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Using An Observation Coaching Checklist to Provide Feedback to Teachers

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Cover Page Footnote

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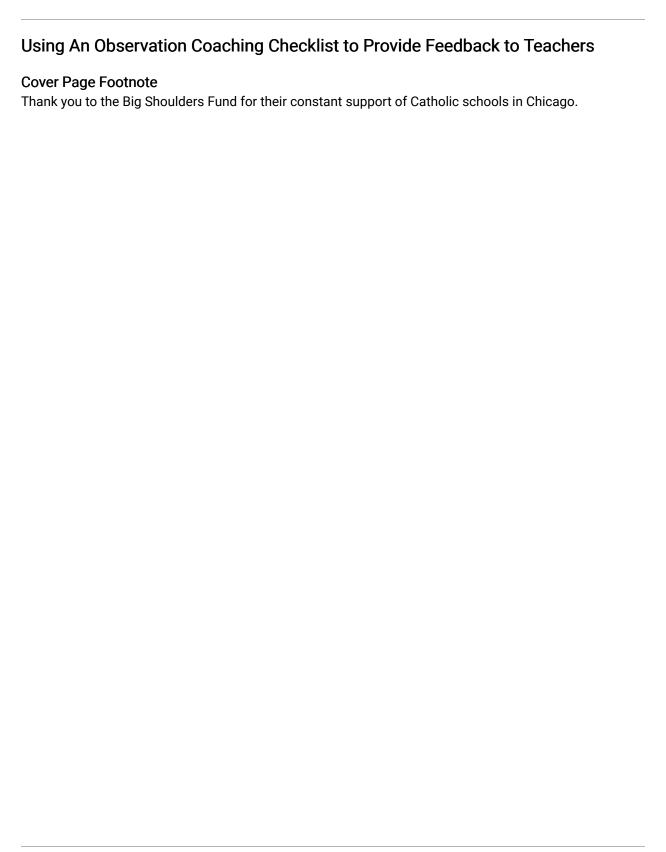When one hears the term "coach" one often thinks of someone standing on the sideline of an athletic field with a whistle, one headphone, and a clipboard. An instructional coach is also someone to cheer a teacher on, guide her, and support her to move from today to tomorrow with progress.

Educators know that students benefit from feedback provided regularly in their classrooms to help make progress. But teachers also benefit from receiving feedback - feedback helps them to progress. Just like students, teachers need to ask these questions: Where am I going? How am I going? Where to next? (Hattie, 1999). When teachers are observed and given meaningful, constructive feedback on their teaching, they have the knowledge to know what adjustments to make to change. Change is hard for most people, but I have yet to meet a teacher who doesn't want her/his students to succeed, and sometimes change is required for that success.

The challenge with teacher feedback has to do with who is giving it, how it is given, when it is given, and how the information is used. The use of an instructional coach can solve some of these challenges. Feedback is generally best received from someone who does not sign their paycheck or complete their evaluation. So who is best to provide this feedback? Some would say that a fellow teacher would be best, but that can be awkward if the feedback isn't always glowing. Most Catholic schools don't have a reading specialist or other non-classroom teacher who straddles teacher realm and administrator realm, so that's out. Obviously principal or pastor is out because they sign the paycheck, complete the evaluation, or both.

The idea of an instructional coach is not new, but it is definitely among the educational best practices that have been resurrected in recent years. It resurfaced at the same time that the idea of providing feedback to students made a return. We have known for a while that teachers are isolated, especially teachers in Catholic schools where often there is only one teacher of each grade. Having someone from the outside to give you feedback who cares

about you, your students, and your school can be reassuring and frightening all at once.

The International Literacy Association defines instructional coaching as job-embedded, ongoing professional development for teachers (International Reading Association, 2006). Normally we think of professional development as "stand and deliver" by an "expert." During the 2014-2015 school year, both kinds of professional development were delivered to five Catholic schools in the Archdiocese of Chicago. Teachers were provided feedback in the context of instructional coaching on an individual basis as well as having somewhat traditional professional development during faculty meetings after school. Having both of these kinds of professional development allowed for all of the teachers in the school to hear the same message (for example, be sure to state and post your learning objectives so students know what they are doing and why they are doing it) about school goals as well as individualized observation and feedback in the classroom.

Context

In 2008, Michael Boyle, Ph.D., now-Director of the Andrew M. Greeley Center for Catholic Education at Loyola University Chicago, developed an initiative called All Are Welcome in partnership with Big Shoulders Fund, a non-profit organization in Chicago whose main goal is to support and fund underserved Catholic schools in the city. Big Shoulders serves approximately 70 schools in the city of Chicago. The goals of All Are Welcome included training in and implementation of the four pillars of Response to Intervention (RtI): curriculum, instruction, assessment, and behavior. The All Are Welcome initiative began with professional development on these four pillars and included follow-up professional development and instructional coaching for three years. The professional development for behavior included Positive Behavior Interventions and Supports (PBIS). In its first iteration, there were three cycles of All Are Welcome, with three schools each in the first two cycles and four schools in the third cycle. The third cycle also included collaboration between Loyola University Chicago and St. Xavier University - Chicago.

When all of these schools began with the All Are Welcome initiative, they were all struggling with regard to enrollment, test scores, instructional best practices, and lack of systems. We all know that Catholic schools often struggle with resources, and these schools were no exception. Eight of the ten schools also had the added struggle of being in a neighborhood that was

also underserved, so parental support usually did not include typical human or other resources from the community. As is also common with underserved Catholic schools, teachers did not have access to professional development because of the cost.

I was hired at the Greeley Center in 2009 in the middle of the first All Are Welcome cycle. I was tasked with providing professional development and instructional coaching for preK-8th grade teachers with regard to the four pillars of RtI, with a primary focus on instruction, curriculum, and assessment. By the 2014-2015 school year, The Greeley Center was still providing professional development and instructional coaching to five schools, all four of the third cycle schools plus one school from the first cycle. (The school in the first cycle was not covered under the grant anymore so they used Title II funds to pay for the professional development and coaching.)

Research shows that specialized training makes an instructional coach more effective (Elish-Piper & L'Allier 2007). I am a certified teacher and certified reading specialist, but I think the most important training I had was as a classroom teacher in both Catholic and public schools. Knowing the daily routines as well as surprises of a classroom teacher helped me to be empathetic and responsive to the teachers I coached.

Activity

The one school from the first cycle was very excited to continue the instructional coaching and professional development. The principal and assistant principals knew me, and they knew that the teachers saw value in having a practitioner (I have 17 years of school experience) work with them. One of the four schools in the third cycle announced they were closing in November 2015, so coaching and professional development stopped at that point. The schools in the third cycle had two coaches: I worked with the 4th-8th grade teachers, and K-3 teachers worked primarily with the professors from St. Xavier University. The focus of their professional development after the initial four pillars of RtI training was on using data from the AIMSweb universal screener to place readers in flexible groups using guided reading and the Daily Five. I was responsible for coaching the teachers in grades 4-8 for the schools in the third cycle.

To get started, I met with each principal to determine what her priorities and areas of concern were (all of the principals in the All Are Welcome initiative are women). Some concerns that principals typically have are for new teachers or teachers new to Catholic schools. I have noticed a trend lately of

teachers new to being classroom teachers; teachers who previously were Title I or Resource teachers in a public school who come to a Catholic school and have their own classroom for the first time. The learning curve can be quite steep, especially in schools where there is no PBIS in place, no defined system for behavior, plus the common challenge in Catholic schools of having limited resources, especially for students with different learning needs. These challenges coupled with other lack of resources like leveled books or novel sets and minimal planning periods can make this new job a daunting one.

I also requested from the principals a schedule for my coaching days. I coached 1-2 times per month at all of the schools except for one school where I went every Wednesday. I requested a schedule because after my first visits at the start of my work with All Are Welcome, some of the principals would give me a date that worked and then encourage me to "pop in" to classrooms. I know as a teacher how tense that can make the whole day. I certainly did not want a "dog and pony show," but I also did not want to walk in while students were working with a partner for the first time or using a form of technology for the first time. Having a schedule set for me also allowed me to get a feel for the school schedule. Since the principal (or assistant principal – usually the assistant principal created the schedule for me if the school had one) created the schedule, she likely would not schedule me to be in a classroom for 10 minutes before the end of class, for example, so I could see the transition time between classes, how the teacher concluded class, what the hallway was like during the passing period, and so on. A big part of what I was looking for was the atmosphere of the classroom, and the hallways are an extension of the classrooms.

The school where I coached each Wednesday had an extremely high teacher turnover rate, and they were struggling the most among the five schools with enrollment, lack of systems, and lack of resources. Because this school was in an underserved and frankly dangerous neighborhood, they had a hard time attracting and keeping teachers. The teachers they did hire were often new to teaching. The principal and assistant principal spent their days collecting tuition, ensuring the boiler worked, attending to students with severe behavior needs, and the myriad other tasks that Catholic school administrators face. They struggled to get into classrooms to observe and guide their teachers. But additionally, teachers tend to shy away from help from the principal because she does evaluate them unlike a coach, especially a coach from outside the school's faculty.

My first coaching meeting with each teacher was simply a meeting. I would meet the teacher during her/his planning period or more likely while the principal or assistant principal covered her/his classroom. I shared that I was there to brainstorm, tackle a problem she/he had been wrestling with, or provide resources – what can I search for, create, or share that would help? I also made it clear that I was not an expert but a teacher who was constantly trying to learn and improve my own craft. This meeting was usually met with uncertainty, resistance, or disdain – what could you possibly have to teach me? I reminded the teachers that I was there to help, and definitely not to evaluate. Most of the teachers softened a little in the first meeting, and then softened a little more when I sent them an email with positive reinforcement about their teaching as well as attachments of resources they could use in their classroom. (Many of the resources I either had in my electronic files or I found or created. Big Shoulders did give a small amount of money for small purchases for items like large sticky notes and markers for anchor charts, dry erase markers for white boards, novel sets, and professional books.)

For some teachers, it took a lot more than a few graphic organizers or markers to want to engage in the coaching process. When I arrived in the classroom of an intermediate-grade teacher, the teacher said to me, "If you are expecting me to put the students in groups, it's not going to happen. I used to teach junior high, so I don't teach that way." This teacher was quite surprised when I returned a month later to model a writing lesson in her room that included the students standing, moving, talking – and learning.

Other teachers' reactions were more positive, wanting me to come in and watch them during their math centers so I could help troubleshoot why some students struggled with the system despite extensive and continuous training, or to brainstorm ways to support a student who was not responding to her extensive interventions in reading. This type of relationship quickly morphed into a collaborative one as opposed to a traditional coaching relationship where the coach is considered the expert.

For the teachers who really didn't want me to enter their classroom and observe, I carried on. I still visited for 30 minutes each time I came to the school. I provided feedback. I wanted to make sure that the effective things they were doing in their classrooms were acknowledged while also pointing out small adjustments that could be made to increase student progress and, in some cases, make their lives a little bit easier.

When I first began coaching, I would go to a classroom, take out my iPad, open the notes app, and take notes. I have never been a principal, but it felt

a lot like evaluations I had gotten when I was a teacher: "At 8:06, teacher points to and states the learning objective aloud. At 8:07…" I would end up with lots of notes, which I would take home, sift through, and (attempt to) write in a coherent email with recommendations for the teacher within 24 hours. Best practice tells us that feedback is best delivered within 24 hours. There were days that I really struggled with this when I had coached at two schools and then had meetings or was teaching a class on campus.

After my first year, I noticed that my feedback was not as specific as I would have liked, and my goal for getting feedback to teachers within 24 hours as is best practice didn't always happen due to other factors in my schedule. It was taking me up to an hour to provide feedback to each teacher. This meant that when I arrived home at 5:30 or 6:00 that I would have 4-6 hours of work left to do before going to another school the next morning to start the cycle all over again. It just wasn't working.

So I sat and reflected. What is it that I look for when I enter each class-room? What do I see as necessary, non-negotiables in a Catholic school classroom? What do I listen for? What do I deem as a positive learning envi-ronment for students? What do I deem as solid instructional practices based on what I know about research? This was when I sat down and drafted the Coaching Checklist (See Figure 1.)

In an effort to observe the classroom atmosphere and improve instruction, I created a coaching checklist to use when observing teachers to be able to provide specific, informative, and positive feedback. I began by considering what every classroom in a Catholic school should embody. In my opinion, in every classroom in a Catholic school, the teacher should make it obvious to her students that she cares about them; the classroom should be welcom-ing to all; the teacher must be respectful to all; students should know what the classroom expectations are; and Catholic identity should be evident and integrated whenever possible. In my opinion, these items are non-negotiable. Certainly teachers have days where they don't weave in our Catholic identity at the right time or aren't as warm and welcoming as they could be, but these bad days should not occur consistently.

For the second portion of the checklist, I focused on academics. While observing a religion class, science lab, math lesson, or reading workshop, I was looking for the teacher to tell students explicitly what they were doing for that lesson, and then engage in the Gradual Release of Responsibility: I Do, We Do Together, You Do Together, and You Do Alone. I had observed teachers assigning and not teaching, so I wanted to emphasize that students

of all ages must be taught directly and explicitly, must have time to practice with guidance, time to practice with peers, and time to practice independently. If we don't directly show, tell, and teach students what we want them to know, understand, and do, we end up disappointed and frustrated, and the students end up playing a game of "guess what the teacher wants." Additionally, I wanted to see evidence of purposeful work through varied instructional formats, differentiated instruction, productive student talk, use of data through formative assessment to drive instruction and meaningful use of technology on the part of the teacher and the students.

The first draft of the checklist's second column only offered the choices of 'yes' or 'no' but I realized that wasn't extensive enough. I changed it to a horizontal line so it resembled a continuum instead. This provided an opportunity to give some positive feedback to a teacher who was struggling so her/his checklist wasn't a series of 'nos.' But it also made the feedback more specific – "Teacher, your objective was stated but you didn't post it for students to have a visual, so you are not quite there yet."

Some excellent classrooms on some days don't exhibit all of these items in the second section of the checklist. For example, if I am observing part II of a lesson, if students are working on a long-term project, if the teacher is using the workshop model, I am not going to see all of the Gradual Release of Responsibility items in place. But if a teacher is doing a long-term project or using the workshop model, this type of teaching indicates to me that students are learning. That's the big key when I walk into a classroom: are students being talked at or given random assignments, or are they productively engaged in meaningful work? It is usually evident which is the case even based on 30 minutes of observation.

I had been providing professional development regularly at one of the third cycle schools with a focus on getting students to focus closely on what they were reading to comprehend complex text more fully. This idea of close reading, likely starting at least as far back as the monks, was snatched up and grabbed by one of the teachers. When I went to her classroom to observe a few weeks later, she excitedly showed me two passages that she planned to use for close readings with her students over the next two days. She copied these two texts back to back on the same piece of paper. One side was about Roberto Clemente, and the other side was about violins. I asked her how these two texts related to her study of American history or religion (she was the American history and religion teacher for 7th and 8th grades). She paused and said, "but I am using the close reading strategy." I will take some blame

that I must not have clarified more strongly the importance of making learning connected and meaningful. We hadn't begun working fully on creating curriculum maps. But this was an example of a teacher who was struggling to stick to the curriculum map I had provided her (I tried to guide her through completing one on several occasions, but in the end she said it would be better if I handed her a completed one) as well as providing meaningful learning activities for students. She tended to focus on assigning students work to keep them occupied to avoid behavior challenges. I firmly believe that meaningful work will eliminate many behaviors if the work is challenging and engaging. Sometimes old habits are hard to break.

I would bring hard copies of the checklist in a clipboard with a reliable pen. This was less obvious, less evaluation-looking than an iPad or a laptop. For the classrooms where I knew the teacher and students, it also allowed me to walk around or talk to small groups without looking too official.

After I completed a checklist, I initially made two copies using the school copy machine, the original for the teacher and the two copies for me and the principal. But this was not always possible because the copy machine was being used, it was in the office behind the school secretary who is always busy, or the copy machine was out of paper or not working. I don't have a scanner at home, so if I was at another school the next day, I would not be able to get the feedback to the teacher within 24 hours. When I got a new iPad, I used the iScan app, which allowed me to take a picture of the checklist, save it as a pdf, leave the hard copy in the teacher's mailbox, and then I could send it to the principal and myself after school when I had reliable wifi. This ensured that the teacher received the feedback before the end of the school day, only hours from the observation.

Outcomes

My goals for the professional development and coaching through the All Are Welcome grant were focused on the students and how improved instruction would benefit them. "The degree to which teachers are able and wiling to apply new knowledge and implement new instructional strategies competently is the most critical measure of the effectiveness of a professional development program" (Kuchey, Morrison, & Geer, 2013). All in all, the outcomes of the professional development did reach this goal as evidenced during coaching sessions. When I entered a classroom and saw the objective posted and the teacher stating the objective aloud, I knew that the time spent in faculty meetings and in writing on coaching checklists discussing

the importance of telling students what you are going to do and then doing it was worth it. One teacher was so excited to see me for a coaching session in January after months of repeating the advice of posting and stating the objective. The teacher reported to me: "I posted the objective on my objective board. But then I also asked one of the students to volunteer to read the objective aloud. You wouldn't believe how much more focused the lesson was, and how much more engaged the students were!" Actually, I could believe it! This proves that we as teachers all need to actually do it before we can see the results. Having the coach tell us about it is not enough.

A really important outcome was being able to show principals the benefits of coaching. Teachers had someone every week or every other week coming to visit them solely for the purpose of working on instruction. I was not there to evaluate, criticize, check for fire code violations, or see if their classrooms were clean. Having the principals see what positive learning environments and successful instruction were occurring was eye-opening to some, and a relief to most. Some principals used the checklist as a talking point in a new-teacher meeting as a way to begin on a positive note. Other principals used the checklist as a focus for their classroom walk-throughs – they would look for the same things that I was looking for so the teacher could get a double dose of positive reinforcement (or a double reminder). Others used it as a way to hold teachers accountable for my suggestions. However it was used, it helped principals to have a different point of view of their teachers' instruction.

Another outcome was that teachers who wanted to improve their teaching were more mindful of the process of instruction. It is easy to get bogged down with daily lesson plans without thinking about the big picture – what are my instructional goals for this unit? IS this a unit? How will I assess this skill? How much teacher talk is occurring in my two-hour block? Do students know what my expectations are for this assignment or am I assuming they should know them because they are eighth graders? The teachers who were trying to improve used the checklist to make adjustments and think about their planning, instruction, and assessment.

Reflections and Lessons Learned

Going into schools and seeing how each have similar characteristics but each have a different personality lead to many lessons learned. Very simply, I learned that a smile and a kind word go a long way. Listening is far more important than talking. And providing resources of any kind can also sway a teacher to want to sit and chat.

I tried to enter each classroom on each visit with a smile. This seemed to put the students at ease and sometimes also put the teacher at ease. I 'tiptoed' into the classroom, found an empty chair, and sat in it. I tried to make sure I was looking at the students more of the time than the teacher because ultimately my goal was to see student performance and engagement as it reflected the instruction. Then when I had the opportunity to meet face to face with the teacher after the observation, I would try to greet her/him with a smile, a "how is it going?" or a "how did YOU think that lesson went?"

By asking the teacher questions, this allowed time for them to talk and me to listen. I am not an expert, but I do know what it is like to be in the shoes of these teachers. Listening shows you care, and on some days, these teachers just needed a bit of tender loving listening. Listening often resulted in the teacher's trust deepening, which in turn caused her/him to view me in a different light – I wasn't always doing the talking, I wanted to hear what they had to say so we could brainstorm and solve problems together. I chose carefully what I did want to say, and the deepening trust led the teachers to listen to me differently. One teacher in particular would come to our debriefing meetings with lots of questions. At one of our sessions, I literally nodded or shook my head but said nothing. At the end of the meeting, he said, "Thank you so much! That was really helpful!" He needed to talk through what he was going to do next, and I was an objective listener.

I did my best to provide any reasonable resources to the teachers after my visit. At one school, I noticed that students were sharing dry erase markers during a whole-class formative assessment 'game.' I knew how well second graders shared since I had taught a class of 40 of them, so I went home that night and ordered dry erase markers using some of the Big Shoulders money. That teacher and I already had a strong relationship, but when her fellow teachers found out about the markers, their opinions of me changed – they realized that I meant what I said; I was there to help.

I also sent free resources to teachers either by request or when I noticed a need. Sometimes I admit that the resources I sent were meant to be persuasive suggestions. A few of the teachers struggled with the use of the basal reader. They were defaulting to whole-group reading instruction with no individualization. This was resulting in behavior problems for some students and failing grades for others. (Sometimes the behavior problems and failing grades intersected.) So I created a weekly schedule. I carefully detailed what instruction, small-group work, and routines needed to exist in order for this to improve reading comprehension. I reminded teachers that the

basal is full of resources so they didn't need to do every worksheet and every activity in the book. Also, the new standards don't align with older basals, so they needed to keep a copy of the new standards on hand (which I provided electronically via email and in a folder in the cloud as well as a hard copy as needed) to check if certain activities were necessary at all. I also coached them through the specific use of some of the basal's resources: if you have a spelling program that you are happy with using, please don't use that AND the basal's spelling program. This is also an example of how my coaching sometimes didn't look like traditional coaching – I spent a good amount of time 'distance' coaching via email. This also showed the developing relationship we had – sometimes the teachers would ask me a question first and then approach a colleague or the principal about it so they could talk it out first.

I learned so much, and a few things that I learned I changed in other schools and subsequent coaching visits to these All Are Welcome schools. One is that new teachers often were not caught up with PBIS training and other professional development, so there was a learning curve that put them at a disadvantage in addition to being new to the school and likely new to teaching. This is a challenge since new teachers don't have a lot of free time to make up professional development like this when they are learning the policies and procedures at a new school. Yet new teachers often struggle with behavior (which in turn affects their instruction) so it is really crucial to get them that training. Another challenge is that PBIS training in particular cannot be provided for all of the new teachers at schools A, B, and C. PBIS training must be provided at one school with all of the teaching stakeholders – teachers, aides, and administration – because it has to do with school culture, climate, and expectations. We did provide new-teacher training for a universal screener since it is possible to do this – a universal screener does not necessarily affect the climate of the school, so we gathered at one school and teachers from four schools came for the training.

I also learned that some of the coaching and brainstorming is needed for the principals. I spent a lot of time in the principal's office after observing and coaching to talk with the principals about different things going on in the school. Principals are very isolated, and if they don't have an assistant principal, there isn't anyone like them – in that type of position – in the building. They attend council and vicariate meetings with other principals, but that's not enough when the day-to-day operations are at a breakneck speed and high stressed. On many occasions, I saw my informal meetings with the principal benefitting the teachers in some way. For example, one

principal wanted a written math curriculum, but she thought it would be best if one teacher worked on this for consistency. I reminded her that other schools find money to pay teachers a stipend who do that kind of work. She thought this was a great idea, and so over the summer, a math teacher completed the work so all math curricula were aligned plus she got paid for work she needed to do for herself. The teacher felt respected and the principal got a written math curriculum plus a happy teacher. Another principal expected students to be sitting quietly in rows each time she entered or even walked by a classroom. I had to remind her that learning is talking; students learn when they talk, move, and create. 21st century learners don't sit quietly in straight rows for two hours at a time for six hours a day.

Recommendations for Other Practitioners

The most important recommendation I can make is that teaching is hard. If you have been out of the classroom teaching and serving schools in different capacities, it might be easy to forget this. I struggled as a new teacher, and I think this was a plus for me as a coach because the struggles I saw in classrooms often had been struggles that I dealt with myself. My recommendation is to step back and think about what's going on in the classroom. On several occasions, I left a classroom thinking to myself, that's not how I would have done it, but there's nothing wrong with how she is doing it: students are engaged and learning in a faithful and safe environment. Sometimes we expect to see the teacher teach the way we taught (or the way we were taught). The key is to pinpoint the criteria of good instruction in a Catholic school and determine if the teacher is hitting those criteria.

Similarly, making adjustments to teaching is hard, too, especially when you have been teaching for a few years. Coaches and professional development providers need to be patient and positive. Don't provide a long list of things the teacher needs to change, but rather focus on one – maybe two – specific changes that are possible in her classroom and provide resources and tips on how to accomplish this.

Conclusion

I learned a great deal working with the teachers, principals, and students at these five Catholic schools. I highly recommend that preK-8 schools and colleges and universities seek each other out. This is a relationship that builds knowledge for both. The obvious benefit may be to underserved preK-8 schools who can't afford professional development and coaching. But it is so

important for Schools/Colleges of Education who prepare teachers to spend time in the schools where these teachers will teach. This kind of partnership can only improve teachers and our schools.

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1870
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Teacher: _____ School: _____ Date: _____ Time: in_____out_____

Grade level (circle)   preK   K   1st   2nd   3rd   4th   5th   6th   7th   8th   Subject: _____

EVIDENT THROUGHOUT EVERY DAY
The classroom shows the characteristics of the mission of a Catholic school. (DF 2a, 2b, 2c, 2d, 2e)

		Notes & Evidence
1. The teacher has rapport with the students. It is obvious that the teacher cares about the students.	Yes-------------------No	
2. The classroom environment is faithful, warm, and welcoming to all.	Yes-------------------No	
3. The teacher is respectful of the students with regard to their person and their academics at all times.	Yes-------------------No	
4. Classroom expectations are evident to the students. This includes behavior, small group work, etc.	Yes-------------------No	
5. Catholic identity is integrated whenever possible.	Yes-------------------No	

*NA=not observed during this observation timeframe

EVIDENT IN EACH LESSON
The teacher uses best practices throughout each lesson.

		Notes & Evidence
A. The teacher sets a purpose for learning. The teacher states and posts the objective for the lesson. (DF 1c)	Yes-------------------No	
B. This lesson's objective comes from the teacher's written curriculum. This curriculum is aligned to standards and aligned vertically to other grades' curricula.	Yes-------------------No	
C. Direct Instruction: the teacher models, shows, and tells exactly what the students will do. (I Do) (DF 1e)	Yes-------------------No	
D. Guided Practice: The teacher and the students practice together. (We Do) (DF 3c)	Yes-------------------No	
E. The teacher provides time for the students to practice together during guided practice. (You Do Together) (DF 3c)	Yes-------------------No	
F. Independent Practice: Students work individually; the teacher checks in with students. (You Do Alone) (DF 3e) The requirements and/or expectations of the independent practice are clearly stated and a visual is provided (e.g., page number on the board, written description on board or on paper, etc.).	Yes-------------------No	
G. The teacher provides intentional, targeted small-group instruction or individual instruction as part of her/his overall differentiation plan. This can occur while students are working individually.	Yes-------------------No	
H. Students productively talk and work together. (DF 3c) The norms or parameters for this are clear to students.	Yes-------------------No	
I. Students spend a majority of the class time doing purposeful work of that subject: solving problems, reading, writing, talking, thinking, creating, etc. (DF 3c)	Yes-------------------No	
J. The teacher uses formative assessment. (DF 3d) The teacher gives feedback about progress regularly.	Yes-------------------No	
K. Instruction is varied – direct instruction, partner work, small-group work, individual work, etc. (DF 3e) This includes students moving, talking, sharing, etc.	Yes-------------------No	
L. The teacher believes that all children can learn. (DF 1a, 1b) She/he differentiates for students based on data gleaned from formative assessments, anecdotal notes, knowledge of student strengths, etc.	Yes-------------------No	
M. Technology is *integrated* into the lesson in an appropriate and meaningful way. (DF 2e) This includes student use of technology.	Yes-------------------No	

*NA=not observed during this observation timeframe   DF=Danielson Framework

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