

Protocol for the Observation of Instructional Practices

**English-Language Arts/Literacy
Grades K-2**

Core Action 1: Focus each lesson on a high quality text (or multiple texts).					
Indicator A majority of read aloud time is spent reading, listening to, speaking, or writing about text(s).	1	2	3	4	Notes
	There is no text under consideration in this lesson.		The lesson is focused on a text or multiple texts.		
Indicator The text(s) are at or above the complexity level expected for the grade and time in the school year.	1	2	3	4	Notes
	The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year.		The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.		
Indicator The text(s) exhibit exceptional craft and thought and/or provide useful information.	1	2	3	4	Notes
	The quality of the text(s) is low – they are poorly written and do not provide useful information.		The quality of the text(s) is high – they are well written and/or provide useful information.		
Core Action 2: Employ questions and tasks that are text dependent and text specific.					
Indicator Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.	1	2	3	4	Notes
	Questions and tasks do not refer directly to the text and instead elicit opinion answers.		Questions and tasks repeatedly return students to the text to build understanding.		
Indicator Questions and tasks require students to use details from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and spoken responses.	1	2	3	4	Notes
	Questions and tasks can be answered without reference to evidence from the text.		Questions and tasks require students to cite evidence from the text.		
Indicator Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.	1	2	3	4	Notes
	Questions and tasks do not explicitly attend to academic language or focus exclusively on domain-specific vocabulary.		Questions and tasks intentionally support students in developing facility with academic language.		
Indicator Questions are sequenced to guide students in delving deeper into text and graphics. These inferences should relate to key ideas of the text.	1	2	3	4	Notes
	Questions do not follow a clear sequence or are all at the same level of depth.		Questions are sequenced to support and challenge students in deep examination of the text.		

Protocol for the Observation of Instructional Practices

Core Action 3: Provide all students with opportunities to engage in the work of the lesson					Scale: 1 = The teacher does not provide students opportunity and very few students demonstrate this behavior 2 = The teacher provides students opportunity inconsistently and few students demonstrate this behavior 3 = The teacher provides students opportunity consistently and some students demonstrate this behavior 4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.
	1	2	3	4	Notes
	<p align="center"><u>Illustrative Student Behavior</u> Students persist in efforts to seek evidence for their responses by returning to the text or recalling portions of the text read aloud.</p>				
<p align="center"><u>Indicator</u> The teacher uses strategies to keep all students persevering with challenging tasks.</p>					
	1	2	3	4	Notes
	<p align="center"><u>Illustrative Student Behavior</u> Students build on each other's observations or insights about the text when discussing or collaborating.</p>				
<p align="center"><u>Indicator</u> The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.</p>					
	1	2	3	4	Notes
	<p align="center"><u>Illustrative Student Behavior</u> When possible, students demonstrate independence in completing literacy tasks.</p>				
<p align="center"><u>Indicator</u> The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.</p>					
Core Action 4: Ensure that instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills.					
	1	2	3	4	Notes
	<p>Foundational skills are unconnected to the standards for the grade.</p>		<p>Foundational skills addressed fully align with the standards for the grade.</p>		
<p align="center"><u>Indicator</u> The foundational skills being taught are aligned to the standards for this grade.</p>					
	1	2	3	4	Notes
	<p>Instruction and materials are disjointed and fail to comprehensively address the foundational skills.</p>		<p>Instruction and materials coherently address the foundational skills.</p>		
<p align="center"><u>Indicator</u> Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns and word structure. (Note: not all elements will be addressed in each lesson.)</p>					
	1	2	3	4	Notes
	<p>There is no text under consideration in this lesson.</p>		<p>The lesson is focused on a text.</p>		
<p align="center"><u>Indicator</u> The teacher focuses the majority of student reading time on reading, listening to, speaking or writing about text.</p>					

Protocol for the Observation of Instructional Practices

<p align="center"><u>Indicator</u> Instruction and materials provide ample opportunity for students of all abilities to practice newly acquired foundational skills.</p>	<p align="center">1</p>	<p align="center">2</p>	<p align="center">3</p>	<p align="center">4</p>	<p align="center">Notes</p>
<p align="center"><u>Indicator</u> Whenever possible, instruction and materials connect acquisition of foundation skills to making meaning from reading.</p>	<p align="center">1</p>	<p align="center">2</p>	<p align="center">3</p>	<p align="center">4</p>	<p align="center">Notes</p>
<p align="center"><u>Indicator</u> Instruction and materials are responsive to students' understanding of the skills being taught through careful monitoring of student progress.</p>	<p align="center">1</p>	<p align="center">2</p>	<p align="center">3</p>	<p align="center">4</p>	<p align="center">Notes</p>
<p>Core Action 5: Provide all students with opportunities to engage in the work of the lesson</p> <p>Scale: 1 = The teacher does not provide students opportunity and very few students demonstrate this behavior. 2 = The teacher provides students opportunity inconsistently and few students demonstrate this behavior. 3 = The teacher provides students opportunity consistently and some students demonstrate this behavior. 4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.</p>					
<p align="center"><u>Indicator</u> The teacher uses strategies to keep all students persevering with challenging tasks.</p>	<p align="center">1</p>	<p align="center">2</p>	<p align="center">3</p>	<p align="center">4</p>	<p align="center">Notes</p>
<p align="center"><u>Indicator</u> The teacher orchestrates conversations and plans tasks in which students talk about each other's thinking.</p>	<p align="center">1</p>	<p align="center">2</p>	<p align="center">3</p>	<p align="center">4</p>	<p align="center">Notes</p>

Adapted from www.achievethecore.org