COMMUNITY SCHOOL FOR CREATIVE EDUCATION
DATA IN A DAY STUDENT ANALYSIS TOOL

CSCE Data Collection Form for Classroom Visits
Date: ______ Site: ______ Rm# _______

Content: ____________________ Time: __________ Observer: _______________

TIME
Note every 5 minutes

INSTRUCTIONAL PRACTICES
1. Active student learning: teacher as facilitator of students constructing their own meaning with project work, cooperative learning, hands on, active research.

1 2 3 4 5 6
2. Whole class student conversation: teacher as the facilitator of active discussion with all/nearly all students engaged. All relevant ideas encouraged, discussed.

1 2 3 4 5 6
3. Teacher-led instruction: teacher gives direct instruction through lecture, demonstrations, skill teaching, video, in-conjunction with instruction.

1 2 3 4 5 6
4. Student seatwork/Teacher engaged: teacher is present among students working cooperatively/individually and provides assistance as needed.

1 2 3 4 5 6
5. Student seatwork/Teacher disengaged: teacher is not present among the students working cooperatively/individually, provides assistance as needed.

1 2 3 4 5 6
6. Total disengagement: students and teacher not engaged in any instructional practices associated with learning the relevant curriculum

STUDENT ENGAGEMENT THROUGHOUT LEARNING – Taken at 5 minute intervals (see back side)

All: 95%
MOST: 80-94%
MANY 65-79%
SOME : 40-64%
FEW OR 1 ON 1
NO stud. Engage

Bloom’s Taxonomy: Levels of Thinking Observed

Plain and simple to the complex

Higher-level thinking: Product, project, performance, analysis, evaluation:

TEACHING TECHNIQUES RELATED TO STANDARDS/CURRICULUM AND STUDENTS

1. Current standards posted: clear and visible
2. Standard(s) referred to during the lesson
3. Learning made relevant to the learners
4. Use of Structured Note taking – Cornell, outline
5. Anticipation guide – KWL (ELL support)
6. Choral read/recite (ELL support)
7. Partner, group, TPS, cooperative learning (ELL support)
8. Technology used _____ by teacher _____ by student(s)
9. Key vocabulary emphasized (ELL support)
10. Word Wall current & utilized (ELL support)
11. Graphic organizer (ELL support)
12. Students writing
13. Students reading
14. Regular specific feedback
15. Use of daily planner
16. Other

ASSESSMENT OF STUDENT LEARNING

Formal Assessment of All Students
Informal Assessment of All Students
Adjusting lesson individually or collectively

ENVIRONMENT

Physical Environment ensures accessibility
Standards of BEHAVIOR clear and MAINTAINED

Climate promotes EQUITY in opportunity, respect
Ex. Random calling on students, wait time, feedback and support

Use of learning time (see description below)
Effective ______ Needs Imp. ________
(see criteria below)

LITERACY RICH ENVIRONMENT: i.e. 3 out of 4 present
Word wall, library, learning posters, current student work

Evidence of PROCEDURE, ROUTINES that support student learning
(there must be a change of activity to observe this)

Informal assessment: Not observed where teacher merely asks students: “Do you understand?” “Are there any questions?” The teacher must ask for specific information: ex. Show white boards, fingers up for a, b, c, or d.

Effective use of learning time: May be checked only if Instructional Practices 5 & 6 not checked; Student engagement remains at 95%+; at least one assessment type is observed; 6 or more Teaching Techniques are checked and there is NO FREE TIME.
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<thead>
<tr>
<th>Time __________</th>
<th>Percentage of Engagement _________%</th>
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<tbody>
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<td>Mark on front side</td>
<td>Student unengaged Students engaged in learning Total # Stu__________</td>
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Source: Central Union High School District