



FEI OBSERVATION PROTOCOL

Teacher:	Class:	Unit:
Period:	Date:	Observer:
Observations, Questions, Suggestions		
<p>Lesson Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> [SCS] The teacher has used the previous day's conferences & assessment to shape the day's plan; <input type="checkbox"/> [SCS] The day's objectives promote higher order thinking (analysis, problem-solving, evaluation, creation, synthesis); <input type="checkbox"/> [SCS] Resources/materials allow for differentiation according to interest and skill; <input type="checkbox"/> Posted in the room for students: <ul style="list-style-type: none"> >The title of the Unit; >The Focusing question; >The day's objective/AIM >The learning strategy goal; >The plan for the day (agenda). 		
<p>Launch. (20% of the Lesson):</p> <ul style="list-style-type: none"> <input type="checkbox"/> [SCS] Builds students' background by...Activating prior knowledge? Activating prior Experience? Introducing new material (content, vocabulary, a learning strategy); <input type="checkbox"/> A Model is presented that set students up for the practice and application work they will undertake; <input type="checkbox"/> The teacher checks student understanding of the new material; <input type="checkbox"/> The plan for the investigation session is communicated to students in at least 2 modes (spoken, written, visual); 		
<p>Investigate new knowledge (60% of the Lesson):</p> <ul style="list-style-type: none"> <input type="checkbox"/> [SCS] Students are interacting (1:1, small group, paired, whole class); <input type="checkbox"/> Teacher is conferencing with all students to monitor progress and understanding; <input type="checkbox"/> [SCS] Tasks are directed and managed by students; <input type="checkbox"/> [SCS] Tasks allow for differentiation and individualization, by students or the teacher; <input type="checkbox"/> There are opportunities for students to both explore the use of new skills, content, and strategies learned in the mini-lesson; <input type="checkbox"/> [SCS] Students and the teacher are asking "higher-order" questions, and reflecting on their learning (about the larger meaning of texts and ideas, their relationship to previously studied texts and ideas, their relationship to their particular context, etc.); <input type="checkbox"/> [SCS] Students are explaining how they know what they know; <input type="checkbox"/> Students are engaged in reading, writing, speaking AND listening. 		



Synthesize New Learning (20% of the Lesson):

- [SCS] Students are able to articulate what they learned;
- [SCS] Students reflect on their learning, describing why they made the decisions they did;
- [SCS] Students are asked to identify gaps in their learning.
- The assessment is tightly linked to the day's objectives, as well as the learning strategy.
- [SCS] The assessment is designed to help the teacher identify gaps in student learning, to support preparation for the next day.
- [SCS] The assessment often requires higher-order thinking.
- [SCS] The teacher uses conferencing to gauge student understanding, and individualize instruction.
- [SCS] The teacher establishes individualized learning goals for students based on an understanding of their strengths and gaps in skills and background knowledge;
- [SCS] Scoring rubrics, standards, and exemplars are routinely used in order to make the assessment process transparent to students.

Creating & Maintaining an Effective Environment:

- [SCS] Routines and practices promote fairness and respect;
- [SCS] Rituals and routines support students' social development and group responsibility;
- [SCS] Standards for student behavior are clear and uniformly upheld;
- Materials and resources are available in the classroom, and procedures have been developed for accessing, using, and returning them;
- Students are habituated to getting the materials they need in order to undertake their work;
- Models/exemplars of quality student work posted;
- On-going Student work is displayed.