Per/Time Observed:

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| ***Criteria*** | ***Observed*** | ***Comments*** |
| The learning target is referenced/ addressed during the lesson, posted clearly in the classroom, is standards-based, and derived directly from the backwards design. |  |  |
| Students can articulate the LT. |  |  |
| Students have multiple opportunities to practice the learning target (“we do,” “you do”). |  |  |
| Students produce some evidence of learning that can be assessed to measure mastery of the LT. |  |  |
| Methods for checking for understanding were utilized during the lesson. |  |  |

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