OBJECTIVE AND NON-OBJECTIVE EVIDENCE KEY

OBJECTIVE	NON-OBJECTIVE
After group work, 5 students shared their writing with the whole group	Many of the students were not interested in the information the teacher presented on inheritance. *How do you know? What did you see or hear to draw this conclusion?*
Transition from whole group to partners took 45 seconds	The pacing of the lesson was slow allowing many possibilities for student restlessness. *How do you know? What did you see or hear to draw this conclusion?*
The warm up assignment was written on the blackboard	The students were engaged in the warm up. *How did you determine engagement versus compliance?*
The teacher displayed the graphic organizer on the SmartBoard	The teacher lectured too long and the students became bored. *How much time in lecture? How do you know they were bored? What did you see or hear to draw this conclusion?*
Two students were sitting in the front row talking to each other while the teacher was talking	The teacher doesn't seem to have planned and organized for maximum effect? *How do you know? What did you see or hear to draw this conclusion?*
Two students were passing notes back and forth for 10 minutes	The teacher prefers to work with female students rather than with male students *How do you know? What did you see or hear to draw this conclusion? Did you count or map?*
T: After 1 minute I'll call time and then the second person can talk for 1 minute so both people have a chance to talk	Most students wrote in their journals *Can this be quantified?*
T: You have 1 minute to move into your work groups	The seating arrangement was not flexible *What did you see or hear to draw this conclusion?*
T: Tell me one thing you heard your partner say during your discussion	The classroom environment needs improvement *How do you know? What did you see or hear to draw this conclusion?*
"Take out your warm up and put the date on the paper."	The teacher pulled up a chair and began helping a student *Could be objective if able to hear or see the interaction*