



# FEEDBACK FAST-TRACK FORMULA: HOW TO WRITE EFFECTIVE FEEDBACK TO TEACHERS IN HALF THE TIME

## SAMPLE LOOK-FORS AND ASK-ABOUTS

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Look-fors and Ask-about are a great tool to help you during formal and informal observations. They not only give you an observational lens, they provide follow-up questions that spark discussion and reflection post-observation.

Use the look-fors to help you identify teaching behaviors that align with your evaluation instrument. If you notice a missed opportunity, use the ask-about to help you delve more deeply into the teacher's practice and foster reflection.

Keep in mind that you won't see every look-for in every classroom. Thus, use this as a guide rather than a check list.

Look Fors	Ask Abouts
<b>Domain 3a -- Communicating with Students</b>	
The teacher clearly communicates the lesson purpose and goals.	What was the purpose of the lesson? How did you communicate that purpose to students? How did you know that students were clear about the lesson's purpose and goals?
The teacher provides clear directions and procedures specific to the lesson activities.	How do students know what is expected of them during the lesson activities? What do you do when students are unclear?
There is an absence of content errors and clear explanations of concepts and strategies.	What misconceptions might students have about the content? How will you address these misconceptions with students?
The teacher employs the correct and imaginative use of language.	What academic vocabulary is involved in this lesson? How do you incorporate academic vocabulary into your lesson explanations?
<b>Domain 3b--Using Questioning and Discussion Techniques</b>	
Both students and teachers formulate questions that cause students to think, reflect, deepen their understanding, and test their ideas against those of their classmates.	What do you consider to be a cognitively challenging question? How often do students pose cognitively challenging questions during discussion? How do you help students formulate questions?
Teachers ask questions that are ambiguous (with multiple right answers) and or complex (with a single right answer but multiple approaches to that answer).	How do you determine what questions to ask during the discussion? What questions will you ask during the discussion? Why?
Teachers effectively use student responses and ideas by building further questions on student responses, and insisting that students examine their premises, build a logical argument, and critique the arguments of others.	How do you use student responses to drive the discussion?
The teacher steps out of the central mediating role during discussions enabling students to engage in discussion directly with one another.	What do you see as your role during the class discussion? How do you encourage students to engage directly with one another?

Look Fors	Ask Abouts
The teacher uses a range of techniques to encourage all students to contribute to the discussion.	How do you ensure that all students are actively participating in the discussion? What do you do when you do see high levels of student participation?
<b>Domain 3c – Engaging Students in Learning</b>	
Students are enthusiastic, interested, thinking, problem solving, and actively engaged in the learning.	How do you know that students are truly engaged rather than simply going through the motions? How do you respond when you see students who are actively disengaged, or merely compliant (passively disengaged)?
Learning tasks require high-level student thinking and invite students to explain their thinking.	How does this task help students to think at high levels? What opportunities do students have to explain their thinking?
Students are highly motivated to work on all tasks and are persistent even when the tasks are challenging.	How will you motivate students to complete this task? What will you do to help them persist when things get challenging?
Students are actively “working” rather than watching their teacher work?	Who was working harder here, you or the students? What opportunities do students have to actively “work” during this task?
The teacher paces the lesson so that it is neither dragged nor rushed, allowing enough time for closure and student reflection.	How will you close this lesson? What will you do to offer students opportunities to reflect? How will you keep things moving during the lesson?
<b>Domain 3d – Using Assessment in Instruction</b>	
The teacher pays close attention to evidence of student learning.	What evidence do you have that students actually met your learning objective?
The teacher poses specifically created questions to elicit evidence of student understanding.	How will you check for understanding?
The teacher circulates to monitor student work and offer feedback.	How will you monitor student work during the lesson? What type of feedback will you offer?
Students assess their own work against established criteria.	What are the criteria for success here? How will you convey that criteria to students? How will you help students assess their own work against these criteria?

Domain 3e – Demonstrating Flexibility and Responsiveness

The teacher incorporates students' interests and daily events into the lesson plan.	How do you find out about students' interests? In what ways could you incorporate those interests into your lessons? What recent events might also enhance your lesson?
The teacher adjusts instruction in response to evidence of student understanding or lack thereof	How will you respond when students don't "get it?" What are some alternative ways of explaining this material? How will you respond if students know it already?
The teacher seizes upon teachable moments.	What is a "teachable moment?" When was the last time you used a "teachable moment?"