



EdRising Academy Clinical Experience GUIDING QUESTION SAMPLES

GENERAL/FOUNDATIONAL QUESTIONS

- How does the teacher convey that they care for students and their development?
- How does the teacher engage students as learners throughout the lesson?
- How does the teacher manage student behavior during the lesson?
- How did the teacher organize the classroom and materials for the lesson?
- How do the students talk to and treat one another during the lesson? What is the tone of the interactions between the teacher and his/her students throughout the lesson, and what are the indicators of this tone?
- How do students participate in their learning throughout the lesson? Do they have opportunities to share their thinking and opinions with one another, and if so, how are these opportunities facilitated?
- How does the teacher provide directions to students throughout the lesson, and what is the evidence that the students are, or are not able, to readily follow these directions?
- What are the established routines of the classroom you observed?
- How does the teacher communicate what the learning goals for the lesson are? How do you (and the teacher) know if the students have met these goals by the end of the lesson?
- How does the teacher assess what students are learning during and after the lesson?

CLASSROOM CULTURE QUESTIONS

- How does the teacher convey that s/he cares for and/or values students?
- How does the teacher exhibit respect for students?
- How is the classroom decorated, and what is celebrated throughout the classroom?
- How is the classroom arranged, and how does the classroom organization contribute to students' engagement and learning?
- How is students' participation encouraged throughout the learning experiences offered by the teacher?
- How do students' talk and interact with one another, and how do they interact with the teacher?
- How does the teacher create a climate of safety for students' exploration of learning?
- How does the teacher convey his/her expectations for students?
- How are students disciplined? How does the teacher reinforce his/her expectations?
- How does the teacher build community with students?
- How does the teacher celebrate diversity and differences among students?



COLLABORATION QUESTIONS

- With whom does the teacher share his/her teaching resources?
- To whom does the teacher turn when s/he is seeking instructional or curricular resources or feedback?
- To whom does the teacher turn when s/he is seeking help with students' behavior/classroom management?
- How often does the teacher connect with other teachers during the school day? And usually for what purpose?
- What is the role of the school administration team in the day-to-day work of the teacher?
- How does the teacher develop his/her lessons? Does s/he plan alone or with members of the grade-level team or department?
- How does the teacher develop classroom assessments? Does the teacher create assignments, projects, and quizzes/tests alone or in collaboration with others?
- Who contributes to the teacher's ongoing development and improvement?

ANTI-BIAS INSTRUCTION QUESTIONS

- How does the teacher encourage students to ask critical questions?
- How does the teacher guide students to express their opinions and challenge the opinions of their peers?
- How does the teacher cultivate students' capacity to provide evidence to support their opinions?
- How does the teacher differentiate the instruction to accommodate diverse learners?
- How does the teacher foster collaborative learning among students?
- How does the teacher emphasize cooperation over competition among students?
- How does the teacher encourage students to draw connections to their own experiences with the formal classroom learning?
- How does the teacher evaluate what students have learned?
- How does the teacher grade students?

FORMATIVE ASSESSMENT QUESTIONS

- How does the teacher gauge what students know about the day's topic at the beginning of the lesson?
- What kinds of questions does the teacher pose to students during whole-group instruction, and what can/does the teacher learn about students' understanding?
- How does the teacher uncover students' misconceptions about the learning material?
- How does the teacher confer with students during independent practice, and what does the teacher learn about students' understanding and misconceptions of the material?
- How does the teacher gauge what students have learned by the end of the lesson?
- What student data does the teacher collect during the lesson?



- What student data does the teacher consult in preparing the lesson?
- How does the teacher adjust the lesson to clarify or reinforce students' learning and understanding of the material?
- How is the student learning graded during or after the lesson?

LEARNER ENGAGEMENT QUESTIONS

- How does the teacher “hook” students at the beginning of the lesson?
- What “high-leverage practices” does your teacher incorporate into the lesson, and why did the teacher select that particular strategy for this topic?
- How does the teacher honor his/her relationship with students throughout the lesson?
- How does the teacher reinforce positive behavioral and learning expectations throughout the lesson?
- How is the day’s learning objective communicated/conveyed to students, and what is the evidence that the learning target(s) are well-aligned with the subject standards?
- How does the teacher organize the lesson to foster maximum student engagement and learning throughout?
- How are students’ diverse learning needs incorporated into the planning of the lesson?
- What percentage of students are engaged in meaningful learning throughout the lesson? What evidence do you have of their learning?