

# Effective Teaching and Learning Strategies Checklist

Cumberland Perry AVTS

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_ Date of Lesson: \_\_\_\_\_

<p style="text-align: center;"><b><u>Essential Question</u></b></p> <p>___ Does it guide instruction during lesson?</p> <p>___ Does it require higher order thinking?</p> <p>___ Is it assessed during the lesson?</p> <p>___ Is the EQ posted?</p>	<p style="text-align: center;"><b><u>Active Engagement Indicators</u></b></p> <p>___ Think / pair / share</p> <p>___ Activating strategies</p> <p>___ Choral responding</p> <p>___ Student-lead discussions</p> <p>___ Students moving about the lab area with a clear purpose and mission</p> <p>___ Hands-on learning or guided practice</p> <p>___ Students use their own words to summarize key points to the teacher or to a partner</p> <p>___ Intensive conversational environment (vs teacher lecture environment)</p> <p>___ Student presentations</p> <p>___ Small group and teaming</p> <p>___ Student demonstrations</p> <p>___ Student modeling</p> <p>___ Visual signals that attract and maintain student focus</p> <p>___ Use of tools and technology</p> <p>___ Student created visual or graphical representations of teacher-presented material</p>
<p style="text-align: center;"><b><u>Procedures/Body of Lesson</u></b></p> <p>___ Is it easy to follow / logical sequence?</p> <p>___ Are the student and teacher actions clear?</p> <p>___ Is student input or engagement required?</p> <p>___ Are activities varied to keep students fresh / focused?</p> <p>___ Does it reference EQ?</p>	
<p style="text-align: center;"><b><u>Activating Strategy</u></b></p> <p>___ Does it connect to previous learning?</p> <p>___ Do the students show evidence of engagement?</p> <p>___ Is student participation <i>required</i>?</p> <p>___ Does it connect to lesson content?</p>	
<p style="text-align: center;"><b><u>Graphic Organizer</u></b></p> <p>___ Does GO contain keys / essential points from the lesson?</p> <p>___ Does visual organization enhance student understanding / retention?</p> <p>___ Do the students help provide some of the information in the GO?</p>	<p style="text-align: center;"><b><u>Comments</u></b></p>
<p style="text-align: center;"><b><u>Summary</u></b></p> <p>___ Is each student asked to describe their learning?</p> <p>___ Do students apply higher level thinking skills?</p> <p>___ Does the summary directly relate to EQ?</p>	
<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>___ Are terms categorized, illustrated, applied, analyzed, etc. by students?</p> <p>___ Is there a connection to previous content made by the teacher?</p> <p>___ Is a word wall actively utilized?</p>	
<p style="text-align: center;"><b><u>Assessment</u></b></p> <p>___ Is the assessment tool used for appropriate content?</p> <p>___ Is the EQ answered or addressed?</p> <p>___ Does the assessment require higher order thinking skills?</p>	