

**Wired for Learning - Thinking Skills
Evidence Checklist for Lesson Implementation and Fidelity**

School:

Observer:

Date:

Teacher:

Grade:

No	Yes	GENERAL OBSERVATIONS
		1. All students are engaged.
		2. Teacher is speaking in complete sentences
		3. Teacher is encouraging students to speak in complete sentences
		4. Appropriate academic vocabulary and usage is stressed in the lesson
No	Yes	LESSON INTRODUCTION
		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	LESSON: Whole Group or Small Group Instruction
		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	CLOSURE: Use Reflection Time to Close a Lesson (Minimum – 5 mins)
		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 – on chart or board
		COMMENTS: Continue on back, if needed.

*The American Association for Gifted Children, SSRI, Duke University, Revised 2018
(Developed by Christine Lange and Wanda Klutz for Bright IDEA Nurturing Program)*