

# 5-10 Minute Observation Form 14-15

Date: \_\_\_\_\_



Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ Time: \_\_\_\_\_ Observer: \_\_\_\_\_

*Professional Practice Goal and notes:*

*Student Learning Goal and notes:*

CCSS

**Reading Text Closely**

- Teacher asks questions and employs tasks to elicit the use of structures, syntax and details to make meaning of the text.
- Students utilize structures, syntax and details to make meaning of the text.

**Text-Based Evidence:**

- Teacher asks questions and employs tasks that require students to cite evidence from the text to support analysis, inferences and claims.
- Students cite evidence from the text to support analysis, inferences and claims.

**Writing from Sources:**

- Teachers require that students draw evidence from texts to produce clear and coherent writing.
- Students routinely draw evidence from texts to produce clear and coherent writing.

**Academic Vocabulary:**

- Teachers actively build students' academic vocabulary in context as appropriate during instruction.
- Students build academic vocabulary through reading, writing, speaking and listening about texts.

**Balance of Texts**

- Fiction
- Non-fiction

**Balance of Writing**

- Narrative
- Expository
- Argumentative

**Other (artifacts, images, videos, audio)**

Remembering and Understanding  
*(recognizing, listing, describing, locating, labeling, interpreting, summarizing, comparing, explaining)*

Applying and Analyzing  
*(using, solving, performing, classifying, examining, organizing, distinguishing, outlining, executing)*

Evaluating and Creating  
*(critiquing, judging, experimenting, designing, synthesizing, constructing, planning, inventing)*

*Student learning most closely resembles:*

Majority Teacher

50% teacher / 50% student

Majority Student

*Students are:*

- building on other students' ideas
- asking questions without teacher prompting
- accessing appropriate resources to persevere through meaningful tasks

- |                                     |                                       |                                      |
|-------------------------------------|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Presenting | <input type="checkbox"/> Solving      | <input type="checkbox"/> Justifying  |
| <input type="checkbox"/> Speaking   | <input type="checkbox"/> Interpreting | <input type="checkbox"/> Moving      |
| <input type="checkbox"/> Writing    | <input type="checkbox"/> Creating     | <input type="checkbox"/> Calculating |
| <input type="checkbox"/> Reading    | <input type="checkbox"/> Listening    | <input type="checkbox"/>             |

*Which students are participating?*

Teacher checks for understanding.

Yes No

Yes	No	Students are thoughtfully engaged in academics for every minute of observation.
Yes	No	BBC is clearly posted and aim of class, content objective, and language objective is clear, measurable and achievable.
Yes	No	Lesson is tight, moving at a challenging pace, with neither time nor space for students to be off-task.
Yes	No	All students are provided supports appropriate for their proficiency level or ability in order to help them master content.
Yes	No	Teacher uses technology, resources, space, or board to effectively support and clarify instruction.
Yes	No	Students are working with clear, age-appropriate directions and expectations. Classroom procedures are in place.
Yes	No	Teacher recognizes student contributions and provides clear, meaningful feedback to encourage continued work.
Yes	No	Students speak and act respectfully, affirming their own and others' cultural and learning differences.
Yes	No	If another adult is in the room, interactions between adults and with students are meaningful and purposeful.

Teacher varies lesson format and method of instruction by:

Teacher deliberately addresses student misconceptions.

Yes No

Learning Experience	<input type="checkbox"/> Multi-sensory materials	Collaborative Work	<input type="checkbox"/> Pairs	Differentiation	<input type="checkbox"/> Tiered texts	ELL/ Student Support	<input type="checkbox"/> Accommodated Work
	<input type="checkbox"/> Kinesthetic activity		<input type="checkbox"/> Small groups		<input type="checkbox"/> Tiered assignments		<input type="checkbox"/> Modified Work
	<input type="checkbox"/> Technology / media		<input type="checkbox"/> Stations		<input type="checkbox"/> Student choice		<input type="checkbox"/>
	<input type="checkbox"/> Visual aids		<input type="checkbox"/> Seminar		<input type="checkbox"/> Conferencing		<input type="checkbox"/>
	<input type="checkbox"/> Lab		<input type="checkbox"/> Student presentation		<input type="checkbox"/> Think alouds		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/> Debate		<input type="checkbox"/> Performance task		<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Learning Environment:  Room is neat  Student work displayed  Materials reflect student body

**General Takeaways/Notes from the observation**

<b>+</b>	<b>△</b>

**Questions/Comments for Follow-Up**

