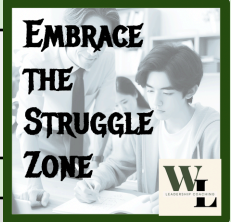




Form 4: Evidence of Productive Struggle

Who is doing most of the thinking/work?



Teacher: _____ Observer: _____ Date: _____ Time in: _____ Time out: _____

Posted Learning target? ____ Y ____ N
 If Yes: Is it in kid-friendly, success criteria, standards-based or "I can" language? ____ Y ____ N

🕒 10 min time block _____ to _____:

📌 Direct Instruction time: _____ aprox. mins. 🗨️ Student dialogue time: _____ aprox. mins.
 📌 Independent practice time: _____ aprox. mins.
 📌 Idle time: _____ aprox mins for ____ # of students.

Students engaged/unengaged in high-level thinking as demonstrated by the following:
 _____ students were _____
 _____ students _____
 _____ students _____
 _____ students discussing/debating/dialoguing WITHIN the content
 _____ students struggled with the challenge
 _____ off task
 _____ on task

Teacher Behaviors Promoting Productive Struggle:

WAIT TIME/CUEING: Tally each time the teacher asks a higher level question and uses appropriate wait time and/or supports student thinking with scaffolded followed up questions for students who are stuck:

RESCUING: Tally each time the teacher answers the question for the students:

CULTURE MANAGEMENT: Tally each time the teacher uses a Kagan structure, timer, bell, rehearsed signal, or other rehearsed management structure to maintain calm focus and productive work time:

Notes on management: _____

🕒 10 min Time Block _____ to _____:

📌 Direct Instruction time: _____ aprox. mins. 🗨️ Student dialogue time: _____ aprox. mins.
 📌 Independent practice time: _____ aprox. mins.
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Notes on management: _____

Celebrations:
 Reflections:

