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