

I have gone through the first few pages and outlined in purple examples of observations that I would be able to look at and make changes in my classroom for.

Wheeler Middle School learning walks

Grade:	Subject	Clear Learning Targets	General Learner Outcomes (GLO'S)	Students who are absent/tardy	Bathroom	Classroom behavior	What did you observe?	Notes
Grade 6	Math	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	No	Not observed	Yes	Teacher greets students when students enter classroom. Teacher uses a combo of hand shakes, high fives, and fist pumps to greet students. Teacher verbally acknowledges on-task behaviors.	This is a process that we use to gain insight into observable processes in other classrooms school wide. Everyone has access to this to look at and see not only how other teachers approach their classrooms, but also how other teachers in the same grade are teaching the same lessons
Grade 6	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students use hand symbols to indicate different types of discussion points or comments. Teacher utilizes timer with students.	
Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Timer on board a 4 minutes. Students working independently and on task completing "Do Now" Countdown by teacher to get student focused. Incentive system. Student participation by raising hands. Teacher asked clarifying questions.	
Grade 6	Math	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher explaining math concepts. Students are answering teachers prompts. Teacher asked student to come up to board to complete problem and then student passed to another student, etc.	Teacher had Agenda, Must do, may do, and homework posted on board.
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Time bound checks for students. Students were working on task. Visual representation on the projector. Teacher was calling on students. System in place for students to participate and/or get out of seat - hand signals.	Teacher had Agenda, Must Do, May Do, and homework posted on the board.
Grade 6	Reading, Writing	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher discussing Cinderella - sequencing as prompt to starting writing piece. Teacher put timer on board. Teacher walker around classroom To assist assignment.	Two Students got up with concerns and came to teacher. Those two left classroom - one for health reasons.
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher was calling on students but to help mediate students posing questions to each regarding lesson. Hand signals to assist clarity. Use of shakas. Students stand up, answer questions, and that student passes off to another student.	Clothespin system for attendance. Teacher dismissed class before recess.
Grade 6	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Yes	Yes	Students track speakers with their eyes.	Hand signal given for bathroom break. Teacher silently acknowledged student.
Grade 6	Social Studies	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher uses clap sequence to get students' attention. As a class, students respond with different clap sequence. Teacher also used the 5-4-3-2-1 strategy to time transition from activity to quiz.	
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Clap sequence to gather students' attention.	
Grade 6	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Use of timer to guide group discussions. Student corrected another student about respecting group members when they're sharing. Use of music during group work as an incentive.	
Grade 6	Social Studies	None	Printed (On board/worksheet)	Not observed	Yes	Yes	Different hand signals given to students to indicate when a student wants to respond to a question, get out of their seat, or ask for help.	Student gave hand signal.
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	Teacher frequently smiling. Teacher compliments and thanks class for responses/contributions. Students appear to be taking notes/listening. Student hands/feet were to themselves; students raise hands if wanting to ask questions or respond. When a kid sneezed another blessed him; students respectful of each other.	
Grade 6	Writing	Printed (On board/worksheet)	Printed (On board/worksheet), Explained by Student	Yes	Not observed	Yes	Teacher reminded students of how class should be responding during do now. S writing, another raise hand. T asks q & s raising hands. T has calm voice calls on s as hands are raised. S respectful of each other; hands & feet to selves. T looking to see assignments completed by s displaying over head.	

Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	Rules posted. Hands and feet to self. Respectful of each other. S raise hands...do not blurt out questions/responses. T will call on s not raising their hands by asking them to volunteer.	
Grade 6	Writing	Printed (On board/worksheet)	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	Class quietly working on bubble map. All respectful of each other and class rules. T asks s about what to do when another speaks. Class is appropriately quiet. S shares and t asks how adjectives can be incorporated. T also relates narrative with a character. T asks "still as a statue" is metaphor or simile. Directs s to next page in packet. S shares information as class remains quietly respectful.	
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	None	Yes	Not observed	Yes	Well behaved class. S quietly listening to teacher and others as others shared. S asked to read quietly looking for an l can regarding biases. S looking at paper, some highlighting the text. T flows around class answering questions. T keeps reminding s of what to notice in the reading. T asking for examples of bias s found in the reading. T asks q about how the example is a bias allowing for expanding on answer.	
Grade 6	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Not observed		
Grade 6	Math	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	Clap sequence to transition to different activity. Classroom jobs to distribute supplies.	
Grade 6	Math	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	S working in groups. S helping another. T going to groups answering questions. T gives directions on how to pick up white board. S given instructions on what to do. S working together sharing answer and process of problem w each other. T gives real world example. S share words like "eat", "loss" as negative integer. Sea level example. S explain to each other. T going around to answer q. Well mannered quiet class room.	
Grade 6	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Cold calls for CFUs...students remain alert because they do not know when Popsicle with name will be called.	
Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	No, Not observed	Yes	Rules posted. S quietly reading choice of material. Gimme 5 tells s to look at paper just handed out. Class quiet thru transition. Explains reading with a purpose, utilizing independent bookmark, characterization. S quietly following her presentation. T calls out on random s to respond to her q. T checks to see what hand out class is on by holding up the paper and gives direction for sensory details. S asked what sensory detail is. T answers. T gives further directions displaying flow map broken down weekly. Zero behavior problems. S asking q now and t answering	
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Drawing attention to students exhibiting on task behaviors. "Check up" attention getter.	
Grade 6	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Use of timer to guide independent practice. Use of table numbers to guide group discussions.	
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Rules posted. S quietly listening to t. S at front give instructions s now transitioning to another seat separating class, don't have work and ready groups. S now following direction on who to pick up white board. One s moves to ready group. T goes to s in need of assistance as the rest of class do q #1. S answer q and share w neighbors for comments. T in control of class	
Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Do Now. Teacher had a timer. Walking around, evaluating student work, noting time remaining.	
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Group work roles were defined by desk numbers.	
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Timed math responses. Each student had dry erase board and were completing number line responses. Teacher noticed students did not comprehend problem with distance. After checking with students, she brought class together to review problem. Corrective class instruction.	
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Class quietly working on computers, Kahn academy, on integers/rational numbers. Student throws up. No one said "eewwww" or laughed. Students kept working. Student sent to health room. S continue on laptops. As they have q, teacher addresses. Respectful culture evident.	
Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Silent hand signals by teacher and students to correct off task behavior.	15 boys; 10 girls in the class.

Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Use of language indicates classroom culture... "friends," "family," etc.	
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Use of timer to guide group work. Clap sequence to gather class attention.	
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students working on math worksheet in groups. Timer on board/projector. Teacher making rounds to groups. Some students going to other groups.	
Grade 6	Social Studies	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Yes	Not observed	Yes	S quietly copying notebook table of contents. S quietly, respectfully begin collecting papers for insertion into notebook. Timer on in front of class; t addresses class in calm demeanor. S gluing handouts into notebook. T gives 1 minute to finish what they are supposed to. T gives an example of how not to turn in glue. 2 s quietly went up to clean up what was wrong. T goes over. I can then explains about sharing island. S quietly listening to t and to others as they speak. T now breaking s up into groups by counting off. S sharing in triads then said "I like..."	
Grade 6	Reading, Writing	Printed (On board/worksheet), Student read to class & another gave meaning to it	Printed (On board/worksheet)	Not observed	Not observed	Yes	T going over expectations of behaviors. Class participates by contributing and asking questions. All attentive & respectfully listening to t & peers. T asks s questions to check for understanding. Compliments class on efficiency of passing out papers. Perfograpgh T continues to clarify w class what they are doing & s responds. Now all writing quietly as required by t..	T continues to check for understanding before moving on
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet), Explained by Student, 2 different s told me what glos they were working on	Not observed	Not observed	Yes	S working in groups on perphagraphs underlining sentences w 3 different colors based on type of sentence. T checks for understanding by asking class questions. S move on to unscrambling paragraphs with partners. Although some students worked in groups & others worked individually, they were respectful of each other. Noise level was only the murmur of s working together. T next went over outlines and tied in what color sentences fit in different parts of the outline. T let s know that outlines important for organization in writing. S began to work on Lebron James outline.	
Grade 6	Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Use of timer when asking students to take out materials. Recognizing on task behaviors.	
Grade 6	Writing	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Yes	Not observed	Yes	Students entered classroom silently and started working on DO NOWS.	
Grade 6	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Yes	Not observed	Yes	Students were completing the do now regarding scientific inquiry.	Teacher walked around to check on student progress.
Grade 6	Social Studies	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students raising hands and answering questions	Teacher was wrapping up Language Arts and preparing/transitioning for Social studies while in Social Studies period - running behind by 10-15 minutes. No learning target posted
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	System for transitioning between subjects is seamless...students take out appropriate notebook when prompted.	
Grade 6	Social Studies	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet), Explained by Student	Yes	Yes	Yes	S quietly working on do now. T asks what is the goal of science & s shared. T asked how s tested their ideas and multiple s shared. Rest of class quietly listened. T smiles as she listens to s. Asks about predictions and what was observed and conclusions. T now at front presenting lesson from power point and calls on students	S leave class then return. I was looking at iPad and missed any formalized procedures
Grade 6	Social Studies	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	Previewed student expectations while watching video on characterization.	
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher posed question to class and thirteen hands were raised but a few students started blurt out...teacher had student remind class of group participation guidelines.	
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		

Grade 6	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		Extensive use of how and why questions...constant reference to real world connections.
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher calling on students who have their hand raised. Very quiet and fluid classroom management	
Grade 6	Reading, Writing	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet), Explained by Student	Yes	Not observed	Yes	S quietly working on assignment with t flowing around class assisting when s needs help. T verbalized what is being done speaking about connotations and denotation. Gimme 5, s responds. T now entertaining responses from s in relation to assignment. S now to finish circle map after being asked q about feelings. T in control of class. All working on circle map. Class is remarkably quiet yet working on assignment	
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		Extensive positive reinforcement and reminding students that there's rarely one correct answer. Extensive use of why questions and relevance to student's lives.
Grade 6	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students working on Thinking Map. Teacher calling on students to share what they put inside circle map.	Teacher had taken student outside of class to have a one on one discussion. The class inside was respectful and well behaved.
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Use of timer during independent practice.	Encouraged students that there are multiple ways to think about solving a problem.
Grade 6	Math	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	S quietly listening to t as she at board asking how comfortable they are with the assignment by showing fingers. Class now quietly passing out papers in 21 sec. S are happy. S quietly working individually now on the passed out assignment. S works efficiently enough that they earned music as they worked. S with q are assisted by t if they have concerns. Quiet culture of learning	
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher has timed independent instruction and then stops clock and checks in with students.	
Grade 6	Science	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet), Told by s	Yes	Not observed	Yes	S quietly listening to t. Power point featuring flow chart. Worksheet in hands of s quietly filling it in as t speaks. Respectful culture displayed as someone sneezed and many blessed the s. S continues to quietly listen to t speak. S filling in worksheet. Excellent control of class.	
Grade 6	Social Studies	S sees it every morning but forgot what the I can statement is	Printed (On board/worksheet), Explained by Student	Yes	Not observed	Yes	S quietly working upon observer's entry. T now at front of class on calling s to her to work on planner. Another goes up for assistance. T now going around to s to check on progress/give assistance. Class very quietly working on a Mesopotamia assignment. Zero heads down; all writing/drawing. T continues flow around class to assist s. Quiet environment for learning	
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	S watching a video during passing noticing sensory components such as hearing, touch, emotions, smell, taste. T stops video at different places and asks class q about senses. Class participates, t roaming around class eliciting responses from s. S willingly participates. T refers to I can statement on sensory language at least 2 times. S to read chapter 8 and take notice of sensory details other than sight to raise hands. S begin to read, following along with the recording. T stops audio and s explaining what sensory language they picked up in the audio. T facilitates the discussion. T points out details not noticed. T asked what page & paragraph the details were located. S focused on assignment. No behavior issues. Respectful culture	S exited class and came back and went to work. Don't know where he went.
Grade 6	Writing	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	Students writing perfoagraph on biggest fears. Class quietly filling in assignment. T roaming class, answering q as s raise their hands. T now assisting s with what seems more than a q on the assignment. T speaking quietly in a crouched position at his side. S has chin on desk. T stays with him until he begins to fill in his assignment. T relentlessly working with s. Rest of class writing independently. 1 girl raising her hand. T goes to her. Class quietly reading and writing. GLO 1 evident	

Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	S watching video. T stop vid and t asking of sensory descriptions they noticed. S raising hands, t calling on s. T will ask clarifying q to s. Vid turned on again about sound. S writing what was heard in the vid clip. Now they are sharing adjective of what they heard. Vid now on touch. S writing down what snowboarder felt . T to start discussion on imagine what was felt. T roaming around class expanding on s responses. Vid clip on taste. all are quietly watching vid now directed to write what the pizza taste like. T now leading sensory discussion about taste as s participates. Vid clip on smell. T prompts what ocean can smell like. T constantly in motion walking the class, eliciting responses. T now at board sharing differences of telling and showing, focusing on the benefits of being descriptive. Show me, do not tell me. T asks for examples from class. Class shares. Now s quietly working independently on sheet. T still walking his class checking on progress of s.	
Grade 6	Reading, Writing	Printed (On board/worksheet), Didn't have a chance to Asia student	Printed (On board/worksheet)	Not observed	Not observed	Yes	S instructed to craft own examples of metaphor, simile, personification. S quietly writing. T walks around class giving examples of the above. T now looking over s shoulders to check on progress/understanding. Displays on board the diff between metaphor & simile. T continues to visit with s checking on their work. S now passing out gathering blue audio book begins.	
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet), Student does not know what GLO working on	Not observed	Not observed	Yes	Teacher speaking about figurative Lang. Class quiet. T asks a won what they are doing and s answers. S now have 5 min to work independently on the use of fig & sensory Lang in their writing. T now stops writing to give examples about music artists and their use of fig & sensory Lang. S go back to writing. Very quiet. T now stop writing s now sharing what they wrote. T summarizes what was read. Now going to read chap 9 of gathering blue.	
Grade 6	Reading, Writing	Printed (On board/worksheet), Explained by Student, Two student could and another could not explain	Printed (On board/worksheet), Explained by Student, Told me GLO 1 & 4	Not observed	Not observed	Yes	S quietly working independently on metaphor/simile. T flowing around class checking on progress. S not bothering each other. Exit class	
Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Upon entering, class already reading chap 9 of gathering blue. Class quiet as teacher walks the aisles. Exit class	
Grade 6	Math	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet), Explained by Student	Yes	Not observed	Yes	T greet vp at door. Class settling in take a multiplication test. 1:30 to complete test. Timer on board s flips test over to begin test. All working quietly & independently. Test stops s switch papers with neighbor to correct. All quiet as t goes over results. T in middle of class tells s to pass back the papers. Now s to independently work on do now. Class remains quiet. T now goes over do now summarizing what s stated. Exit class.	
Grade 6	Math	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	Came into class. S working on big goal reflection sheet/unit mastery tracking sheet. T roams the class answering q reminding s to write the standard. Class quietly working independently. T now asking for a representative to go to her. S who are sitting are still working on big goal sheet. Exit class	
Grade 6	Math	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet), Explained by Student, One s said GLO 1 another said glo2	Not observed	Not observed	Yes	S quietly working on daily quiz. T gives directions for grading quiz & to log in tracker. T now doing level up challenge giving directions for where to sit based on quiz score. S now following count up procedure to move to where they belong after grabbing leveled work sheet. Smoothe transition. S quietly grab sheet, and go to area they belong. T tells to work independently or at a level 2. Class begins to work quietly as a group or independently. T answering q from s going up to her. T now going to tables / s who have questions. Exit	

Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	S working on metaphor, simile personification in small group and individually. Conversations between students pertinent to assignment. T roams class to assist s. Time runs out s wants more time. T gives 2 min. All continue to work. Time runs out. T moves on to Figurative Lang on screen. T now asks class what they've read and what they are going to do. T gives example of metaphor and calls on s. Class still respectfully listening to each other & participating. T ask for understanding using thumbs. Exit	
Grade 6	Social Studies	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet), 3 did not know GLOs working on [1]	Not observed	Not observed	Yes	Class already quiet as t passes out Egypt and Mesopotamia assignments. T gives instructions on what to do once they get their paper. T gives 7 min for s to work independently to fill in sheet. T again gives help on what too do. Class quietly working. T walking around class checking progress of s. Class responds to gimme 5. Compliments individuals on task. T working the class to be on time. Class working briskly to reach goal of setting up notebook. Class reached goal. T begins to ask about rivers and its importance to Mesopotamia. T asks s. S responding. T moving to Sumerians. Class quiet and still respectful to each other as they respond. Exit [2]	
Grade 6	Writing	Printed (On board/worksheet)	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	Class quietly working on bubble map. All respectful of each other and class rules. T asks s about what to do when another speaks. Class is appropriately quiet. S shares and t asks how adjectives can be incorporated. T also relates narrative with a character. T asks "still as a statute" is metaphor or simile. Directs s to next page in packet. S shares information as class remains quietly respectful.	
Grade 6	Science	Printed (On board/worksheet), Explained by Student, 2 s showed me the I can statement	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	Graphs class quiet upon entry. Discussion ensues as t uses example about washing hands & being sick. T asks q to class s responds asks another to repeat what was said. Asks s about bar graph and line graph. S responding. All respectful of each other's answer and teachers discussion. S writing notes. Introduces the word increments. S now working on tree map of graphs.. Teacher walks room to answer q. S quietly doing assignment.. Exit	
Grade 6	Writing	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet), Communicated by Teacher	Not observed	Not observed	Yes	Timed exit procedure. Students were competing to earn points for their team.	
Grade 6	Writing	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Yes	Yes	Entrance procedure: students are greeted at door, students file into room, retrieve handout for the day, sit in seats with arms folded in the "scholar" position. Teacher reminds students that they are competing against the other class for incentive points.	Student made hand signal, teacher silently acknowledges student.
Grade 6	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet), Communicated by Teacher	Not observed	Not observed	Yes		
Grade 6	Reading	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	Shakas up! Teacher uses hand signals to gather students' attention.	
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Math	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Reminders for independent work reviewed during do now.	
Grade 6	Math	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes		

Grade 6	Math	Printed (On board/worksheet), S wrote it down but can't find it	Printed (On board/worksheet), Communicated by Teacher	Not observed	Not observed	Yes	S quietly looking at board working on do now. T writes the fractions bigger and reads the problem aloud. S quietly working on problem. T gives a hint about making sure the fraction makes sense. T says this is introduction to word problems. T at front on board breaking down the problem. Checks for understanding by s raising hands. Realizes s wrote their problem wrong. T continues to go over the do now. Ask s questions and they respond. Class respectfully listening to another. Keep the first, flip the 2nd....s respond in unison upon command. T finished the problem. Next problem needs prior knowledge asks s to think critically. Asks class a question, s participates. Using real world numbers in the problem, not nice numbers. Class still quiet listening to teacher explain problem. No extraneous talking. S now taking out last hw upon request . T now going over it exit class	
Grade 6	Math	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	Sit like a scholar, pencils down, eyes up.	
Grade 6	Reading	Printed (On board/worksheet)	Wall	No	No	Yes	Students doing their do now. How can understanding plot structure make you a better reader or writer?	
Grade 6	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	No	Yes	Students engaged. Students raising hand to share and other students listening.	Students share what they have learned so far. Teacher tied their prior knowledge to I can statement and introduced how they will dive deeper into the objective. Teacher reviewed learning by asking questions. Students really engaged and answering the review questions.
Grade 6	Reading	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students were silently reading and transitioned quickly into the Do Now.	Both teachers work well together and fill in bits of information the other missed.
Grade 6	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students silently listen to directions. Most students are engaged and participate. Some students are not tracking the teacher as she speaks but are also not disruptive. Teacher reminds students of the expectations while watching a video to keep students engaged and on task. Teacher can communicate to students by looking in their direction to make sure they are not disruptive. Class is excited about video but immediately listen when teacher begins speaking. Some students share when prompted to discuss video.	
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	No	No	Yes	Working well, on task.	
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students taking a survey quietly. Students turn in to basket. Students work on Do Now. Teacher walks around to monitor. Teacher calls out time left.	Great transition from survey to talking about plot structure before Do Now.. After Do Now teacher goes into reviewing plot structure components. Students then watched a short clip of Alma to identify components of plot structure.
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Yes	Yes		
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	All students on task and working. Students clearly communicated procedures and agenda.	
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Yes	Not observed	Yes	Students were engaged in an hands-on activity where they were learning how to complete long division.	Students were beaving as if they knew what the classroom expectations were.
Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students are respectful. Raising hands. Completing work diligently.	Coteaching is seamless. Both teachers are working to make sure students are comprehending readings.
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		Students working on division in partners. Teacher used masking tape on desk to create division bar.
Grade 6	Social Studies	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Yes	Yes		Hand signal given to teacher, teacher silently acknowledged, student exited classroom.
Grade 6	Science	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes		

Grade 6	Science	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student. S said will be working on foreshadowing today	Printed (On board/worksheet)	Yes	Yes	Yes	Class quietly reading a book. As s continues reading, they fill in the independent reading bookmark. T reviews about plot structure and what to be expected for the day. Gives a couple more minutes to read. T transitions into foreshadowing with a do now informing s to put away independent reading book. Do now on screen. T asking for predictions to be written. Both t in class flowing around speaking calmly assisting s who have q. T begins discussion telling s for eyes on those who are sharing. S quietly listening, sharing. T goes over I can statement and asks what level Dok they just completed. Class quietly listening as t transitions into flashback . Exit	S quietly leaves. Comes back quietly to seat and goes back to work
Grade 6	Reading	Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	S quietly following along audio reading. All have their book open as the audio plays. All s have notebook open on desk to page that says Foreshadowing, hunt for clues. All negative behaviors nonexistent. Audio stops. T now asks about today's I can statement. S responding. T calls on s regarding evidence. Asking what is expected thumbs up/sideways. T now asks s to think about why something will happen based on evidence. T addresses q. S quietly listening and t continues to ask if s understands. She relates evidence to foreshadowing still checking for understanding. S brings up a point. T thanks s and runs with that idea to clarify for what to do. S now work as t assists s. Exit	
Grade 6	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Sit like a scholar, tap on student shoulders during reading, student verbally reminds class of learning target	
Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Class quiet as t awaits installers? Class following along as t walks around class to check where individuals are. T turns on audio as s follow with their reading. Foreshadowing worksheet on desk. S quietly following their reading. T goes around class to ask where they are and s quietly points to where the audio is in relation to the reading. .exit	
Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students work silently and independently to complete exit ticket on foreshadowing. Teacher circulates around room checking progress and delivering feedback to individual students.	
Grade 6	Reading, Writing	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet), Noted by student	Not observed	Not observed	Yes	Upon entering, s quietly creating perafagrah based on evidence from the reading. T walking around her quiet class assisting s who needs assistance. Exit	
Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Reading	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	S quietly writing perafagrah in triads as music played. T goes to various groups to assist where needed. As s writing, they refer to text for evidence. S explained what she was looking for and why. When they were done they put text back on shelf , turned in their work and returned to their seats. Period to end . Exit	
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Quiet class. S went to get iPads and now t has them signing into their Google account. T quietly goes to students to every student with a green check sheet. S doing review on iPad. Exit	
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Class quietly working on science review. T assisting those who need help. All s writing on study guide. Exit	
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Math	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students working in small groups, all on different skill based activities. Every student in every group was on-task working at a noise level 1.	
Grade 6	Math	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Class quiet upon entry on iPads, some writing some on math games. T stops activity to begin khoot. Students begin to log in. Some s help each other logging in. S play and begin to enjoy the game	

Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Observation w/ 8th gr inclusion. Inc. t and t checking on s's at beginning of class during reading. Set s's they check on? Expectations on screen. Do now: read ir book. Fig Lang discussion. 5 diff examples. Tues fig Lang, wed sensory detail. Inc.t actively included in class, walking and talking w s's. T's interchangeable? Inc.t adding on to class, both have control and ease w other speaking. The Perceived "control" of class? Next on screen, numbering paragraphs in handout. Inc.t talking while t talking to class, using quiet voice. T's switch off, team teaching as both know curriculum. Article on conflict in Syria. T uses "eyes on (student)". When s speaks. Discussion re: Syria conflict. Take one min to discuss reaction to vid. Inc.t takes lead after 2nd vid. T at desk, inc.t at front. Elmo at t desk. Inc.t takes the lead, walking class.	
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Observation w/ 8th gr inclusion. Inc. t and t checking on s's at beginning of class during reading. Set s's they check on? Expectations on screen. Do now: read ir book. Fig Lang discussion. 5 diff examples. Tues fig Lang, wed sensory detail. Inc.t actively included in class, walking and talking w s's. T's interchangeable? Inc.t adding on to class, both have control and ease w other speaking. The Perceived "control" of class? Next on screen, numbering paragraphs in handout. Inc.t talking while t talking to class, using quiet voice. T's switch off, team teaching as both know curriculum. Article on conflict in Syria. T uses "eyes on (student)". When s speaks. Discussion re: Syria conflict. Take one min to discuss reaction to vid. Inc.t takes lead after 2nd vid. T at desk, inc.t at front. Elmo at t desk. Inc.t takes the lead, walking class.	
Grade 6	Math	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students working collaboratively on test corrections. Students understood expectation that they had to explain corrections both mathematically and with written explanations.	
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Reading, Writing	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Math	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes		
Grade 6	Social Studies	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	S goes into room and begins to set up for the Socratic seminar. T goes over rules and students begin to ask questions. All s sitting in circle, all quietly participating by asking q and s responding. T sitting taking notes. S running the progress of the group. T does not have to say anything for seminar to function. S respectfully listening and responding to each other. Exit	
Grade 6	Reading	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	S sitting in 2 deep circle, evaluating a partner in front of them, asking q and responding to another. S running their own group. T gave guidance but s in control of own process. Class quiet and display respect for another and the process. Time up. T allows outside group to debrief. Now having groups switch. Exit	
Grade 6	Social Studies	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	Socratic seminar completely facilitated by students.	
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	S in circle quietly listening to another. T now refocuses discussion on what may have been side stepped. S now sharing pov on leaving USA as a refugee. S now using empathy from others displeasure of leaving the USA as a reason why she would accept refugees into the country. Discussion flows about going to a country in war or not. T ask q, individuals responding. Exit	
Grade 6	Reading	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students self-generating discussion norms...students proposed GLO 2 and GLO 5.	
Grade 6	Reading	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes		

Grade 6	Reading	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students generate discussion norms.
Grade 6	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	
Grade 6	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students critically examine a scientific argument...identify claim, evidence, and reasoning to rate against a rubric.
Grade 6	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	
Grade 6	Social Studies	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	No	No	Yes	Class orderly, they are grabbing papers at a back table to glue into their notebook. Teacher speaks in calm tone still walks around the class to monitor s progress. S quiet as they work glue papers into their notebooks. Students even assisting each other in this process. T gives them time frame to complete what they are doing and continues to roam her class to check progress. T asks s to open ss notebooks to page 65. T. Goes to back of class while 3 s present. S has suggestion on review what happened on Friday. T runs with that suggestion, asks the class id they want to review and the s said yes to review. S break off into th r groups to review what will be presented. Done with review s now to present using PowerPoint. Class quiet as they take notes. Next group up following same process. Done
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Math exploration activity covering rates and ratios...not a lot of structure given to students prior to group work, however, students were engaged and worked collaboratively. Noise levels were acceptable and students each had an accountability piece.
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Student led Socratic seminar
Grade 6	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	No	No	Yes	Inner and outer circles. Class quiet as inner circle shares opinion. S raising hands if have q. 1 s standing as a guide for the group. Outside group tallying responses. T now transiting outside in side groups. S change seats. T calmly counts backwards to begin discussion. Discussion begins all quiet as s share opinions. Facilitator calls upon those raising hands. T reminds s of using evidence from the articles. Discussion continues. Done
Grade 6	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	No	No	Yes	Inner & outer circle. T part of circle facilitating discussion. Outer circle tallying responses. Class quiet as they allow S to respond to another via Discussion. Bell rings. T gives exiting directions. Done
Grade 6	Math	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	At board with s assisting with a do now. Class is quiet. S have binders out and writing notes on a yellow paper. T asks s various questions and as s responds class remains respectfully quiet. T speaks in calm voice. Culture of respect evident. Leave class
Grade 6	Math	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	T at front of class. S sitting quietly taking notes on a blue paper in their binder. T working on standards that s missed on module 6. T now moving on to lesson 7 on ratio, tables and rates & in the process points out I can statements printed on the paper. T asks a question, s raises hand and responds. Rest of class quiet. Class quiet as t works on assignment on overhead. Leave class
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Directions on board. S quietly working on worksheet as t goes to various tables to assist those with questions. Some s assist each other. No instruction at this moment as s work on worksheet. T flowing around class to answer s questions. Leave class
Grade 6	Math	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	Observed direct instruction. Students raised hands before speaking and asking questions.

Grade 6	Math	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	T at front of class on overhead. S working on paper in binder. T now explaining quiz corrections and khan academy. T asks class to check for understanding. Class quiet as some others respond to t questions. Work sheet now being passed out. T claps to get attention asks if s got the correct sheet. T now all s to begin to on sheet. Class is very quiet as they work. T walk around class to answer q. Leave class	
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Math	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Quiet class. S working on goal sheet. As they finish the go up to t to present final product. T very quietly announces to work on guided practice. All students with pencil in hand, working on something. They do so quietly. Leave class	
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher had students complete a series of CFU's prior to releasing them to stations.	
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Yes	Yes		Hand signal given to use bathroom, teacher silently acknowledged.
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Not observed	Not observed	Yes		
Grade 6	Social Studies	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	Students pretend to be teacher...students discuss grading criteria of presentations prior to presenting.	
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	Students working in groups on the materials/information they will be presenting to their classmates.	
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	Students silently work on Greece KWL chart as their DO NOW.	
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet), Explained by Student	Not observed	Not observed	Yes	Students transitioned from jumping jacks science activity to jotting down observations seamlessly.	
Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet), Communicated by Teacher	Not observed	Not observed	Yes	Entered during planning period and the students in their seats responding to teacher sharing information of the lesson. S respectfully listening to t and s sharing. Other t gives instructions of what is to happen next requesting for dok 3 & 4 responses. T going over glo 1 & 4. Asks about noise level. Starts timer for 3 min. Quiet music playing. T going to assist s. Every s working on same assignment. T asking about "ahas" and to notice themes. S working independently. 3 min up, s pass paper, next 3 min begin. Class still quiet working on same assignment. Exit	
Grade 6	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	Entered mid lesson, s quietly listening to and following along Percy Jackson. T at front all, s looking at their text. Next activity is question basket. T focus on evidence which supports claim. T informs that evidence is direct quote from reading. S answers q from teacher about her expectations, s now going to groups of 3 to get their q. S share their q w/ each other and begin to refer to textbook for evidence. T working with one grouping. S moving on to other questions in the basket. Exit	

Grade 6	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students sharing as teacher asks questions. Students following along with same worksheet. T tells s first draft themes or myth of Cronus T asks what is a theme. S answers life lesson. Gives s 5 min to write a theme. Class quietly working on same sheet. T goes to different s to assist. T now asks s to share a theme, eyes on Lily. Lily shares t responds with repeating the statement and says excellent. Next s shares t says interesting and repeats s statement. Next s shares, t asks what is the life lesson from this statement. S don't know t says he in the general area. T gives examples based on what s shared. t follow up with appropriate response. T now asking s to back up the theme with evidence on their sheet. Exit	
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students enter classroom silently, retrieve do now, begin working.	
Grade 6	Social Studies	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Social Studies	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	T at front asking about Sparta army. S responding. S quietly raise hand as others respond. Greco/Persia handout referred to. Get the gist. T ask 2 students what the reading purpose is. T now counting paragraphs to assign reading to class. T ready to do rapid fire the the reading. s to give gist of paragraph read. S reading as others follow along. Class quiet. S finish reading. T ask s what they circled and now to work with partner to find out what fringe means. T says this is hard but the process important. Student got it t elaborates on definition. Now asking s what the gist of the paragraph. S quietly listening as t asks if others could add to the current gist shared. All on same worksheet. Next s reads paragraph and t now asks class for gist. S responds. T reminds to mark the text. Exit	
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Lights off. T at front speaking about Greek Persia battle. Class quiet as s responds. T goes over learning target. S working on same worksheet for the exit ticket, reminding s of pergraph format. T asks s what is pergraph structure and then writes on board. T now going around to s who have hand up. Class still quietly working on paper. S working on which was most important battle. S now to work on political map independently. Exit	
Grade 6	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Reading	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 6	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 7	Social Studies	Communicated by Teacher	None	Not observed	Not observed	Yes	Class dojo, timers, attention getter, "if you can hear me..." [3]	
Grade 7	Math	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet), GLO on board but not addressed. [4]	Not observed	Not observed	Not observed		
Grade 7	Reading	Printed (On board/worksheet)	On wall	Not observed	Yes	Yes	All students listening, quiet, engaged	Teacher rewarding students for outstanding traits. Gave them medals with trait on it.
Grade 7	Math	None	Posted on wall	Yes	Not observed	Yes	Greets every student at door. All students in seat when bell rings.	
Grade 7	Math	None	None	Not observed	Not observed	Yes	Class dojo. Awarding points to on task behaviors. Students working on do now.	
Grade 7	Math	Printed (On board/worksheet)	On wall	Not observed	Not observed	Yes	Students following along with lesson. Filling out notes. Quiet.	
Grade 7	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Not observed		Students working on problems using pemdos. Teacher at front of class working on selected problems while students follow along.
Grade 7	Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Not observed		Power paragraphs, highlighting the different parts.
Grade 7	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	No	No	Yes	Students who are finished with assignments are doing other work without distracting others.	Class taking math quiz.

Grade 7	Writing	Explained by Student	Printed (On board/worksheet)	No	No	Yes	Classroom seating arrangement appropriate to task. Timer set for pacing Sit quietly but you can chat with your neighbors	
Grade 7	Math	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	No	No	Yes	Timer set to help pacing	Students working on an exit ticket (exponents)
Grade 7	Social Studies	None	Posted on wall	Not observed	Not observed	Yes	Class dojo	
Grade 7	Math	None	Posted on wall	Not observed	Not observed	Yes		
Grade 7	Reading, Writing	None	Posted on wall	Not observed	Not observed	Yes	"Shaka up" attention getting signal	
Grade 7	Reading, Writing	None	Posted on wall	Not observed	Not observed	Yes		
Grade 7	Reading, Writing	None	On wall	Not observed	Not observed	Yes	Raised hands	
Grade 7	Reading	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet)	Yes	Not observed	Yes	Students clearly know beginning class procedures. Bell to get attention.	
Grade 7	Reading, Writing	Printed (On board/worksheet)	On wall	Not observed	Not observed	Yes		
Grade 7	Math	Printed (On board/worksheet)	On wall	Not observed	Not observed	Yes		
Grade 7	Reading, Writing	None	On wall	Not observed	Not observed	Yes		
Grade 7	Math	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Not observed		Students going ove positive and begat ice integers. Teacher asking questions and giving team points.
Grade 7	Math	None	On wall	Not observed	Not observed	Yes		
Grade 7	Reading	Printed (On board/worksheet), Explained by Student	Printed (On board/worksheet)	No	No	Yes	Student responded with a stereotype. Teacher addressed and had student correct his statement as others could take offense.	Students sitting in groups of four. Teacher uses class dojo.
Grade 7	Math	Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Not observed		
Grade 7	Science	Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Not observed		
Grade 7	Math	None	On wall	Not observed	Not observed	Yes		
Grade 7	Reading, Writing	Printed (On board/worksheet)	On wall	Not observed	Not observed	Yes		
Grade 7	Math	Printed (On board/worksheet)	On wall	Not observed	Not observed	Yes		
Grade 7	Math	Printed (On board/worksheet)	On wall	Not observed	Not observed	Yes		
Grade 7	Reading, Writing	Printed (On board/worksheet)	On wall	Not observed	Not observed	Yes		
Grade 7	Math	None	On wall	Not observed	Not observed	Yes		
Grade 7	Reading, Writing	None	On wall	Not observed	Not observed	Yes		
Grade 7	Math	Printed (On board/worksheet)	On wall	Not observed	Not observed	Yes		
Grade 7	Math	None	On wall	Not observed	Not observed	Yes		
Grade 7	Reading, Writing	None	On board	Not observed	Not observed	Yes		
Grade 7	Reading, Writing	Printed (On board/worksheet)	On Wall	Not observed	Not observed	Yes		All students engaged in story. Following along with audio.
Grade 7	Reading, Writing	None	On wall	Not observed	Not observed	Yes		
Grade 7	Math	None	On wall	Not observed	Yes	Yes		
Grade 7	Math	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Classroom routines and procedures were clearly established. Excellent learning environment. All students were well behaved.	
Grade 7	Math	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	No	No	Yes	Students were aware of classroom procedures. Teacher handled disruptive students professionally and respectfully. Excellent learning environment. Teacher walked around the classroom monitoring students - checking for understanding and monitoring behavior.	
Grade 7	Math	Printed (On board/worksheet)	On board	Not observed	Not observed	Yes	Students working quietly	
Grade 7	Math	None	On board	Not observed	Not observed	Yes		
Grade 7	Reading, Writing	None	On wall	Not observed	Not observed	Yes	Class discussion. Hands raised.	
Grade 7	Reading, Writing	None	On wall	Not observed	Not observed	Yes		
Grade 7	Math	None	On wall	Not observed	Not observed	Yes		
Grade 7	Math	Communicated by Teacher	On wall	Not observed	Not observed	Yes		
Grade 7	Math	Printed (On board/worksheet)	On wall	Not observed	Not observed	Yes		
Grade 7	Reading, Writing	Printed (On board/worksheet)	On wall	Not observed	Not observed	Yes		
Grade 7	Math	Printed (On board/worksheet)	On wall	Not observed	Not observed	Yes		Inclusion teacher working on back board with student
Grade 7	Reading, Writing	Printed (On board/worksheet)	On wall	Not observed	Not observed	Yes		
Grade 7	Reading, Writing	None	On wall	Not observed	Not observed	Yes		
Grade 7	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		

Grade 7 [5]	Social Studies [6]	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students answering questions and responding to what each person wrote. Large class sharing. [7]	[8]
Grade 7	Social Studies	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students had 60 seconds to write, read, respond.	
Grade 7	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Waits until everyone is silent Clearly goes over objective Uses class dojo Opportunities for classroom participation	
Grade 7	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	No	No	Yes	Teacher clearly stated the behavior expectation of the assignment. She also walked around to reinforce the expected behavior.	Students working on do now, students expressed a feeling of being rushed. Teacher reassured students it was alright and nothing to worry about.
Grade 7	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher 1: This teacher has students Orally repeat behavior expectations as well as physically demonstrates behavior expectations (raise your right hand, that's the direction you're passing it". Students all wait for her "go" command. Teacher 2: teacher didn't correct behavior issues, seemed to stress more "if you're following along that's on you, if you're not, that's on you too" (not explicitly said but general attitude) Doesn't seem to follow up with daily behavior expectations (discussing binder checks).	For myself as a teacher, this observation showed me that I really do need to make sure that I am stressing daily routine practice and can't expect it to be just understood by the students. By regularly enforcing behavior expectations, you can have a smoothly running classroom, but you not enforcing them, you can see breakdown in behavior expectations.
Grade 7	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	No	No	Yes		
Grade 7	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students working on practice problems while Aly walked around and helped as needed. Students were silent and working independently.	
Grade 7	Science	Printed (On board/worksheet), Explained by Student	None	Not observed	Not observed	Yes	Students following instructions given	
Grade 7	Math	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	No, Not observed	Yes	Students working independently while teacher circulates during guided practice on rational numbers adding and subtracting.	Teacher asks students to explain process. Some students using their notes to support their answers. Students get one minute to complete and check their work. Higher level questions not applicable here? Skills based lessons.
Grade 7	Math	Printed (On board/worksheet)	Communicated by Teacher	Not observed	Not observed	Yes	Use of humor to communicate expectations. A lot of shouting out. Casual learning environment, lots of class participation. Fun learning environment, on grade level learning.	Students copied notes from the overhead.EA monitored students progress.
Grade 7	Math	None	On wall	Not observed	Not observed	Yes		
Grade 7	Reading, Writing	None	On wall	Not observed	Not observed	Yes		
Grade 7	Social Studies	None	On wall	Not observed	Not observed	Yes		
Grade 7	Social Studies	None	On wall	Not observed	Not observed	Yes	Class discussion. Hands raised, students taking turns talking.	
Grade 7	Reading, Writing	None	On wall	Not observed	Not observed	Yes		
Grade 7	Reading, Writing	On powerpoint	On board	Not observed	Not observed	Yes		
Grade 7	Math	None		Not observed	Not observed	Yes		
Grade 7	Reading, Writing	None	On board	Not observed	Not observed	Yes		
Grade 7	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students working on practice problems while Aly walked around and helped as needed. Students were silent and working independently.	
Grade 7	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	No	No	Yes	S set up in inner and outer circles. S quiet as t goes over procedures and scoring. T speaking very calmly. Socratic begins. S quiet allowing inner circle to speak. Outer circle writing on a paper. 8 in inner circle 4 s main speakers. T, in conversational voice, reminds circle to allow others to share opinions. 2 others begin to participate. T compliments a comment now transitioning or new inner circle s. Done	
Grade 7	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher calling on students to read aloud. Teacher initiating discussion from reading.	
Grade 7	Science	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students working in groups, taking notes and following along with teacher.	
Grade 7	Reading, Writing	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher gave instructions and students worked silently in groups. Teacher walks around to answer questions and help students.	
Grade 7	Reading, Writing	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students independently working on iPad assignment.	
Grade 7	Math	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students quietly working on assignment	
Grade 7	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students following along with teacher problem on board.	
Grade 7	Math	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students studying notes getting ready to take quiz	

Grade 7	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students silently finish and turn in completed test.	
Grade 7	Reading	Not observed	Printed (On board/worksheet)	Not observed	Not observed	Yes		Students quietly working and some shared out.
Grade 7	Science	Not observed	Printed (On board/worksheet)	Not observed	Not observed	Yes		Taking notes on genetics
Grade 7	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students sitting quietly taking math quiz. Teacher seated at front.	
Grade 7	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students sitting with their books open. Following along with audio book. Teacher walks around checking students and keeping them on task.	
Grade 7	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students taking quiz, teacher walks around helping individual students.	
Grade 7	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students sitting in groups. Taking notes, while following along with audio book.	
Grade 8	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students were all looking at speaker during her presentation. Not one student was talking during the presentation. Students clapped at the end. Appropriate questions were asked at the end. Teacher praised students for their active listening and attentiveness.	Came into the class 15 minutes after the start of class. Presentations already started. Teacher also attentive and smiling as students presented. Asked each student a question after each presentation.
Grade 8	Social Studies	None	None	Not observed	Not observed	Yes	Most students were focused on the speaker (student presenter). Teacher asked several students to take off their backpacks. All students complied. All students clapped at the end of the presentation. Couple of students working on what looks like an essay.	
Grade 8	Reading	Printed (On board/worksheet), Communicated by Teacher, One student read the I Can statement	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students all seated working on Do Now. What makes a story feel complete? Has there ever been a time that you felt transported by a story? How did that story transport you? Very quiet! Classroom rules posted at the back of the room	Teacher asks students why learning about plot structure might be important. Teacher also let students know she will refer back to the "I Can" statement at the end of the lesson. Teacher passes out worksheet on plot structure and asks students to tell me what you know about the elements of plot structure. Teacher follows up by going over each element and soliciting responses from students. Teacher writes down responses on board.
Grade 8	Reading	None	None	Not observed	Not observed	Yes	Teacher going over STEAL. And talking about perspective of characters. Students appear to be listening as teacher asks questions and students (about 50%) volunteer responses. Others not responding are listening to other student responses. Teacher show a couple of Pixar short clips and students appear to be interested. This is followed up by a discussion about elements of plot structure in relations to short clips. Teacher calls on students who have not volunteered. Students are responsive.	Entered classroom at 8:15am. Did not observe "I Can" statement. Not sure if teacher addressed it earlier.
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	All students working quietly during DoNow. Students quietly raise their hand to volunteer their response.	Great use of visuals for students when taking notes. Students using Cornell Notes(guided notes) to take notes. Important information is underlined in PowerPoint. Great use of Elmo so students can follow along as teacher leads activity. Great use of visual to help students understand size of earth and the moon.
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students are quietly working on Do Now. Students volunteer to respond to Do now. During teacher presentation, one student held one finger up and teacher acknowledged. Student walked over to get something on th file cabinet. Teacher did not stop lesson. Teacher has signals in place.	Great use of Elmo to help students who struggle with note taking. All students are able to see teacher notes clearly.
Grade 8	Reading	Printed (On board/worksheet), Communicated by Teacher, Read by a student volunteer	Printed (On board/worksheet)	Not observed	Not observed	Yes	Class rules and consequences clearly posted at the front of the class. Projected on board: Good Morning! Come in silently and write down work on the board. Then sit silently and listen to the announcements. Teacher asks students to take out notebook. Every student has a notebook or piece of paper to do their Do Now. Class quietly working. Some students shared their free write. Students were quiet. They all appeared to look at the speaker.	Thumbs up check for students when they have their notebooks out. Do now was a free write (story, journal, poem, etc.). Students were instructed to write for the entire 6 minutes. Getting students to prepare for their rewrite (writing diagnostic edited). Smooth transition from one activity to another. Teacher explaining areas of improvement. Teacher shows graphic organizer To help students outline their rewrite. Explained to students how they will be graded.
Grade 8	Math, Lab	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students are all working on performance task. A number of groups are having continuous discussions. Teacher is roaming and stopping to help students who need help.	Students are working on rational numbers performance task. They are working both individually and in pairs. Students work out problem on their own and compare answers with partner or work together with their partner.

Grade 8	Math	None, Not observed at the time I was in. The class	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students were a little talkative during the passing back of assignments. Teacher redirected students and they were on task pretty quickly.	Use of visuals to teach rational and irrational numbers. Clarifying subset of real numbers for students. Elmo projected to help students guide them through the activity. Integers are a type of rational number which is a type of real number. Compared that with animals. A bulldog is type of dog and a dog is a type of animal.
Grade 8	Math	None	Printed (On board/worksheet)	Not observed	Yes	Yes	Students were engaged in hands-on activity.	Great use of powerpoint to show students step by step directions. Important information is in red. Students learning and preparing a learning document through a hands-on activity
Grade 8	Social Studies	Printed (On board/worksheet), Communicated by Teacher, Read by student	Printed (On board/worksheet)	Not observed	Not observed	Yes	Rules and consequences posted at front of the class. Students are quiet as teacher is instructing.	Lesson - What is U.S. history? Students brainstorm on circle map. Students given a word bank to help students write out their response using key words. Asked students to think about why what they will be learning is important.
Grade 8	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students quietly working on Do Now. Some students volunteer to share their answers to Do Now. Others are quiet.	Working on repeating and terminating decimals into fractions.
Grade 8	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Yes	Yes	Most students following along with teacher. One student at the back of room has head down and not looking at teacher.	Student explains how to convert a decimal to a fraction.
Grade 8	Social Studies	Printed (On board/worksheet), Communicated by Teacher, Read by student	Printed (On board/worksheet)	Not observed	Not observed	Yes	Do Now projected on screen. Students take out their notebooks to answer Do Now quietly. Teacher sets 3 minute timer and begins to walk around. Smooth transition from one activity to the next.	~Teacher greets students with a hand shake, fist bump, or high five at the entrance door. ~multiple sharing strategy: pair share, large group sharing ~ teacher uses an example using NCIS to help students understand corroboration ~students given a scenario, worked in pairs then in large group. Each student got to share with at least his/her partner.
Grade 8	Social Studies	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher lectured and students quiet. Most students appeared to be taking notes.	Working on paraphrasing notes. Students would later get into groups of 2-3 and fill out graphic organizer.
Grade 8	Reading	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students quiet during Do Now. Students follow along their reading as audio is being played.	-Students volunteer to share who Edgar Allan Poe for a student who wasn't here yesterday. -students use highlighters to find words that create tone -teacher stops audio every so often to check word students have highlighted and to discuss section for student understanding
Grade 8	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Not observed		
Grade 8	Reading	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher walking room, quietly speaking to students who are off-task	
Grade 8	Reading	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students talking, teacher asks students to be quiet	
Grade 8	Reading	Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Not observed		
Grade 8	Math	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Not observed		
Grade 8	Math	None	Printed (On board/worksheet)	Not observed	Not observed	Yes		33 students Students beginning w do-now Lesson on functions
Grade 8	Math	Not for the current lesson	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students quietly working on their Do Now. Teacher walking around the room during this time. Rules and consequences posted.	Students selected by teacher to answer questions for Do Now. Teaching a shortcut way to write a math sentence instead of writing it over and over (notation).
Grade 8	Math	Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		Learning target on w/s, projected to s's
Grade 8	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Rules and consequences posted on wall. Students are quiet. Teacher gives student a warning.	
Grade 8	Social Studies	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet), I can statements for GLO #1	Not observed	Not observed	Yes	Students working in their expert groups appear to be engaged.	Teacher explains expectations -Looking for students who are leaders to help others stay on track. Encouraging students to stay positive and do their best. Students are working on research of Native American tribes. They are working in expert groups. Work ties into GLO
Grade 8	Science	None	Printed (On board/worksheet)	Yes	Not observed	Yes	All but one student is focused on teacher as she goes over jobs for Challenger Mission	Students listen to teacher as she goes over different jobs students can apply for.
Grade 8	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	-Rules posted on board - individual work, individual/group presentation, partner team work, and Ohara time expectations posted on every table	Students are quiet and working individually.
Grade 8	Writing	Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students working independently on writing assignments at computer. Assisted by EA and teacher	
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Yes	Yes	Students quietly working on Do Now.	Working on landscape of the moon.

Grade 8	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet), Objectives to address GLOs were in the form of an I Can statement	Not observed	Not observed	Yes	Students quiet and listening to student presenters. Students were adhering to the focused GLO (self-directed learner). Teacher was appreciative that students were focused and listening. Reminded students to ask questions one at a time.	Students were doing presentations on Native American tribes.
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students working quietly on latitude and longitude worksheet.	
Grade 8	Social Studies	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Rules posted	Students able to take a stance on migration to North America, backing up their stance with evidence
Grade 8	Social Studies	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students participate in discussion about theory. Lots of student participation.	Students state evidence regarding theory of how the first people came to America.
Grade 8	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Not observed		Brain pop on life cycle of stars
Grade 8	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		Brain pop on stars. Discussion, converting swbats to I can statements
Grade 8	Science	None	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 8	Social Studies	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		Focus on chunking, looking for peer leaders. Teacher explained that s's are responsible for their own learning.
Grade 8	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet), Focus is on GLO #1- self-directed learner. makes mention to students about being a director of their learning.	Not observed	Not observed	Yes	Claps to get students attention. Class claps back and teacher begins to speak. Teacher talking about students being the director of their learning and looking for student leaders.	Teacher has students chunking their reading for understand. Highlight important information.
Grade 8	Math	Printed (On board/worksheet), Read by student	Printed (On board/worksheet)	Not observed	Not observed	Yes	All students taking notes on worksheet.	Do Now: Reflecting on unit 1A Quiz.
Grade 8	Science	None	Printed (On board/worksheet)	Not observed	Not observed	Yes		Student engaged playing Kahoot as a review.
Grade 8	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students talking, but engaged in activity.	Working in pairs on map activity.
Grade 8	Reading	Printed (On board/worksheet)	Printed (On board/worksheet), Communicated by Teacher	Not observed	Not observed	No	Teacher gave clear directions, however, students are still talking. Teacher using a point system, but students are not phased by it. Teacher reviewing expectations. Gave class a point for listening while reviewing expectations.	Do Now: What is the best thing about learning? What kind of environment is the best in which to learn? Some student responses: Physically comfortable, lots of technology, real world experience, quiet and safe environment, learning new things, students are listening and following directions, learning things you never knew, not too loud, not too quiet.
Grade 8	Reading	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students quietly working on journal prompt.	Pre-reading to MBSID - about the authors James Collier and Lincoln Collier (brothers). Students annotate as reading is being done out loud.
Grade 8	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		Reading "my brother Sam is dead". Comprehension q's asked by t.
Grade 8	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		Students watching brain pop on sci. Notation. Quiz after vid.
Grade 8	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		S's working on w/s re: exponents
Grade 8	Reading	Printed (On board/worksheet), Student reads I Can statement	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students quietly working on Do Now..	Take 30 minutes to share your Do Now with a partner. Teacher sets timer. Students then volunteer to share responses in large group. After every chapter, students take notes to determine a possible theme
Grade 8	Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		Taking notes on point of view (first person, third person, third person omniscient). Using tree map to organize student information. Teacher cue: when I say teach, you say okay and tell the person next to you what a first person in a story is, third person... As a whole, someone shares what each point of view is after each teaching opportunity. Check for understanding: student shares out what the assignment is so everyone understands. Assignment: writing from different points of view
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Silent Shaka worked well	
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Some students call out, some raise hands. Teacher redirects students that are off task.	Noisy.
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	No	Some students calling out - others shhh others. Some raise hands. Noisy.	
Grade 8	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		All student engaged in independent work. Several student's being assisted by teachers. Teachers asking guiding questions to help students with the assignments.
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	On task and respectful!	Looked great!
Grade 8	Reading	Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Ms. Owlowski had clear expectations for her students. Lots of checks for understanding strategies. She incorporated glos in her lesson. She referred back to previous lessons to make sure students understood the concepts.	
Grade 8	Writing	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	Quiet room. Raising hands. Students listening. No other talking. Class rules on cabinet.	

Grade 8	Reading	Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students were almost all on task, participating Good redirection of off task comments Thumbs up when prepared	
Grade 8	Reading	Printed (On board/worksheet), Communicated by Teacher, Explained by Student	Printed (On board/worksheet)	Not observed	Not observed	Yes	Class rules printed, students behave in accordance with rules. Students raising hands. Procedures as check for understanding.	Students feel comfortable asking clarifying questions and sharing opinions.
Grade 8	Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	I can statements for self-directed learner on board.	
Grade 8	Math	Printed (On board/worksheet), Read by student	Printed (On board/worksheet)	Not observed	Not observed	Yes	All students taking notes on worksheet.	Do Now: Reflecting on unit 1A Quiz.
Grade 8	Reading	Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Not observed		
Grade 8	Reading	Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Not observed		
Grade 8	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Not observed		
Grade 8	Social Studies	Printed (On board/worksheet)	None	Not observed	Not observed	Yes	Rules and consequences on board.	
Grade 8	Social Studies	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students behaved appropriately and were on task.	
Grade 8	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students were engaged and on task.	Students were excited to be playing Kahoot. Frequent CFUs. Lots of realizations by students heard through "ohhhhhhh."
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Clarified behavior especiation a before the game began, asked for raised hands	
Grade 8	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 8	Math	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Silent independent work	Students are given too much time to complete questions
Grade 8	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students working on Do Now	Do Now focused on foreshadowing. A few students share out examples as well as cite it in the text. Having volunteers read.
Grade 8	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students were well behaved throughout the observation - expectation clearly explained to students verbally and written on the board. Students worked independently for the duration of the observation.	Awesome teacher & excellent classroom management
Grade 8	Reading	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	No	As students are sharing, teacher repeatedly reminds students to please listen as one person is sharing.	Students writing possible themes on post its and adding to circle map on board.
Grade 8	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students moving to countdown. Teacher has clap and students respond back. [9]	Topic: What can cause war? Students take on role as an expert. Teacher uses jigsaw strategy - assigned a perspective (Englishman, Frenchman, and Native American). Student will role play.
Grade 8	Math	None	Printed (On board/worksheet)	Not observed	Yes	Yes, No	Some students talking when others are sharing.	Students collaborate to review classroom expectations and procedures. Discussion also centers around what a perfect classroom looks like. They will make a large poster. Student representative from each group shares a couple of ideas. Next task students are to create a skit on a given topic. They have 2 minutes to come up with skit.
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Yes	Yes	Students listening to teacher review scientific calculations. Students following along on worksheet.	Students will be making a chart of the planets based on a 2scale model.
Grade 8	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students quietly seated as teacher is at front of the room conducting the lesson. Students take notes on their worksheet.	Entered class the last 20 minutes. Teacher reviewing vocabulary and students volunteer to say what they think the definition is in their own words. Teacher has students predict what the article might be about based on the title. Several students share out their predictions. Teacher reviews annotation guidelines, Number your paragraphs (Chunk article), box the hook ,underline authors opposing claim
Grade 8	Reading, Writing	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Teacher talking about patriots Pen Essay. Students sitting quietly.	Teacher goes over things to have in your writer. Goal is to have written copy typed on Google docs. Teacher uses think time strategy to get students to brainstorm. Students will also be participating in at least one peer revision. Teacher rule: no changing writing on students paper. It is their own voice. Only suggestions should be written. Talking about replacing words to make writing more powerful.
Grade 8	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 8	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Not observed		
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet), Communicated by Teacher	Not observed	Not observed	Yes	Students are quiet throughout teacher lecture and student reading.	Phases of the moon lesson Teacher lecture Student reading Video/visual of moon phases Hands on activity - visual of what students can see of the moon from where they are at

Grade 8	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students engaged in college kickoff week. Teachers talked about college experience and traditions.	Greek root words - students need to find 5 derivatives for each root word for homework. Kinesis - movement Phone - sound Sinus - sound Announced writing workshop to help with essay (lunch)
Grade 8	Reading, Writing	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students a little chatty but more so excited. Talking about what college they are interested in.	Kickoff to college unit.
Grade 8	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	No	Students talking when teacher is talking. A good amount of students are interested in the topic.	
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students being self-directed working on class work. Students raise their hands to ask questions. Teacher praising students at tables for working quietly.	Working on classroom questions using their student created phases of the moon chart. Teacher putting 10 minutes on the clock. Students should be done answering questions 1-10. Teacher assisting students with questions. Heard one student say, "thank you!" Teacher asks students to move on if they complete the questions so that no time is wasted.
Grade 8	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students take notes as teacher lectures and goes through power point. Students are quiet as they listen and take notes. Many students participating in discussion as well.	Lesson: The Battle of Saratoga (1777), The Battle of Yorktown (1781)
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students listening to teacher lecture with PowerPoint. Students follow along to take notes on their worksheet. Students are very quiet.	Lesson: Solar Eclipse and Lunar Eclipse
Grade 8	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students are quietly working on do now.	Talked about college scholarships
Grade 8	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Yes	Not observed	Yes	Students following along with teacher as she goes through math problems. Students are working out problem on their own worksheet and volunteering to work out problems.	Teacher goes over quiz students took. Teacher praised students for high scores. Offering retake for students who want to during recess tomorrow.
Grade 8	Math	None	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students playing a game and quiet	Use symbols to identify like terms.
Grade 8	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Select students participating in sharing thoughts of their group. Other students document the response.	Students working in groups on the issue of supporting or not supporting slavery. Groups representing a state and must say whether or not they support the Virginia plan or the New Jersey plan.
Grade 8	Science	Printed (On board/worksheet), Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students are on task listening to teacher as they take notes.	Objective: SWBAT explain the difference between tides and waves and explain how the moon affects Earth's oceans. SWBAT explain how the orientation of the moon and earth create high and low tides on Earth. Teacher starts lesson off with a joke. Students are engaged. Teacher has key words underlined for students. Words in blue are key points. Refers back to what students should be able to do. Teacher relating gravitational pull of the moon to a movie students may have seen. High tide vs low tide, teacher relates her own experience at the beach.
Grade 8	Math	None	Printed (On board/worksheet)	Yes	Not observed	Yes	Students sharing do now answers.	Working on solving equations, no, infinite, or one solution.
Grade 8	Reading, Writing	Printed (On board/worksheet)	Printed (On board/worksheet), Written explanation of the focused GLO on the board with examples of how they can be met	Not observed	Not observed	Yes	Students working quietly on a quiz.	
Grade 8	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students quietly working on "do now". Teacher reminds students where to turn in work before starting "do now".	
Grade 8	Social Studies	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students following along with the reader and listen as teacher clarifies after each paragraph.	Teacher is marking the text as students follow along. Key words boxed. Comparing information in the text to today's "Do now". Teacher clarifies Virginia Plan and New Jersey Plan
Grade 8	Social Studies	Printed (On board/worksheet), Read by student. Teacher also explained the why this information is important.	Printed (On board/worksheet), Communicated by Teacher	Not observed	Not observed	Yes	Students quietly working on Do Now. Some students using their notes from last week.	Summarize the first major source of debate at the constitutional convention. How was it resolved? Key point offered to help students trigger their memory. Teacher calls on students to share. Teacher check for understanding. Teacher tells student to make the commitment to be a self-directed learner.
Grade 8	Math	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students working on Khan	Use the distributive property to simplify expressions. Students working on Khan. Lesson on equations with variables on both sides and linear equations with one, zero, infinite solutions.
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students sharing ideas of an experiment.	
Grade 8	Science	Printed (On board/worksheet)	Printed (On board/worksheet)	Not observed	Not observed	Yes	Students working on identifying variables	Teacher going over different examples of experiments. Teacher helps students understand elements of a test (independent variable, dependent variable, control, controlled variables)
Grade 8	Writing	Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		
Grade 8	Reading, Writing	Communicated by Teacher	Printed (On board/worksheet)	Not observed	Not observed	Yes		