

### Standard 3: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

*Effective instruction is the critical interactive work that teachers undertake when they bring complex content to life for students. Teachers design instruction to integrate content areas and weave together knowledge of students, content, assessment, and reflection in the instructional process. Teachers use available technologies to scaffold student learning. There is an emphasis on teacher facilitation and fostering student ownership, problem solving, inquiry, real-life connections and relevance. Teachers prepare students for the future by fostering creativity, critical thinking, communication, and collaboration.*

**Element 3.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.**

**NYSED Indicators:** *Align instruction to standards. Implement instruction proven to be effective in prior research. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Aligns instruction to standards</i>	Teacher does not implement learning experiences that are aligned with learning standards.	Teacher implements some learning experiences that are aligned with learning standards.	Teacher implements most learning experiences that are aligned with learning standards.	Teacher implements all learning experiences that are aligned with learning standards.
B.	<i>Uses research-based instruction</i>	Teacher does not use research-based instructional practices.	Teacher uses some research-based instructional practices.	Teacher uses multiple research-based instructional practices.	Teacher uses multiple research-based instructional practices. Teacher seeks out the newest research to deepen and expand instruction.
C.	<i>Engages students</i>	Teacher’s instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	Teacher’s instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.	Teacher’s instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.	Teacher’s instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.

**Evidence:**

- Target skills and objectives are written on the board (mini-observation, 10.10.11)
- Teacher reviewed prior activities and tied to current objective which was posted with target for day on whiteboard (mini-observation, 10.10.11)
- Teacher asked: “Why is this important for us to study this in our community/creek” (mini-observation, 10.10.11)
- Teachers asked students what the goal for the lesson was (mini-observation, 11.15.11)
- Teacher described real world context, the city applied for a grant, we want to share with them (mini-observation, 11.15.11)
- Teacher stayed at board, and then walked around a little (mini-observation, 11.15.11)
- Provided rationale for the lesson-why is this important (extended observation, 12.13.11)
- Teacher passed out papers and asked class to get into their groups (extended observation, 12.13.11)
- Group work (extended observation, 12.13.11)
- Student groups made predictions with group then each drawn hypothesis (extended observation, 12.13.11)
- Students worked in teams at their tables and then moved to their creek groups to work as teams during class (extended observation, 12.13.11)
- Students in groups developed hypotheses, rewritten hypotheses after initial testing (extended observation, 12.13.11)
- Students worked collaboratively to answer questions posed by the teacher (extended observation, 12.13.11)
- Students are asking questions and having dialogue with fellow students to help engage all students (extended observation, 12.13.11)
- Had students discuss in small groups (mini-observation, 1.6.12)
- Had a student from each group report out (mini-observation, 1.6.12)
- Students worked in small groups and draw and make predictions, teacher circulated to the small groups and asked questions/gave feedback (mini-observation, 1.6.12)
- Project based utilizes 21 C learning (mini-observation, 2.13.12)
- Non-linguistic learning, drawings that accompanied their hypotheses (mini-observation, 2.13.12)
- Instruction was aligned to standards – sixth grade science (mini-observation, 2.13.12)
- Teacher walks around and asks clarification questions (mini-observation, 3.13.12)
- One student disengaged from the opening by the teacher and at the small group discussions. (mini-observation, 3.13.12)
- Teacher was asking questions on deposition/erosion and sewer lines of the creek (mini-observation, 3.13.12)
- Teacher asked students to collaborate on their answers to her questions (mini-observation, 3.13.12)
- One student reported the answers from the group (mini-observation, 4.13.12)
- Teacher responded “exactly” and “good” to the answers (mini-observation, 4.13.12)
- Teacher asked, “Why is this important for the class?” “Any other ideas from today’s target discussion?” “(mini-observation, 4.13.12)

**Element 3.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.**

**NYSED Indicators:** *Students understand directions and procedures. Teachers use a variety of questioning techniques to advance student learning and reflection. Students' comments and questions are acknowledged and utilized to advance learning. Students understand lesson content through teachers' use of oral, written and graphic methods. Adjust communication in response to student needs.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Provides directions and procedures</i>	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.
B.	<i>Uses questioning techniques</i>	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion.	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Students formulate many questions to advance their understanding.
C.	<i>Responds to students</i>	Teacher ignores students' questions/comments and/or provides a response that shuts down student learning.	Teacher responds to some students' questions/comments. Response gives students the answer rather than challenge student thinking.	Teacher responds to students' questions/comments. Responses challenge student thinking.	Teacher and students respond to students' questions/comments. Responses challenge all students' thinking.
D.	<i>Communicates content</i>	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Graphic methods are used occasionally.	Teacher's spoken and written language is clear and correct. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is correct and expressive. Graphic methods are used regularly to enhance content understanding. Students offer their own graphic representation of the content.

**Evidence:**

- Class agenda clearly posted on white board to communicate expectations (mini-observation, 10.10.11)
- Teacher reviews and writes student info on board (mini-observation, 10.10.11)
- Students asked to restate goal for the lesson (mini-observation, 10.10.11)
- Teacher asked questions that cause the students to relate the learning to their lives and their communities (mini-observation, 11.15.11)
- Teacher asked students to think critically... not many yes/no answer questions...lots of "do you think?" and ""why?" (mini-observation, 11.15.11)
- Teacher used open ended questions (mini-observation, 11.15.11)
- Teacher went over what was done previously (extended observation, 12.13.11)
- Teacher wrote target on board (extended observation, 12.13.11)
- Teacher asked students what the relevance was to what they were learning (extended observation, 12.13.11)
- Asked questions and gave feedback to the small groups (extended observation, 12.13.11)
- Gets students to move into groups -- explains directions to students. Students understand the tasks -- teacher asks questions to verify student understanding of the task (extended observation, 12.13.11)
- Students depicted content through drawing a picture (extended observation, 12.13.11)
- Teacher asked students to share why they believe it is important to show where erosion occurs. Students answered, by raising hands (extended observation, 12.13.11)
- Teachers called on student groups to answer why they believe it is important to show where erosion occurs. Two students shared out (extended observation, 12.13.11)
- Calls on a variety of students (mini-observation, 1.6.12)
- Teacher responded to student questions or hands raised (mini-observation, 1.6.12)
- Teacher paraphrased student responses (mini-observation, 1.6.12)
- Teacher allotted 4 minutes (mini-observation, 1.6.12)
- Teacher spent majority of first 4 minutes with one group (mini-observation, 1.6.12)
- Teacher responded to student questions and offered spin-off questions (mini-observation, 3.13.12)
- Teacher moved about from table to table to work with student. Listened to their ideas and thoughts - helped to steer them in the right direction (mini-observation, 3.13.12)
- Teacher said: "time out for a minute, you guys are doing great" (mini-observation, 3.13.12)
- Teacher asked students, while they were working in groups, questions to ensure they were on track (mini-observation, 3.13.12)
- Responded to students quickly. Example, "label that picture" and "write that down and I will come back" (mini-observation, 3.13.12)
- Directions clear, not all kid engaged all the time, was unsuccessful in getting one kid engaged, just let him be (mini-observation, 3.13.12)
- Had a student read question from overhead. Asked groups to make predictions, draw groups. Teacher went to each group to check on progress. Made sure everyone in group had a chance for input. Kept coming back to deposition and erosion (do you think you will see...?) (mini-observation, 3.13.12)
- Teacher asked questions of the students and asked follow up questions to clarify their responses (mini-observation, 3.13.12)
- Cooperative groups not fully operating. Two students in group 2 dominating. Teacher asked non-engaged student, what do you think? Student didn't respond. Teacher moved on and asked students to share his thinking with group (mini-observation, 4.13.12)

**Element 3.3: Teacher set high expectation and create challenging learning experiences for students.**

**NYSED Indicators:** *Articulate high expectations for all students. Students have a clear understanding of measures of success. Teachers challenge and support all students by incorporating various instructional strategies, experiences and resources*

	<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
A.	<i>Establishes high expectations</i>	Teacher articulates low expectations for most or all students.	Teacher articulates moderate expectations for most or all students or articulates different expectations for different groups of students.	Teacher articulates high expectations for all students.	Teacher articulates high expectations for all students, and differentiates instruction to ensure that all students meet the expectations.
B.	<i>Articulates measures of success</i>	Teacher does not articulate how success will be measured; students are unaware of the criteria for success.	Teacher articulates how success will be measured; students may be confused about the criteria for success.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria and exemplars as models. Students have created or analyzed the success criteria with the teacher.
C.	<i>Implements challenging learning experiences</i>	Teacher does not challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.	Teacher persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.	Teacher persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources, soliciting additional resources from colleagues and/or the community.

**Evidence:**

- Teacher tells them what she expects from them (mini-observation, 10.10.11)
- The teacher referenced the earlier experiment prior to assigning the day's task (mini-observation, 10.10.11)
- Teacher asked why we start worrying at age 10 and 11 about our ecosystem - students share - setting the example (mini-observation, 10.10.11)
- Teacher said: "Now I want you to collect data to show what you think will happen when the city removes the sewer line?" (mini-observation, 11.15.11)
- Teacher asked students why they should provide information to the town. (mini-observation, 11.15.11)
- Teacher asked students what impact this information would have on the community (mini-observation, 11.15.11)
- Teacher asked critical thinking questions (extended observation, 12.13.11)
- Teacher had students make hypotheses and predictions (extended observation, 12.13.11)
- Teacher tells the students that at the end of the lesson they should be able to explain how and why (extended observation, 12.13.11)
- Teacher outlined current unit of study and presented the applicable use of this study. Students were to present their findings to the community as part of a watershed study (real-life application) (extended observation, 12.13.11)
- Teacher revisited the first level of understanding...deposition and erosion. Then explained what she wanted them to learn from here on out. She also explained that she wanted them to learn from something other than from an adult (extended observation, 12.13.11)
- Teacher asks why is this important? Students are given an opportunity to work with a shoulder partner to generate a response. Teacher circulates and monitors student progress during this time (extended observation, 12.13.11)
- Real world application of learning -- students and teacher communicate the problem regarding grant funding and sewer lines -- the work that the teacher is expecting students to do is ""real world"" applicable (extended observation, 12.13.11)
- Teacher often follows-up questions with why? Students respond with justifications (extended observation, 12.13.11)
- Teacher said: Think outside of asking an adult (mini-observation, 1.6.12)
- Teacher said: "Label so I really understand your picture." (mini-observation, 1.6.12)
- The teacher circulated throughout the room, listened to student answers, and instructed them to draw their answers (mini-observation, 1.6.122)
- Target of the lesson was 21st Century skills of collaboration, community involvement, project based learning. The expectations were high because the lesson required more than just simple, rote responses. Students were required to work through a problem and solve it (mini-observation, 1.6.12)
- Not all students were asked to participate (mini-observation, 1.6.12)
- Teacher asked students to collaborate on their answers to her questions (mini-observation, 2.13.12)
- One student reported the answers from the group (mini-observation, 3.13.12)
- Teacher responded "exactly" and "good" to the answers (mini-observation, 3.13.12)
- Some students not engaged-boy with orange shirt (mini-observation, 4.13.12)

**Element 3.4: Teacher explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.**

**NYSED Indicators:** *Use an understanding of student’s diverse backgrounds to individualize interactions and differentiate instruction. Incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes. Incorporate into instruction motivating and meaningful opportunities in learning experiences.*

	<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
A.	<i>Differentiates instruction</i>	Teacher uses instructional strategies that are not appropriate to students or to instructional purposes, and do not motivate or cognitively challenge students.	Teacher uses only some instructional strategies that are appropriate to students or to the instructional outcomes. Some strategies motivate and represent a moderate cognitive challenge.	Teacher uses instructional strategies that are appropriate to all students and to the instructional outcomes, and strategies motivate and represent significant cognitive challenge and promote an awareness of 21st Century Skills.	Teacher uses instructional strategies that motivate and engage all students in high-level cognitive activities that reflect instructional outcomes, 21st Century Skills, and are differentiated, as appropriate, for individual and diverse learners.
B.	<i>Implements strategies for mastery of learning outcomes</i>	Teacher adheres rigidly to an instructional approach, even when a change is clearly needed to allow students to demonstrate mastery of learning outcomes.	Teacher attempts to incorporate instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes, with partially successful results.	Teacher incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes.	Teacher seamlessly incorporates instructional approaches and technologies to allow students to demonstrate mastery of learning outcomes. Students suggest instructional strategies that will help them demonstrate their own learning.

**Evidence:**

- Students made models (mini-observation, 10.10.11)
- Students made diagrams and drawing to illustrate their thinking (mini-observation, 10.10.11)
- Discussion groups are on-task and focused on elaborating their hypothesis formulated by the teacher questions (mini-observation, 10.10.11)
- Group work required collaboration to derive predictions based on the information that has been previously generated in a previous lesson (mini-observation, 11.15.11)
- Class project linked to real world issue (mini-observation, 11.15.11)
- Teacher said that each student will work within a group but must have own picture to show understanding (mini-observation, 11.15.11)
- Teacher provided rationale for the work: Why is it important for students to know about this issue? (extended observation, 12.13.11)
- Students were arranged into cooperative groups (extended observation, 12.13.11)
- Discussions were teacher led (extended observation, 12.13.11)
- Has students base their research on a community project and articulate why it is important to do this ecosystem research now as 6th grade students." (extended observation, 12.13.11)
- Students collaborated in teams as they applied their work to developing and testing hypotheses (extended observation, 12.13.11)
- Students will communicate their findings to the community as it relates to a current watershed program (extended observation, 12.13.11)
- Teacher works individually with students -- When students need assistance she asks them to draw a graphic representing the information. Teacher also asks the students to ""show me"" so that they can help her understand (extended observation, 12.13.11)
- "Teacher uses visuals by writing on the board. Also, she uses the smart board to display directions for group work extended observation, 12.13.11)
- Collaboration, communication, and critical thinking were evident in the lesson by the nature of the assignments, questioning, link to community (mini-observation, 1.6.12)
- Teacher said "Show me in the picture I am not sure where you are talking about." (mini-observation, 1.6.12)
- The teacher used an overhead ""Elmo"" to present information (mini-observation, 2.13.12)
- Students did not use technology (mini-observation, 3.13.12)
- One student reported the answers from the group (mini-observation, 3.13.12)
- Teacher responded "exactly" and "good" to the answers (mini-observation, 3.13.12)
- Teacher asked, "Why is this important for the class?" (mini-observation, 4.13.12)
- The teacher used a variety of ways to look at the information, she staircases the level of project (mini-observation, 4.13.12)

**Element 3.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.**

**NYSED Indicators:** *Students synthesize and express ideas both in written and oral formats. Students work effectively with others, including those from diverse groups and with opposing points of view. Students make decisions, solve problems, and take actions as appropriate.*

	<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
A.	<i>Provides opportunities for collaboration</i>	The teacher provides few opportunities for students to collaborate with others.	The teacher provides occasional opportunities for students to collaborate with others from diverse groups and/or with opposing points of view.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view.	The teacher provides regular opportunities for students to collaborate with others from diverse groups and with opposing points of view. Students themselves ensure that all voices and ideas are heard in the discussion.
B.	<i>Provides synthesis, critical thinking, and problem-solving</i>	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, or problem solve. The teacher does not use the available technology to support instruction.	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, and problem solve. Teacher and students use the available technology with limited effectiveness.	Teacher provides regular opportunities in written or oral format for students to synthesize, think critically, problem solve and to use available technology in alignment with 21 <sup>st</sup> Century Skills.	Teacher provides regular opportunities in written or oral format for students to synthesize, think critically, problem solve and use available technology in alignment with 21 <sup>st</sup> Century Skills. Students initiate collaborative, problem-solving opportunities.

**Evidence:**

- In pair talk, kids thought about experiment. working in groups on drawing pictures (mini-observation, 10.10.11)
- Critical thinking about the uses of the experiment results (mini-observation, 10.10.11)
- Teacher: "Why is it important to worry about our creek?" (mini-observation, 10.10.11)
- Used group project for collaboration, encouraged interaction/discussion (mini-observation, 11.15.11)
- Teacher: "We want to share our findings from our models with the city. Why should we worry about our ecosystem as a 10-12 year old?" (mini-observation, 11.15.11)
- Providing rationale for the work: Why is it important for students to know about this issue?" (mini-observation, 11.15.11)
- Students worked within their initial table teams on questions about the current unit of study at the beginning of class (extended observation, 12.13.11)
- Students also worked with their watershed table teams on reworking their hypotheses after finding challenges to their initial hypotheses (extended observation, 12.13.11)
- Students answered challenging questions that were both open and closed in nature verbally during class" (extended observation, 12.13.11)
- Real world application of learning -- students and teacher communicate the problem regarding grant funding and sewer lines -- the work that the teacher is expecting students to do is ""real world"" applicable (extended observation, 12.13.11)
- Gets students to move into groups -- explains directions to students. Students understand the tasks -- teacher asks questions to verify student understanding of the task (extended observation, 12.13.11)
- In groups -- students work to make predictions about the sewer line (extended observation, 12.13.11)
- Students collaborated frequently- turn and talk to your neighbor, work with your partner (extended observation, 12.13.11)
- Teacher employs a cooperative classroom environment that promotes student collaboration. Her use of probing questions encouraged students to think beyond the central question (extended observation, 12.13.11)
- Students were required to solve problems that were open ended, required to research, solve and present to the class and community." (mini-observation, 1.6.12)
- Student struggled with adding information and the teacher told that student that she would be back to check on what he had to add (mini-observation, 2.13.12)
- Teacher asked students to discuss with a partner why erosion, deposition were important to the community (mini-observation, 3.13.12)
- Teacher asked what it might affect if it was moved around the corner (mini-observation, 3.13.12)
- Students grouped to talk with one another. Elbow partners followed by group work (mini-observation, 4.13.12)
- Teacher gave specific questions that students needed to make predictions on (mini-observation, 4.13.12)

**Element 3.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.**

**NYSED Indicators:** Utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. Seek and provide feedback during and after instruction. Adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Uses formative assessment</i>	Teacher does not use formative assessment during instruction and does not monitor student learning.	Teacher occasionally uses formative assessment. Teacher monitors student learning unevenly.	Teacher frequently uses formative assessment to immediately inform instruction. Teacher monitors the progress of students, using assessment data.	Teacher always uses formative assessment to immediately inform instruction. Teacher monitors the progress of individual students and uses a variety of formative assessments to adjust and differentiate instruction to meet individual needs.
B.	<i>Provides feedback during and after instruction</i>	Teacher’s feedback to students is limited, infrequent and/or irrelevant.	Teacher’s feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher’s feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher’s feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students make use of the feedback in their learning.
C.	<i>Adjusts pacing</i>	Teacher does not use student progress to adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction.	Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.

**Evidence:**

Monitors group work and asks questions of small groups (mini-observation, 10.10.11)

Teacher said: “Show me!” (mini-observation, 10.10.11)

Teacher moves from group to group, asking formative questions to generate deeper learning and check for understanding (mini-observation, 10.10.11)

Teacher conferences with small groups (mini-observation, 11.15.11)

Teacher gave feedback to students when they were working in groups (mini-observation, 11.15.11)

Teacher walks around the room and works with each group. Questions are asked to probe for understanding. (mini-observation, 11.15.11)

Teacher gave feedback to students in the groups -- said things like "Why?" "Write that down" "I will be back to check on that" (extended observation, 12.13.11)

Checks in with each group poses questions as needed (extended observation, 12.13.11)

The teacher provided verbal feedback to students when they orally answered her questions and as they worked with their peers in small groups (mini-observation, 1.6.12)

The teacher asked students to work with peers and include them in group work (ex. Do you agree with your group? Why don't you share your thoughts with them? (mini-observation, 1.6.12)

Teacher rotated from group to group offering feedback; show me on drawing – more deposition or erosion – show me, be back to check. Wait time to process (mini-observation, 1.6.12)

Any erosion? What do you think, please share, I'll be back (mini-observation, 1.6.12)

Teacher asked: “Do you still think see erosion? Where? What were you using do you think? Follow up questions? Why, what usually happens?” Why, clarifying questions...” (mini-observation, 1.6.12)

Feedback was provided while students were working in small groups (mini-observation, 2.13.12)

There was no formal observed formative assessment (mini-observation, 2.13.12)

Teacher gave nonspecific feedback to students (mini-observation, 3.13.12)

Lesson moved without checking for understanding (mini-observation, 3.13.12)

Teacher asked student to draw their examples (mini-observation, 4.13.12)

Teacher worked around the room listening to small group discussions and providing feedback (mini-observation, 4.13.12)

Assessment was from the sheet the students were working on (mini-observation, 4.13.12)