

CLASSROOM OBSERVATION FORM

TEACHER OBSERVED _____ - GRADE(s) _____

DATE _____ SCHOOL _____ STUDENT TEACHER _____

INSTRUCTIONAL COMPONENTS

- 1. State the learning objective.** Describe evidence you see that the objective is appropriate to the learner's skills, knowledge, and abilities.
- 2. Describe how the teacher links student's past experiences to the current objective.**
- 3. Explain what reasons, purpose, meaning, or other motivation the teacher gives to insure students pay attention and put effort into learning the objective.**
- 4. Describe the different activities the teacher uses to present information, teach the skills, etc.** Possibilities might include: telling, modeling, discovering, reading, listening, etc. Explain how the activities cover the range of student learning modes and what choices the students might have.
- 5. Describe any overt (observable) learning monitoring activities the teacher uses to assess student's progress or understanding during the lesson. Describe any adjustments that are made to the teaching as a result of monitoring the student's learning.**
- 6. Describe what guided practice activities students are given to practice the skills or apply the knowledge under supervision.**
- 7. Describe assignments made that will enable students to practice skills or apply knowledge on their own, beyond the teacher's observation or supervision.**

CLASSROOM MANAGEMENT

- 1. Describe rules that seem to be in place concerning classroom behavior. Are they posted? Written in positive form?**
- 2. Describe any consequences of rule violations observed. Are they logical? Non-punitive? Do they teach how to behave productively? Records kept?**
- 3. Describe any factors that contribute to a positive learning climate in the classroom.** Possibilities might include: student work displayed, lots of praise, statements describing student progress or success, evidence of student pride, evidence of ownership of the class (“ours” “we” statements).
- 4. Look for and describe any established procedures (students know) such as how to line up, enter class, get materials, turn in work, get teacher’s attention, go to the restroom, clean up, get make up work, etc.**
- 5. Describe any evidence of parent/community involvement in the classroom, school, etc.**