

Walk-Through Observation Tool: *Structured, Accountable Instruction*

Teacher _____ Subject _____ Period _____ Observer _____
Date _____ Length of Observation _____ (minutes) Observation Cycle (1st, 2nd, 3rd etc.) _____

Structured, Accountable Responses

(All students respond on some level vs. hand-raising)

Spoken Responses

- ☐ Individual (random selection)
- ☐ Individual (volunteers)
- ☐ Partners (with individual accountability)
- ☐ Small group (with individual accountability)
- ☐ Responding using a sentence starter

Written Responses

- ☐ Completing a sentence starter (oral and/or written)
- ☐ Marking: highlighting, checking, underlining
- ☐ Structured note-taking: Cornell notes, cloze notes
- ☐ Filling in a visual organizer or Thinking Map
- ☐ Focused quick-write (vs. free-writing/journaling)
- ☐ Copying content from the board/screen

Explicit Instruction: Gradual Release Model

- ☐ Communicates learning objective(s): content/language
- ☐ Utilizes a gradual release instructional model:
 - ☐ I do it: Models and clearly explains
 - ☐ We do it: Guides practice
 - ☐ You do it: Assigns independent practice
- ☐ Devotes adequate time to each instructional phase
- ☐ Calibrates movement through phases based on students' responses

Teacher Monitoring:

- ☐ Circulating around the classroom
- ☐ Keeping students focused/on task
- ☐ Providing productive feedback
- ☐ Assisting students when needed
- ☐ Taking note of strong/weak work

"Precision" Partnering (Structured Partner Tasks)

- ☐ Seating is conducive to partnering
- ☐ Partners are pre-assigned
- ☐ Provides a sentence starter (response frame)
- ☐ Models a response (verbally and in writing)
- ☐ Clarifies grammar/vocabulary for use with starter
- ☐ Designates who speaks first
- ☐ Requires use of private/public speaking voice
- ☐ Assigns partners an active listening task:
 - ☐ Filling in a note-taking guide
 - ☐ Paraphrasing/restating the partner's idea
 - ☐ Writing the partner's idea
 - ☐ Reaching a consensus on the best response
 - ☐ Preparing to report the partner's idea
- ☐ Assigns a follow-up task for fast finishers

Task Setup and Implementation (We do/You do)

- ☐ Connects task to learning objective(s)
- ☐ Clarifies the steps and completion time frame
- ☐ Explains target language/unfamiliar vocabulary
- ☐ Provides a sentence starter (response frame)
- ☐ Models a response (verbally and in writing)
 - ☐ Checks for understanding of task demands:
 - ☐ Use a hand rubric/signal
 - ☐ Partner 1 explains, partner 2 affirms/corrects

Checking for Understanding of Task/Content

(Structuring a task vs. asking if they understand)

- ☐ Review notes and formulate a question
- ☐ Complete a task to demonstrate understanding
- ☐ Partner 1 explains, partner 2 affirms/corrects
- ☐ Convey understanding level with hand rubric/signal

Instructional practices that fostered engaged accountable student learning:

A missed opportunity for maximizing engaged accountable learning:

Goals for next lesson:
