

**Project Bright IDEA 2 Teaching Practices  
K-2 Observation Tool For Instructional Review  
(Buddy System Tool, Not for Evaluation)**

School: \_\_\_\_\_ Date of Visit \_\_\_\_\_

Teacher: \_\_\_\_\_ Buddy Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_

**Essential Question: How are Bright IDEA classrooms different from regular K-2 classrooms?**

Instructional Practices (What)	Evidence of Implementation	Application of Best Practice (When & How)	Notes
<b>Rigor and Relevance Using Bright IDEA Concept-Based Units</b>	<ul style="list-style-type: none"> <li>• Essential Questions</li> <li>• Generalizations</li> <li>• Gifted Intelligent Behaviors</li> <li>• Six Facets of Understanding</li> <li>• Bloom’s Revised Taxonomy</li> <li>• Marzano’s Taxonomy</li> <li>• Multicultural Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Charts on Evidence Displayed</li> <li>• Evidence not lost is a sea of store bought bulletin boards</li> <li>• Student Products displayed</li> <li>• Display information as taught</li> <li>• Teacher/Student Discussions</li> <li>• Think, Pair, Share</li> <li>• Daily, weekly, other</li> </ul>	
<b>Gifted Intelligent Behaviors Habits of Mind (Costa/Kallick) TABS (Frasier) Multiple Intelligences</b>	<ul style="list-style-type: none"> <li>• Learning Style Centers (Task Rotations)</li> <li>• Multiple Intelligences Centers</li> <li>• Integrated into units and lessons in a natural way</li> </ul>	<ul style="list-style-type: none"> <li>• Charts Displayed as Taught</li> <li>• Teaching styles</li> <li>• Student Products displayed</li> <li>• Teacher/Student Discussions</li> <li>• Think, Pair, Share</li> <li>• Daily, weekly, other</li> </ul>	
<b>Thinking Skills (Sandra Parks)</b>	<ul style="list-style-type: none"> <li>• Students &amp; Teachers Speaking in Complete Sentences</li> <li>• Open-ended inquiry</li> <li>• Use of Manipulatives and Picture Cards</li> <li>• Graphic organizers (Parks, Black &amp; Swartz)</li> <li>• Integrated into Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Problem-solving assignments that focus on real world experiences</li> <li>• Daily assignments involving thinking skills concepts/skills</li> <li>• Teacher/Student Discussions</li> <li>• Think, Pair, Share</li> <li>• Student Products displayed</li> </ul>	

	<ul style="list-style-type: none"> <li>• Meeting Minimum timelines</li> </ul>	<ul style="list-style-type: none"> <li>• Display information as taught</li> <li>•</li> </ul>	
<b>Concept-based Units (Integrated/Interdisciplinary)</b>	<ul style="list-style-type: none"> <li>• Organizing Concepts</li> <li>• Posting generalizations and essential questions</li> <li>• Integration of thinking skills, multiple intelligences and learning styles</li> <li>• Curriculum Units</li> <li>• Task Rotations</li> </ul>	<ul style="list-style-type: none"> <li>• Daily, ongoing</li> <li>• Language Arts</li> <li>• Science classes</li> <li>• Social Studies</li> <li>• Math classes</li> <li>• Arts</li> </ul>	
<b>Problem-centered, thought-provoking classes</b>	<ul style="list-style-type: none"> <li>• Cooperative learning groups designed for nurturing potential in target areas</li> <li>• Socratic dialogue</li> <li>• Problem solving</li> <li>• Intelligent Behaviors (HOM)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily, ongoing</li> <li>• Flexible grouping based on interest, topics, and skills</li> <li>• Inquiry approach</li> </ul>	
<b>Flexible grouping</b>	<ul style="list-style-type: none"> <li>• Charts with different groups according to abilities, interests, skills, culture and learning styles and etc.</li> <li>• Student groups that are homogeneous and/or heterogeneous in readiness level</li> </ul>	<ul style="list-style-type: none"> <li>• Daily, ongoing</li> <li>• All subjects</li> <li>• Needs based</li> </ul>	
<b>Authentic assessment</b>	<ul style="list-style-type: none"> <li>• Performance-based tasks</li> <li>• Self-reflection opportunities</li> <li>• Response journals</li> <li>• Writing folders</li> <li>• Rubrics</li> <li>• Student Interest Inventories</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• All areas</li> </ul>	
<b>Learning Centers</b>	<ul style="list-style-type: none"> <li>• Skills and learning styles matched with student</li> <li>• Student choice</li> <li>• Student collaboration and cooperation</li> <li>• Teacher facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Special times</li> <li>• All areas</li> </ul>	
<b>Variety of Resources for Differentiation</b>	<ul style="list-style-type: none"> <li>• Multicultural materials</li> <li>• Variety of materials (Student</li> </ul>	<ul style="list-style-type: none"> <li>• Daily, ongoing</li> <li>• All areas</li> </ul>	

	<ul style="list-style-type: none"> <li>work)</li> <li>Professional Books</li> <li>Student Books</li> </ul>		
<b>Concrete Experiential learning</b>	<ul style="list-style-type: none"> <li>Simulations</li> <li>Classroom design</li> <li>Field trips</li> <li>Manipulatives</li> <li>Student groups</li> <li>Computer Utilization</li> <li>Software Available</li> <li>Real World Learning Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Daily, ongoing</li> <li>All areas</li> </ul>	
<b>Instructional Planning</b>	<ul style="list-style-type: none"> <li>Designs content-rich, strength-based, problem-centered differentiated curricula that relate to and expand the objectives of the SCOS.</li> <li>Explores generalizations and essential questions that align with stated objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Daily; ongoing</li> <li>Needs Assessment for Instruction</li> </ul>	
<b>Additional Best Teaching Practices</b>			

Comments:

**Note to Teachers:** Use as a guide when visiting your buddy. You do not need to fill out every block, but rather take notes on the things that you observe or talk about with your buddy. As we implement this year we will want to revise this tool so that it is easy to use and valuable for collecting information that will help us improve the training and implementation of Bright IDEA. Your input is important to us in this process so make suggested revisions to the instrument.