

Teacher:

Date:

Time:

Window into the Classroom

Thinking like a historian,
mathematician, scientist,
communicator

1. Focus on Curriculum

1a. Determine the learning objectives for the lesson:

Objective(s)

ELPS Objective(s)

1b. Learning objective(s) evident to the student

Evident (How?) Not evident Unable to determine

1c. Learning objective(s) on target for grade-level standards:

Yes No Unable to determine

1d. STEM Integrated Objectives

Yes No

2. Focus on Instruction

2a. Identify instructional practices:

Coaching Lecture/PPT/ Board by teacher Teacher Q and A
 Discussion Teacher Lead Modeling/Demonstration Testing
 Discussion Student Lead Presentation - Not by Teacher PBL
 Hands On Experiences Instruction/Directions Textbook
 Learning Centers Time for Practice None

2b. Identify grouping format:

Whole group Small group Paired Individual

2c. Identify research-based categories of instructional strategies:

Similarities and Differences Setting Objectives/ Providing Feedback
 Summarizing and Notetaking Generating Hypothesis
 Reinforcing Effort – Providing Recognition Questions/Wait Time
 Homework and Practice Cues
 Non Linguistic Representations Advanced Organizers
 Cooperative Learning Appropriate Pacing None

3. Focus on the Learner

3a. Identify student actions:

Listening Writing
 Reading Working with hands-on materials
 Speaking None

3b. Identify instructional materials:

Computers Oral Textbook
 Manipulatives Smart Board/Board/Posters Video
 Hand-held Technology Published Print Materials Websites
 Lab Sheets/Activity Sheets Real-World Objects Notebook/Journals
 Worksheets Student-created Materials None

3c. Determine level(s) of student work:

Knowledge–recalling information Analysis–breaking down information into parts
 Comprehension–understanding information Synthesis–putting information together in new ways
 Application–using information in a new way Evaluation–making judgments and justifying positions
 None

3d. Determine level of class engagement:

Highly Engaged – Most students are authentically engaged
 Ritually Engaged/Well Managed – Most students are willingly compliant
 Moderately Managed- Although managed, some distracting/disruptive behaviors
 Disengaged- Many students actively reject the assigned task or substitute another activity

4. Focus on the Classroom Environment

Materials in Room Students interact with Classroom Environment
 Models/Exemplars of Student Work Word Walls
 Evidence of Routines and Procedures Physical Safety
 Rubrics for Work and Scoring Emotional Safety
 Teacher Made Informative Posters Interchangeable Seating
 Student Made Informative Posters Storage for Student NB/Work

Transformed vs.
Traditional Classroom
Teacher Actions

Acting like a historian, mathematician,
scientist, communicator
Student Actions and Interactions

Where the
Learning
Happens