CMS Quick Visit Powered by Google Docs!

Teacher: **Observer:**   **Period:**   **Grade:**   **Subject:**

Activity taking place:

New Learning	Guided Practice	Independent Practice	Review of previous learning	Transition, Procedures, Agenda	Disruption

Predominant grouping of students

Students working independently	Students working in groups/pairs	Students are engaged in whole class tasks: listening, discussion, movie, test, student presentation

About how many of the students appear to be engaged with the educational activity?

All or almost all (90%) of the students are engaged	A substantial majority (about 75%) of students is engaged, but 10% - 25% are not engaged	About half (50%) of students are engaged	Few or no (25% or fewer) of the students are engaged

What is the cognitive complexity of the activity? Work that requires the learner to...

- CREATE new ideas and information based on previous learning
- EVALUATE by making decisions based on in-depth reflection and feedback
- ANALYZE by breaking information into its parts to best understand that information
- APPLY or make use of information to a new context
- grasp an UNDERSTANDING of information by interpreting or restating
- REMEMBER by recalling and remembering learned information

Instructional Norms (Check all that Apply)

	Yes	No	N/A
Evidence of established learning objective			
Evidence of actively engaged students			
Evidence of reflective note taking			
Evidence of checks for understanding			
Evidence of higher order thinking			
Evidence of closure			
Evidence of teaching academic vocabulary (district focus)			

Is technology being used to support the educational activity?

Teacher Use	Student Use	Tech use allows learning to take place that would not be possible with other media (Transformative Use)	No

Question for students: What are you learning?
(Check yes if student indicates an understanding consistent with the instructional focus)

Yes	No	No chance to ask

Question for students: How do you know if your work is good?

Student has little or no understanding of how the work will be evaluated	Student relies on teacher feedback to tell if work is good.	Student has an understanding of the standards for good work	No chance to ask

Comments:
Admin notes to self (not emailed to teacher):