**CFN 603 School Inter-visitation Program**

**Classroom visitation Reflection (based on QR Indicators 1.1, 1.2, and 2.2)**

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| **During the Lesson the Teachers …** | **EVIDENCE FROM LESSON** |
| Use instructional strategies such as inquiry, project-based and collaborative learning, questioning and/or discussions that promote high levels of thinking and provide multiple entry points to lessons and tasks for all learners including ELLs and SWDs. |  |
| Strategically use scaffolds techniques (*e.g. modeling, needs-based grouping, activating prior knowledge, effective use of graphic organizers, visuals, imagery, and technology, building academic vocabulary, etc.*), questioning, opportunities for choice and other teaching practices to create a variety of ways for students to access the content, learning project, or tasks.  |  |
| Provide students with challenging (rigorous) learning tasks that require them to use critical thinking, analysis, and problem solving; tasks encourage inquiry, collaboration, and ownership among students.  |  |
| Use a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and ample student-to-student dialogue using academic vocabulary and evidence-based accountable talk. These high quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. |  |
| Are visibly active and continuously monitoring student understanding during lessons: The teachers makes frequent use of strategies (e.g. cold call, questioning for explanation, stop and jot prompts, parking lot, double entry journals, exit slips etc.) to elicit information about individual student understanding and trends |  |

**Classroom visitation Reflection (based on Danielson Domains 3)**

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| **Danielson Domain 3** | **EVIDENCE FROM LESSON** |
| **3a Communicating With Students*** Clarity of lesson purpose
* Clear directions and procedures specifics to the lesson activities
* Absence of content errors and clear explanations of concepts and strategies
* Correct and imaginative use of language
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| **3b Using Questioning and Discussion Techniques*** Questions of high cognitive challenge, formulated by both students and teacher
* Questions with multiple correct answers or multiple approaches, even when there is a single correct response
* Effective use of student responses and ideas
* Discussion, with the teacher stepping out of the central, mediating role
* Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their

classmates High levels of student participation in discussion |  |
| **3c Engaging Students in Learning*** Student enthusiasm, interest, thinking, problem solving, etc.
* Learning tasks that require high-level student thinking and invite students to explain their thinking
* Students highly motivated to work on all tasks and persistent even when the tasks are challenging
* Students actively “working,” rather than watching while their teacher “works”
* Suitable pacing of the lesson: neither dragged out or rushed, with time for closure and student reflection
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| **3d Using Assessment in Instruction*** The teacher paying close attention to evidence of student understanding
* The teacher posing specifically created questions to elicit evidence of student understanding
* The teacher circulating to monitor student learning and to offer feedback
* Students assessing their own work against established criteria
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| **3e Demonstrating Flexibility and Responsiveness*** Incorporation of students’ interests and daily events into a lesson
* The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
* The teacher seizing a teachable moment
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