



School:	Grade Level:	Content Focus of the Lesson:
Date:		Observer:

Section 1 – Science Specific Features

<p align="center">LOOK FORS</p> <p align="center">Actions and strategies observed during class, embedded in lesson plans or evident in student work. Provide evidence for every strategy/action you check in each domain</p>	<p align="center">Evidence</p> <p align="center">Brief description of teacher or student actions that exemplify the actions/strategies listed</p>
<p>Instructional Focus: <i>Learning Experiences are . . .</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligned to the standards associated with the content focus of the lesson <input type="checkbox"/> Centered on at least one phenomenon or problem <input type="checkbox"/> Motivated by students figuring out the phenomena or solving the problems <input type="checkbox"/> Structured to facilitate students making connections to and building understanding of the current content or phenomenon <input type="checkbox"/> Based in real-world situations that engage learners in experiences specific to the phenomenon/problem <input type="checkbox"/> Grounded in scientifically accurate information and data 	
<p>Science Practices: <i>Learners . . .</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions and/or make predictions (verbally or in writing) that drive the learning toward figuring out the phenomenon or solving the problem <input type="checkbox"/> Create and/or revise models to illustrate their conceptual understanding of the phenomenon/problem <input type="checkbox"/> Design and/or conduct investigations and collect information to figure out one or more elements of the phenomenon/problem <input type="checkbox"/> Create representations of data (tables, graphs, etc.) <input type="checkbox"/> Use mathematical concepts and calculations to help answer scientific questions <input type="checkbox"/> Analyze and interpret data to identify patterns and/or trends related to the phenomenon/problem <input type="checkbox"/> Construct explanations and/or arguments supported by evidence (verbally or in writing) <input type="checkbox"/> Evaluate evidence to determine the strength with which it supports a claim/conclusion 	



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<p>Sensemaking <i>Learners . . .</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Compare and/or combine information from multiple sources to formulate a conclusion or propose a solution<input type="checkbox"/> Engage with peers to help make sense of information/data and how it relates to the phenomenon or problem (small group and/or whole group)<input type="checkbox"/> Connect lesson activities and/or the phenomenon to prior knowledge or personal experiences<input type="checkbox"/> Propose next steps for figuring out how the phenomenon occurs or works<input type="checkbox"/> Analyze and express how their ideas and thinking about the phenomenon change throughout the lesson or unit<input type="checkbox"/> Examine and analyze information through the lens of one or more of the recurring themes/concepts to help make sense of the phenomenon or problem <p>NOTE: Below are the Recurring Themes and Concepts for reference.</p> <ul style="list-style-type: none">○ Patterns○ Cause and effect○ Scale, proportion, or quantity○ Parts of a system and their interdependence○ Flow of energy or cycling of matter through systems○ Structure and function○ Stability and change	



Section 2 – Non-Content Specific Features	
LOOK FORS Actions and strategies observed during class, embedded in lesson plans or evident in student work. Provide evidence for every strategy/action you check in each domain	Evidence Brief description of teacher or student actions that exemplify the actions/strategies listed
Classroom Culture: <ul style="list-style-type: none"><input type="checkbox"/> Routines, procedures, and expectations are established and clearly communicated by the teacher.<input type="checkbox"/> Routines and procedures are efficiently and independently carried out by learners with few reminders or corrections.<input type="checkbox"/> Interest in and excitement about the learning is evident; learners are fully engaged/invested in the learning.<input type="checkbox"/> Learners are respected, valued, and supported by their peers and the teacher.<input type="checkbox"/> Routines and teacher supports are differentiated to meet learner needs.<input type="checkbox"/> Engage in respectful discourse with peers.	
Instructional Practices: <i>Learning Experiences . . .</i> <ul style="list-style-type: none"><input type="checkbox"/> Are intellectually challenging and all learners are actively engaged in productive struggle<input type="checkbox"/> Include formative assessment opportunities for gauging student comprehension on an individual level<input type="checkbox"/> Include time for the teacher or peers to provide feedback to learners and for learners to review and respond to the feedback<input type="checkbox"/> Provide opportunities for learners to collaborate<input type="checkbox"/> Incorporate time for learner self-reflection/assessment<input type="checkbox"/> Maximize learner access through incorporation of two or more learning modalities (check all that apply)<ul style="list-style-type: none"><input type="checkbox"/> Texts<input type="checkbox"/> Videos<input type="checkbox"/> Simulations<input type="checkbox"/> Discussions<input type="checkbox"/> Writing<input type="checkbox"/> Creation of digital or physical models<input type="checkbox"/> Other _____	