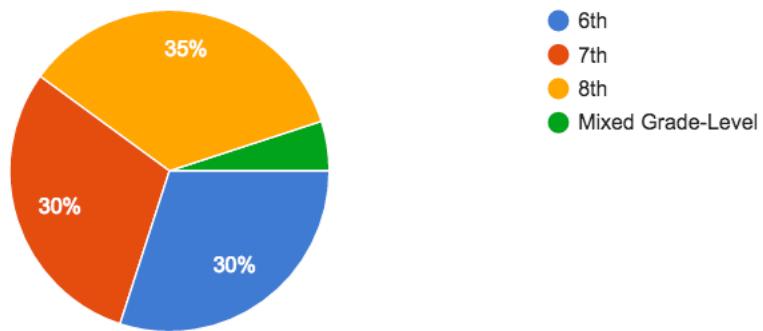
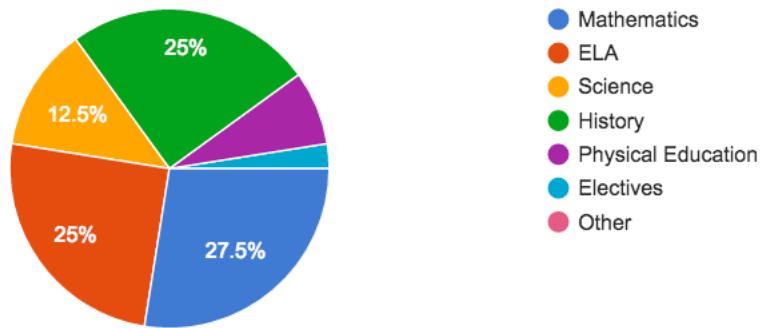


What GRADE LEVEL was observed? (40 responses)

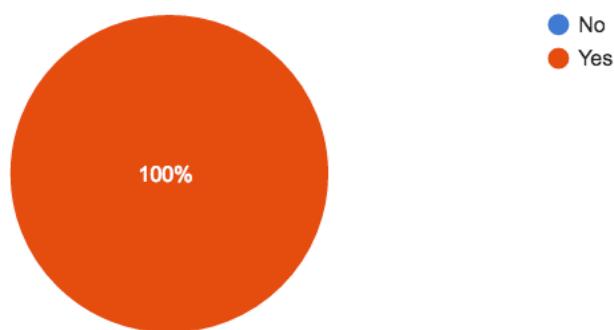


What content area was observed? (40 responses)



Did the teacher use a strategy intentionally to engage all students in discussion?

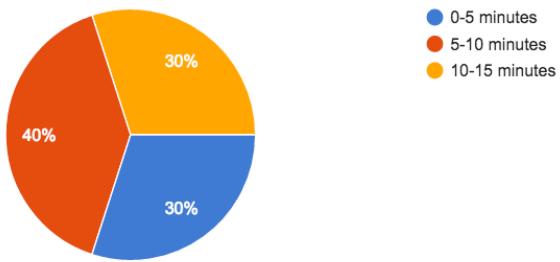
(40 responses)



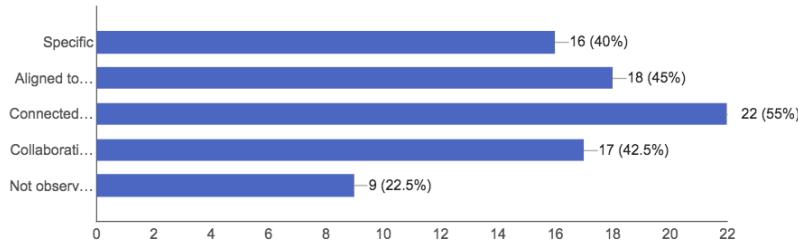
If YES a strategy was observed, what strategy? (40 responses)



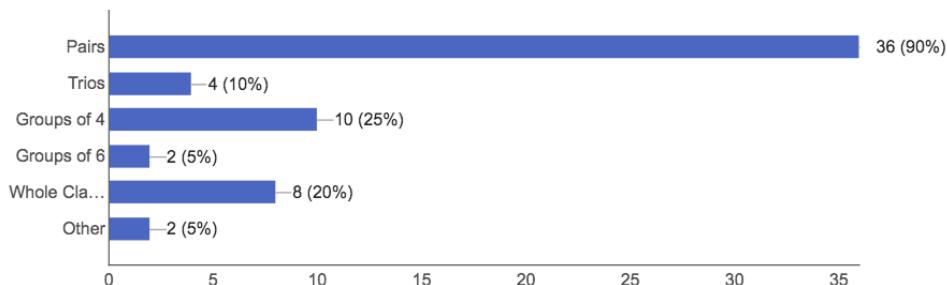
How much time did students speak in this 10-15 minute observation?
(40 responses)



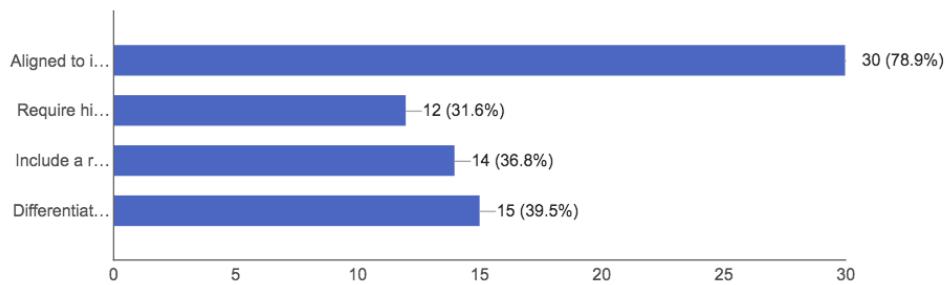
Feedback To Students: Is the feedback to students... (check all that apply)
(40 responses)



How were the students organized to work together? (Check all that apply)
(40 responses)



Project, activity or task is: (check all that apply) (38 responses)



Positive Comments About Observation: (34 responses)

Students seemed willing to engage in this process.

Teacher used strategy to allow new students to get to know other!

Teacher facilitated a positive classroom setting for students new to class that day.

Great classroom management, all students engaged, wellfacilitated, teacher listened to student responses

Outstanding presentation

Clear instructions, students asked to repeat instructions, students who became confused on subject matter were helped immediately by teacher

Students remained engaged during the observation. Structure very organized.

Students were fully engaged in the topic. Additionally, pairing was quickly done and very naturally.

Teacher asked how many students have done this in other classes and half class raised their hand.

Students remained on task and engaged during entire activity.

Exciting to see students interacting in such an academic manner

The structure was organized and flowed well. Students were participating the entire time. Teacher managed traffic flow.

Students seemed comfortable speaking to the classmates; did not hesitate to share their answers to the prompt

Teacher attempted and encouraged student to student engagement with minimal results.

WOW!! The teacher collaborated with another PLC member to improve facilitation.

Teacher regrouped the class and gave positive feedback.

Teacher was purposeful about collaboration for students with student position and paper and pencil.

Students all fully engaged, on-task, and well-behaved.

Students were familiar with the routine if of sharing their warm-up with a partner

Students were highly engaged and excited about their science experiment. Each student had a specific role and supported one another to fulfill the task.

Very well organized and structured

Students took time, student analysis, provided wait time

Students were highly engaged.

Students all participated in pair-share.

Students were on task and all felt comfortable talking and working with each other.

all students engaged in conversation, topic relevancy, "controversial" statements were the starting point for each discussion

The strategy was preceded by a "build up" and the conversations were used for the next step after the strategy was used.

Teacher focus on positive support in a coaching role was great.

This teacher was an amazing facilitator in the way she gave students feedback about what she stated as expectations for how to support each other. Students asked questions, teacher circulated the room, listened and posed questions to address misconceptions.

Students praised their partners.

All students were engaged and on task. Great way to check for understanding. The teacher gave positive feedback, as students found different partners and completed the task.

Great effort by teacher to hold special education students to high expectation of communication.

This teacher ROCKED the facilitation. Clear evidence that her students had practiced before and teacher used Common Core Mathematics as the standards-based task.

Teacher used getting to know you questions to do class-building. Students shared fun facts about themselves.