

Participants _____ Date _____

Candidate 800# _____ Lesson Taught: _____

Classroom Setting (circle one): SPED-General, SPED-Adapt, ELED, HS, MS, CFD

Choose 1-3 look fors for selected focus practice	Eliciting and Interpreting Student Thinking Look Fors:
	Candidate chooses a high cognitive demand task
	Candidate asks questions that require students to share or justify their thinking <i>Students share and justify their thinking</i>
	Candidate gives students time to think and respond using a content-specific language <i>Students use content-specific language in writing, speaking, or performing the group task</i>
	Candidate poses follow-up questions to clarify, probe, or extend thinking based on student responses <i>Students ask clarifying, probing or extension questions</i>
	Candidate provides multiple opportunities, modalities (oral, written, etc.), and formats (whole group, small group, one-on-one) to share their thinking
	Setting Up and Managing Small Group Work Look Fors:
	Candidate creates a collaborative task that requires high cognitive demand, not just memorization of facts and/or procedures and aligns with the learning goal
	Candidate provides instructions and communicates clear student roles, expectations and responsibilities for the group <i>Students attend to roles and expectations during small group</i>
	Candidate circulates to each small group to monitor student work, talk and participation
	Candidate coaches students on what to do if they need help <i>Students coach each other rather than waiting on the teacher</i>
	Candidate elicits and interprets the thinking of individuals or small groups adjust the task as needed <i>Students listen to and attempt to understand the reasoning of others</i>
	Facilitating Whole Group Discussion Look Fors:
	Candidate establishes a discussion topic by articulating a clear learning objective
	Candidate sets expectations and establishes norms for participation (e.g., students expected to explain, clarify thinking, ask questions, interact respectfully) <i>Students ask clarifying questions, interact respectfully and explain</i>
	Candidate provides a variety of opportunities and strategies for students to share ideas and engage in discussions using content-specific language (e.g., asks SS to explain, turn and talk, etc.) <i>Students share ideas and use content-specific language</i>
	Candidate encourages students to make connections and builds on to other students' contributions <i>Students make connections to and build on students' contributions</i>
	Candidate asks students to further clarify or explain their thinking to probe for understanding
	Candidate concludes whole group discussion by distilling key points for take away (e.g., restates, summarizes, notates on the board)

NOTES: