

*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 frequently before moving on  
Reinforcing effort and providing recognition

Homework and practice  
Cooperative learning  
Generating and testing hypotheses  
Questions, cues & advanced organizers (thinking maps)  
Other high-yield instructional strategies  
ELstrategies: 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

- 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?
- Does he/she seem to know his subject well, and does he seem excited about it, himself?
- Does he/she make me interested in it?
- 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)?

***Notes***