



College and Career Readiness Standards-in-Action

**ADVANCED
UNIT**

3

WORKSHOP MATERIALS
ENGLISH LANGUAGE ARTS/LITERACY

**OBSERVING COLLEGE
AND CAREER READINESS
STANDARDS-IN-ACTION**

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CCR CLASSROOM OBSERVATION TOOL FOR ELA/LITERACY

This tool provides concrete examples of what college and career readiness (CCR) standards in ELA/literacy look like in daily planning and practice. It is designed as a professional development tool for instructors, those who support instructors, and others working to implement CCR standards—it is not designed for use in evaluation.

Directions:

Under each core action, mark the indicators with either a “Y” (for “Yes, it is evident”) or an “N” (for “No, it is not evident”). If an indicator is not evident because it is not applicable in that particular observed lesson, then mark it as “N/A.”

Use the last row for each core action to make notes about what is seen and heard to support findings. The process for observing effective teaching and learning practices is not linear. In many cases, determinations about whether certain core actions and indicators are evident will not become clear until the lesson is over. Others will be evident early in the lesson. It is fine to take detailed notes and then review the notes after the lesson.

Core Actions:

Core Action 1. Curriculum content of the lesson matches the demands of CCR standards.

Core Action 2. Learning activities (questions and tasks) are text-specific and cognitively demanding.

Core Action 3. CCR standards are translated into lesson content that productively engages adult learners.

Core Action 4. The lesson is intentionally sequenced to build on and develop students’ skills and knowledge.

Core Action 5. Students’ levels of understanding are assessed throughout the lesson, and instruction is adjusted accordingly.

CCR CLASSROOM OBSERVATION TOOL FOR ELA/LITERACY

Core Action 1. Curriculum content of the lesson matches the demands of the CCR standards.	Y, N, or N/A
A. Instructor presents a lesson clearly reflecting the concepts and skills of a mixture of CCR reading, writing, speaking and listening, and language standards.	
B. Instructor establishes well-defined standards-based lesson goals.	
C. A majority of class time is spent reading, writing, or speaking directly about a text or multiple texts.	
D. Students are working with texts that are at or above the expected level of complexity for the course or they are engaged in reading well-designed series of texts on a topic at a variety of complexity levels to build knowledge.	
E. The text(s) central to the lesson display exceptional craft and thought and/or provide useful information.	
Evidence observed:	

CCR CLASSROOM OBSERVATION TOOL FOR ELA/LITERACY

Core Action 2. Learning activities (questions and tasks) are text-specific and cognitively demanding.	Y, N, or N/A
A. Questions and tasks consistently stimulate student thinking beyond recall; students are asked to elaborate and justify their answers.	
B. Questions and tasks consistently pertain to the words, phrases, and sentences in the text(s).	
C. Questions consistently are sequenced to support students delving deeper into text(s) to build their understanding of the big ideas and key information from the text(s).	
D. Instructor consistently allows appropriate wait time (3 or more seconds) after asking questions of students before prompting them for responses.	
E. Instructor consistently expects students to draw evidence from text(s) to support their ideas and inferences with precision.	
Evidence observed:	

CCR CLASSROOM OBSERVATION TOOL FOR ELA/LITERACY

Core Action 3. CCR standards are translated into lesson content that productively engages adult learners.	Y, N, or N/A
A. A vast majority of students participate actively in the lesson through class discussions and activities, group projects, etc., instead of mostly doing solitary seatwork or listening to extended lectures.	
B. Students have varied opportunities (beyond filling out worksheets) to apply what they are learning in authentic or practical adult-oriented contexts (e.g., reading and using trade manuals or other content for job training or citizenship).	
C. When discussing or collaborating, a vast majority of students use evidence to build on each other's observations or insights.	
D. A vast majority of students display persistence with tasks on reading, speaking, and/or writing about demanding texts.	
<p>Evidence observed:</p>	

CCR CLASSROOM OBSERVATION TOOL FOR ELA/LITERACY

Core Action 4. The lesson is intentionally sequenced to build on and develop students' skills and knowledge.	Y, N, or N/A
A. Instructor explicitly links lesson content to previous lessons or students' knowledge in a content area.	
B. Instructor folds standards into a lesson in a way that builds on their logical connections to each other.	
C. Instructor actively offers students access to a broad range of texts on topics they are studying for sustained independent reading.	
D. Instructor ends the lesson by: <ul style="list-style-type: none">• Reviewing lesson goals;• Summarizing student learning with references to student work and discussion; and• Previewing how the next lesson builds on that learning.	
Evidence observed:	

CCR CLASSROOM OBSERVATION TOOL FOR ELA/LITERACY

Core Action 5. Students' levels of understanding are assessed throughout the lesson, and instruction is adjusted accordingly.	Y, N, or N/A
A. Instructor consistently checks for student understanding, using informal yet deliberate methods (e.g., walks around the room to check on students' work, monitors verbal responses).	
B. Instructor consistently provides students with prompt, specific feedback to correct misunderstandings and reinforce learning.	
C. Instructor consistently provides strategic supports and scaffolds to students who need them (e.g., individualized or peer tutoring, re-teaching, review of basic skills).	
D. Instructor consistently provides extension activities for students who complete classwork early so they are not left idle or unchallenged.	
E. A vast majority of students evaluate and reflect on their own learning.	
Evidence observed:	



AGGREGATION AND SUMMARY OF OBSERVATION DATA FOR ELA/LITERACY

Step 1 : Aggregating and summarizing observation data.

Using one column for each classroom observed, mark the indicator with either a **Y (Yes)**—when you determined it was present—or an **N (No)**—when you found it was not present. If an indicator is not present because it is not applicable in that particular observed lesson, then mark it as **N/A**. Calculate the overall observed classroom percentage by dividing the number of Y’s in a row by the total number of indicators that are marked with either a Y or an N. (Do not include the N/A’s in this calculation.) If the # of Y’s is less than 50%, put a checkmark in the last column.

Core Action 1. Curriculum content of the lesson matches the demands of CCR standards.	CLASSROOMS OBSERVED										Total # of Y's	% of Y's	Check if less than 50%
	1	2	3	4	5	6	7	8	9	10			
A. Instructor presents a lesson clearly reflecting the concepts and skills of a mixture of CCR reading, writing, speaking and listening, and language standards.													
B. Instructor establishes well-defined standards-based lesson goals.													
C. A majority of class time is spent reading, writing, or speaking directly about a text or multiple texts.													
D. Students are working with texts that are at or above the expected level of complexity for the course or they are engaged in reading well-designed series of texts on a topic at a variety of complexity levels to build knowledge.													
E. The text(s) central to the lesson display exceptional craft and thought and/or provide useful information.													

AGGREGATION AND SUMMARY OF OBSERVATION DATA FOR ELA/LITERACY

Core Action 2. Learning activities (questions and tasks) are text-specific and cognitively demanding.	CLASSROOMS OBSERVED										Total # of Y's	% of Y's	Check if less than 50%
	1	2	3	4	5	6	7	8	9	10			
A. Questions and tasks consistently stimulate student thinking beyond recall; students are asked to elaborate and justify their answers.													
B. Questions and tasks consistently pertain to the words, phrases, and sentences in the text(s).													
C. Questions consistently are sequenced to support students delving deeper into text(s) to build their understanding of the big ideas and key information from the text(s).													
D. Instructor consistently allows appropriate wait time (3 or more seconds) after asking questions of students before prompting them for responses.													
E. Instructor consistently expects students to draw evidence from text(s) to support their ideas and inferences with precision.													

Core Action 3. CCR standards are translated into lesson content that productively engages adult learners.	CLASSROOMS OBSERVED										Total # of Y's	% of Y's	Check if less than 50%
	1	2	3	4	5	6	7	8	9	10			
A. A vast majority of students participate actively in the lesson through class discussions and activities, group projects, etc., instead of mostly doing solitary seatwork or listening to extended lectures.													
B. Students have varied opportunities (beyond filling out worksheets) to apply what they are learning in authentic or practical adult-oriented contexts (e.g., reading and using trade manuals or other content for job training or citizenship).													
C. When discussing or collaborating, a vast majority of students use evidence to build on each other's observations or insights.													
D. A vast majority of students display persistence with tasks on reading, speaking, and/or writing about demanding texts.													

AGGREGATION AND SUMMARY OF OBSERVATION DATA FOR ELA/LITERACY

Core Action 4. The lesson is intentionally sequenced to build on and develop students' skills and knowledge.	CLASSROOMS OBSERVED										Total # of Y's	% of Y's	Check if less than 50%
	1	2	3	4	5	6	7	8	9	10			
A. Instructor explicitly links lesson content to previous lessons or students' knowledge in a content area.													
B. Instructor folds standards into a lesson in a way that builds on their logical connections to each other.													
C. Instructor actively offers students access to a broad range of texts on topics they are studying for sustained independent reading.													
D. Instructor ends the lesson by: <ul style="list-style-type: none"> • Reviewing lesson goals; • Summarizing student learning with references to student work and discussion; and • Previewing how the next lesson builds on that learning. 													

Core Action 5. Students' levels of understanding are assessed throughout the lesson, and instruction is adjusted accordingly.	CLASSROOMS OBSERVED										Total # of Y's	% of Y's	Check if less than 50%
	1	2	3	4	5	6	7	8	9	10			
A. Instructor consistently checks for student understanding, using informal yet deliberate methods (e.g., walks around the room to check on students' work, monitors verbal responses).													
B. Instructor consistently provides students with prompt, specific feedback to correct misunderstandings and reinforce learning.													
C. Instructor consistently provides strategic supports and scaffolds to students who need them (e.g., individualized or peer tutoring, re-teaching, review of basic skills).													
D. Instructor consistently provides extension activities for students who complete classwork early so they are not left idle or unchallenged.													
E. A vast majority of students evaluate and reflect on their own learning.													

AGGREGATION AND SUMMARY OF OBSERVATION DATA FOR ELA/LITERACY

Step 2 : Setting priorities for professional development.

Your program’s priorities for instructional staff professional development may be based on multiple factors, including overall program goals and objectives and multiple federal or state initiatives that may be driving your program. Following are some brief guidance points:

1. Note which indicators were observed in less than half of the classes. Record this information by placing checkmarks in the following chart.

Core Actions	Indicators Observed in Less Than 50% of Classes				
	A	B	C	D	E
Core Action 1: Curriculum content of the lesson matches the demands of CCR standards.					
Core Action 2: Learning activities (questions and tasks) are text-specific and cognitively demanding.					
Core Action 3: CCR standards are translated into lesson content that productively engages adult learners.					N/A
Core Action 4: The lesson is intentionally sequenced to build on and develop students’ skills and knowledge.					N/A
Core Action 5: Students’ levels of understanding are assessed throughout the lesson, and instruction is adjusted accordingly.					

2. Determine which one or two core action areas present the greatest challenge(s) for instructors:

3. Record the priorities for professional development related to strengthening classroom instruction in the core action areas generated by discussion with instructional staff:



SAMPLE AGGREGATION AND SUMMARY OF OBSERVATION DATA FOR ELA/LITERACY

Step 1 : Aggregating and summarizing observation data.

Using one column for each classroom observed, mark the indicator with either a **Y (Yes)**—when you determined it was present—or an **N (No)**—when you found it was not present. If an indicator is not present because it is not applicable in that particular observed lesson, then mark it as **N/A**. Calculate the overall observed classroom percentage by dividing the number of Y’s in a row by the total number of indicators that are marked with either a Y or an N. (Do not include the N/A’s in this calculation.) If the # of Y’s is less than 50%, put a checkmark in the last column.

Core Action 1. Curriculum content of the lesson matches the demands of CCR standards.	CLASSROOMS OBSERVED										Total # of Y's	% of Y's	Check if less than 50%
	1	2	3	4	5	6	7	8	9	10			
A. Instructor presents a lesson clearly reflecting the concepts and skills of a mixture of CCR reading, writing, speaking and listening, and language standards.	Y	Y	Y	Y	N	N	Y	Y	Y				
B. Instructor establishes well-defined standards-based lesson goals.	Y	Y	Y	Y	Y	Y	Y	Y	Y				
C. A majority of class time is spent reading, writing, or speaking directly about a text or multiple texts.	Y	Y	Y	Y	Y	N	N	Y	Y				
D. Students are working with texts that are at or above the expected level of complexity for the course or they are engaged in reading well-designed series of texts on a topic at a variety of complexity levels to build knowledge.	Y	Y	Y	N	Y	N	N	Y	Y				
E. The text(s) central to the lesson display exceptional craft and thought and/or provide useful information.	Y	Y	Y	N	Y	N	N	Y	Y				

SAMPLE AGGREGATION & SUMMARY OF OBSERVATION DATA FOR ELA/LITERACY

Core Action 2. Learning activities (questions and tasks) are text-specific and cognitively demanding.	CLASSROOMS OBSERVED										Total # of Y's	% of Y's	Check if less than 50%
	1	2	3	4	5	6	7	8	9	10			
A. Questions and tasks consistently stimulate student thinking beyond recall; students are asked to elaborate and justify their answers.	Y	Y	Y	N	N	Y	Y	Y	Y				
B. Questions and tasks consistently pertain to the words, phrases, and sentences in the text(s).	Y	Y	Y	N	Y	Y	Y	Y	Y				
C. Questions consistently are sequenced to support students delving deeper into text(s) to build their understanding of the big ideas and key information from the text(s).	Y	Y	Y	Y	N	N	N	Y	Y				
D. Instructor consistently allows appropriate wait time (3 or more seconds) after asking questions of students before prompting them for responses.	Y	Y	N	N	N	N	N	Y	Y				
E. Instructor consistently expects students to draw evidence from text(s) to support their ideas and inferences with precision.	Y	Y	Y	N	N	Y	Y	Y	Y				

Core Action 3. CCR standards are translated into lesson content that productively engages adult learners.	CLASSROOMS OBSERVED										Total # of Y's	% of Y's	Check if less than 50%
	1	2	3	4	5	6	7	8	9	10			
A. A vast majority of students participate actively in the lesson through class discussions and activities, group projects, etc., instead of mostly doing solitary seatwork or listening to extended lectures.	Y	Y	Y	Y	Y	Y	Y	Y	Y				
B. Students have varied opportunities (beyond filling out worksheets) to apply what they are learning in authentic or practical adult-oriented contexts (e.g., reading and using trade manuals or other content for job training or citizenship).	N	Y	Y	N	N	N	N	N	Y				
C. When discussing or collaborating, a vast majority of students use evidence to build on each other's observations or insights.	Y	Y	N	Y	Y	N	N	Y	Y				
D. A vast majority of students display persistence with tasks on reading, speaking, and/or writing about demanding texts.	Y	Y	Y	N	Y	N	Y	Y	Y				

SAMPLE AGGREGATION & SUMMARY OF OBSERVATION DATA FOR ELA/LITERACY

Core Action 4. The lesson is intentionally sequenced to build on and develop students' skills and knowledge.	CLASSROOMS OBSERVED										Total # of Y's	% of Y's	Check if less than 50%
	1	2	3	4	5	6	7	8	9	10			
A. Instructor explicitly links lesson content to previous lessons or students' knowledge in a content area.	Y	Y	Y	N	Y	N	Y	Y	Y				
B. Instructor folds standards into a lesson in a way that builds on their logical connections to each other.	N	N	Y	N	N	N	N	Y	Y				
C. Instructor actively offers students access to a broad range of texts on topics they are studying for sustained independent reading.	N/A	Y	Y	N	N	N	N	N/A	Y				
D. Instructor ends the lesson by: <ul style="list-style-type: none"> • Reviewing lesson goals; • Summarizing student learning with references to student work and discussion; and • Previewing how the next lesson builds on that learning. 	Y	N/A	N	Y	Y	Y	Y	Y	N/A				

Core Action 5. Students' levels of understanding are assessed throughout the lesson, and instruction is adjusted accordingly.	CLASSROOMS OBSERVED										Total # of Y's	% of Y's	Check if less than 50%
	1	2	3	4	5	6	7	8	9	10			
A. Instructor consistently checks for student understanding, using informal yet deliberate methods (e.g., walks around the room to check on students' work, monitors verbal responses).	Y	Y	Y	Y	Y	Y	Y	Y	Y				
B. Instructor consistently provides students with prompt, specific feedback to correct misunderstandings and reinforce learning.	Y	Y	Y	Y	Y	Y	Y	Y	Y				
C. Instructor consistently provides strategic supports and scaffolds to students who need them (e.g., individualized or peer tutoring, re-teaching, review of basic skills).	Y	Y	N	Y	Y	Y	Y	Y	Y				
D. Instructor consistently provides extension activities for students who complete classwork early so they are not left idle or unchallenged.	N	N	N	Y	Y	N	Y	N	N				
E. A vast majority of students evaluate and reflect on their own learning.	N	N	N	Y	N	Y	Y	N	N				

SAMPLE AGGREGATION & SUMMARY OF OBSERVATION DATA FOR ELA/LITERACY

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Your program’s priorities for instructional staff professional development may be based on multiple factors, including overall program goals and objectives and multiple federal or state initiatives that may be driving your program. Following are some brief guidance points:

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Core Action 3: CCR standards are translated into lesson content that productively engages adult learners.					N/A
Core Action 4: The lesson is intentionally sequenced to build on and develop students’ skills and knowledge.					N/A
Core Action 5: Students’ levels of understanding are assessed throughout the lesson, and instruction is adjusted accordingly.					

2. Determine which one or two core action areas present the greatest challenge(s) for instructors:

3. Record the priorities for professional development related to strengthening classroom instruction in the core action areas generated by discussion with instructional staff: