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| Focus Items | **Describe** what happened by detailing the specific teaching choice you made | **Analyze** by explaining the reasons why you made the teaching choice | **Judge** the success of your specific decision by noticing the effect that decision had on a portion of or the lesson overall | **Apply** insight from this review to create a plan for extending effective or changing ineffective practices in future lessons |
| Expectations for Learning  Goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson, students are clear about what they have been learning by the end of the lesson. |  |  |  |  |
| Directions for Activities  Students understand what they are expected to do during a lesson, particularly during independent or small group work, without direct supervision. Directions are provided orally, in writing, or in some combination of the two, with modeling when appropriate. |  |  |  |  |
| Explaining Content  Teacher uses makes no errors when explaining content and connects content to students’ interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, the teacher anticipates possible student misconceptions. |  |  |  |  |
| Using Oral and Written Language  Teacher models both precise language and rich vocabulary when communicating with students. When appropriate, the teacher inserts quick vocabulary lessons to deepen student understanding. |  |  |  |  |