

<p style="text-align: center;">Classroom Feedback Notes</p> <p>Date: October 22, 2018 Grade Level/Content: Gr6 Science Teacher Name: Browning</p> <p>Glow: You used positive language to redirect/prevent off task behaviors during the lab</p> <p>Next Step: Make sure students are ready before releasing them~ Script and implement 2-3 check for understanding questions prior to releasing students for collaborative practice</p> <p style="text-align: center;">SAMPLE A</p>	<p style="text-align: center;">Classroom Feedback Notes</p> <p>Date: October 30, 2018 Grade Level/Content: Gr6 ELA Teacher Name: Payne</p> <p>Glow: Students were attentive and taking notes during your model lesson</p> <p>Next Step: Maximize Instructional Time~ Script clear directions for your collaborative practice activity and 2-3 “CHECK FOR UNDERSTANDING” questions to ensure students understand the directions prior to releasing them</p> <p style="text-align: center;">SAMPLE B</p>	<p style="text-align: center;">Classroom Feedback Notes</p> <p>Date: October 29, 2018 Grade Level/Content: Gr7 Science Teacher Name: Golden</p> <p>Glow: Students could communicate their Lexile level and were reading differentiated texts on their level during IP</p> <p>Next Step: Increase Student Voice~ Ask students to respond to answers shared by their classmates “Do you agree/disagree with....?”, “Why do you agree/disagree with....?” “What would you add to...?”</p> <p style="text-align: center;">SAMPLE C</p>
<p style="text-align: center;">Classroom Feedback Notes</p> <p>Date: October 22, 2018 Grade Level/Content: Gr8 Math Teacher Name: Canton</p> <p>Glow: Students were using their interactive notebooks with right side/left side techniques</p> <p>Next Step: Go deeper~ Script questions that require students to identify the meaning of key terms(functions and relationships) in context</p> <p style="text-align: center;">SAMPLE D</p>	<p style="text-align: center;">Classroom Feedback Notes</p> <p>Date: October 22, 2018 Grade Level/Content: Gr6 ELA Teacher Name: Sims</p> <p>Glow: Routines and procedures are in place for workshop model</p> <p>Next Step: Capture student thinking at independent groups so that you know what additional support is needed~ Plan for and implement short exit tickets for independent centers</p> <p style="text-align: center;">SAMPLE E</p>	<p style="text-align: center;">Classroom Feedback Notes</p> <p>Date: October 22, 2018 Grade Level/Content: Gr6 Science Teacher Name: Khan</p> <p>Glow: Students were excited about today’s experiment</p> <p>Next Step: What is the “main thing”~ Script the essential understanding that you want students to walk away from the lab with. Write 2-3 leveled questions and ideal responses</p> <p style="text-align: center;">SAMPLE F</p>

Classroom Feedback Notes

Date: October 24, 2018
Grade Level/Content: Gr7 Math
Teacher Name: Williams

Glow: The multiple choice practice activity was aligned to the rigor of the standard

Next Step: Focus on collecting and responding to the “right” and “wrong” answers, poll the class for answers and ask a few students to justify their responses(remain neutral) prior to uncovering the “right” answer

SAMPLE G

Classroom Feedback Notes

Date: October 22, 2018
Grade Level/Content: Gr8 Math
Teacher Name: Green

Glow: Students were using their interactive notebooks and left/right side method to capture notes and independent practice

Next Step: How do you know all students can answer the questions posed~ When posing “Check for Understanding” questions around key understandings (like the difference between a function and a relationship)-have students write a response 1st, turn and talk to a partner(30 seconds), and then cold call a student to share their response

SAMPLE H

Classroom Feedback Notes

Date: October 29, 2018
Grade Level/Content: Gr8 ELA
Teacher Name: Hill

Glow: Students in small groups knew their Lexile levels and how that level connected to the text they were reading

Next Step: How are we capturing student thinking as they are making sense of the text?~ Script 3-4 “CHECK FOR UNDERSTANDING” questions and place them throughout the text so that students are prompted to stop, and respond to what they are reading.

SAMPLE I