

Reflecting on Standards Plus® Lesson Delivery

Instructional Strategies

Prior knowledge – Did I check for prior knowledge?

Proximity – Did I monitor students' progress by circulating throughout the classroom?

Individual Assistance – Did I work with individual students requiring help?

Language – Did I use correct academic language?

Language Support – Did I use comprehensive input for English Language Learners (gestures, reduced rate, synonyms, etc.)?

Equitable distribution – Did I call on a variety of students to read and/or answer questions?

Wait time – Did I allow wait time for individual students responses?

Affirm/Correct – Did I let individual students know that they answered questions correctly?

Models – Did I model correct work completely for each problem?

Time – Did I keep the lesson within time limits?

Summarizes – Did I close the lesson by summarizing the key concept of the lesson?

Uses Overhead – Did I use the whiteboard or transparency to show corrections?

Student Engagement

Students:

Circle the level of student involvement

1. Had a copy of the student lesson/assessment page
2. Were engaged in the lesson
3. Attempted to work the practice problems
4. Had the opportunity to interact with the teacher
5. Could see the overhead clearly
6. Received the necessary individual assistance
7. Corrected practice problems

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|-----|------|------|------|----|
| All | Most | Some | None | NA |
| All | Most | Some | None | NA |
| All | Most | Some | None | NA |
| All | Most | Some | None | NA |
| All | Most | Some | None | NA |
| All | Most | Some | None | NA |
| All | Most | Some | None | NA |

