# Easthampton High School Complex Task Professional Development

**Observation Tool**

 # of Students:Agenda:Objectives:Direct Instruction: group work:collaboration:kinesthetic activity:hands on:

**Directions:** All questions should be answered by what is seen. If the observers do not see it, it doesn’t mean it is not happening, just that it is not evident in the current 20 minute observation. All observations should be supported by evidence.

# Student Task

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| **Element** | **Y/ N / #** | **Evidence** |
| 1. Is there cohesion between instruction, task, content, and objectives? |  |  |
| 2. Are students following directions independently?  |  |  |
| 3. Are students working on a teacher-directed assignment (teacher leads students through activity)? |  |  |
| 4. Do students appear to be missing key skills or information to complete task? |  |  |
| 5. Are students slow to start the task? |  |  |
| 6. Are students rushing to complete the task? |  |  |
| 7. Do students take the initiative to ask for help? |  |  |
| 8. Do students show understanding of the relevance of the task? (“Why am I doing this?”) |  |  |
| 9. How many students employing avoidance tactics? |  |  |
| 10. How many disengaged students are relying on others for task completion?  |  |  |

**Staff-Generated Provisional Definition for a Complex Task:**

A complex task asks students to access prior knowledge (of skills and/or content) through a multiple step problem which requires students to choose an appropriate method/process/route and engages them in higher order thinking.

**General**

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| **Element** | **Y/ N / #** | **Evidence** |
| 11. Is teacher modeling in instruction? (I do, we do, you do) |  |  |
| 12. Are directions clear? (Do we understand as an outsider?) |  |  |
| 13. Are teachers asking questions to facilitate student thinking? (witnessed multiple times) |  |  |
| 14. Are there formative assessments? |  |  |
| 15. Are teachers providing immediate substantive feedback about the task and student work? |  |  |
| 16. Is the teacher promoting risk-taking? |  |  |
| 17. Are there full participation methods? |  |  |
| 18. Are complex tasks scaffolded? |  |  |
| 19. Is there differentiation? (cognitive readiness, interest, learning profiles) |  |  |
| 20. Do students need teacher prompting? |  |  |
| 21. Does student body language show engagement? |  |  |
| 22. How many students are not engaged? |  |  |
| 23. Are students asking more than “I don’t get this”? |  |  |

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| **Task Definition Element** | **Y/N** | **Evidence** |
| 24. Does task require students to access prior knowledge? |  |  |
| 25. Does task have multiple steps? |  |  |
| 26. Does task require students to choose an appropriate method/process/route? |  |  |
| 27. Does task engage them in higher order thinking? |  |  |
| 28. What about the task is rigorous? |  |