

Classroom Observation Template: Comprehensive #1 and #2

Teacher: _____ Grade Level/Subject Area: _____

Date of Observation: _____ Length of Observation: _____ Time/Period: _____

Domain I: Planning and Preparation

<p>1a: Demonstrating knowledge of content and pedagogy</p> <hr/> <p><i>Area of Focus</i></p>	<ul style="list-style-type: none">★ The teacher can identify important concepts of the discipline and their relationships to one another.★ The teacher provides clear explanations of the content.★ The teacher answers students' questions accurately and provides feedback that furthers their learning.★ Instructional strategies in unit and lesson plans are entirely suitable to the content.
<p>1b: Demonstrating knowledge of students</p> <hr/> <p><i>Area of Focus</i></p>	<ul style="list-style-type: none">★ The teacher knows, for groups of students, their levels of cognitive development.★ The teacher is aware of the different cultural groups in the class.★ The teacher has a good idea of the range of interests of students in the class★ The teacher has identified "high," "medium," and "low" groups of students within the class.★ The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.★ The teacher is aware of the special needs represented by students in the class.

<p>1c: Setting instructional outcomes</p> <hr/> <p><i>Area of Focus</i></p>	<ul style="list-style-type: none"> * Outcomes represent high expectations and rigor. * Outcomes are related to “big ideas” of the discipline. * Outcomes are written in terms of what students will learn rather than do. * Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. * Outcomes, differentiated where necessary, are suitable to groups of students in the class.
<p>1d: Demonstrating knowledge of resources</p> <hr/> <p><i>Area of Focus</i></p>	<ul style="list-style-type: none"> * Texts are at varied levels. * Texts are supplemented by guest speakers and field experiences. * The teacher facilitates the use of Internet resources. * Resources are multidisciplinary. * The teacher expands her knowledge through professional learning groups and organizations. * The teacher pursues options offered by universities. * The teacher provides lists of resources outside the classroom for students to draw on.
<p>1e: Designing coherent instruction</p> <hr/> <p><i>Area of Focus</i></p>	<ul style="list-style-type: none"> * Learning activities are matched to instructional outcomes. * Activities provide opportunity for higher-level thinking. * The teacher provides a variety of appropriately challenging materials and resources. * Instructional student groups are organized thoughtfully to maximize learning and build on students’ strengths. * The plan for the lesson or unit is well structured, with reasonable time allocations.

1f: Designing student assessments	<ul style="list-style-type: none"> * All the learning outcomes have a method for assessment. * Assessment types match learning expectations. * Plans indicate modified assessments when they are necessary for some students. * Assessment criteria are clearly written. * Plans include formative assessments to use during instruction. * Lesson plans indicate possible adjustments based on formative assessment data.
<i>Area of Focus</i>	

Doman II: Classroom Environment

2a: Creating an environment of respect and rapport	<ul style="list-style-type: none"> * Talk between teacher and students and among students is uniformly respectful. * The teacher successfully responds to disrespectful behavior among students. * Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. * The teacher makes general connections with individual students. * Students exhibit respect for the teacher.
<i>Area of Focus</i>	
2b: Establishing a culture for learning	<ul style="list-style-type: none"> * The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. * The teacher demonstrates a high regard for students' abilities. * The teacher conveys an expectation of high levels of student effort. * Students expend good effort to complete work of high quality. * The teacher insists on precise use of language by students.
<i>Area of Focus</i>	
2c: Managing classroom procedures	<ul style="list-style-type: none"> * Students are productively engaged during small-group or independent work. * Transitions between large- and small-group activities are smooth. * Routines for distribution and collection of materials and supplies work efficiently. * Classroom routines function smoothly.
<i>Area of Focus</i>	

2d: Managing student behavior	<ul style="list-style-type: none"> * Standards of conduct appear to have been established and implemented successfully. * Overall, student behavior is generally appropriate. * The teacher frequently monitors student behavior.
<i>Area of Focus</i>	<ul style="list-style-type: none"> * The teacher's response to student misbehavior is effective.
2e: Organizing physical space	<ul style="list-style-type: none"> * The classroom is safe, and all students are able to see and hear the teacher or see the board. * The classroom is arranged to support the instructional goals and learning activities.
<i>Area of Focus</i>	<ul style="list-style-type: none"> * The teacher makes appropriate use of available technology.

Doman III: Instruction

3a: Communicating with students	<ul style="list-style-type: none"> * The teacher states clearly, at some point during the lesson, what the students will be learning. * The teacher's explanation of content is clear and invites student participation and thinking. * The teacher makes no content errors. * The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. * Students engage with the learning task, indicating that they understand what they are to do. * If appropriate, the teacher models the process to be followed in the task. * The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
<i>Area of Focus</i>	<ul style="list-style-type: none"> * The teacher's vocabulary is appropriate to students' ages and levels of development.

<p>3b: Using questioning and discussion techniques</p> <hr/> <p><i>Area of Focus</i></p>	<ul style="list-style-type: none"> * The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. * The teacher makes effective use of wait time. * Discussions enable students to talk to one another without ongoing mediation by teacher. * The teacher calls on most students, even those who don't initially volunteer. * Many students actively engage in the discussion. * The teacher asks students to justify their reasoning, and most attempt to do so.
<p>3c. Engaging students in learning</p> <hr/> <p><i>Area of Focus</i></p>	<ul style="list-style-type: none"> * Most students are intellectually engaged in the lesson. * Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. * Students are invited to explain their thinking as part of completing tasks. * Materials and resources support the learning goals and require intellectual engagement, as appropriate. * The pacing of the lesson provides students the time needed to be intellectually engaged. * The teacher uses groupings that are suitable to the lesson activities.
<p>3d: Using assessment in instruction</p> <hr/> <p><i>Area of Focus</i></p>	<ul style="list-style-type: none"> * The teacher makes the standards of high-quality work clear to students. * The teacher elicits evidence of student understanding. * Students are invited to assess their own work and make improvements; most of them do so. * Feedback includes specific and timely guidance, at least for groups of students.

3e: Demonstrating flexibility and responsiveness

- * The teacher incorporates students' interests and questions into the heart of the lesson.
- * The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- * In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- * When improvising becomes necessary, the teacher makes adjustments to the lesson.

Area of Focus

Doman IV: Professional Responsibilities

4a: Reflecting on teaching

- * The teacher accurately assesses the effectiveness of instructional activities used.
- * The teacher identifies specific ways in which a lesson might be improved.

Area of Focus

4b: Maintaining accurate records

- * The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- * The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.
- * The teacher's process for recording noninstructional information is both efficient and effective.

Area of Focus

4c: Communicating with families

- * The teacher regularly makes information about the instructional program available
- * The teacher regularly sends home information about student progress.
- * The teacher develops activities designed to engage families successfully and appropriately in their children's learning.
- * Most of the teacher's communications are appropriate to families' cultural norms.

Area of Focus

<p>4d: Participating in the professional community</p> <hr/> <p><i>Area of Focus</i></p>	<ul style="list-style-type: none"> * The teacher has supportive and collaborative relationships with colleagues. * The teacher regularly participates in activities related to professional inquiry. * The teacher frequently volunteers to participate in school events and school district and community projects.
<p>4e: Growing and developing professionally</p> <hr/> <p><i>Area of Focus</i></p>	<ul style="list-style-type: none"> * The teacher seeks regular opportunities for continued professional development. * The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. * The teacher actively participates in organizations designed to contribute to the profession.
<p>4f: Showing professionalism</p> <hr/> <p><i>Area of Focus</i></p>	<ul style="list-style-type: none"> * The teacher is honest and known for having high standards of integrity. * The teacher actively addresses student needs. * The teacher actively works to provide opportunities for student success. * The teacher willingly participates in team and departmental decision making. * The teacher complies completely with district regulations.

Teacher **Date**

Administrator/Principal **Date**

Revised 10/09/2013