Observation: Feedback Starters

**Things noticed:**

* What did you notice students doing?
* What were you expecting to see?
* What questions did this raise?
* Tell me about the groupings you had the students in…
* What were you wanting to accomplish by using this structure?

**Learning/Thinking:**

* How do you know that the students were learning what was intended?
* What did you notice about the level of thinking from students?
* What did you notice about similarities in thinking?

**Engagement**

* What strategies did you notice being used?
* Where all students engaged?

Reflection Questions:

**Did I accomplish what I wanted?**

* What did I to accomplish?
* What strategies worked as I intended?
* What strategies didn’t work as I intended?
* What teaching move instigated something that went well (or badly)?

**Did I respond appropriately to student discourse and/or feedback?**

* Where there any surprises from what students said or did?
* How did I respond to what he/she/they said or did?
* What ideas were brought up by the students that I didn’t expect?

Ways to wonder:

I was really interested (puzzled) by what \_\_\_\_\_\_\_\_ meant when she/he said “\_\_\_\_\_\_\_\_.” I wonder what was going on there.

The discussion about \_\_\_\_\_\_\_\_\_\_ caught my attention. I wonder what \_\_\_\_\_\_\_\_\_\_ means to those students.

When \_\_\_\_\_\_\_\_\_ explained (showed) that her/his procedure (rationale) was \_\_\_\_\_\_\_\_\_, it made me wonder what she/he understands about \_\_\_\_\_\_\_\_\_.

When \_\_\_\_\_\_\_\_\_ said “\_\_\_\_\_\_\_\_\_,” and then \_\_\_\_\_\_\_\_\_ (another student/you) said “\_\_\_\_\_\_\_\_\_,” it made me wonder how they think their ideas [about the topic] are the same and/or different.

When \_\_\_\_\_\_\_\_\_ gave “\_\_\_\_\_\_\_\_\_” as an explanation, it made me wonder how she/he thinks about \_\_\_\_\_\_\_\_\_.

LPMS Observation and Reflection Tool

Teacher Subject Period/Grade Observer Date

Engagement Strategies

Evidence/Wonderings

***All Responding* – “Everybody does everything”**

 Choral responses – verbal

 Choral responses – physical (signaling, touching, doing…)

**Structured *individual* responses**

 No hand raising (except Qs and volunteers)

 Randomly calling (faux random, strategic…)

 Did not accept “I don’t know” responses

**Structured concise *partner* responses**

 Seating is conducive to partnering

 Designate who speaks first (1s and 2s, As and Bs…)

 Provide sentence starter/assign active listening task (note taking, paraphrasing their partner…)

 Prompt to indicate when partners switch sharing

**Structured *written* responses**

 Note taking guide (Cornell notes, white board, PP…)

 Completing a graphic organizer/mind map

 Completing a sentence starter