

Protocol for the Observation of Instructional Practices

**Literacy in Science and Technical Subjects
Grades 6-8**

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 cite evidence from the texts to support analysis, inferences, and claims.	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.		

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<p align="center">Indicator</p> <p>Questions are sequenced to guide students in delving deeper into text and graphics. These inferences should relate to key ideas of the text.</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 3: 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">Indicator</p> <p>The teacher provides the conditions for all students to focus on text.</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">Indicator</p> <p>The teacher expects evidence and precision from students and probes students' answers accordingly</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">Indicator</p> <p>The teacher creates the conditions for student conversations and plans tasks where students are encouraged to 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>
<p align="center">Indicator</p> <p>The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy 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>

Adapted from www.achievethecore.org