**Informal “Classroom Visit” Form - Northbridge Public Schools**

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

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| **Well-Structured Lessons** | **OBS** | **N/O** | **Comments:** |
| Challenging and measurable standards-based obj. posted and reflected in classroom activities |  |  |  |
| Lesson appropriately paced and sequenced to meet learning goals/objectives |  |  |
| Various resources used to enhance the learning experience and maximize student engagement (manipulatives, graphic orgs, diagrams, videos, integrated technology, etc.) |  |  |
| Plans using various grouping strategies (i.e. flexible grouping)  |  |  |
| **Adjustments to Practice** | **OBS** | **N/O** | **Comments:** |
| Teacher previews new content and introduces topic to activate prior knowledge “Success starters” |  |  |  |
| Teachers use a variety of frequent formative assessment strategies to ensure ALL students understand  |  |  |
| Teacher uses formative assessment data to adjust practice and implement interventions, enhancements and/or modifications |  |  |
| Student(s) receive timely and appropriate support from teacher/support staff |  |  |
| **Student Engagement** | **OBS** | **N/O** | **Comments:** |
| Teacher recognizes and responds appropriately to students who are not engaged |  |  |  |
| Teacher uses a variety of instructional strategies that provide students with authentic and challenging learning tasks |  |  |
| Teacher consistently asks higher order questions to assess the learning and enhance learning experience |  |  |
| Students engage in active and collaborative educational discourse  |  |  |
| **Meeting Diverse Needs** | **OBS** | **N/O** | **Comments:** |
| Teacher uses appropriate strategies (i.e. scaffolding/tiered instruction) to meet the needs and levels of ALL learners |  |  |  |
| Students are assessed frequently and in multiple ways throughout the lesson to check for understanding |  |  |
| Teacher and support staff utilize an effective “co-teaching” model |  |  |
| Students interests and real-life applications direct development of lessons |  |  |