Active Observation – Checklist

When	Teacher Actions	Checklist
Before the Lesson	**Begin With the End (Lesson-Level)** ● **Complete The Exit Ticket:** Solve the problems on the Exit Ticket in the format and at the level of quality you'd expect to see in an ideal student response. Unpack what students will need to "know" and be able to "show" to demonstrate mastery on it. ● **Identify Priority Questions:** Select a few independent practice problem(s) that will give you the clearest picture of whether students are on the path to mastery of the objective/aim (Examples: "do-not-pass-go" problems; tasks that match or exceed the rigor of what students will be asked to do on the Exit Ticket, etc.) **Develop a Data Tracker For Independent Work Task(s)** ● **Script Your Exemplar(s)**: Plan out an ideal student response to your priority question(s). ● **Identify Lap "Look Fors":** Prioritize 1-2 things you'll look for in responses while you circulate that would indicate students are on the path to a correct answer. Each lap "look for" should be bite-sized, observable, and task-specific. One or two "Look Fors" total per priority problem is often sufficient! (E.g., "Lap #1: "Coming around to check your y-intercepts."). ● **Plan Back-Pocket Feedback Prompts:** Anticipate a likely error(s) for each lap and plan back-pocket cues or prompts that could help students get started or produce a more complete/accurate response (example: Check Book, Check Peer or Check Knowledge Organiser or "Double-check your operation in step 2.") ● **Embed a Data Tracker:** Include a data tracker/ space for note-taking adjacent to your exemplar where you can capture notes as you circulate	
During Circulation	**Launch the Task** ● **Clear What to Do:** Communicate clear, specific, and observable expectations for how students should work during the task (e.g., silent and solo) as well as what materials–if any–they might reference (e.g. worked examples, notes, anchor charts, etc). ● **Work the Clock:** Set a clear, specific time frame(s) for the task and post a timer that you and students can use to manage pacing. ● **Scan & Narrate:** Visibly scan for evidence that all students are getting to a	

During Circulation (Cont'd)	productive start and use positive narration to motivate effort and urgency.
	
	● *(If needed)* **Unpack the Task:** *If* students seem confused by the task, help them unpack it by annotating key words/numbers/figures, feeding or retrieving prerequisite knowledge, etc.
	
	Circulate With Intentionality:
	● **Name Active Observation laps:** State one thing you're looking for in work at the start of each *Active Observation* lap and remain disciplined about looking for it ("As I go around, I'm coming to check your" etc.). One to two laps per problem is often sufficient.
	
	● **Follow Your Pathway:** Circulate along an intentionally chosen pathway with a pen, exemplar, and data tracker in hand. Strive to get to as many students as you can without rushing (note: it's ok if it's not every student!).
	
	Give Individual Feedback & Collect Data
	● **1:1 Feedback:** Provide quick **affirming** and/or **corrective** feedback that's aligned to the lap "look for" you named. The feedback can be verbal and/or written.
	  ○ <u>Written</u>: Standardized markings or codes that students understand (e.g., "✔" if **correct** <u>OR</u> **circle** the point of error if incorrect; initials of students to Cold Call, etc)
	  ○ <u>Verbal</u>**:** Concise, actionable feedback cues or prompts, delivered in 5-15 seconds or less (e.g., "Check 3 before me or check your remainder"; "look closely at your signs in step 3," etc)
	● **Collect Data:** Capture quick notes on common gaps or trends to address in student work on your data tracker (e.g., tally marks by error trend or to track # of students whose responses show evidence of Look Fors; initials of students who you may want to call on, etc.)
	
	Mid-Task Batched Feedback & Apply: *If an intentional sampling of students reveals the same gap or error* (~25% of students checked), pause them where they are, and use the Active Observation Pivot teaching framework to select the appropriate action. Resume circulation to monitor for the change in student responses.
	
	● **Example**: "Pause where you are. *I'm noticing that we are nailing _____, but most of us are* trying to use the quadratic formula to solve the equation, which is not the most efficient strategy. Try using the Greatest Common Factor." [Then re-release to incorporate feedback and resume practice]	

Check For Understanding – Active Observation Pivot Teaching

If the vast majority of students (e.g. >80%) produce a correct response to a task/problem, briefly discuss/stamp the correct answer or key takeaway and move on.

…but if Active Observation reveals <80% arrived at a correct answer, provide post-task batched feedback that helps to close the gap(s), using the following rules of thumb (see below)

If Active Observation reveals that…*	Consider responding with…	Which might sound like…	Reflections / Actions
>80% "got it"	**Continue monitoring → 1:1 feedback** *Delivered to one student at a time (for the 20% of students who did not get it)*	Example: *"Go back and check your signs"*	
~70-80% "got it"	**Almost There Show Call** *Teacher pauses to provide feedback by showing a student's work who was almost there - students zoom in on what would improve the work and make it 100% accurate*	Example: *"This answer is so close. What's one tiny thing she forgot to do?"*	
~50-70% "got it"	**Comparative Show Call / Turn & Talk** *Teacher displays two pieces of student work–one correct and one incorrect–and then asks students to evaluate which is correct and why.*	Example: *"Here are two common answers I was seeing. Which do you agree with, and why?*	
<50% "got it"	**Re-model It + another at bat** *When a teacher "works out" the correct response to a commonly missed question, while narrating their thinking as they go (often starting at the point of error or narrowing the focus to the part of the problem they struggled with).*	Example: *"A lot of us are nailing _____ part of question 2, but we're having difficulty with _____, so I'm going to walk through how I'd approach it. As I model, I want you to pay attention to how and why I…"*	

Double Planning

Name/s: _____

Vision of Success (Why)

Professional Learning Needed

Step-by-Step Expectations	
Teacher Will...	Students Will...