

DATE:	GRADE:	SUBJECT:
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THE OBSERVED LEARNING TARGET is...



ASCERTAINED THE LEARNING TARGET:

- Teacher stated
- Student stated
- On board ("I Can" statements) printed on a resource
- Unable to determine the learning target

INTERACTIONS IN THE CLASSROOM:

- = 0%
- BETWEEN 0% - 50%
- BETWEEN 51% - 99%
- = 100%

CLASSROOM ENGAGEMENT:

- Passive
- Active
- Both

GRADUAL RELEASE ACTIVITY: (check all that apply)

- FOCUS (Mini) LESSON ELEMENTS**
 - Use of "I" statements:
 - Teacher Explains Thinking or Models for students
 - Use of Analogies:
 - Identifies Potential Pitfalls:
- GUIDED INSTRUCTION**
 - Questions:
 - Cues:
 - Prompts:
 - Teacher Meets with Small Group:
- COLLABORATIVE TEAMWORK**
 - Active engagement with others:
 - Uses interactive information from others:
 - Development of a collective product:
- STUDENTS WORK COOPERATIVELY WITH OTHERS**
- STUDENT WORKS INDEPENDENTLY**
 - Student develops own product:
- GIVING DIRECT INSTRUCTION**
- NOT ABLE TO TELL**

Comments:

ELEMENTS OF LEARNING OBSERVED (check all that apply) revised 7-1-13

- Individuals can identify the learning target
- Individuals can verbalize the importance of the learning target
- Student Practice (homework) is relevant and important to the mastery of the learning target
- Connections/applications to real world are present in the lesson
- Individuals can demonstrate the "academic language" of the subject matter

- Higher RIGOR Questions are heard
 - (Create/Compare/Analyze/Apply)
- Lower RIGOR Questions are heard
 - (Recall, Describe, Demonstrate)
- Learning Feedback is provided by the *Teacher*
- Learning Feedback is provided by *Peers*
- There is evidence of differentiation for student learning

Comments: