

**Nurturing for a Bright Tomorrow  
Thinking Skills  
Evidence Checklist for Lesson Implementation & Fidelity**

**School:**

**Observer:**

**Date:**

**Teacher:**

**Grade:**

No	Yes	<b>GENERAL</b>
		1. Are all students being engaged?
		2. Teachers are speaking in complete sentences
		3. Teacher is encouraging students to speak in complete sentences
		4. Uses appropriate academic vocabulary and usage stressed in the lesson
No	Yes	<b>LESSON INTRODUCTION</b>
		5. Uses an essential question to open lesson
		6. Reviews previous lesson and refers to previous meta-cognitive and personal application questions
		7. Provides think-pair-share time and group sharing at tables or centers
		8. Provides wait time for thinking
		9. Provides discussion time with lots of dialogue
No	Yes	<b>LESSON: Whole Group or Small Group Instruction</b>
		10. States the objective clearly to students and provides an explanation of the objective
		11. Has materials ready for use
		12. Follows the scripted manual for direct instruction
		13. Asks a variety of higher order questions that relate to and extends the lesson
No	Yes	<b>CLOSURE: Use Reflection Time to Close a Lesson (Minimum – 5 mins)</b>
		14. Chooses appropriate time for lesson closure
		15. Reviews the purpose of the objective
		16. Revisits the essential question for further explanation and understanding
		17. Discusses the personal applications of thinking and asks meta-cognition questions
		18. Pools students' answers for reflection
		<b>COMMENTS:</b>