



Lesson Observation Analysis

- The vast majority of observations in ELA and math reveal clear evidence of the adopted curriculum in use.
 - In K-2 ELA, this included both module and skills strands of EL, resulting in abundant opportunities for students both to build knowledge of complex texts and rich topics and to engage in explicit and systematic development of foundational skills.
 - In Math, this included Number Corner from Bridges and many of the routines from the IM curriculum.
- Both math and ELA observations revealed consistent teacher use of precise academic and discipline-specific vocabulary.
 - A second grade ELA classroom featured a debate on whether a character primarily demonstrated persistence or initiative in the course of the story.
 - A seventh grade ELA teacher asked her students, “What is the depiction of the Ghost of Christmas past in this part of the text?”
 - An Algebra 1 class was comparing functions through Notice and Wonder and the teacher stated, “Is $h(x)$ equivalent also? How did we go from factored to standard form? We’re going to do the same thing with $h(x)$ ”.
 - In an asynchronous 5th grade lesson, the teacher was discussing area with fractional side lengths and named, “ $8/3$ is equivalent to 2 wholes and $2/3$ left over; the last step - take those two products $16 + 2$ and $2/3$ and add them together - 18 and $2/3$ ”.
- ELA observations offered inconsistent evidence that teachers had deeply understood and internalized key lesson content and/or aspects of text complexity.
 - In a second grade ELA classroom, co-teachers were able to fluently model pulling relevant evidence from the text that revealed aspects of character and provided in-the-moment questions and prompts to push students to deeper understanding of the text.
 - In a kindergarten foundational skills lesson, students participated in a lively discussion loosely related to the engagement text prior to reading the decodable, but teacher prompting did not consistently focus students on retelling the engagement text, the ostensible purpose of the discussion.
 - In another foundational skills lesson, a lack of precision from the teacher in how and at what moments in the lesson students should respond - chorally, by raising hands, etc - slowed down the pacing of the lesson and ultimately led to a loss of engagement, resulting in a relative preponderance of students reciting back the rule as opposed to applying the sound/spelling correspondence.
 - In a sixth grade ELA classroom, the teacher provided limited framing about use of textual evidence in her extensive directions about how to engage in a fishbowl

discussion about what to treasure and did not prompt for use of the text until the end, such that the majority of the discussion was unconnected to The Christmas Carol and the intended purpose of the fishbowl was not realized despite the fairly lengthy set-up.

- In another middle school ELA classroom, the teacher appeared to misunderstand the lesson flow such that she displayed and provided direct instruction on what appeared to be intended as teacher-facing exemplar responses to students, thus eliminating the rigor of the task as ostensibly designed in the curriculum.
- Math observations revealed relatively limited opportunities for students to carry the cognitive load during class.
 - The majority of math observations included teachers with the whole group of students for extended periods of time, with limited opportunities for students to do-the-work or try-the-work individually or in pairs.
 - In a 4th grade video, the teacher modeled the game and the mathematical thinking herself, then had a pair of students model the game and the mathematical thinking. After about 10 minutes, all students were invited, and held accountable via the game, to engage in mathematical thinking.
 - Math observations revealed ample opportunities for student participation for quick and short answers, but limited opportunities for students to engage in turn-and-talks or meatier why/how do you know discussions.
 - In an Algebra 1 class, all student responses were raised hands or whole group responses back to the teacher with 1-4 word answers.