

## CIA Approach Observation and Feedback Form

<b>Teacher:</b>	<b>Time In:</b>
<b>Date:</b>	<b>Time Out:</b>

### 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.

	Check	Observations
<b>Meeting Area</b>	<input type="checkbox"/>	There is a meeting area where all students can get up close in a community learning space.
	<input type="checkbox"/>	There is an easel, chart paper, and markers readily available for co-created charting.
	<input type="checkbox"/>	Co-created charts are on display for easy reference. (Layering charts and using the document camera to chart is avoided.)
	<input type="checkbox"/>	Partner assignments are posted with color coding for higher and lower level partners.
	<input type="checkbox"/>	A partner talk poster is central to the meeting area with the sentence stems easily traded out for each lesson.
<b>Materials</b>	<input type="checkbox"/>	All students at 3 <sup>rd</sup> grade and up have access to the text for reference as the teacher reads aloud (one copy per student or one copy per partnership).
	<input type="checkbox"/>	All students have a copy of the vocabulary handbook.
	<input type="checkbox"/>	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).
	<input type="checkbox"/>	All students at 3 <sup>rd</sup> grade and up have a reader's notebook.
	<input type="checkbox"/>	When flipping through the reader's notebook, it is evident that students are regularly copying charts and responding to the text in writing.
	<input type="checkbox"/>	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.

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

**Comments:**

## CIA Book Club Observation and Feedback Form

<b>Teacher:</b>	<b>Time In:</b>
<b>Date:</b>	<b>Time Out:</b>

### 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.

	Check	Observations
<b>Lesson Preparation</b>	<input type="checkbox"/>	The book club cycle begins after students finish quadrant one of the paired read aloud unit.
	<input type="checkbox"/>	Students have access to read aloud charts on the classroom walls and/or in their read aloud notebook.
	<input type="checkbox"/>	Students are assigned a book and have their own copy to read.
	<input type="checkbox"/>	Each student has a book club consumable notebook purchase from Read Side By Side.
	<input type="checkbox"/>	Book club groups are an appropriate size (typically 4-8 students).
	<input type="checkbox"/>	Each student is assigned to a partner or trio within their book club group.
	<input type="checkbox"/>	There is a place in the room where students can sign up for a conference with the teacher as needed.
	<input type="checkbox"/>	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.
	<input type="checkbox"/>	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.

<b>Mini Lesson/Share Out</b>		<p><b>Teacher Support</b></p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> T gives the daily assignments to each group and posts these assignments on the board.</p> <p><input type="checkbox"/> The mini lesson does not go any longer than 10 minutes.</p> <p><input type="checkbox"/> T asks students to collaborate with their partner and/or participate in a class discussion at the end of the lesson.</p>	<p><b>Student Engagement</b></p> <p><input type="checkbox"/> Students refer to the charts from the read aloud and their book club consumable as they learn about work time assignments.</p> <p><input type="checkbox"/> Students participate through turn and talk or share out.</p>
<b>Independent Work Time</b>		<p><b>Teacher Support</b></p> <p><b><input type="checkbox"/> Reading Day or <input type="checkbox"/> Writing Day?</b></p> <p><input type="checkbox"/> T gives at least 30 minutes to student work time.</p> <p><input type="checkbox"/> T limits interruptions to independent work time.</p> <p><input type="checkbox"/> 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.</p>	<p><b>Student Engagement</b></p> <p><input type="checkbox"/> Students complete assignments fairly independently.</p> <p><input type="checkbox"/> 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.</p>
<b>Book Club Meeting</b>		<p><b>Teacher Support</b></p> <p><input type="checkbox"/> T facilitates discussion questions, student question/answer, and sentence stem sharing.</p> <p><input type="checkbox"/> T expects 2-3 students to respond to peer thinking using the response stems posted in the classroom.</p> <p><input type="checkbox"/> T prompts students to move from explicit thinking to inferences, from inferences to larger conclusions, and encourages students to form their own opinions.</p>	<p><b>Student Engagement</b></p> <p><input type="checkbox"/> Students come prepared for book club having read and completed the quadrant charts.</p> <p><input type="checkbox"/> All students participate in the discussion and sentence stem sharing.</p> <p><input type="checkbox"/> Students respond to their peer's thinking with evidence.</p>

**Comments:**