Summary of Observation Discussions – *What to Look for…*

- **Student Engagement:**
  - Evidence of mental sweat
  - Number of student responses
  - Response time
- **Teacher engagement**
  - Affect
  - Enthusiasm
  - Mobility
  - Rapport
- **Pacing (perky)**
- **Objectives posted**
- **Classroom management**
  - Physical arrangement (can all students see?)
  - Consistent procedures
  - Positive reinforcement
  - Transitions
  - Managing student behaviors
- **Materials**
  - Teacher edition being used
  - Sound spelling cards
  - Workshop rules
- **Modeling**
- **I do, We do, You do**
- **Scaffolding**
- **Clear directions**
- **Immediate error corrections**
- **Use of pacing calendar**
- **Para professionals purposefully involved**
- **Evidence of differentiated instruction**
  - Differentiation within 90 minute block
  - Students grouped and instructed during intervention and workshop based on data
  - Focus groups reflect levels of intensity (based on data)
- **Effective comprehension instruction**
- **Extended opportunities for language development (and practice)**
- **Adding structure with SIOP (Sheltered Instruction Observation Protocol)**

**Reflective Questions**

- Do all students get a chance to respond?
- Do all students get an opportunity to engage in responding to what they’ve read?
- Tell me why are you having the students read silently?
- In what ways did kids learn today?
- How do you differentiate instruction for ELL students?
- What are the next steps for this lesson, this concept, etc?