

Teacher/Room:

Date/Time:

Teaching and Learning: Lesson Objective is evident? Lesson Objective is aligned to the grade level standard?

Taxonomy Present: Knowledge; Comprehension; Application; Analysis; Synthesis; Evaluation

Text/Material

Materials Aligned to Grade Level Standards
Affirmation
Affiliation
Choice
Novelty and Variety

Product Focus
Clear Product Standards
Multiple opportunities without adverse consequences
Authenticity

Instructional Strategies Present

Setting Objectives
Identifying Similarities and Differences
Summarizing and Note Taking
Nonlinguistic representation
Providing feedback
Check for understanding before moving on
Reinforcing Effort and Providing Recognition

Homework and Practice
Nonlinguistic Representation
Cooperative Learning
Generating and Testing Hypotheses
Questions, Cues & Advanced Organizers (Thinking Maps)
Other High-Yield Instructional Strategies
EL strategies: visuals, repetition, language objective

Learning Environment

Activities aligned to grade level standards;
Room Organized For Learning
Current/Relevant Displays
Student Work Displayed

Writing Samples Displayed
Resources Available For Student Use
Classroom Rules/Procedures Posted
Safe and Orderly

Learner Engagement Present: Engaged; Strategic Compliance; Ritual Compliance; Retreatism; Rebellion

1. Does the teacher have the room under control, and is that the result of the teacher's eagerness to have the students learn what he knows - or is it merely a "power" play?
2. Does he/she seem to know his subject well, and does he seem excited about it, himself?
3. Does he/she make me interested in it?
4. Does he/she ask questions of the students, listen to their answers and build further questions on them - or does he merely lecture (in which latter case, might not the text do the work for him)?