**Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Criteria** | **Level 3 (Advanced)** | | **Observer Notes (Specific Feedback)** |
| **What, Why, How Lesson Objective** | “What”   * Clear/Measurable by the end of the lesson * Skill-based (What all students should know/be able to do) * “What” and student work/activities are directly linked * Driving force/Reviewed frequently (x3 +) * DOK/Bloom’s verb to address levels of academic rigor   “Why”   * Relevant to real-world/students’ lives * Related to past/future content | |  |
| **Lesson Structure and Sequence/ Academic Learning Time** | * Thoughtful/appropriate planning and pacing   + Clear transitions   + Clear time limits on activities   + Clear structure/sequence   + Maximizes student engagement and mastery of the objective * Clear instructions/expectations * Instructional time fully utilized (bell-to-bell) | |  |
| **Instructional Strategies** | Instructional Strategies   * Numerous * Varied * Effective * Planned/Purposeful * Closely linked with learning outcomes * Maximize engagement and understanding | |  |
| **Student Engagement** | **Teacher-driven engagement**   * Paying attention * Note-taking * Listening * Asking questions | * Responding to questions * Following requests * Reacting (laughing, crying, shouting, etc.) |  |
| **Student-driven engagement**   * Reading critically * Writing to learn * Creating * Planning * Problem solving * Productive discussing/debating * Performing/presenting * Inquiring | * Exploring * Explaining * Evaluating * Experimenting * Interacting with other students * Gesturing * Moving * Think-pair-share |
| **Checking for Understanding** | * Strategic questioning that combines lower- and higher- cognitive questions in order to:   + Check for understanding   + Stimulate thinking   + Promote engagement * Immediate feedback (in-class responses and assignments) * Feedback is related to unit goals or lesson objectives * Related to both content and instructions * Occurs frequently * Allows proper wait time * Responds appropriately to lack of student understanding | |  |

**Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time\_\_\_\_\_\_\_\_\_\_\_\_\_\_**