

## Looking for Rigor ... Teacher Observation & Reflection Tool

Teacher:

Observer:

Date:

Time:

Begin \_\_\_ Mid \_\_\_ End \_\_\_ of lesson

<i>The teacher...</i>	<i>Comments</i> <i>Record teacher questions, reactions, &amp; supports</i>	<i>Reflecting on the Evidence</i>
<ol style="list-style-type: none"> <li>1. Provides accurate information, examples, models; asks questions that reflect substantive understanding of the <u>concepts &amp; schemas</u>. <b>(DOK 2)</b></li>   <li>2. Models <u>probing questions</u> and allows adequate wait time for all students (e.g., what makes you say that? Can you find/show some evidence?). Encourages all students to actively grapple with concepts and freely exchange ideas.               <ul style="list-style-type: none"> <li>- uses a range of formative probes <b>(DOK 1-3)</b></li> <li>- encourages student-student discourse</li> <li>- asks to support their reasoning with examples, evidence. <b>(DOK 3)</b></li> </ul> </li>   <li>3. Emphasizes <b>DEEPER</b> thinking. Tasks ask all students to make <b>AND JUSTIFY/SUPPORT</b> connections made (e.g., students cite sources, analyze their supporting evidence). <b>(DOK 3-4)</b></li>   <li>4. Closely monitors all students' understanding and <b>SCAFFOLDS</b> instruction <u>to advance/deepen student thinking</u>. Assists all students in grappling with confounding factors. (e.g., provides examples &amp; non-examples, alternate models, counter points, organizers) <b>(DOK 1-4)</b></li>   <li>5. Provides time for all students to <u>review, reflect on and articulate what was learned</u> (e.g., exit slips, peer-peer conferencing, favorite “no”).</li> </ol>		

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<b><u>All students...</u></b>	<b>Comments</b> <i>Record student questions, ideas, &amp; responses</i>	<b>Reflecting on the Evidence</b>
<ol style="list-style-type: none"> <li>1. Engage in substantive discourse about concepts, relationships, observations, predictions (if- then). <b>(DOK 2)</b></li>   <li>2. Provide responses that reflect real thinking, <u>not just "canned answers" or simple procedural explanations.</u> <b>(DOK 2-3-4)</b></li>   <li>3. Persevere when encountering challenges (e.g., planning, multi-step tasks, alternate approach if 1<sup>st</sup> one does not work). <b>Note examples how they do this.</b></li>   <li>4. Generate ideas, questions, propositions, alternative strategies, representations, examples <u>in extended tasks.</u> <b>LIST student questions/ideas:</b>  <ul style="list-style-type: none"> <li>-Procedural? <b>(DOK 1-2)</b></li> <li>-Conceptual? <b>(DOK 2)</b></li> <li>-Contextual? <b>Conditional?</b></li> <li><b>Problem finding (DOK 3)</b></li> <li>-Planning/Reasoning/strategizing? <b>(DOK 3)</b></li> <li>-Seeking/connecting sources? <b>(DOK 3-4)</b></li> </ul> </li>   <li>5. Do not dismiss ideas of others, but challenge each other respectfully and ask probing questions, <u>providing their own evidence, qualifiers.</u> <b>(DOK 3)</b></li> </ol>		