

Observer:

Date:

Teacher: _____

Department:

Course:

	Meets Standard	Progressing	Needs Improvement	No Determination	
Opening	Transition	the opening of the lesson maximizes instructional time all students are mentally ready at start of lesson	no unstructured time students are engaged in a warm-up activity	the lesson has a delayed start not all students are ready at start of lesson	unobserved absent
	Framing	What?	students understand the objective of the lesson the objective is relevant, rigorous, and realistic the objective is measurable and specifies the assessment	a mastery objective is the focus of the lesson the objective is appropriate the objective is measurable and implies an assessment	an objective is posted the objective is ancillary or too easy the objective is difficult to measure or the assessment is unclear

Why?	students understand and value the purpose of the lesson	a meaningful purpose for the lesson is provided to students	the purpose of the lesson is explained only in terms of coverage or achievement.	unobserved absent
How?	the agenda communicates to students the lesson progression students can see how they will achieve the objective	an agenda is posted the agenda relates directly to the objective	a list of activities is posted the connection to the objective is unclear	unobserved absent

Closing	Closure	students summarize their learning students assess achievement, progress, and/or the relevance of the new understanding	the teacher leads the summarization students are engaged in a closing activity	the teacher or students review the learning the closing activity is simply an assessment	unobserved absent
	Transition	the end of the lesson maximizes instructional time there is a clear conclusion to the lesson	no unstructured time the lesson conclusion is rushed or unclear	the lesson ends earlier than the period the bell rings before the lesson concludes	unobserved absent

FEEDBACK: