High-Inference vs. Low-Inference Observation Examples

1c. Pacing and Momentum
- The lesson pace was too slow.
- Four students finished the Do Now with time to spare and then engaged in off-task conversation while they waited for the teacher to bring the class together to review answers.

2d. Precision and Evidence
- You did not demand precision and evidence in student responses.
- When the teacher was reviewing the answers on the homework, she did not require students to explain how they arrived at their answers. This was true even after Tamara asked the teacher to explain answer #4; she just told her the correct answer without explaining it.

3e. Routines
- Routines were tight and maximized teaching time.
- It only took forty seconds to pass out the extended response journals after rug time. This is because the teacher assigned journal captains who had clearly practiced their jobs.

4a. Checks for Understanding
- You checked for student understanding for some of the class, but not all.
- Teacher cold-called on students to give the answers during guided practice, but did not ask the entire class to respond. The teacher had no way of knowing whether the students he did not call on got the answer correct.