

Appendix B

Quality of Instruction

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Classroom Assessment Scoring System (CLASS)

What is CLASS?

The Classroom Assessment Scoring System (CLASS) is a classroom observation tool developed at the University of Virginia's Curry School of Education. It aims to provide a common lens and language focused on classroom interactions that encourage student learning.

CLASS observations break down the complex classroom environment to help educators focus on boosting the effectiveness of their interactions with learners of all ages. Observations rely on categorizing interactions within the CLASS framework.

The CLASS tool organizes teacher-student interactions into three broad domains: Emotional Support, Classroom Organization, and Instructional Support. The upper elementary and secondary tools include an additional domain, Student Engagement. Within all domains except Student Engagement, interactions are further organized into multiple dimensions. **Table 1** lists the domains and dimensions for each level.

Emotional Support: Students' social and emotional functioning in the classroom is increasingly recognized as an indicator of school readiness, a potential target for intervention, and even as a student outcome that might be governed by a set of standards similar to those for academic achievement. Students who are more motivated and connected to others are much more likely to establish positive trajectories of development in both social and academic domains. Teachers' abilities to support social and emotional functioning in the classroom are therefore central to ratings of effective classroom practices.

Classroom Organization: The classroom organization domain assesses a broad array of classroom processes related to the organization and management of students' behavior, time, and attention in the classroom. Classrooms function best and provide the most opportunities for learning when students are well-behaved, consistently have something to do, and are interested and engaged in learning tasks.

Instructional Support: The theoretical foundation for the instructional support domain is based on research on children's cognitive and language development. Thus the emphasis is on students' construction of usable knowledge, rather than rote memorization, and metacognition—or the awareness and understanding of one's thinking process. As a result, the instructional support domain does not make judgments about curriculum content; rather, it assesses the effectiveness of teachers' interactions with students that support cognitive and language development.

Student Engagement: Unlike other domains, student engagement focuses strictly on student functioning, and measures the overall engagement level of students in the classroom.

Table 1: CLASS Domains and Dimensions

Domain	Dimensions			
	Pre-K	Lower Elementary	Upper Elementary	Secondary
Emotional Support	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives	Positive Climate Teacher Sensitivity Regard for Student Perspectives	Positive Climate Teacher Sensitivity Regard for Adolescent Perspectives
Classroom Organization	Behavior Management Productivity Instructional Learning Formats	Behavior Management Productivity Instructional Learning Formats	Behavior Management Productivity Negative Climate	Behavior Management Productivity Negative Climate
Instructional Support	Concept Development Quality of Feedback Language Modeling	Concept Development Quality of Feedback Language Modeling	Content Understanding Analysis and Inquiry Instructional Learning Formats Quality of Feedback Instructional Dialogue	Content Understanding Analysis and Inquiry Instructional Learning Formats Quality of Feedback Instructional Dialogue
Student Engagement	n/a	n/a	Student Engagement	Student Engagement

Based on research from the University of Virginia’s Curry School of Education and studied in thousands of classrooms nationwide, the CLASS

- focuses on effective teaching
- helps teachers recognize and understand the power of their interactions with students
- aligns with professional development tools
- works across age levels and subjects

CLASS-based professional development tools increase teacher effectiveness, and students in classrooms where teachers are observed to demonstrate and earn higher CLASS scores achieve at higher levels than their peers in classrooms with lower CLASS scores.¹

¹ Teachstone Inc. <http://www.teachstone.org/about-the-class/>

CLASS and Program Evaluation

APS conducts CLASS observations for all program evaluation reports, starting in the 2010-11 school year. In the fall of 2010, the Office of Planning and Evaluation recruited retired teachers and administrators to become certified CLASS observers. Certification is managed by the University of Virginia. Trainees undergo in-depth training to help them use the tool effectively in the field. An assessment is used to ensure that the observers have demonstrated reliability with the CLASS tool.

Each observation lasts approximately 30 minutes and observers are instructed to view either the beginning or end of a class. Ten additional minutes are provided for coding of the observation. Self-contained classrooms that serve ESOL/HILT students or students with a disability, as well as mainstream classrooms with ESOL/HILT students or students with a disability, are included.

CLASS Scores

CLASS dimensions are scored on a 7-point scale consisting of Low (1, 2), Mid (3, 4, 5), and High (6, 7) ranges. A score in the low range indicates an absence or lack of the behaviors associated with a given dimension, while a score in the high range indicates a high presence of such behaviors. Scores in the high range are desirable for all dimensions except for Negative Climate. With this dimension, the goal is a low score, or an absence of negativity.

Research Foundations of CLASS

The CLASS framework is derived from developmental theory and research suggesting that interactions between students and adults are the primary mechanism of child development and learning.

Elementary CLASS

Research provides evidence about the types of teacher-student interactions that promote positive social and academic development. The Classroom Assessment Scoring System™ (CLASS) provides a reliable, valid assessment of these interactions²

Selected studies demonstrate:

- Higher levels of instructional support are related to preschoolers' gains in pre-reading and math skills.³
- High levels of emotional support contribute to preschoolers' social competence in the kindergarten year.⁴
- High levels of emotional support are associated with growth in reading and math achievement from kindergarten through fifth grade.⁵
- High levels of classroom organization are associated with gains in first graders' literacy.⁶
- Kindergarten children are more engaged and exhibit greater self-control in classrooms offering more effective teacher-child interactions.⁷

² Karen LaParo, Robert Pianta, and Meghan Stuhlman, "Classroom Assessment Scoring System (CLASS): Findings from the Pre-K Year," *Elementary School Journal*, 104:5, pages 409-426.

³ Mashburn, Pianta, Hamre, Downer et al., *Child Development*, 79, pages 732-749.

⁴ Timothy Curby, Jennifer Locasale-Crouch, Timothy Konold, Robert Pianta, Carolee Howes, Margaret Burchinal et al., "The Relations of Observed Pre-K Classrooms Quality Profiles to Children's Academic Achievement and Social Competence," *Early Education and Development*, 19, pages 643-666.

⁵ Robert Pianta, Jay Belsky, Nathan Vandergrift, Renee Houts, Fred Morrison, and NICHD-ECCRN, "Classroom Effects on Children's Achievement Trajectories in Elementary School," *American Education Research Journal*, 49, pages 365-397.

⁶ Claire Cameron Ponitz, Sara Rimm-Kaufman, Laura Brock, and Lori Nathanson, "Contributions of gender, early school adjustment, and classroom organizational climate to first grade outcomes," *Elementary School Journal*, 110, 142-162.

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- First-grade children at risk for school failure perform on par with peers, both socially and academically, when exposed to classrooms with effective teacher-student interactions.⁸

Moreover, studies conducted in over 6,000 classrooms provide evidence that students in PK–5 classrooms with higher CLASS ratings realize greater gains in achievement and social skill development.⁹

Secondary CLASS

Research using the more recently developed secondary CLASS tool has shown that teachers' skills in establishing a positive emotional climate, their sensitivity to student needs, and their structuring of their classroom and lessons in ways that recognize adolescents' needs for a sense of autonomy and control, for an active role in their learning, and for opportunities for peer interaction were all associated with higher relative student gains in achievement.¹⁰

Alignment with APS Initiatives

Differentiation

The four domains measured by the CLASS are essential in effectively differentiated classrooms. In addition, dimensions such as teacher sensitivity, regard for student/adolescent perspectives, and instructional learning formats specifically address behaviors necessary for effective differentiation.

Teacher Evaluation (Danielson)

The CLASS tool is heavily aligned with Charlotte Danielson's Framework for Teaching¹¹, which sets forth standards for teaching behaviors in the areas of planning, instruction, classroom environment, and professional responsibility. Danielson's Levels of Performance rubrics are the foundation for all T-Scale staff evaluation in APS.

Cultural Competence

There is strong alignment between Gay's Exemplars of Culturally Responsive Behaviors¹² and classroom behaviors identified in the CLASS tool. The APS Council for Cultural Competence was established in 2003 to develop the framework for permanent, systemwide cultural competence activities including ongoing cultural competence training for all staff. Cultural competence is a set of attitudes, skills, behaviors, and policies that enable organizations and staff to work effectively in cross-cultural situations.

⁷ Sara Rimm-Kaufman, Timothy Curby, Kevin Grimm, Lori Nathanson and Laura Brock, "The Contribution of Children's Self-Regulation and Classroom Quality to Children's Adaptive Behavior in Kindergarten," *Developmental Psychology*, in-press. See also NICHD ECCRN, "A Day in Third Grade: A Large-Scale Study of Classroom Quality and Teacher and Student Behavior," *Elementary School Journal*, 105, pages 305-323.

⁸ Bridget Hamre and Robert Pianta, "Can Instructional and Emotional Support in First Grade Classrooms Make a Difference for Children At Risk of School Failure?" *Child Development*, 76, pages 949-967.

⁹ Website http://curry.virginia.edu/uploads/resourceLibrary/CLASS-MTP_PK-12_brief.pdf Center for Advanced Study of Teaching and Learning Charlottesville, Virginia, **Measuring and Improving Teacher-Student Interactions in PK-12 Settings to Enhance Students' Learning**

¹⁰ Joseph P. Allen, Anne Gregory, Amori Mikami, Janetta Lun, Bridget Hamre, and Robert C. Pianta, "Observations of Effective Teaching in Secondary School Classrooms: Predicting Student Achievement with the CLASS-S." Submitted.

¹¹ Charlotte Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, Alexandria, VA: ASCD.

¹² Geneva Gay (2000). *Culturally Responsive Teaching: Theory, Research, & Practice*. New York: Teachers College Press.

SIOP

Many of the dimensions of the CLASS are aligned with components of the Sheltered instruction Observation Protocol (SIOP)¹³, an approach to teaching that promotes content-area learning and language development for English language learners. SIOP encourages teachers to adapt grade-level content lessons to the students' levels of English proficiency, while focusing on English language development to help students increase their proficiency in academic English.

¹³ Website <http://siop.pearson.com/about-siop>

Alignment of the Classroom Assessment Scoring System (CLASS) With APS Best Instructional Practices

Domain/ Dimension	Grades Observed	Description of CLASS Dimensions	Alignment with			
			Differentiation ¹	Responsive Education ²	Danielson ³	SIOP ⁴
Emotional Support						
Positive Climate	Pre-K - 12	Reflects the emotional connection and relationships among teachers and students, and the warmth, respect, and enjoyment communicated by verbal and non-verbal interactions.		X	X	
Teacher Sensitivity	Pre-K - 12	Encompasses the teacher's awareness and responsiveness to the academic, social-emotional, and developmental needs of individual students and the entire class. At the younger levels, it also includes the teacher's ability to consistently provide comfort, reassurance, and encouragement.	X	X	X	X
Regard for <i>Student/Adolescent</i> Perspective	Pre-K – 3	<i>Student:</i> At the younger levels, it captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.	X	X	X	X
	4-12	<i>Adolescent:</i> At the older levels, it focuses on the extent to which the teacher is able to meet and capitalize on the social and developmental needs and goals of (pre)adolescents by providing opportunities for student autonomy and leadership. Also considered are the extent to which student ideas and opinions are valued and content is made useful and relevant to (pre)adolescents.	X	X	X	X
Classroom Organization						
Behavior Management	Pre-K - 12	Encompasses the teacher's use of clear behavioral expectations and effective methods to prevent and redirect misbehavior.		X	X	
Productivity	Pre-K - 12	Considers how well the teacher manages time and routines so that instructional time is maximized.			X	
Negative Climate ⁵	Pre-K - 12	Reflects the overall level of expressed negativity among teachers and students in the classroom; the frequency, quality, and intensity of teacher and student negativity are important to observe.		X	X	
Instructional Support						
Concept Development	Pre-K – 3	Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.	X		x	X

¹ Differentiation or differentiated instruction is an approach that recognizes that all students must master a common body of knowledge and skills, but each student learns a different way and needs an approach most appropriate to his or her learning needs. Differentiation relates to content (what students learn), process (how students learn), and product (how students demonstrate what they've learned). Students differ in readiness (prior mastery of knowledge, understandings, and skills), interest (curiosity and passion to know, understand, or do more), and how they prefer to learn (Tomlinson, 1999).

² Responsive education or culturally responsive teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994).

Alignment of the Classroom Assessment Scoring System (CLASS) With APS Best Instructional Practices

Domain/ Dimension	Grades Observed	Description of CLASS Dimensions	Alignment with			
			Differentiation ¹	Responsive Education ²	Danielson ³	SIOP ⁴
Content Understanding	4-12	Refers to both the depth of the lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles.		X	X	X
Analysis and Inquiry	4-12	Assesses the degree to which the teacher facilitates students' use of higher-level thinking skills, such as analysis, problem solving, reasoning, and creation through the application of knowledge and skills. Opportunities for demonstrating metacognition, i.e. thinking about thinking, are also included.	X	X		X
Instructional Learning Formats ⁶	Pre-K - 12	Focuses on the ways in which the teacher maximizes students' interest and engagement in learning. This includes the teacher's use of interesting and engaging lessons and materials, active facilitation, and clarity of learning objectives.	X	X	X	X
Quality of Feedback	Pre-K - 12	Assesses the degree to which feedback expands and extends learning and understanding and encourages student participation. (At the secondary level, significant feedback may be provided by peers)		X	X	X
Language Modeling	Pre-K-3	Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques.			X	X
Instructional Dialogue	4-5	Captures the purposeful use of dialogue- structured, cumulative questioning and discussion which guide and prompt students- to facilitate students' understanding of content and language development. The extent to which these dialogues are distributed across all students in the class and across the class period is important to this rating.			X	X
Student Engagement	4-12	Intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive engagement and active engagement is of note in this rating.		X	X	X

³ Danielson's Domains of Teaching Responsibility frame the APS teacher evaluation process and are based on Charlotte Danielson's Enhancing Professional Practice. The domains are the areas in which T-Scale employees are evaluated and are the foundation for Best Instructional Practices. For classroom based teachers they include: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. For non-classroom-based teachers the domains are: Planning and Preparation, Environment, Delivery of Service, and Professional Responsibilities.

⁴ Sheltered instruction Observation Protocol (SIOP) is an approach to teaching that promotes content-area learning and language development for English language learners. Teachers adapt grade-level content lessons to the students' levels of English proficiency, while focusing on English language development to help students increase their proficiency in academic English.

⁵ This dimension falls under the Emotional Support domain at the pre-K and lower elementary levels.

⁶ This dimension falls under the Classroom Organization domain at the pre-K and lower elementary levels.

CLASS Domain and Dimension Scores

The Classroom Assessment Scoring System (CLASS) is an observation tool developed at the University of Virginia's Curry School of Education and managed by Teachstone. It is designed to help analyze the interactions between teachers and their students in order to boost the effectiveness of teaching and learning. Research shows that students in classrooms where teachers earn higher CLASS scores achieve at higher levels than their peers in classrooms with lower CLASS scores¹.

The CLASS tool organizes teacher-student interactions into three broad domains: **Emotional Support**, **Classroom Organization**, and **Instructional Support**. The upper elementary (grades 4–5) and secondary tool include a fourth domain: **Student Engagement**. Dimensions are scored on a 7-point scale consisting of Low (1, 2), Mid (3, 4, 5), and High (6, 7) ranges.

CLASS observations were conducted in English Language Art classes (including HILT and special education) throughout the 2017-18 school year at all grade levels. Observers conducted one 30-minute observation for each observed teacher. **Table 1** shows the percentage of teachers observed by level and arts discipline.

Table 1: Sample Size of CLASS Observations

Teacher Group	Number of Teachers	Number of Observations	Percent Observed	Margin of Error (95% Confidence Level)
Elementary Teachers	982	365	37%	4.1%
Middle School Teachers	143	113	79%	4.2%
High School Teachers	122	90	74%	5.3%

¹ Observations of effective teacher-student interactions in secondary school classrooms: predicting student achievement with the classroom assessment scoring system – Secondary (<http://files.eric.ed.gov/fulltext/ED556047.pdf>)

Table 2: Average English Language Arts Lower Elementary CLASS Scores

Average Domain and Dimension Scores	Lower Elementary		
	N	Mean	Std. Deviation
Emotional Support	263	5.4	0.6
Positive Climate	263	5.3	1.0
Negative Climate ²	263	1.0	0.2
Teacher Sensitivity	263	5.5	1.0
Regard for Adolescent Perspectives	263	4.0	1.1
Classroom Organization	263	5.8	0.7
Behavior Management	263	5.9	0.9
Productivity	263	6.1	0.8
Instructional Learning Formats	263	5.5	0.9
Instructional Support	263	3.7	0.9
Concept Development	263	3.3	1.0
Quality of Feedback	263	3.9	1.2
Language Modeling	263	3.8	1.1

² A lower score is desirable for the Negative Climate Dimension. The Negative Climate score is reversed when calculating the Classroom Organization Domain score.

Table 3: Average English Language Arts Upper Elementary CLASS Scores

Average Domain and Dimension Scores	Upper Elementary		
	N	Mean	Std. Deviation
Emotional Support	102	5.0	0.7
Positive Climate	102	5.3	0.8
Teacher Sensitivity	102	5.6	1.0
Regard for Student Perspectives	102	4.2	1.1
Classroom Organization	102	6.4	0.5
Behavior Management	102	6.0	0.9
Productivity	102	6.1	0.7
Negative Climate ³	102	1.0	0.3
Instructional Support	102	4.5	0.8
Instructional Learning Formats	102	5.5	0.9
Content Understanding	102	4.7	1.1
Analysis and Inquiry	102	3.6	1.1
Quality of Feedback	102	4.1	1.1
Instructional Dialogue	102	4.4	1.1
Student Engagement	102	6.0	0.7

³ A lower score is desirable for the Negative Climate Dimension. The Negative Climate score is reversed when calculating the Classroom Organization Domain score.

Table 4: Average English Language Arts Middle School CLASS Scores

Average Domain and Dimension Scores	Middle School		
	N	Mean	Std. Deviation
Emotional Support	113	5.1	0.9
Positive Climate	113	5.5	1.1
Teacher Sensitivity	113	5.8	1.0
Regard for Adolescent Perspectives	113	4.0	1.1
Classroom Organization	113	6.6	0.6
Behavior Management	113	6.3	1.0
Productivity	113	6.5	0.8
Negative Climate ⁴	113	1.1	0.4
Instructional Support	113	4.1	0.9
Instructional Learning Formats	113	5.6	0.9
Content Understanding	113	4.7	1.2
Analysis and Inquiry	113	2.8	1.3
Quality of Feedback	113	3.6	1.2
Instructional Dialogue	113	4.0	1.5
Student Engagement	113	5.8	1.0

⁴ A lower score is desirable for the Negative Climate Dimension. The Negative Climate score is reversed when calculating the Classroom Organization Domain score.

Table 5: Average English Language Arts High School CLASS Scores

Average Domain and Dimension Scores	High School		
	N	Mean	Std. Deviation
Emotional Support	90	5.0	0.9
Positive Climate	90	5.4	1.1
Teacher Sensitivity	90	6.0	0.9
Regard for Adolescent Perspectives	90	3.8	1.2
Classroom Organization	90	6.7	0.4
Behavior Management	90	6.7	0.5
Productivity	90	6.5	0.7
Negative Climate ⁵	90	1.0	0.1
Instructional Support	90	3.8	1.0
Instructional Learning Formats	90	5.4	0.9
Content Understanding	90	3.9	1.3
Analysis and Inquiry	90	2.4	1.2
Quality of Feedback	90	3.6	1.5
Instructional Dialogue	90	3.5	1.4
Student Engagement	90	5.3	1.0

⁵ A lower score is desirable for the Negative Climate Dimension. The Negative Climate score is reversed when calculating the Classroom Organization Domain score.

English Language Arts Observations

Table 1: English Language Arts Observation Sample Sizes

Teacher Group	Number of Teachers	Number of Observations	Percent Observed	Margin of Error (95% Confidence Level)
Elementary Teachers	982	342	35%	4.3%
Middle School Teachers	143	102	71%	5.2%
High School Teachers	122	100	82%	4.2%

ELA Elementary Observations

Table 2: Part of language arts block observed

Part of ELA Block Observed	% of Observations
Beginning	65%
Middle	96%
End	46%

Table 3: Number of students and adults in the classroom

	Average
Students	16.9
Adults	1.7

Table 4: Delivery of instruction

Type of Delivery of Instruction	% of Observations
Whole group	68%
Small group	58%
Pairs	25%
Individual	65%

Table 5: Co-teaching

Yes	No
17%	83%

Table 6: Instructional Setting

Type of Instructional Setting	% of Observations
Regular education	88%
ESOLT/HILT	8%
SPED self-contained	4%
Gifted pullout	0%

Table 7: Instructional Format

Instructional Format	% of Observations	Instructional Format	% of Observations
Read aloud	22%	Independent reading, writing, and conferring	72%
Shared reading	11%	Independent seatwork	30%
Mini lesson whole group	54%	Learning stations	10%
Small group guided reading	50%	Word study/Growing Words	18%
Small group book club	44%	Assessment	11%
Small group strategy groups	15%		

Table 8: Adults in the classroom

Type of Adult	% of Observations	Type of Adult	% of Observations
Classroom teacher	86%	Volunteers	3%
SPED	21%	Sign language interpreters	0%
ESOL/HILT	16%	Additional adult-unsure of role	3%
Reading teacher	11%	Other	4%
Resource teacher for the gifted	2%		
Assistant	23%		

Table 9: Physical environment

Aspects of Physical Environment	% of Observations
Posted objective or learning targets	64%
Print rich classroom	92%
Academic vocabulary visible	80%
Essential questions and enduring understanding posted	40%
Areas for independent and group work	94%

Table 10: Students participate in instruction in the following areas

Type of lesson	% of Observations	Type of lesson	% of Observations
Oral language	65%	Word study-morphology	8%
Reading comprehension	65%	Vocabulary	30%
Reading fluency	28%	Sight words	17%
Word study-phonological awareness	28%	Handwriting	6%
Word study-phonics	18%	Grammar	7%
Word study-orthography	12%	Writing	47%

Table 11: The reading selection used for instruction is

Type of Reading Selection	% of Observations
Fiction	53%
Non-fiction	37%
Poetry	5%
Drama	1%
Essay	1%
None	11%
Other	7%

Table 12: The writing selection used for instruction is

Type of Writing Selection	% of Observations
Narrative	6%
Argument	3%
Expository	17%
Opinion	11%
Poetry	4%
None	26%

Table 13: Resources used

Type of Resource	% of Observations	Type of Resource	% of Observations
Guided reading books	32%	Leveled Literacy Instruction	10%
Words Their Way word sorts	15%	Orton Gillingham	4%
Growing Words	1%	Digital resources	33%
Handwriting Without Tears	6%	Printed passage text/article	18%

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Independent reading trade books	38%	Big book/anchor	11%
TCRWP: Units of Study in Reading reading workshops	42%	None	3%
TCRWP: Units of Study in Writing writing workshops	33%	Other	39%
Step Up to Writing	1%		

Table 14: Specific scaffolds to support English Learners, Students with Special Needs and/or struggling students

Type of Scaffolds	% of Observations	Type of Scaffolds	% of Observations
Visuals	24%	Sentence frames	12%
Multi-level texts	20%	None	17%
Graphic organizers	18%	Other	20%

Table 15: Type of technology used

Type of Technology	% of Observations	
	Students	Teacher
None	58%	48%
iPad	35%	5%
Laptop	6%	19%
Interactive projection device	4%	22%
Non-interactive projection device	2%	20%
Other	1%	5%

Table 16:How is the technology used

Use of Technology	% of Observations	
	Yes	Unable to Observe
Technology is clearly connected to the lesson's objectives or meaningful purpose.	56%	5%
Technology provides teachers with record of students' performance.	20%	19%
Students are on task while using technology.	54%	5%

Table 17: Highest level technology use observed

Level of Technology Used	% of Observations
Substitute: Computer technology is used to perform the same task as was done before the use of computers.	58%
Augment: Computer technology offers an effective tool to perform common tasks	35%

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Modify: Common classroom tasks are being accomplished through the use of computer technology	7%
Redefine: Technology allows learning to take place that would not be possible with other media.	Less than 1%

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	# Observed	% Effective	% Ineffective	# Non-observed	% Non-observed
There is a clear learning objective for the lesson.	301	95%	5%	41	12%
Oral language					
Teachers provide multiple opportunities to engage students in discourse through the use of specific strategies	227	93%	7%	115	34%
Teachers explicitly teach social and academic vocabulary	119	99%	1%	223	65%
Teachers build background knowledge through the use of visuals, conversations, artifacts, films, books, and interactive experiences	152	97%	3%	190	56%
Teachers provide opportunities for performances, oral reports, and presentations.	29	97%	3%	313	91%
Read Aloud					
Teacher conducts a read aloud with three phrases of engagement (all three must be present): <ul style="list-style-type: none"> a. Sets a purpose for reading and build background knowledge b. Provides support during reading aloud in the form of strategic questions and vocabulary discussion Extends students' thinking	72	90%	10%	270	79%
Teacher engages in a read aloud to demonstrate a writer's technique.	34	97%	3%	308	90%
Teacher engages in a read aloud to demonstrate reading strategy.	53	96%	4%	289	85%
Teacher engages in a read aloud to promote enjoyment.	63	97%	3%	279	82%
Teacher engages in a read aloud to teach content knowledge.	29	100%	0%	313	92%
Shared Reading					
Teachers engage young children in shared reading to develop Concepts About Print, Concept of Word as evidenced by teacher prompts (PreK - Grade 1)	35	97%	3%	307	90%
Students engage in shared reading to develop fluency, vocabulary, comprehension and/or performance skills	51	90%	10%	291	85%
Reading mini lesson					
Teacher conducts a mini-lesson that is between 12-15 minutes.	114	91%	9%	228	67%
Teacher explicitly models a new strategy with a short piece of text (i.e., visualizing, predicting, questioning, summarizing)	99	97%	3%	243	71%
Teacher uses the following architecture: Connects to previous learning/instruction	112	99%	1%	230	67%
Teacher uses the following architecture: Demonstrates with text	107	95%	5%	235	69%

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	# Observed	% Effective	% Ineffective	# Non-observed	% Non-observed
Teacher uses the following architecture: Actively engage students	119	92%	8%	223	65%
Teacher uses the following architecture: Restate objective	117	96%	4%	225	66%
Teacher uses the following architecture: Send students to apply	113	94%	6%	229	67%
Small Group Reading					
Teachers have formed small groups for a specific purpose based on data	161	100%	0%	181	53%
Evidence of differentiated materials	142	100%	0%	200	58%
Teacher uses the following architecture in small group: State objective/learning target	131	93%	1%	211	62%
Teacher uses the following architecture in small group: Demonstrate with text	102	96%	4%	240	70%
Teacher uses the following architecture in small group: Students read independently with teacher coaching	118	95%	5%	224	65%
Teacher uses the following architecture in small group: Discussion of text	144	92%	8%	198	58%
Independent Reading and Conferring					
Students are engaged in independent reading with self-selected texts.	185	94%	6%	157	46%
Teachers confer with individual students with a specific teaching point	109	69%	31%	233	68%
Students have opportunities to share their reading with partners, small groups, or whole class.	99	86%	14%	243	71%
Evidence of self-selection, multi-leveled, diverse genre, and/or interests in text.	172	97%	3%	170	50%
Word Study					
Teachers have formed small groups based on spelling data	74	99%	1%	268	78%
Teachers provide explicit instruction with modeling on how spelling features work in words	57	98%	2%	285	83%
Teachers and students reflect and discuss the underlying generalization about spelling features under study.	45	100%	0%	297	87%
Vocabulary					
Teachers use a variety of concrete strategies to develop specific vocabulary	86	93%	7%	256	75%
Teachers use a variety of concrete strategies to develop generative vocabulary	21	100%	0%	321	94%
Writing					
Teacher conducts a mini-lesson that is between 12-15 minutes.	98	93%	7%	244	71%
Teacher explicitly models a teaching point in one of the following ways:	102	94%	6%	240	70%

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	# Observed	% Effective	% Ineffective	# Non-observed	% Non-observed
<ul style="list-style-type: none"> • Mentor text (i.e., published, teacher or student generated) • Demonstration • Guided Inquiry 					
Teacher uses the following architecture: State objective/learning target	125	97%	3%	217	63%
Teacher uses the following architecture: Demonstrate with text	98	98%	2%	244	71%
Teacher uses the following architecture: Actively engage students	130	90%	10%	212	62%
Teacher uses the following architecture: Restate objective	111	97%	3%	231	68%
Teacher uses the following architecture: Send students to apply	133	94%	6%	209	61%
Students are provided with writing time	171	95%	5%	171	45%
Teachers and other adults confer with individual students as evidenced by anecdotal notes, checklists.	115	61%	39%	228	67%
Teachers are engaged in small group writing conferences with a specific teaching point.	44	91%	9%	298	87%
Writer’s workshop closes with a brief share and a restatement of the mini-lesson.	56	89%	11%	286	84%

Middle School ELA Observations

Table 18: Part of language arts block observed

Part of ELA Block Observed	% of Observations
Beginning	92%
Middle	99%
End	95%

Table 19: Number of students and adults in the classroom

	Average
Students	14
Adults	1.4

Table 20: Delivery of instruction

Type of Delivery of Instruction	% of Observations
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Whole group	90%
Small group	31%
Pairs	21%
Individual	38%

Table 21: Instructional Setting

Type of Instructional Setting	% of Observations	Type of Instructional Setting	% of Observations
General education	55%	Resource Teacher for the Gifted	0%
General Education co-taught Special Education	4%	Reading push-in	0%
ESOL/HILT Sheltered	17%	Librarian	2%
ESOL/HILT co-taught	2%	Special Education Sheltered	21%
		Other	8%

Table 22: Instructional Format

Type of Instructional Format	% of Observations	Type of Instructional Format	% of Observations
Read aloud	13%	Independent reading, writing, and conferring	39%
Shared reading	3%	Whole class reading/writing-modeling	19%
Mini lesson whole group	41%	Whole class reading/writing-discussion	30%
Guided practice	38%	Whole class reading/writing-Socratic seminar	0%
Reflection	7%	Whole class reading/writing-annotations	1%
Small group guided reading/writing	21%	Whole class reading/writing-journal	5%
Small group guided reading	12%	Assessment- formative	25%
Small group book club	7%	Assessment-Summative	17%
Small group strategy groups	11%	Assessment-Essay	14%
Small group peer-editing groups	2%	Assessment-Performance Tasks	5%
		Assessment-Oral presentation	5%
		Assessment-Other	12%

Table 23: Adults in the classroom

Type of Adult	% of Observations	Type of Adult	% of Observations
Classroom teacher	70%	Sign language interpreters	0%
SPED	23%	Speech/Vision Therapist	0%
ESOL/HILT	14%	Occupational Therapist	0%
Reading teacher	4%	Instructional Technology Coordinator	0%
Resource teacher for the gifted	0%	Counselor	1%
Assistant	16%	Additional adult-unsure of role	13%
Librarian	2%	Other	11%
Volunteers	0%		

Table 24: Physical environment

Aspects of the Physical Environment	% of Observations
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Posted objective or learning targets	77%
Anchor charts which demonstrate processes	65%
Print rich classroom libraries	89%
Academic vocabulary visible	71%
Essential questions and enduring understanding posted	21%
Areas for independent and group work	68%

Table 25: Students participate in instruction in the following areas

Type of ELA Lesson	% of Observations	Type of ELA Lesson	% of Observations
Oral language	58%	Writing	38%
Reading comprehension	48%	Media/Multimodal literacy	20%
Vocabulary/word study	35%	Research	7%
Grammar, usage and mechanics	24%	Literary analysis	20%

Table 26: The reading selection used for instruction is

Type of Reading Selection	% of Observations
Fiction	35%
Non-fiction	20%
Poetry	7%
Drama	1%
Non-print text	1%
None	14%
Other	24%

Table 27: The writing selection used for instruction is

Type of Writing Selection	% of Observations
Narrative	5%
Argument	8%
Expository	10%
Opinion	3%
Poetry	5%
None	28%
Other	31%

Table 28: Resources used

Type of Resource	% of Observations	Type of Resource	% of Observations
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Trade books-whole class	15%	NewsELA.com	2%
Trade books-small group	7%	Leveled Literacy Instruction	4%
Trade books-independent	18%	Orton Gillingham	1%
HOLT Literature	2%	Online class space	36%
TCRWP: Units of Study in Writing workshops	0%	None	7%
Step Up to Writing	1%	Other	34%
NoRedInk.com	8%		

Table 29: Specific scaffolds to support English Learners, Special Education and/or struggling students

Type of Scaffolds Used	% of Observations	Type of Scaffolds Used	% of Observations
Visuals	60%	Sentence frames	11%
Multi-level texts	11%	Workshop or small group conferring	27%
Graphic organizers	37%	None	8%
		Other	33%

Table 30: Type of technology used

Type of Technology	% of Observations	
	Students	Teacher
None	24%	12%
iPad	69%	4%
Laptop	21%	55%
Interactive projection device	13%	28%
Non-interactive projection device	13%	45%
Other	6%	6%

Table 31: How is the technology used

Use of Technology	% of Observations	
	Yes	Unable to Observe
Technology is clearly connected to the lesson's objectives or meaningful purpose.	81%	2%
Technology provides teachers with record of students' performance.	58%	46%
Students are on task while using technology.	72%	15%

Table 32: Highest level technology use observed

Level of Technology Used	% of Observations
Substitute: Computer technology is used to perform the same task as was done before the use of computers.	28%

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Augment: Computer technology offers an effective tool to perform common tasks	42%
Modify: Common classroom tasks are being accomplished through the use of computer technology	23%
Redefine: Technology allows learning to take place that would not be possible with other media.	8%

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	# Observed	% Effective	% Ineffective	# Non-observed	% Non-observed
There is a clear learning objective for the lesson.	92	90%	10%	10	10%
Oral language					
Teachers provide multiple opportunities to engage students in discourse through the use of specific strategies	60	93%	7%	42	41%
Teachers explicitly teach social and academic vocabulary	46	99%	1%	56	55%
Teachers build background knowledge through the use of visuals, conversations, artifacts, films, books, and interactive experiences	67	94%	6%	35	34%
Teachers provide opportunities for performances, oral reports, and presentations.	17	100%	0%	85	83%
Read Aloud					
Teacher conducts a read aloud with three phrases of engagement (all three must be present): <ul style="list-style-type: none"> a. Sets a purpose for reading and build background knowledge b. Provides support during reading aloud in the form of strategic questions and vocabulary discussion c. Extends students' thinking 	11	82%	18%	91	89%
Teacher engages in a read aloud to demonstrate a writer's technique.	10	100%	0%	92	90%
Teacher engages in a read aloud to demonstrate reading strategy.	10	80%	20%	92	90%
Shared Reading					
Students engage in shared reading to develop fluency, vocabulary, comprehension and/or performance skills	10	90%	10%	92	90%
Reading or Writing Workshop					
Teacher conducts an explicit mini-lesson on reading/writing that is between 12-20 minutes.	33	82%	18%	69	68%
Teacher explicitly models a new skill or strategy with a short piece of text (i.e., author's purpose, developing an effective lead, structural organization, symbolism, theme)	25	92%	8%	77	75%
Teacher uses the following architecture: State objective/learning target	30	87%	13%	72	71%
Teacher uses the following architecture: Demonstrate with text	26	92%	8%	76	75%
Teacher uses the following architecture: Actively engage students in a shared component	30	87%	13%	72	71%
Teacher uses the following architecture: Restate objective	32	91%	9%	70	69%
Teacher uses the following architecture: Send students to apply	38	92%	8%	64	63%

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	# Observed	% Effective	% Ineffective	# Non-observed	% Non-observed
Teachers/adults confer with individual students as evidenced by anecdotal notes, checklists.	28	96%	4%	74	73%
Teachers are engaged in small group reading or writing conferences with a specific teaching point.	19	100%	0%	83	81%
Workshop closes with a brief share and a restatement of the teaching point.	29	93%	7%	73	72%
Instruction focuses on reading through the perspective of a writer or writing with the perspective of a reader.	20	90%	10%	82	80%
Small Group Reading					
Teachers have formed small groups for a specific purpose based on data	15	93%	7%	87	85%
Evidence of differentiated materials	22	95%	5%	80	78%
Students engage in book clubs or thematic novel study	14	100%	0%	88	86%
Independent Reading and Conferring					
Students are engaged in independent reading with self-selected texts.	31	97%	3%	71	70%
Teachers confer with individual students with a specific teaching point	35	100%	0%	67	66%
Students have opportunities to share their reading with partners, small groups, or whole class.	26	100%	0%	76	75%
Vocabulary					
Teachers use a variety of concrete strategies to develop specific vocabulary	34	97%	3%	68	67%
Teachers use a variety of concrete strategies to develop generative vocabulary	18	94%	6%	84	82%
Teachers use a variety of strategies to develop in-text vocabulary understanding.	31	97%	3%	71	69%

High School Observations

Table 33: Part of language arts block observed

Part of ELA Block Observed	% of Observations
Beginning	94%
Middle	48%
End	28%

Table 34: Physical Environment

Aspects of the Physical Environment	% of Observations
Posted objective or learning targets	70%
Print rich classroom	79%
Academic vocabulary visible	47%

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Essential questions and enduring understanding posted	10%
Areas for independent and group work	57%
Shared/Floating classroom space	10%

Table 35: Number of students and adults in the classroom

	Average
Students	16
Adults	1.3

Table 4: Instructional Setting

Type of Instructional Setting	% of Observations	Type of Instructional Setting	% of Observations
General ed	32%	Intensified	13%
General ed co-taught SpED	7%	AP	15%
ESOL/HILT sheltered	22%	IB	4%
English 11 Extension	1%	Dual Enrolled	0%
SpED sheltered	9%	Virtual/Online	0%
RISE (sheltered support)	0%		

Table 5: Instructional Format

Type of Instructional Format	% of Observations	Type of Instructional Format	% of Observations
Direct Instruction whole group	79%	Independent reading, writing, and conferring	38%
Small group guided reading	5%	Assessment- Formative	31%
Small group book club	4%	Assessment-Summative	3%
Small group strategy groups	15%	Assessment-Essay	1%
Small group peer-editing groups	3%	Assessment-Timed essay	1%
Small group teacher conferring	18%	Assessment-Performance Tasks	29%
Whole class reading/writing-modeling	32%	Assessment-Oral presentation	7%
Whole class reading/writing-discussion	51%		
Whole class reading/writing-Socratic seminar	2%		
Whole class reading/writing-annotations	10%		
Whole class reading/writing-journal	12%		

Table 6 Adults in the classroom

Type of Adult	% of Observations	Type of Adult	% of Observations
Classroom teacher	83%	Sign language interpreters	1%
SPED	11%	Speech/Vision Therapist	0%
ESOL/HILT	15%	Counselor	1%
Reading teacher	2%	Student Teacher	1%
Assistant	12%	Volunteers	0
Resource teacher for the gifted	0%	Additional adult-unsure of role	3%
Librarian	0%	Other	9%

Table7: Resources used

Type of Resource	% of Observations	Type of Resource	% of Observations
Trade books-whole class	23%	Orton Gillingham	0%
Trade books-small group	3%	Video	8%
Trade books-independent	10%	Audio	3%
Digital texts	16%	Art	6%
HOLT Literature	1%	Music	2%
AP/IB Passage Analysis Excerpts	3%	Whiteboard/Chalkboard	4%
Step Up to Writing	0%	Online class space	42%
NoRedInk.com	4%	None	1%
NewsELA.com	2%	Other	29%
Leveled Literacy Instruction	1%		

Table 8: Students participate in instruction in the following areas

Type of ELA Lesson	% of Observations	Type of ELA Lesson	% of Observations
Oral language	61%	Writing	32%
Reading comprehension	51%	Literary analysis	21%
Vocabulary	42%	Rhetoric	10%
Grammar, usage and mechanics	21%	Argumentation	3%
Media/Multimodal literacy	77%	Critical Lens Theory	0%
Research	17%	Historical Literary Movements	8%

Table 9: The focus of reading instruction

Type of Reading Selection	% of Observations
Fiction	31%
Non-fiction	22%
Poetry	9%
Drama	3%
Non-print text	7%
None	19%
Other	17%

Table 10: The focus of writing instruction

Type of Writing Selection	% of Observations
Narrative	7%
Expository	15%
Opinion	9%
Reflective	10%
Poetry	3%
Argument/persuasive	10%
Literary commentary	7%
Synthesis	5%
Research reporting	13%
None	15%
Other	23%

Table 11: Instruction is delivered

Type of Delivery of Instruction	% of Observations
Whole group	93%
Small group	22%
Pairs	6%
Individual	42%

Table 12: Specific scaffolds to support LEP, SPED, and/or struggling students

Type of Scaffolds Used	% of Observations	Type of Scaffolds Used	% of Observations
Visuals	41%	Model essays	3%
Multi-level texts	1%	Workshop or small group conferring	24%
Graphic organizers	22%	None	18%
Sentence frames	10%	Other	11%

Table 36: Type of technology used

Type of Technology	% of Observations	
	Students	Teacher
None	16%	10%
iPad	8%	3%
Laptop	62%	51%
Interactive projection device	11%	22%
Non-interactive projection device	16%	50%
Other	5%	2%

Table 37:How is the technology used

Use of Technology	% of Observations	
	Yes	Unable to Observe
Technology is clearly connected to the lesson’s objectives or meaningful purpose.	99%	12%
Technology provides teachers with record of students’ performance.	67%	51%
Students are on task while using technology.	95%	12%

Table 38: Highest level technology use observed

Level of Technology Used	% of Observations
Substitute: Computer technology is used to perform the same task as was done before the use of computers.	60%
Augment: Computer technology offers an effective tool to perform common tasks	28%
Modify: Common classroom tasks are being accomplished through the use of computer technology	9%
Redefine: Technology allows learning to take place that would not be possible with other media.	3%

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	# Observed	% Effective	% Ineffective	# Non-observed	% Non-observed
There is a clear learning objective for the lesson.	95	99%	1%	5	5%
Oral language					
Teachers provide multiple opportunities to engage students in discourse through the use of specific strategies	66	100%	0%	34	34%
Teachers explicitly teach social and academic vocabulary	71%	100%	0%	29	29%
Teachers build background knowledge through the use of visuals, conversations, artifacts, films, books, and interactive experiences	76	100%	0%	24	24%
Teachers provide opportunities for performances, oral reports, and presentations.	28	100%	0%	72	72%
Shared Reading					
Students engage in shared reading to develop fluency, vocabulary, comprehension and/or performance skills	38	97%	3%	62	62%
Focus on anchor piece of literature to explore complex content and language	35	97%	3%	65	65%
Reading or Writing Workshop					
Teacher conducts an explicit lesson on reading/writing that is no longer than 20 minutes	56	98%	2%	44	44%
Teacher explicitly models a new skill or strategy with an excerpt or text	50	100%	0%	50	50%
Teacher uses the following architecture: State objective/learning target	74	100%	0%	26	26%
Teacher uses the following architecture: Demonstrate with text	63	100%	0%	37	37%
Teacher uses the following architecture: Actively engage students in a shared component	72	100%	0%	28	28%
Teacher uses the following architecture: Restate objective	66	100%	0%	34	34%
Teacher uses the following architecture: Send students to apply	68	99%	1%	32	32%
Teachers/adults confer with individual students as evidenced by anecdotal notes, checklists, rubrics.	45	100%	0%	55	55%
Teachers are engaged in small group reading or writing conferences with a specific teaching point.	29	100%	0%	71	71%
Teaching instruction focuses on reading through the perspective of a writer or writing with the perspective of a reader.	40	100%	0%	60	60%
Students are engaged in writing for a variety of specific purposes and audiences	39	100%	0%	61	61%
Small Group Instruction					
Teachers have formed small groups for a specific purpose based on data	25	100%	0%	75	25%
Evidence of differentiated materials	19	100%	0%	81	81%

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	# Observed	% Effective	% Ineffective	# Non-observed	% Non-observed
Students engage in book clubs or thematic novel study	14	100%	0%	86	86%
Independent Reading and Conferring					
Students are engaged in independent reading with self-selected texts.	26	100%	0%	74	74%
Teachers confer with individual students with a specific teaching point	31	100%	0%	69	69%
Students have opportunities to share their reading with partners, small groups, or whole class.	23	100%	0%	77	77%
Vocabulary					
Teachers use a variety of concrete strategies to develop generative vocabulary	32	97%	3%	68	68%
Teachers use a variety of strategies to develop in-text vocabulary understanding.	60	100%	0%	40	40%