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| Date\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level\_\_\_\_\_\_\_\_\_\_\_  Daily Learning Target\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Essential Question\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**District Expectations**

**\_\_\_** Essential Question Posted, Student Friendly, Congruent with Standard \_\_\_ Instruction matches curriculum map/pacing guide

\_\_\_Daily Learning Target Posted, Student Friendly, Congruent with Standard \_\_\_ Lesson shows congruency with standard

\_\_\_ Use of District Lesson Plan & Engage NY Lessons \_\_\_ Evidence of Daily Learning Target Assessment

\_\_\_ Evidence of Extended Responses/Constructed Responses \_\_\_ Delivery engages all students

\_\_\_ Communicates what is being taught \_\_\_ Communicates why concept is being taught

\_\_\_ Instructional time is well used \_\_\_ Positive interaction with students

\_\_\_ Maintains high expectations for all students \_\_\_ Use of technology

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| Lesson Components | Observation Points | Notes/Questions |
| **Fluency:** Designed to promote automaticity by engaging students in computational fluency through sprints, oral responses, or whiteboard exchange | * At least one of the following are observed   \_\_ Oral responses  \_\_ Sprints  \_\_ Whiteboard exchange   * Continuous monitoring for understanding of ALL students (gathering formative data) * Schema (prior learning) is activated/referred to |  |
| **Application Problem:** Students engage in tasks that require real like application and conceptual understanding | * Teacher asks high-quality open-ended questions that prompt students to discuss or demonstrate their thinking * Students engage in challenging problems where they may struggle but still persevere. (MP1) |  |
| **Concept Development**: Develop students’ understanding of fundamental concepts through activities that engage them in classifying and defining, representing concepts in multiple ways. Concept Development elaborates on the “how-to” of delivery through models, sample vignettes, and dialogue. | * Teacher models for students * Models, manipulatives, and math tools used effectively (MP5) * Content specific vocabulary used by teacher * Both teachers and students able to specify specific strategies being used * Most students are intellectually engaged in the lesson * Students are given the opportunity to practice new strategy or skill with teacher guidance * Teacher addresses misconceptions/adjusts instruction based on student understanding * Students are given opportunities to communicate why or justify their thinking (MP3) * Teachers ask questions that require critical thinking and lead students to develop their own answer |  |
| **Problem Set**: A small portion of the lesson. In the problem set, students are working independently or in groups to complete selected problems that are associated with the lesson. (MP8) | * Students talk to one another to discuss thinking and justify their reasoning (MP6 & MP7) * Teacher ask high -quality open-ended questions that prompt students to discuss this thinking * Most students are intellectually engaged in the problem set * Students able to apply learning from lesson to solve problems or situations * Provided specific and immediate feedback when monitoring for understanding * Tasks allow students to use various explanations, representations, and examples (MP4 & MP6) * Selected problems are scaffolded to insure a balance range of practice * Students engage in challenging problems where they may struggle but still persevere (MP1) * Problem set is completed in one of the following ways   \_\_ Independently with teacher questioning  \_\_ Partner or group work  \_\_ Small group with teacher guided discussion |  |
| **Student Debrief & Exit Ticket:** Students make connections between parts of the lesson, concepts, strategies, and tools on their own. Exit tickets are used to assess students’ knowledge of the lesson taught to guide future lessons. | * Continuous monitoring for understanding of ALL students (gathering formative data) * Teacher addresses misconceptions/adjusts instruction based on student learning * Provided specific and immediate feedback when monitoring for understanding * In discussion students share different approaches to answer questions and deepen each others understanding (MP2) |  |

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| What are you learning? | Why is this important? |
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