

# Snapshot Component Tracking Tool

## Snapshot Objectives for Curiosity Corner

### Snapshot Component Tracking

Component: **Curiosity Corner**

Observer: \_\_\_\_\_

Week: \_\_\_\_\_

Instructional Process Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (1)									
3 Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (2)									
2 Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (3)									
3 Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (4)									
2 Teachers provide time for partner and team talk (and lab/plan & play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (5)									
3 Teachers facilitate partner and team discussion (and student interaction in labs/plan & play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (6)									
2 Read & Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)									

Student Engagement Objectives	IP = In place; N = Not in place								Summary P/M/S/L
	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	
1 Students are familiar with routines. (1)									
3 Students speak in full, elaborate sentences when responding to teacher questions. (2)									
2 Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (3)									
2 Students are engaged during team/partner practice and labs/plan & play activities. If needed, strategies such as talking chips or role cards are in use. (4)									

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).

**Snapshot Component Tracking by Mechanical/Routine/Refined Objectives**

**Component: Curiosity Corner**

**Observer:** \_\_\_\_\_

**Week:** \_\_\_\_\_

		IP = In place; N = Not in place							Summary P/M/S/L
		T 1	T 2	T 3	T 4	T 5	T 6	T 7	
<b>Mechanical</b>	<p><b>IP</b> = Instructional Process; <b>SE</b> = Student Engagement</p> <p>① Teachers use the basic lesson structure and objectives. Teachers use available media regularly and effectively. (IP-1)</p>								
	<p>① Students are familiar with routines. (SE-1)</p>								
<b>Routine</b>	<p>② Teachers use Think-Pair-Share, whole-group response, and Random Reporter (or similar tools that require every student to prepare to respond) frequently and effectively during teacher presentation. (IP-3)</p>								
	<p>② Teachers provide time for partner and team talk (and lab/plan &amp; play activities in preschool and kindergarten) to allow mastery of learning objectives by all students. (IP-5)</p>								
	<p>② Read &amp; Respond forms are collected each week, and return is celebrated. Return rate is 80% or better. (12)</p>								
	<p>② Student talk equals or exceeds teacher talk. (Each student should be engaged in partner/team discussion as a speaker or active listener during half of class time.) (SE-3)</p>								
	<p>② Students are engaged during team/partner practice and labs/plan &amp; play activities. If needed, strategies such as talking chips or role cards are in use. (SE-4)</p>								
<b>Refined</b>	<p>③ Active instruction is appropriately paced and includes modeling and guided practice that is responsive to students' understanding of the objective. (IP-2)</p>								
	<p>③ Teachers restate and elaborate student responses to promote vocabulary mastery at a high standard of oral expression. (IP-4)</p>								
	<p>③ Teachers facilitate partner and team discussion (and student interaction in labs/plan &amp; play activities) by circulating, questioning, redirecting, and challenging students to increase the depth of discussion and ensure individual progress. (IP-6)</p>								
	<p>③ Students speak in full, elaborate sentences when responding to teacher questions. (SE-2)</p>								

Record final rating in the Summary column: **P** = Power schoolwide (objective is verified for 95% of teachers). **M** = Mastery (objective is verified for 80% of teachers). **S** = Significant use (objective is verified for 40% of teachers). **L** = Learning (staff members are working toward verification of this objective).