

Classroom Climate and Structure		Comments	Active Student Engagement		Comments
<b>Frame the Lesson: Bell Ringer</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students engaged in activity at beginning of class</li> <li><input type="checkbox"/> Task focuses on previously taught content</li> </ul>			<b>Frequent, Small Group, Purposeful Talk about the learning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Wait Time Extended (Think-Pair-Share):</b> After initial wait (process) time, students confer with a partner</li> <li><input type="checkbox"/> <b>Interaction Sequence:</b> <ol style="list-style-type: none"> <li>1. Give students a task to do</li> <li>2. Teacher "interviews" student groups</li> <li>3. Call on "interviewed" students</li> <li>4. Call on random students</li> <li>5. Call on volunteers</li> </ol> </li> <li><input type="checkbox"/> <b>Principle of 10-2:</b> Two minutes of student talk for every 10 minutes of teacher talk</li> </ul>		
<b>Frame the Lesson: Agenda</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outlines focus &amp; organization of today's lesson</li> <li><input type="checkbox"/> Provides timelines for pacing instruction</li> </ul>					
<b>Frame the Lesson: Objectives</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies specific content to be learned today</li> <li><input type="checkbox"/> States what students will DO to demonstrate learning</li> <li><input type="checkbox"/> Written in student friendly language</li> <li><input type="checkbox"/> Posted and explicitly conveyed to students</li> </ul>					
<b>Routines</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence that expectations have been taught</li> <li><input type="checkbox"/> Evidence of consistent practices</li> </ul>			<b>Checks for understanding</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are asked to summarize their perception of what has been learned</li> </ul>		
<b>Recognition and Reinforcement</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focuses on specific habits and behaviors</li> <li><input type="checkbox"/> Acknowledges commitment &amp; perseverance</li> </ul>			<b>Active Participation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Covert (always used first):</b> ALL students have time to think, imagine, reflect, discuss with a partner, etc</li> <li><input type="checkbox"/> <b>Overt (always used second):</b> one or more students are called upon to share answers with the class</li> </ul>		
<b>Feedback</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Truthful</li> <li><input type="checkbox"/> Helps the student fix something</li> <li><input type="checkbox"/> Communicates adjustments required for future success</li> </ul>			<b>Critical Writing:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Written expression for the purpose of organizing, clarifying, defending, refuting, analyzing, connecting and/or expanding on ideas or concepts</li> </ul>		
<b>Power Zone</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher works in close proximity to students</li> </ul>			<b>Engaging the Reluctant Learner</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Monitoring Map:</b> deliberate plan for checking in with prioritized sequence of reluctant learners</li> <li><input type="checkbox"/> <b>Hit &amp; Run:</b> give specific part of the job to do &amp; walk away</li> </ul>		
<b>Frame the Lesson: Closure</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student summary of what has been learned</li> <li><input type="checkbox"/> Related to objectives</li> <li><input type="checkbox"/> Used at end of block, when finished with a specific objective, or activity</li> </ul>			<b>Practice</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learners are consistently engaged in repeated activities designed to correctly produce a specific desired outcome</li> </ul>		
<b>Teacher:</b>	<b>Visitor:</b>	<b>Class:</b>	<b>Date:</b>	<b>Beginning Time:</b>	<b>End Time:</b>

Cain, S., & Laird, M. (2011). *The Fundamental 5: The Formula for Quality Instruction*.

Sharer, T., Anastasio, J. & Perry, D. (2007). *Teaching: The Book Instructional Skills and Strategies for the Experienced and Novice Teacher*. Syracuse: APL Associates.