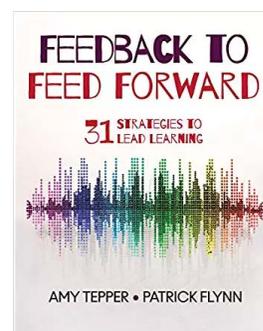


Scenario 1: Sometimes, areas of strength are immediately obvious to the observer while you are still present in the classroom:

- Upon arrival, all 6 groups are working independently and collaboratively using shared Google Calendars, Docs, and Slides, along with their notes and textbook to determine the focus area of their calculus final projects, and are planning the work timeline. The teacher monitors their conversations and plans, challenging students to increase the level of rigor of their proposed topics considering their audience.
- During the writing lesson, the 1st graders transition (without facilitation from the teacher) from the carpet to their seats and are working with required materials in under three minutes. They are working independently while the teacher pulls a small group to review writing foundations. Half at their seats are using texts as resources and 7/7 can explain to the observer what they are writing and why.

Scenario 2: Other times, you might find the areas of strength clearly emerge *after* reviewing collected evidence using strategies you learned in Chapter 4. We never want to be hasty in our judgments, so regardless of what you notice immediately and instinctually, it is important to collect detailed evidence to support what you are seeing. We not only want to notice the strengths but determine how and why they are occurring. Let's look at a few other examples:

- 16/20 students were mastering a rigorous learning target to utilize the new writing strategy because the teacher modeled the strategy through a think-aloud in the mini-lesson, showed mentor texts demonstrating the strategy, and connected and compared/contrasted it to previous strategies they had already been using.
- At each of the 5 tables, students were successfully facilitating their own group work advancing their learning because the teacher explicitly taught the use of the manipulatives before they began. Students shared that



earlier in the year they were taught social and collaborative skills. Students shared this and could explain the rubric for group work expectations.

- In partners, nearly all students were using various available resources and helping each other to answer challenging questions about a text because the teacher promotes perseverance and independence and has taught students how to use the resources.

Notice the observer is thinking about *why* the evidence represents an effective practice or “strength” and how the teacher is causing these outcomes, communicating these connections with “because statements.”

Stop and Think: How have you determined a teacher’s areas of strengths after an observation?