

Teacher Handout #2

Elementary 4th Grade ELA Lesson

Dimension	Evidence	Rating
Communication	<p>Some of the questions required active responses such as whole class signaling, and choral responses, while some required individual answers. The teacher provided appropriate wait time asking at one point, for students to “put questions in the back of their brain” after asking a probing question and gave them additional moments to reflect after asking the question. The teacher encouraged volunteers by calling on students who opted to respond to questions and non-volunteers by way of selecting their names which were written on popsicle sticks in a random manner.</p> <p>The teacher did anticipate some possible student misunderstanding by providing numerous examples and by providing a model of her expectations which included some of the metacognition of her thought process. She also provided a signal (a flowered hat) indicating when she was speaking / thinking like Ms. LaRue rather than herself as a teacher. Although students were actively engaged throughout the lesson, much of the learning was teacher-directed and not because of expectations or questions students had of each other.</p> <p>The teacher asks a high frequency of probing questions connected to the lesson objective in order to help clarify important concepts and extend student learning. Examples of the purposeful questions asked throughout the lesson which reflect a variety of question types are: “How can looking at a situation from a different point of view help you in everyday life?” “Why might it be important to look at things from a different perspective or point of view?” “What are some opinions that the president would have about this scenario or situation?” ...</p>	

Dimension	Evidence	Rating
Achieving Expectation		
Content Knowledge and Expertise		
Differentiation		
Monitor and Adjust		
Classroom Environment, Routines and Procedures		