

Date:	Course/Content:																																	
Time:	Subject:																																	
Grade:	Focus:																																	
<b>1. Focus on Curriculum</b>																																		
<b>1a. What is the learning objective(s) for the lesson?</b>																																		
Objective(s):																																		
<b>1b. Learning objective(s) is evident to the students</b>																																		
<input type="checkbox"/> Evident <input type="checkbox"/> Not evident <input type="checkbox"/> Unable to determine																																		
<b>1c. Learning objective(s) on target for grade-level standards</b>																																		
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unable to determine																																		
<b>2. Identify the Sunshine State Standard Strand</b>																																		
<b>Reading/Language Arts</b>																																		
<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																																		
<b>3. Focus on Instruction</b>																																		
<b>3a. Identify instructional practices</b>																																		
<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"/> _____																																		
<b>3b. Identify grouping format</b>																																		
<input type="checkbox"/> Whole group <input type="checkbox"/> Small group <input type="checkbox"/> Paired <input type="checkbox"/> Individual																																		
<b>3c. Identify research-based instructional strategies</b>																																		
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<b>3d. Identify research-based instructional strategies for reading</b>																																		
<input type="checkbox"/> Word reading accuracy (word analysis, phonics, multi-syllable analysis, morphemic analysis, use of contextual supports) <input type="checkbox"/> Explanation, support of reading comprehension strategy use (before, during, or after reading) <input type="checkbox"/> Reading fluency (repeated timed reading, readers theatre, shared reading) <input type="checkbox"/> Vocabulary work – definition, multiple contexts <input type="checkbox"/> Making connections between reading and writing (research projects)																																		

<b>3e. Class size</b>		
<input type="checkbox"/> 1–5	<input type="checkbox"/> 6–10	<input type="checkbox"/> 11–15 <input type="checkbox"/> 16–20 <input type="checkbox"/> 21–25 <input type="checkbox"/> 25–30 <input type="checkbox"/> > 30
<b>3f. Classroom configuration</b>		
<input type="checkbox"/> Rows facing front	<input type="checkbox"/> Tables	<input type="checkbox"/> Other
<input type="checkbox"/> Circle	<input type="checkbox"/> Groups	
<input type="checkbox"/> Horseshoe	<input type="checkbox"/> Outside classroom	
<b>4. Focus on the Learner</b>		
<b>4a. Identify student actions</b>		
<input type="checkbox"/> Participating in discussion	<input type="checkbox"/> Independent work	
<input type="checkbox"/> Work in student groups	<input type="checkbox"/> Silent reading	
<input type="checkbox"/> Responding to direct teacher instruction	<input type="checkbox"/> Answering questions	
<input type="checkbox"/> Listening/note taking	<input type="checkbox"/> Individual practice activities	
<input type="checkbox"/> Presenting or performing	<input type="checkbox"/> Research using information from multiple sources	
<input type="checkbox"/> Test or quiz	<input type="checkbox"/> Writing activity	
<b>4b. Identify instructional materials</b>		
<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"/> _____
<b>4c. Determine level(s) of student work</b>		
<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)	
<b>4d. Determine levels of class engagement</b>		
<input type="checkbox"/> Highly engaged—Most students are authentically engaged.		
<input type="checkbox"/> Well managed—Students are willingly compliant, ritually engaged.		
<input type="checkbox"/> Dysfunctional—Many students actively reject the assigned task or substitute another activity.		
<b>4e. Identify the percentage of students that appear to be engaged</b>		
<input type="checkbox"/> 0–50%	<input type="checkbox"/> 51–75%	<input type="checkbox"/> 76–90% <input type="checkbox"/> 91–100%
<b>4f. Behavior management system that provides positive learning environment is in place</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>5. Focus on Classroom Environment</b>		
<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"/> _____	
<b>6. Do you see evidence that the teacher is responding to the different learning needs in the classroom?</b>		
<input type="checkbox"/> A lot	<input type="checkbox"/> Some	<input type="checkbox"/> None <input type="checkbox"/> Unable to determine