**Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_Time:\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CUE** |  | **Instruction starts at bell** |  |  |
|  | **Present a clear learning target**  (explicitly related to critical content) |  |  |
|  | **Link learning target (LT) to critical content of unit and/or background knowledge** |  |  |
|  | **Cue students to what learning tool will be used** (how it helps learning) |  |  |
|  | **Cue students to behavior expectations** |  |  |
| **DO** |  | **Teacher uses graphic device to make critical content connections** |  |  |
|  | **Teacher conducts Modeling Activities**  (model behavior and cognition needed for proficiency on LT) | **Model includes transparency around how to think and act when doing the task** |  |
|  | **Teacher conducts Guided Activities**  (multiple opportunities for interaction w/peers; all students have opportunities to respond; partner and group work used; engage in two-way conversation w/teacher) |  |  |
|  | **Teacher conducts Independent Activities**  (independent practice w/feedback) |  |  |
|  | **Teacher uses informal assessments to monitor daily student progress** |  |  |
| **REVIEW** |  | **Review critical content of day’s lesson**  (link to critical content of unit) |  |  |
|  | **Review use of learning tool**  **(**how it helped learning) |  |  |
|  | **Instruction continues to bell** |  |  |

**Comments:**

**Walk Through Data Collection**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CUE** |  | **Instruction starts at bell** | **Wasted time at bell** |  |
|  | **Present a clear learning target**  (explicitly related to critical content) | **Learning target not linked to activity** |  |
|  | **Link learning target (LT) to critical content of unit and/or background knowledge** | **Connection not made to unit and/or background knowledge** |  |
|  | **Cue students to what learning tool will be used** (how it helps learning) | **No learning tool used or cued** |  |
|  | **Cue students to behavior expectations** | **Behavior expectations not stated** |  |
| **DO** |  | **Teacher uses graphic device to make critical content connections** | **Graphic not used or graphic not appropriate for grade level/content** |  |
|  | **Teacher conducts Modeling Activities**  (model behavior and cognition needed for proficiency on LT) | **Model activity did not include transparency around how to think and act when doing the task** |  |
|  | **Teacher conducts Guided Activities**  (multiple opportunities for interaction w/peers; all students have opportunities to respond; partner and group work used; engage in two-way conversation w/teacher) | **Prolonged listening or watching**  (with no thinking or processing time) |  |
|  | **Teacher conducts Independent Activities**  (independent practice w/feedback) | **Teacher provides only independent practice**  (no guided practice; no feedback provided) |  |
|  | **Teacher uses informal assessments to monitor daily student progress** | **Teacher does not check understanding of content** |  |
| **REVIEW** |  | **Review critical content of day’s lesson**  (link to critical content of unit) | **Ended without content review** |  |
|  | **Review use of learning tool**  **(**how it helped learning) | **Learning tool not reviewed** |  |
|  | **Instruction continues to bell** | **Wasted time before bell** |  |