**CIA Approach Observation and Feedback Form**

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| **Teacher: Time In:**  **Date: Time Out:** |

**Things that can be observed outside of the lesson:**

**\*Each of these boxes should receive a check as they are necessary elements for the CIA Approach throughout the entire year. Boxes without a check should become a next step for that classroom.**

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|  | **Check** | **Observations** |
| **Meeting Area** |  | There is a meeting area where all students can get up close in a community learning space. |
|  | There is an easel, chart paper, and markers readily available for co-created charting. |
|  | Co-created charts are on display for easy reference. (Layering charts and using the document camera to chart is avoided.) |
|  | Partner assignments are posted with color coding for higher and lower level partners. |
|  | A partner talk poster is central to the meeting area with the sentence stems easily traded out for each lesson. |
| **Materials** |  | All students at 3rd grade and up have access to the text for reference as the teacher reads aloud (one copy per student or one copy per partnership). |
|  | All students have a copy of the vocabulary handbook. |
|  | When flipping through the vocabulary handbook, it is evident that they are using it regularly and filling it out with expectations for quality (e.g. complete work, high level of specificity, neat handwriting). |
|  | All students at 3rd grade and up have a reader’s notebook. |
|  | When flipping through the reader’s notebook, it is evident that students are regularly copying charts and responding to the text in writing. |
|  | An expectation of quality work in the reader’s notebook is evident. |

**Things that can be observed within the lesson:**

**\*Depending on the lesson teacher may be working on vocabulary, read aloud, and / or writing. Each element that is part of the lesson should be observed and given feedback. If an element is not part of that day’s lesson mark NA.**

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| **Vocabulary** |  | **Teacher Model**  \_\_ T models thinking as appropriate throughout the lesson (e.g. using context clues & morphemes, defining what it is/isn’t, making connections to the world & their own lives) | **Guided Practice**  \_\_ T encourages student collaboration opportunities in partner talk or table groups |
| **Read Aloud** |  | **Teacher Model**  \_\_ T introduces the lesson with a connection to previous learning and an explicit teaching point named.  \_\_ T introduces the partner talk stem.  \_\_ T models the lesson objective using the partner talk stem at the first stopping point and charts thinking.  \_\_ T charts student thinking during turn and talks. | **Guided Practice**  \_\_ Students are asked to practice the objective through turn & talk at least twice during the lesson.  \_\_ Students use the stem to share thinking and respond.  \_\_ Students copy charts in notebooks. |
| **Writing** |  | **Teacher Model / Guided Practice**  \_\_ T introduces the lesson with an explicit teaching point, writing frame, and quality expectations.  \_\_ T guides students through the first part of the lesson modeling writing the introduction and / or referencing pieces of evidence on class charts.  \_\_ T confers with students as they complete the writing assignment independently giving opportunities for feedback, revisions, and additions. | **Independent**  \_\_ Students independently complete the writing with access to charts, reader’s notebooks, and writing frames which are easily accessible to them.  \_\_ Students set goals for themselves as they confer with the teacher and receive a grade. |

**Comments:**

**CIA Book Club Observation and Feedback Form**

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| **Teacher: Time In:**  **Date: Time Out:** |

**Things that can be observed outside of the lesson:**

**\*Each of these boxes should receive a check as they are necessary elements for the CIA Book Clubs throughout the entire year. Boxes without a check should become a next step for that classroom.**

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|  | **Check** | **Observations** |
| **Lesson Preparation** |  | The book club cycle begins after students finish quadrant one of the paired read aloud unit. |
|  | Students have access to read aloud charts on the classroom walls and/or in their read aloud notebook. |
|  | Students are assigned a book and have their own copy to read. |
|  | Each student has a book club consumable notebook purchase from Read Side By Side. |
|  | Book club groups are an appropriate size (typically 4-8 students). |
|  | Each student is assigned to a partner or trio within their book club group. |
|  | There is a place in the room where students can sign up for a conference with the teacher as needed. |
|  | When flipping through the book club notebooks, it is evident that students are completing the assignments and varied responses show they are filling them in fairly independently. |
|  | An expectation of quality work in the book club notebook is evident. |

**Things that can be observed within the lesson:**

**\*Depending on the lesson teacher may be working on the mini-lesson, reading work time, writing work time, share out/link, and/or book club meetings. Each element that is part of the lesson should be observed and given feedback. If an element is not part of that day’s lesson mark NA.**

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| **Mini Lesson/Share Out** |  | **Teacher Support**  \_\_ T reminds students of the work they have been doing in read aloud connecting to previous learning while giving an explicit explanation of how to transfer that learning to the book club time.  \_\_ T gives the daily assignments to each group and posts these assignments on the board.  \_\_ The mini lesson does not go any longer than 10 minutes.  \_\_ T asks students to collaborate with their partner and/or participate in a class discussion at the end of the lesson. | **Student Engagement**  \_\_ Students refer to the charts from the read aloud and their book club consumable as they learn about work time assignments.  \_\_ Students participate through turn and talk or share out. |
| **Independent Work Time** |  | **Teacher Support**  **\_\_ Reading Day or \_\_ Writing Day?**  \_\_ T gives at least 30 minutes to student work time.  \_\_ T limits interruptions to independent work time.  \_\_ T confers with partners and trios when they sign up for help. T focuses first on facilitating collaboration and then moves to guided practice and modeling only as needed. | **Student Engagement**  \_\_ Students complete assignments fairly independently.  \_\_ When students struggle, they first meet with their partner or trio and then sign up for a conference with the teacher if help is still needed. |
| **Book Club Meeting** |  | **Teacher Support**  \_\_ T facilitates discussion questions, student question/answer, and sentence stem sharing.  \_\_ T expects 2-3 students to respond to peer thinking using the response stems posted in the classroom.  \_\_ T prompts students to move from explicit thinking to inferences, from inferences to larger conclusions, and encourages students to form their own opinions. | **Student Engagement**  \_\_ Students come prepared for book club having read and completed the quadrant charts.  \_\_ All students participate in the discussion and sentence stem sharing.  \_\_ Students respond to their peer’s thinking with evidence. |

**Comments:**