

SIA Observation Tool

Effective Teaching and Learning Practices		E = Evident NFE = Not Fully Evident
1. Curriculum <i>content</i> of the lessons is aligned to the demands of standards. ¹	E/NFE	Evidence
a. Instructor presents lesson clearly reflecting the concepts/skills of one or more of the standards.		
b. Instructor outlines a well-defined standards-based lesson objective stated in terms of the desired student learning outcomes.		
c. Students use resources directly related to the targeted standards.		
2. <i>Cognitive level</i> of learning activities is aligned to the demands of the standards.	E/NFE	Evidence
a. Instructor poses questions that stimulate student thinking beyond recall.		
b. Instructor allows appropriate wait-time (3 or more seconds) after posing questions.		
c. Instructor asks students to elaborate on and justify their answers.		
d. Instructor activates students' metacognitive skills (e.g., models strategies, inquires about students' strategies).		
e. Students work on assignments reflecting the highest demands posed by the standards targeted by the lesson.		
3. Standards are translated into lesson content <i>relevant</i> to adult students.	E/NFE	Evidence
a. Instructor ties standards-based lesson to students' goals, interests, or needs.		
b. Students actively participate in the lesson through class discussions, group projects, etc., instead of doing solitary seatwork or listening to extended lectures.		
c. Students have varied opportunities (beyond worksheets) to apply new learning in authentic or practical adult-oriented contexts.		

¹ For the purposes of Standards-in-Action, a “standard” is defined as the most specific level of outcome used by a state to indicate what students should know and be able to do. These can include indicators, objectives, and benchmarks.

SIA Observation Tool—Continued

4. Standards are addressed by a <i>coherent progression</i> of learning.	E/NFE	Evidence
a. Instructor explicitly links lesson content to previous lessons or what students already know.		
b. Students have prerequisite knowledge/skills to understand lesson content.		
c. Instructor incorporates standards in a lesson in a manner that builds on their natural connections.		
d. Instructor closes lesson by: <ul style="list-style-type: none"> • reviewing lesson objectives; • summarizing student learning; and • previewing how the next lesson builds on that learning. 		
5. Students' level of understanding is <i>assessed</i> during the lesson and instruction is <i>adjusted accordingly</i> .	E/NFE	Evidence
a. Instructor regularly checks whether students are mastering standards-based lesson content (e.g., circulates to check on students' work, monitors verbal responses).		
b. Instructor provides students with prompt, specific feedback to correct misunderstandings and reinforce learning.		
c. Students signal understanding of lesson content before instructor introduces new ideas.		
d. Instructor provides supplemental instruction for students who show that they need it (e.g., individualized or peer tutoring, re-teaching, review of basic skills).		
e. Instructor provides extension activities for students who complete classwork, instead of leaving them idle or unchallenged.		
f. Students evaluate and reflect on their own learning.		

Key Instructional Shifts Wyoming Observation Tool

Shifts in Literacy Instruction

E= evident, NFE = Not Fully Evident

1. Students build knowledge through reading nonfiction and informational texts.	E/NFE	Evidence
a. Instructor uses the Participatory Learning Techniques to foster conversations about what the students are reading.		
b. Instructor introduces informational texts in science, history and technical subjects.		
c. Students have varied opportunities to demonstrate their understanding and knowledge of text.		
2. Students engage in reading and writing that is grounded in evidence from text.	E/NFE	Evidence
a. Students will summarize a text identifying the key ideas and details.		
b. Students will engage in conversations about the text and cite evidence from singular and multiple documents.		
c. Students will conduct research about a topic and determine the validity of the resources they use.		
d. Students will engage in writing that focuses on the analysis of text structure (i.e. compare and contrast, problem solution, cause and effect).		
e. Students will be able to make inferences and draw conclusions about the author's viewpoint based on the evidence stated in a text.		
3. Students have the opportunity to regularly read complex text and its academic vocabulary.	E/NFE	Evidence
a. Instructor provides opportunities for students to read from a coherent sequence of texts.		
b. Instructor exposes the students to the academic vocabulary found in texts.		
c. Students continually build their knowledge by understanding and applying the vocabulary from complex texts in their conversations with others.		

Notes:

Shifts in Mathematics Instruction

E= evident, NFE = Not Fully Evident

4. Students gain a deeper understanding of mathematical foundations.	E/NFE	Evidence
a. Instructor will focus deeply on the concepts that are prioritized in the standards.		
b. Students will demonstrate that they can use multiple approaches to solve problems.		
c. Students can self reflect on their understanding of mathematical concepts.		
5. Students engage in conceptual understanding, procedural skill and fluency and application of concepts.	E/NFE	Evidence
a. Instructors facilitate lessons that include a “real world” mixture of math concepts and skills.		
b. Students can access math concepts from a number of perspectives and share their understanding.		
c. Students apply their deeper understanding in new situations that do not fit the problems that they have seen in the past.		
d. Students demonstrate their speed and accuracy in understanding concepts and being able to solve problems.		
e. Students use math in all situations that require mathematical knowledge.		
6. Students recognize that math is a coherent body of knowledge made up of concepts that are connected.	E/NFE	Evidence
a. Instructor shows the progressions in math and how the concepts are linked to previous learning.		
b. Students solve problems using the Participatory Learning Techniques.		
c. Students can explain mathematical procedures in real world situations.		

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