

Classroom Observation	Clarification	Students...	Teacher....
1. The Content	<p>Was the lesson coherent (i.e. did the plans, modes of teaching and assessment provide a consistent learning pathway for pupils)? Did the classroom activities provide opportunities for students to become knowledgeable, flexible and resourceful disciplinary thinkers?</p> <p>What tasks did pupils engage in? Did the student teacher assess how those tasks influence student learning? How did the student teacher react to this in their teaching?</p>	<ul style="list-style-type: none"> • Engages with grade level content in ways that highlight important information, concepts, and methods • Has opportunities to develop productive disciplinary habits of mind • Has opportunities to reason about disciplinary issues, both orally and in writing, using appropriate academic language • Explains their reasoning processes as well as their answers. 	<ul style="list-style-type: none"> • Highlight important ideas and provide opportunities for students to engage with them • Use materials or assignments that center on key ideas, connections, and applications • Explicitly connect the lesson’s big ideas to what has come before and will be done in the future • Support the purposeful use of academic language and other representations central to the discipline • Support students in seeing the discipline as being coherent, connected, and comprehensible
2. Cognitive Demand	<p>To what extent did learners have opportunity to grapple with new knowledge and/or concepts and make sense of new ideas?</p> <p>Were learners challenged in ways that provided room and support for growth in their knowledge? (i.e. difficulty ranging from moderate to demanding or conducive to “productive struggle”)</p>	<ul style="list-style-type: none"> • Engages individually and collaboratively with challenging ideas • Actively seeks to explore the limits of their current understandings • Works to build productive disciplinary habits of mind • Reasons and tests ideas in ways that connect to and build on what they know • Explains what they have done so far before asking for help • Continues to wrestle with an idea after the teacher leaves 	<ul style="list-style-type: none"> • Position students as sense makers who can make sense of key conceptual ideas. • Use or adapt materials and activities to offer challenges that students can use, individually or collectively, to deepen understandings • Build and maintain classroom norms that support every student’s engagement with those materials and activities • Monitor student challenge, adjusting tasks, activities, and discussions so that all students are engaged in productive struggle • Supports students without removing the challenge from what they are working on

<p>3. Equitable Access to Content</p>	<p>To what extent did classroom activities invite and support the active engagement of all pupils in the classroom with the core content being addressed in the lesson? Were all students involved in meaningful ways (not just a small number of students getting “air time”)?</p>	<ul style="list-style-type: none"> • Contributes to collective sense making in any of a number of different ways (e.g., proposing ideas, asking questions, creating diagrams...) • Actively listens to other students and builds on their ideas • Supports other students’ developing understandings • Explains, interprets, applies and reflects on important ideas • Participates meaningfully in the disciplinary work of the class 	<ul style="list-style-type: none"> • Create safe environments • Use tasks and activities that provide multiple entry points and support multiple approaches to the content • Provide opportunities for students to see themselves, and their personal and community interests, reflected in the curriculum • Validate different ways of making contributions • Build and maintain norms that support every student’s participation in group work and whole class activities • Support particular needs, such as those of language learners, for full participation • Expect and support meaningful disciplinary engagement, from all students, helping them contribute and build on contributions from others
<p>4. Agency, Ownership and Identity</p>	<p>How were pupils provided with opportunities to contribute to conversations about disciplinary ideas, to build on others’ ideas and have others build on theirs in a way that develops their agency as learners, their ownership over the content and the development of positive identities as thinkers and learners?</p>	<ul style="list-style-type: none"> • Takes ownership of the learning process in planning, monitoring, and reflecting on individual and/or collective work • Asks questions and makes suggestions that support analyzing, evaluating, applying and synthesizing ideas • Builds on the contributions of others and help others see or make connections • Holds classmates and themselves accountable for justifying their positions, through the use of evidence and/or elaborating on their reasoning 	<ul style="list-style-type: none"> • Provide time for students to develop and express their ideas • Work to make sure all students have opportunities to have their voices heard • Encourage student-to-student discussions and promote productive exchanges • Assign tasks and pose questions that call for marshaling, analyzing and synthesizing evidence, and for students to explain their reasoning • Employ a range of techniques that attribute ideas to students, to build student ownership and identity
<p>5. Formative Assessment</p>	<p>To what extent did classroom activities elicit pupils’ thinking and subsequent interactions? To what extent did the teacher respond to pupils’ ideas and build on productive beginnings with also addressing emerging misunderstandings?</p>	<ul style="list-style-type: none"> • Explains their thinking, even if somewhat preliminary • Sees errors as opportunities for new learning • Consistently reflects on their work and the work of peers • Sees fellow students as resources for their own learning • Provides specific and accurate feedback to fellow students • Makes use of feedback in revising their work 	<ul style="list-style-type: none"> • Create safe climates in which students feel free to express their ideas and understandings • Use materials that elicit multiple strategies, and have students explain their reasoning, in order to gain information about student’ emerging understandings • Flexibly adjust content and process, providing students opportunities for re-engagement and revision • Provide timely and specific feedback to students, as part of classroom routines that prompt students to make active use of feedback to further their learning • Create opportunities for students’ individual and collaborative reflection on their knowledge and learning

