

Teacher:	Class:	Date/Time:
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Look Fors:	Use of Time <ul style="list-style-type: none"> • Transitions between activities, on independent work. • Time spent with individual students or small groups • Time spent getting class started 	Pacing <ul style="list-style-type: none"> • Too Fast • Too Slow • Time spent on each lesson component 	Questioning <ul style="list-style-type: none"> • Connection with learning target • Stretch students to think higher level • Are questions just lower level
Clarity of Presentation <ul style="list-style-type: none"> • Modeling, Providing clear instructions 	Student Movement <ul style="list-style-type: none"> • Positive: quick transitions, follow directions, take initiative • Negative: getting out of seat frequently, fidgeting, on phones inappropriately, interfering with others 	Differentiation <ul style="list-style-type: none"> • Scaffolding lesson to meet diverse needs of students: Different cultures, different levels of learners 	Material Management <ul style="list-style-type: none"> • Materials are prepared for lesson • Students and Teacher materials are organized to maintain flow of lesson. • Handouts are clear, meaningful
Classroom Arrangement <ul style="list-style-type: none"> • Furniture Placement • Visual supports on the wall • Provision for use of multiple spaces 	Monitoring/Check for Understanding <ul style="list-style-type: none"> • Monitoring students progress during independent work time • Pauses at appropriate point in lesson to check for student understanding 	Student Engagement <ul style="list-style-type: none"> • Positive: Volunteering responses, on task, student-student interaction, listening • Negatives: Speaking out while off task, off task student-student interaction, interruptions, interfering 	Participation Strategies <ul style="list-style-type: none"> • When cold calling students, ensures a variety of student answers • Use of discussion protocols • Facilitates opportunities for peer or group collaboration

One Thing I Observed	
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One Thing I'll Try to Implement	
A Wonder	