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Arranging for Learning

Begin by deeply understanding your students' identities and assets, and the content and pedagogy of your discipline. Once well informed in both of these areas, create instructional outcomes and learning experiences that effectively sequence opportunities to learn and gain mastery of complex concepts and enduring understandings (Components 1a, 1b and 1e).

02

Building Responsive Learning Environments

Be purposeful about creating a learning environment in which students are affirmed, challenged, and encouraged to take responsibility for their learning. Explicitly teach, model and support positive behaviors conducive to learning and establish systems that support those behaviors. Effectively communicate clear goals and expectations that allow students to engage with content and check for their own understanding. (Components 2b, 2d, and 3a).

03

Engaging Students in Collaboration, Dialogue, & Critical Thinking

With these systems, structures and understandings in place, use questioning and discussion to support and develop critical thinking, reasoning and reflection; create learning experiences requiring higher order thinking, collaboration, and multiple approaches (Components 1e, 3b, and 3c, 3e).

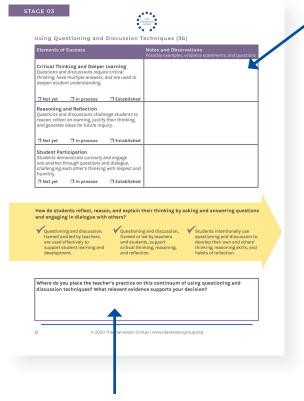


HOW TO USE THIS TOOL

The Observation Tool can be used in conjunction with the Self-Assessment and Reflection protocol for a variety of purposes, including:

- As an opportunity for an observer to work with individual teachers to reflect on their practice by focusing on one, or all eight, of these critical components.
- By grade level and/or department teams, or an entire staff to gauge how teachers are doing and where support might be needed.
- As a way to gauge teacher growth and progress from a beginning point to an end-point (and along the way), whether it's the beginning/end of year, or as a readiness indicator at the launch of an inquiry cycle.

However this tool is used, the intent should always be to promote reflection, improvement, and support.



Component Continuum

After you've observed the teacher, review your evidence and describe where you place the teacher's practice on the continuum described in the arrow.

Elements of Success

For each element of success, record evidence (teacher and student words and actions) that you see during the observation. Based on the evidence, check the level that best describes the teacher's current practice. If there's no evidence, you can leave the box blank. Note that teachers will check these boxes as well.

What's the teacher's current level of practice?

- Not Yet: You do not see this in action in the teacher's classroom (teacher might check this because they haven't had a chance to address it, haven't thought about it, or needs help to improve).
- In Process: The teacher can do more with help or on their own - but they've begun the work.
- **Established**: The teacher could help others improve.



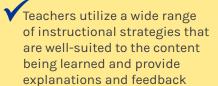
Applying Knowledge of Content & Pedagogy (1a)

Elements of Success	Notes and Observations Possible examples, evidence statements, and questions
Disciplinary Expertise Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.	
☐ Not yet ☐ In process ☐ Established	
Pedagogical Content Knowledge Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches. □ Not yet □ In process □ Established	
Knowledge of Interdisciplinary Relationships and Skills Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts. Not yet In process Established	

How does understanding of content and pedagogy support intellectual engagement and deeper learning for students?



Teachers have a command of the content and curriculum they teach and account for possible misconceptions to ensure student understanding.



that further learning.

Teachers make connections between concepts within and across disciplines, prioritizing knowledge and skills that are transferable and support student success.

Where do you place the teacher's practice on this continuum of applying knowledge of content & pedagogy? What relevant evidence supports your decision?

Knowing and Valuing Students (1b)

Elements of Success	Notes and Observations Possible examples, evidence statements, and questions
Respect for Students' Intersecting Identities Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.	
☐ Not yet ☐ In process ☐ Established	
Understanding Students' Current Knowledge and Skills Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.	
□ Not yet □ In process □ Established	
Knowledge of Whole Child Development Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.	
□ Not yet □ In process □ Established	
Knowledge of the Learning Process and Learning Differences Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.	
□ Not yet □ In process □ Established	
the foundation for their academic and persona	d on students' Teachers apply their knowledge port the of students to advocate boldly on their behalf and foster student
Where do you place the teacher's practice on students? What relevant evidence supports y	



Planning Coherent Instruction (1e)

Elements of Success	Notes and Observations Possible examples, evidence statements, and questions
Tasks and Activities Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.	
☐ Not yet ☐ In process ☐ Established	
Flexible Learning Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.	
☐ Not yet ☐ In process ☐ Established	
Student Collaboration Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.	
□ Not yet □ In process □ Established	
Structure and Flow Lesson and unit plans are well structured and flow from one to the next to support student learning and development.	
☐ Not yet ☐ In process ☐ Established	
Learning opportunities are	Learning opportunities prioritize the needs of individual students and support student assumption
Where do you place the teacher's practice on instruction? What relevant evidence support	

OBSERVATION DEBRIEF PREPARATION

Components 1a, 1b, and 1e

1.	Compare and contrast your observation evidence with the teacher's self-reflection. Where are you aligned? Where is there a discrepancy?
2.	Based on your observation evidence, which component/element might you suggest the teacher prioritize next in their professional learning?
3.	If your priority is different from the teacher's choice, how will you ensure the teacher feels heard and supported in developing in this area?
4.	Script three questions or statements that will help to guide you through the conversation with the teacher; we recommend focusing on 1) teacher strengths, 2) priority areas, and 3) possible next steps.



Fostering a Culture for Learning (2b)

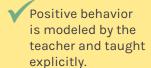
Elements of Success	Notes and Observations Possible examples, evidence statements, and questions
Purpose and Motivation Teachers and students share an overarching dedication to both content mastery and personal growth.	
☐ Not yet ☐ In process ☐ Established	
Dispositions for Learning Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.	
□ Not yet □ In process □ Established	
Student Agency and Pride in Work Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.	
□ Not yet □ In process □ Established	
Support and Perseverance Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.	
□ Not yet □ In process □ Established	
· · · · · · · · · · · · · · · · · · ·	in establishing a culture that consistently fosters dialogue, joyful inquiry, reflection, and growth, allowing all students to flourish. this continuum of fostering a culture for

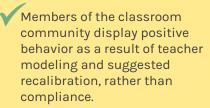
02: FACILITATING ENGAGING LEARNING EXPERIENCES

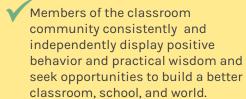
Supporting Positive Student Behavior (2d)

Elements of	Success		Notes and Observations Possible examples, evidence statements, and questions
Expectations to Support the Common Good Students play an active role in establishing and maintaining expectations with regular opportunities for critical reflection both individually and as a group.		ablishing h regular	
☐ Not yet	☐ In process	☐ Established	
Modeling and Teaching Habits of Character Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship. Not yet In process Established		nd reinforce cal behavior, and	
Self-Monitoring, Reflection, and Collective Responsibility Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.		ir own behavior, udents, and	
☐ Not yet	☐ In process	☐ Established	

In what ways do teachers model and encourage the types of actions and attitudes that contribute to a joyful, rigorous, and purposeful classroom that supports personal and academic growth?







Where do you place the teacher's practice on this continuum of supporting positive student behavior? What relevant evidence supports your decision?



Communicating About Purpose and Content (3a)

Elements of Success	Notes and Observations Possible examples, evidence statements, and questions
Purpose for Learning and Criteria for Success Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.	
☐ Not yet ☐ In process ☐ Established	
Specific Expectations Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.	
☐ Not yet ☐ In process ☐ Established	
Explanations of Content Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.	
☐ Not yet ☐ In process ☐ Established	
Use of Academic Language Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.	
☐ Not yet ☐ In process ☐ Established	
How do teachers communicate goals and object content knowledge to students? The teacher's The teacher's communication with students is clear and supports their active in a learning experient student learning.	d accurate; it rich and nuanced, inviting students to think critically and contribute intellectually; it encourages curiosity
Where do you place the teacher's practice on purpose and content? What relevant evidence	

02: FACILITATING ENGAGING LEARNING EXPERIENCES

OBSERVATION DEBRIEF PREPARATION

Components 2b, 2d, and 3a

1.	Compare and contrast your observation evidence with the teacher's self-reflection. Where are you aligned? Where is there a discrepancy?
2.	Based on your observation evidence, which component/element might you suggest the teacher prioritize next in their professional learning?
3.	If your priority is different from the teacher's choice, how will you ensure the teacher feels heard and supported in developing in this area?
4.	Script three questions or statements that will help to guide you through the conversation with the teacher; we recommend focusing on 1) teacher strengths, 2) priority areas, and 3) possible next steps.



Using Questioning and Discussion Techniques (3b)		
Elements of Success	Notes and Observations Possible examples, evidence statements, and questions	
Critical Thinking and Deeper Learning Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding.		
☐ Not yet ☐ In process ☐ Established		
Reasoning and Reflection Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry. Not yet In process Established		
Student Participation Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility. Not yet In process Established		

How do students reflect, reason, and explain their thinking by asking and answering questions and engaging in dialogue with others?



Questioning and discussion, framed and led by teachers, are used effectively to support student learning and development.



Questioning and discussion, framed or led by teachers and students, support critical thinking, reasoning, and reflection.



Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection.

Where do you place the teacher's practice on this continuum of using questioning and discussion techniques? What relevant evidence supports your decision?

03: ENGAGING STUDENTS IN COLLABORATION, DIALOGUE, & CRITICAL THINKING

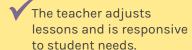
Engaging Students in Learning (3c)

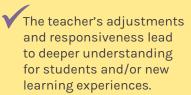
Elements of Success	Notes and Observations Possible examples, evidence statements, and questions
Rich Learning Experiences Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.	
□ Not yet □ In process □ Established	
Collaboration and Teamwork Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.	
□ Not yet □ In process □ Established	
Use of Instructional Materials and Resources Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.	
□ Not yet □ In process □ Established	
Opportunities for Thinking and Reflection Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.	
☐ Not yet ☐ In process ☐ Established	
Learning experiences engage students intellectually, requiring them to think and collaborate. Learning experiences engage curiosity, en thinking, an ways for students.	e opportunity to do the learning and engage in evant? Deriences support courage critical d include multiple dents to engage not their ideas. Students take initiative to increase the challenge, complexity, relevance, and rigor of learning experiences.
What evidence did you observe to help you g of engaging students in learning?	auge where this teacher sits on the continuum

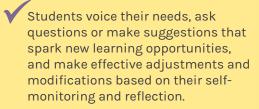


Responding Flexibly to Student Needs (3e)		
	Notes and Observations Possible examples, evidence statements, and questions	
their expertise to vities based on ions, and interests.		
lize upon estions, and ey encourage and		
	iveness lize upon estions, and ey encourage and rearning and Established nce acy, even when	

toward lesson and unit goals and objectives?







Where do you place the teacher's practice on this continuum of responding flexibly to student needs? What relevant evidence supports your decision?

03: ENGAGING STUDENTS IN COLLABORATION, DIALOGUE, & CRITICAL THINKING

OBSERVATION DEBRIEF PREPARATION

Components 3b, 3c, and 3e

1.	Compare and contrast your observation evidence with the teacher's self-reflection. Where are you aligned? Where is there a discrepancy?
2.	Based on your observation evidence, which component/element might you suggest the teacher prioritize next in their professional learning?
3.	If your priority is different from the teacher's choice, how will you ensure the teacher feels heard and supported in developing in this area?
4.	Script three questions or statements that will help to guide you through the conversation with the teacher; we recommend focusing on 1) teacher strengths, 2) priority areas, and 3) possible next steps.