**Early Implementation Observation Tool for Science**



 **Observer: High-Quality Instructional Resource (HQIR): Date:**

**Highly effective science classrooms are those in which students:**

* Engage with a **Tier 1 local curriculum and HQIR** regularly and effectively;
* Receive appropriate and timely supports that allow them to spend a majority of their time on-grade-level work; and
* Spend the bulk of their time doing science and talking about science.

| **Observer Actions**  | **Look-Fors**  | **Teacher 1 (y/n)**  | **Teacher 2 (y/n)**  | **Teacher 3 (y/n)**  |
| --- | --- | --- | --- | --- |
| **Indicator 1: Students use the HQIR(s) every day.**  | **A. Tier 1 local HQIR(s) is present in the classroom.**  |   |   |   |
| **B. Teachers are using the curriculum and HQIR(s) as intended.** During the walk-through, refer to the teacher version of the lesson. Is the teacher following discussion notes or prompts, using examples from the HQIR, and having students engage in three-dimensional tasks from the HQIR? |   |   |   |
| **C. Students are consistently doing** **the science to the level demanded by the Tier 1 curriculum and HQIR(s).** Examine student materials in use for the day's lesson and determine if materials from the HQIR have been used consistently over time. |   |   |   |
| **D. Pacing is on schedule according to district/HQIR guidance.** |   |   |   |



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| **Indicator 2: Students receive appropriate and timely supports that allow them to spend a majority of their time on grade-level work.**  | **E. HQIR-recommended supports/scaffolds are being used for students who are struggling to engage in grade-level science or who need differentiated Tier 1 support.**   |   |   |   |
| **Indicator 3: Students spend the bulk of their time doing science and talking about science.**  | **F. Students spend a majority of the time actively doing science, moving beyond watching the teacher demonstrations or copying notes from the board.**  |   |   |   |
| **G. Students have multiple opportunities to talk about their thinking and build on each other’s reasoning in order to deepen understanding.** |   |   |   |

**Notes:**