

Date:	Course/Content:																								
Time:	Subject:																								
Grade:	Focus:																								
1. Focus on Curriculum																									
1a. What is the learning objective(s) for the lesson?																									
Objective(s):																									
1b. Learning objective(s) is evident to the students																									
<input type="checkbox"/> Evident <input type="checkbox"/> Not evident <input type="checkbox"/> Unable to determine																									
1c. Learning objective(s) on target for grade-level standards																									
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unable to determine																									
2. Identify the Sunshine State Standard Strand																									
2a. Language Arts <input type="checkbox"/> Reading Process <input type="checkbox"/> Literary Analysis <input type="checkbox"/> Writing Process <input type="checkbox"/> Writing Applications <input type="checkbox"/> Communication <input type="checkbox"/> Information and Media Literacy 2b. Mathematics <input type="checkbox"/> Number Sense, Concepts, and Operations <input type="checkbox"/> Measurement <input type="checkbox"/> Geometry and Spatial Sense <input type="checkbox"/> Algebraic Thinking <input type="checkbox"/> Data Analysis and Probability	2c. Science <input type="checkbox"/> The Nature of Matter <input type="checkbox"/> Energy <input type="checkbox"/> Force and Motion <input type="checkbox"/> Processes that Shape the Earth <input type="checkbox"/> Earth and Space <input type="checkbox"/> Processes of Life <input type="checkbox"/> How Living Things Interact with Their Environment <input type="checkbox"/> The Nature of Science 2d. Social Studies <input type="checkbox"/> Time, Continuity, and Change [History] <input type="checkbox"/> People, Places, and Environments [Geography] <input type="checkbox"/> Government and the Citizen [Civics and Government] <input type="checkbox"/> Economics																								
3. Focus on Instruction																									
3a. Identify instructional practices																									
<input type="checkbox"/> Coaching <input type="checkbox"/> Modeling <input type="checkbox"/> Teacher-directed Q and A <input type="checkbox"/> Discussion <input type="checkbox"/> Presentation <input type="checkbox"/> Testing <input type="checkbox"/> Hands-on experiences <input type="checkbox"/> Providing directions/instructions <input type="checkbox"/> _____ <input type="checkbox"/> Learning centers <input type="checkbox"/> Providing opportunities <input type="checkbox"/> _____ <input type="checkbox"/> Lecture <input type="checkbox"/> for practice <input type="checkbox"/> _____																									
3b. Identify grouping format																									
<input type="checkbox"/> Whole group <input type="checkbox"/> Small group <input type="checkbox"/> Paired <input type="checkbox"/> Individual																									
3c. Identify research-based instructional strategies																									
<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><th>T</th><th>S</th></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> Identifying similarities and differences Summarizing/note-taking Reinforcing effort/recognition Homework/practice Nonlinguistic representations	T	S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><th>T</th><th>S</th></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table> Cooperative learning Setting objectives/feedback Generating/testing hypotheses Cues/questions/advance organizers			T	S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3d. Identify research-based instructional strategies for reading

- Content knowledge, understanding, or facts – anything related to communicating information about content of class—this would include discussion of content
- Explanation, support of reading strategy use – instruction in literacy related strategies
- Vocabulary work – definition, multiple contexts – this is content information, but specifically about word meanings, and done explicitly through definitions, exercised to present words in multiple contexts.
- Making connections between reading and writing (research projects)

3e. Class size

- 1–5 6–10 11–15 16–20 21–25 25–30 > 30

3f. Classroom configuration

- Rows facing front Tables Other
- Circle Groups
- Horseshoe Outside classroom

4. Focus on the Learner**4a. Identify student actions**

- | | |
|--|--|
| <input type="checkbox"/> Participating in discussion of content | <input type="checkbox"/> Independent work |
| <input type="checkbox"/> Work on experiments/working with hands-on materials | <input type="checkbox"/> Silent reading |
| <input type="checkbox"/> Work in collaborative student groups | <input type="checkbox"/> Research using information from multiple sources – notetaking |
| <input type="checkbox"/> Listening/note taking | <input type="checkbox"/> Answering questions |
| <input type="checkbox"/> Presenting or performing | <input type="checkbox"/> Writing activity |
| <input type="checkbox"/> Computer-based learning activities | |
| <input type="checkbox"/> Test or quiz | |

4b. Identify instructional materials

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> Computer software | <input type="checkbox"/> Overhead/board/flip chart | <input type="checkbox"/> Video |
| <input type="checkbox"/> Content-specific manipulatives | <input type="checkbox"/> Published print materials | <input type="checkbox"/> Web sites |
| <input type="checkbox"/> Hand-held technology | <input type="checkbox"/> Real-world objects | <input type="checkbox"/> Worksheets |
| <input type="checkbox"/> Lab/activity sheet | <input type="checkbox"/> Student-created materials | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Oral | <input type="checkbox"/> Textbook | <input type="checkbox"/> _____ |

4c. Determine level(s) of student work

- | | |
|---|---|
| <input type="checkbox"/> Recalling information (Knowledge) | <input type="checkbox"/> Breaking down information into parts (Analysis) |
| <input type="checkbox"/> Understanding information (Comprehension) | <input type="checkbox"/> Putting information together in new ways (Synthesis) |
| <input type="checkbox"/> Using information in a new way (Application) | <input type="checkbox"/> Making judgments and justifying positions (Evaluation) |

4d. Determine levels of class engagement

- Highly engaged—Most students are authentically engaged.
- Well managed—Students are willingly compliant, ritually engaged.
- Dysfunctional—Many students actively reject the assigned task or substitute another activity.

4e. Identify the percentage of students that appear to be engaged

- 0–50% 51–75% 76–90% 91–100%

4f. Behavior management system that provides positive learning environment is in place

- Yes No Unable to determine

5. Focus on Classroom Environment

- | | |
|--|---|
| <input type="checkbox"/> Materials are available in the classroom | <input type="checkbox"/> Students interact with classroom environment |
| <input type="checkbox"/> Models/exemplars of quality student work posted | <input type="checkbox"/> Student work displayed |
| <input type="checkbox"/> Routines and procedures are evident | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Scoring rubrics are displayed/provided | <input type="checkbox"/> _____ |

6. Do you see evidence that the teacher is responding to the different learning needs in the classroom?

- A lot Some None Unable to determine