



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

REF-6824.0
February 24, 2017

ATTACHMENT K



OBSERVATION SNAPSHOT
High School 2017 Summer Term
(Adapted from the Teaching and Learning Framework)

Observer _____

Title _____

Date _____

Time of Observation _____

School: _____

Teacher _____

Grade(s)/Course(s) _____

Standard/Element	Observed	Not Observed	Strategies	Examples	Observation Notes
1d1 <i>Standards-based Learning Activities</i>			Learning activities are relevant, cognitively engaging, aligned to instructional standards and reflective of 21 st Century learning skills. Needs of diverse student subgroups, including English Learners (ELs), Students with Disabilities (SWDs), Socio-economically Disadvantaged (SEDs) are addressed.	Teacher moves around continually, asking questions, listening to student discussions, clarifying information and encouraging multiple solutions. Graphic organizers, Thinking Maps, rubrics, criteria charts, and manipulatives, etc. are used in place of low rigor, rote activities, such as, textbook "end of chapter" seat work, drill sheets or copying. Learning is differentiated for diverse learners.	
2b2 <i>Expectations of Learning and Achievement</i>			Learning objectives are clear to all students and consistently related to standards.	Students are directed to what they are learning, " <i>Point, touch, look at, take note of, be aware of...</i> " When questioned, students are able to explain the objective, rationale/purpose and expected learning from completing a task.	
3b1 <i>Quality and Purpose of Questions</i>			Questions are designed to challenge all students and elicit high level thinking.	Questions cannot be answered with yes or no answers; explanations or justifications are required. Models, examples, visuals, language structures are provided to enable diverse learners to answer questions.	
3a4 <i>Use of Academic Language</i>			Teacher models correct use of academic language. Structured opportunities provide scaffolds for subgroups of students (including ELs, SWDs, SEDs) to learn and incorporate academic language in listening, speaking, reading, and writing.	High utility word banks, word walls, notebooks, study logs are used to practice/record academic vocabulary. Sentence/language frames and academic language structures/templates are provided to support students' use of academic vocabulary verbally and in writing.	
3b2 <i>Discussion Techniques and Student Participation</i>			Teaching strategies are intentionally selected to differentiate and engage all subgroups of students (including ELs, SWDs, SEDs) in rigorous, intellectual discussions.	All students participate through the use of intentionally selected strategies, such as, " <i>Think/Pair/Share/Capture,</i> " " <i>Quote Your Neighbor,</i> " " <i>Stop and Talk,</i> " etc. Students are grouped intentionally to provide opportunities to participate in discussions. Room is set up to allow for flexible grouping.	