<table>
<thead>
<tr>
<th>Evidence of Routines:</th>
<th>Look Fors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitions are effective so instruction time is maximized.</td>
<td>Opening:</td>
</tr>
<tr>
<td>Established routines promote student leadership.</td>
<td>ELAR - Word Work</td>
</tr>
<tr>
<td>Students manage work, supplies and equipment.</td>
<td>Other Content: Warm-up, Review, Vocabulary</td>
</tr>
<tr>
<td>Classroom is organized and inviting.</td>
<td>Mini-lesson - no longer than 15 minutes</td>
</tr>
<tr>
<td>Small group area/table ready for instruction</td>
<td>Students are actively engaged in the lesson</td>
</tr>
<tr>
<td>Students are respectful as they work individually and in groups.</td>
<td>Small group instruction with teacher</td>
</tr>
<tr>
<td>Classroom is safe.</td>
<td>Guided Reading/Math</td>
</tr>
<tr>
<td></td>
<td>Struggling students</td>
</tr>
<tr>
<td></td>
<td>On-level/advanced students</td>
</tr>
<tr>
<td></td>
<td>Students working independently of the teacher</td>
</tr>
<tr>
<td></td>
<td>Students reading</td>
</tr>
<tr>
<td></td>
<td>Evidence of reading strategies</td>
</tr>
<tr>
<td></td>
<td>Students computing</td>
</tr>
<tr>
<td></td>
<td>Students writing</td>
</tr>
<tr>
<td></td>
<td>Students discussing academic work</td>
</tr>
<tr>
<td></td>
<td>Debrief at end of workshop</td>
</tr>
</tbody>
</table>

**Questions to Ask the Teacher:**

1. What system do you have in place to keep track of what students can and cannot do?
2. What routine have you established to provide student feedback?

**Teacher Responses**

1. 
2. 

**Questions to Ask the Students:**

1. What surprised you about your learning: reading, writing, computing, problem solving, etc.
2. What questions do you have about your learning: vocabulary, description difficult to visualize, something you did not know, a confusing sequencing of events or cause/effect relationship, process?
3. What challenged, changed, or confirmed what you already knew?

**Student Responses:**

1. 