

Observation Takeaways:

- Learning Goals should be visible written in student-friendly language (Kindergarten goals usually include picture cues)
- Goals should have “real-life” relevance, or relate to something that students need to know out of the classroom. Some goals are daily, some weekly, some continue throughout a unit of study.
- Teacher makes reference to the learning goals whenever he/she sees an opportunity.
- Teacher initially checks students understanding of the learning goal – **before** instruction takes place. (i.e. On a scale of 1 to 3.....
(2) Have you heard of this concept...know something about it.
(1) Don't know much about it at all, if anything.
(3) I'm an expert! I could teach it to the class!
- Teacher makes spot checks for understanding **during** the lesson.
- Teacher checks for understanding/misconceptions at the **end** of the lesson. (This is an informal way to monitor the progress of all students.)
- Teacher has system(s) in place to celebrate success (round of applause, take a bow, etc.)
- Teacher begins lesson by explaining why upcoming content is important. (Christina did this)
- Student engagement – teacher has systems in place to make sure all students are engaged in the learning process.
- Who's doing the work...the teacher or the students?
- Student-created materials to be used for test reviews.
- Begin with the end in mind – from day 1 of instruction.
Key question: What do these students need to take away from this day, this week, this unit, this class?