

Element	Description	Look-Fors
<b>Learning Objective</b>	A clear, concise description of <b>what</b> will be learned and how it will be <b>assessed</b> .	Learning objective is <b>prominently displayed</b> , written in clear language, and based on grade-level curriculum. Objective clarifies how learning will be <b>demonstrated/assessed</b> . Teacher refers to the objective at strategic points during the lesson.
<b>Anticipatory set</b>	Explains purpose or relevance; captures student <b>interest</b> in the lesson	Teacher engages student interest by providing purpose, previewing learning, and/or linking to prior learning. <i>This should typically be no more than 3-5 minutes.</i>
<b>Teach and model</b>	A <b>demonstration</b> or <b>explanation</b> of a single, brief step, procedure, or mental operation, delivered at a stimulating pace.	Teacher clearly explains, models, or thinks aloud through each <b>brief, manageable step, one at a time</b> . Each lesson step contributes directly to success on that day's objective/assessment. Throughout instruction, teacher " <b>scans</b> " to ensure <b>all students—100 percent</b> —are on task and focused on learning.
<b>Guided practice</b>	Students immediately <b>imitating or practicing</b> each small, manageable step as teacher observes	After each <b>brief step</b> , students practice/process new skills/knowledge by attempting or demonstrating understanding or master of each <b>brief step</b> or topic (e.g. note-taking; completing a single step in problem; writing).
<b>Check understanding</b>	<b>Quick</b> observation/assessment of each small step of lesson <b>during and after each</b> guiding practice.	Teacher quickly assesses student progress or (mis)understandings after each step (e.g., by circulating to observe student work; cold-calling a sample of students; having students hold up whiteboards). Teacher maintains pace by <b>limiting individual tutoring</b> during this time (it is best provided, if necessary, during independent practice).
<b>Adjust/reteach</b>	Adjustments to teaching made <b>on the basis of each "check for understanding."</b>	Teacher <b>reteaches</b> , clarifies instruction, or has students pair up to assist each other to ensure that students master each step <b>before moving on</b> to the next step in the lesson.
<b>This cycle is repeated</b> , sometimes <b>multiple times</b> , for <b>every brief step</b> in the lesson until all/almost all students are ready for independent practice (below).		
<b>Independent learning/assessment</b>	Students independently practicing/ <b>completing assessment to demonstrate</b> master of learning objective	Teacher assigns independent work that allows students to further practice/ <b>demonstrate mastery</b> of the larger learning objective. <i>At this time, teacher may provide tutoring/small-group assistance to students still needing help.</i>