**Concept Based Units Classroom Visit Feedback Form**

**Are you visiting a public or non-public school?**

* Public
* Non-public

**Which public/non-public school district are you visiting?** (Drop-down list)

**Teacher Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name of Visitor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How is this teacher involved in unit writing?**

* Summer Unit Writing
* Central Consortium
* Southwest Consortium

**Grade:**

|  |  |
| --- | --- |
| * Kindergarten
* 1st Grade
* 2nd Grade
* 3rd Grade
* 4th Grade
 | * 5th Grade
* 6th Grade
* 7th Grade
* 8th Grade
* High School
 |

**Subject:**

|  |  |
| --- | --- |
| * ELA
* Math
* Social Studies
* Science
* Art
* PE
* Music (Vocal and Instrumental)
* Industrial Art
 | * Business/Technology
* FCS
* Ag
* Foreign Language
* Special Education
* Title 1
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Time Frame:**

* Before
* Beginning
* Middle
* End

| **Lesson Criteria** | **Notes** |
| --- | --- |
| **GOALS: What is the primary aim of the lesson observed?*** *Transfer of learning*. Students must apply their repertoire to a new format, task, situation with minimal scaffold.
* *Meaning-making*. Students must make inferences, interpretations, and/or generalizations.
* *Acquisition* of discrete knowledge or skill.
* *None stated or apparent*.
 | **Notes about primary aim: Lesson or unit plan goal statement.** |
| **INSTRUCTIONAL GROUPING for the learning: How were the students grouped for the learning?*** *Whole Group*
* *Small Group*
* *Partners*
* *Independent Work*
 | **Notes about INSTRUCTIONAL GROUPING for the learning: Did the instructional grouping(s) that was/were utilized move students toward the lesson/unit goals?** |
| **CONTENT of the work: Is this worthwhile and intellectually rich work?*** *Valid:* The instructional activities are intellectually important and related to important goals (transfer goals).
* *Questionable:* The instructional activities seem somewhat important, though clearly related to important goals (transfer goals).
* *Not Valid:* The activities seem neither important nor clearly related to unit goals (transfer goals).
 | **Notes about CONTENT of the work: Do the instructional activities help move students toward the transfer goals?** |
| **ENGAGEMENT: What types of learning are the students engaged in the majority of the time?*** *Student Active Engaged Learning*: Students are engaged in higher-order learning. Common examples include authentic project work, cooperative learning, hands-on learning, problem-based learning, demonstrations, and research.
* *Student Learning Conversations*: Students are engaged in active conversations that construct knowledge. Conversations may have been teacher stimulated but are not teacher dominated. Higher order thinking is evident.
* *Teacher-Led Instruction:* Students are attentive to teacher-led learning experiences such as lecture, question and answer, teacher giving directions, and video instruction with interaction. Discussion may occur, but instruction and ideas come primarily from the teacher.
* *Student Seatwork:* Students are doing seatwork, working on worksheets, book work, tests, video, etc.
 | **Notes about ENGAGEMENT: Are students engaged in learning that moves them toward the lesson/unit goals?** |
| **ENGAGEMENT: How engaged in the work are the majority of the students for most of the class? What is the overall engagement in work that leads them to meet the lesson and/or unit goal(s)?*** Low engagement
* Medium engagement
* High engagement
 | **Notes about ENGAGEMENT: Are the students engaged? What is the evidence?** |
| **QUESTIONING: Did the teacher use higher-order questioning in the lesson observed? (e.g., “Why?,” “If…then…?,” “What’s the point?,” “How does that work with…?,” “What is the evidence…?”)*** *Almost all* of the questions used in the lesson were higher-order questions (80-100%).
* *Significant portion* of the questions were higher-order questions (50-79%).
* *Small portion* of the questions were higher-order questions (20-49%).
* *Little or none* of the questions were higher-order questions.
 | **Notes about QUESTIONING and QUESTIONS: Are the teacher’s questions moving students toward the unit generalizations and transfer goals? What were some examples of questions that were used in the lesson?** |
| **QUESTIONS: Did the teacher use provocative questions in the lesson?** (Note: A provocative question is usually not present in every lesson of the unit.)* Yes
* No
	+ Would a provocative question in today’s lesson move students toward attaining the transfer goal(s)?
		- Yes
		- No
 |
| **QUESTIONS: Were conceptual questions used in the lesson?*** *Almost all* of the questions used in the lesson were conceptual questions (80-100%).
* *Significant portion* of the questions used in the lesson were conceptual questions (50-79%).
* *Small portion* of the questions used in the lesson were conceptual questions (20-49%).
* *Little or no* conceptual questions were used in the lesson (less than 20%).
 |
| **DEPTH: To what extent are the inquiry and discussion going beyond initial response?*** *In depth:* Teacher consistently probes for answers, reminds students of prior learning, invites inquiry, invites students to test answers, and generally creates a thinking classroom. Lots of student talking and thinking about unit concept(s).
* *Somewhat in depth:* Teacher solicits different student answers but in general aims for a desired answer and overlooks chances to further the thinking of students. Some student talking and thinking about unit concept(s).
* *Superficial:* Teacher clearly aims for a desired answer. Conversation and thinking out loud is not encouraged by the teacher. Little to no student talking about the unit concept(s).
 | **Notes about DEPTH: What are the students talking and thinking about during the lesson?** |
| **Other Notes about the Observation:** |
| **Focus of the Post-Observation Coaching Conversation:*** *Engagement*
* *Questioning*
* *Instructional Strategies*
* *Revisit Unit and/or Learning Plan*
* *Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*
 | **What actions will the coach and teacher take prior to the next classroom visit?** |