

Lesson Delivery Feedback Form

Teacher _____

Date _____

Science Lesson Delivery Components	Observations/Suggestions
<i>Introduction</i>	
Introduce or review the Essential Question.	
Introduce important vocabulary using the word wall and have students record words in their interactive journals using foldables.	
**Labs only: Post five FCAT related questions on board for students to refer to and answer upon completion of lab.	
<i>“I Do”</i>	
Conduct a think aloud while modeling the steps to completing an activity or solving a problem.	
Model the use of interactive journals (entry into table of contents, note-taking, graphic organizers).	
Perform checks for understanding using whiteboards or other effective strategies.	
<i>“We Do”</i>	
Incorporate the use of a structured collaborative strategy in small groups.	
Encourage student accountable talk during group discussion. Ask “Why” or “Why Not?”	
Ensure that students are recording information on the right-hand side of their journals and processing information or reflecting on the left-hand side.	
Incorporate higher order questions into group discussions using “Think-Pair-Share” and “Write-Pair-Share”.	
<i>“You Do”</i>	
Assign students independent work that is directly aligned with the “I Do” and “We Do” portions of the lesson.	
Circulate around the room to provide individual support or pull small groups.	
<i>Closure</i>	
Wrap up the lesson and help students organize the information learned into a meaningful context.	
Have students reflect on or answer the Essential Question in their interactive journals.	

*****This form is not meant to be evaluative. Rather, it is meant only for the purpose of providing teacher feedback following a classroom visit.***