

Classroom Observations

1. Observer: _____ 5. Date: _____
2. Teacher: _____ 6. Class start & end time: _____
3. School: _____ State _____ 7. Grade level: _____
4. Subject: _____ 8. Number of Students: M _____ F _____

Minutes	0-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60
Instruction												
Student												
Cognitive*												

* Unless a change in instruction occurs, record only one code per time period

Type of Instruction

- | | |
|--|---|
| <p>L lecture</p> <p>LWD lecture with discussion</p> <p>CD class discussion</p> <p>HOA hands-on activity/materials</p> <p>SGD small group discussion</p> <p>AD administrative tasks</p> <p>D demonstration</p> <p>CC unique use of computer, calculators, tech (not adding, multiplying, word processing)</p> | <p>TSW text seatwork (if in groups, add SGD)</p> <p>WW worksheet work (if in groups, add SGD)</p> <p>SP student presentations</p> <p>LJ lab journal writing</p> <p>TIS teacher interacting w student</p> <p>HW go over homework, tests, assignments</p> <p>PM tchr demos/models how to solve new problem</p> <p>Other _____</p> |
|--|---|

Note: HOA, SGD and TIS often go together

Student Role

- HE High engagement, 80% of the students engaged
- ME mixed engagement
- LE Low engagement, 80% of the students off-task

Cognitive Activity:

- 1 **Receipt of Knowledge** (watching something, lectures, going over worksheets, questions, or homework)
- 2 **Application of Procedural Knowledge** (doing worksheets, homework or practice problems similar to ones modeled in class, skill building, performance)
- 3 **Knowledge Representation** (organizing, observing something and trying to make sense out of it, describing, categorizing)
- 4 **Knowledge Construction (higher order thinking)** (generating, inventing, solving problems, revising, etc)
- 5 **Other**

Classroom Instruction

9. **Types of Questions** (majority of time):

Teacher generated:

open/thoughtful closed

examples:

Student generated:

open/thoughtful closed

examples:

Revised 3-30

18. Briefly summarize the objectives and activities of the lesson (sequencing of the lesson, topic, and class structure). Attach any notes you make, as well as any handouts the teacher distributes. If a text is used, get the name.

19. Overall, in what ways did the teacher encourage a standards-based learning environment (inquiry, depth of understanding, hands-on activities, communication, connections, community of learners, opportunity of all students to learn, etc.)?

20. Overall quality of the lesson: *Consult the Observation Guidelines for detailed descriptions of the ratings. If 1 or 3 are chosen, provide the more specific description.*

- 1: Ineffective Instruction
 - Passive “Learning”
 - Activity for Activity’s Sake
- 2: Elements of Effective Instruction
- 3: Beginning Stages of Effective Instruction
 - Low 3
 - Solid 3
 - High 3
- 4: Accomplished, Effective Instruction
- 5: Exemplary Instruction

Classroom Environment

21. Describe the physical setting of the classroom (Please include seating arrangement, lab resources, cleanliness, brightness, aesthetics of bulletin boards/posters, organization, technology present, disproportionate ratio of males/females).