

# 3 Domains Instructional Observation & Reflection Tool

Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Period/Grade \_\_\_\_\_ Observer \_\_\_\_\_ Date: \_\_\_\_\_

Teaching Strategies Responses (Quantity/Quality)

### Engaging:

(All Responding/All Engaged – No Bystanders)

**Frequency**

**Positives**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

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23 \_\_\_\_\_

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”

**Recommendations:**

1. \_\_\_\_\_

2. \_\_\_\_\_

# Engagement Feedback

Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Period/Grade \_\_\_\_\_ Observer \_\_\_\_\_ Date: \_\_\_\_\_

Responses (Quantity/Quality)

<p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> </ol>
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Teaching Strategies

## Engaging:

(All Responding/All Engaged – No Bystanders)

Did	Frequency	
1	_____	Choral responses – verbal
2	_____	Choral responses – physical (e.g. signaling, touching, doing)
3	_____	<b>Structured Precision Partner responses</b>
4	_____	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)
5	_____	<b>Structured Written Responses</b>
6	_____	note taking guide (e.g. Cornell notes, cloze notes/white boards/etc.)
7	_____	completing a graphic organizer/thinking map – matches key BIG Idea(s)
8	_____	focused quick write (e.g. 1-2 sentence summary vs. free journaling) completing a sentence frame/sentence starter
9	_____	<b>Structured Individual Responses</b>
10	_____	no hand raising (except for Qs and volunteers) – all are “doing the doing” randomly calling on students (or faux random – strategic)

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Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Period/Grade \_\_\_\_\_ Observer \_\_\_\_\_ Date: \_\_\_\_\_

Responses (Quantity/Quality)

<p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> </ol>
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Teaching Strategies

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# Student Engagement Actions Feedback

Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Period/Grade \_\_\_\_\_ Observer \_\_\_\_\_ Date: \_\_\_\_\_  
Teaching Strategies \_\_\_\_\_ Responses (Quantity/Quality) \_\_\_\_\_

Students Saying

Students Doing

Students Writing

Teacher Actions:

Recommendations

- 1.
- 2.
- 3.

# Student Engagement Actions Feedback

Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Period/Grade \_\_\_\_\_ Observer \_\_\_\_\_ Date: \_\_\_\_\_  
Teaching Strategies \_\_\_\_\_ Responses (Quantity/Quality) \_\_\_\_\_

Students Saying

Students Doing

Students Writing

Teacher Actions:

Recommendations

- 1.
- 2.
- 3.

# Academic Rigor & Scaffolding Feedback

Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Period/Grade \_\_\_\_\_ Observer \_\_\_\_\_ Date: \_\_\_\_\_

## Teaching Strategies

Responses (Quantity/Quality)

### Academic Rigor

(Levels of Thinking/Academic Language/Vocabulary)

#### **Levels of Thinking (Bloom)**

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

#### **Level of Language (Academic Language/Vocabulary)**

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

### Recommendations

- 1.
- 2.
- 3.
- 4.

# Academic Rigor & Scaffolding Feedback

Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Period/Grade \_\_\_\_\_ Observer \_\_\_\_\_ Date: \_\_\_\_\_

## Teaching Strategies

Responses (Quantity/Quality)

### Academic Rigor

(Levels of Thinking/Academic Language/Vocabulary)

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### Recommendations

- 1.
- 2.
- 3.
- 4.

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Teaching Strategies Responses (Quantity/Quality)

**Saying:**

- Partner talk
- Choral responses – verbal
- Asking questions
- Answering questions
- Explain thinking
- Using vocabulary
- Making connections

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**Writing**

- Sentence starter
- Note taking guide
- Graphic organizer/thinking map
- focused writing
- Using vocabulary

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**Doing**

- Choral Response
- All students engaged
- “We Do” and “You Do”
- Making connections
- Talking with partners

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**Teacher Actions:**

- Modeling (I DO)
- Using specific vocabulary
- Seating is conducive to partnering
- Designated “1’s and 2’s”
- randomly calling on students (or faux random – strategic)
- Scaffolding
- Giving “think” time
- Checking for understanding

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**Positives**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**Recommendations:**

- 1.
- 2.