strong response to be the discussion starter. Use name cards/sticks to randomly call one or two additional responses and close with one or two volunteers.
- Monitor students' written responses more carefully as they are completing a frame. If you observe that your average students are experiencing difficulties, you can assume your weakest students are struggling. Intervene and provide the necessary instruction or clarification.
- Attend to targeted students first while students are completing independent or collaborative tasks. Observe the work and interactions of students with average academic skills first before attending to weaker and stronger students. If average students are experiencing difficulties, you can assume that weaker students will.
- Try to monitor the work of a variety of targeted students as it will be challenging to observe everyone.
- Don't devote all of your time and attention to one or two needy students while the rest of the class sits idle, gets off task, etc.
- Don't hesitate to get students to use their public voice and/or use the response frame properly during whole-group discussions and reporting. Ask them to repeat inaudible responses in a public voice.
- When appropriate, point out any grammatical or pronunciation problem a student has with a response frame and have the student repeat the response correctly.
- Take note of any common error students make while writing responses, sharing with a partner, or reporting during the whole-group discussion. Bring it to everyone's attention in a respectful and productive manner.