CLASSROOM OBSERVATION INSTRUMENT

Teacher _____ **Grade/Subject** _____

Date _____ **Time In** _____ **Time Out** _____

Directions: Complete the form by rating each area using symbols identified in the definitions which follow. Comments should be used where appropriate and specific recommendations are required for any unsatisfactory rating.

<u>**SYMBOLS:**</u> **P = Particular Strength** **I = Needs Improvement** **U = Unsatisfactory**
NA = Not applicable

This instrument should be used to evaluate the effectiveness of teacher decisions and skills, as related to instruction.

PROMOTES A POSITIVE ATMOSPHERE TO LEARNING

A.	Courtesy and mutual respect are modeled and required by the teacher. Appropriate feeling tone is evident	Courtesy and mutual respect is inconsistently modeled/required. Appropriate feeling tone is inconsistent.	Mutual Courtesy, respect, and/or appropriate feeling tone are not evident.	comments

MAINTAINS APPROPRIATE CLASSROOM BEHAVIOR

A.	Uses techniques to maintain and/or rein-force appropriate student behavior	Inconsistently maintains appropriate student behavior	Does not maintain appropriate student behavior	comments

UTILIZES TASK ANALYSIS

A. Selects Correct Level of Difficulty

	The objective is at the correct level of difficulty for most of the students	The objective is at the incorrect level of difficulty for most of the students	The objective is at the incorrect level of difficulty for all students	comments

B. Includes Essential Sub-Objectives

	All essential sub-objectives are present	Most essential sub-objective are present	Few essential sub-objectives are present.	comments

TEACHES TO THE OBJECTIVE

A. Focuses Students on Lesson Objective

	Effective focuses students on lesson objective	Focuses students' attention insufficiently or inappropriately.	Absence of focus impedes the achievement of the objectives.	comments

	B.	**Evidence Objectives**		
	Lesson objective is clear	Lesson objective is vague	Lesson objective is missing	comments

	C. Provides Aligned Information			
	Gives sufficient information to aid students in the achievement of the objective	Gives insufficient information to aid students in the achievement of the objective	Gives no information to aid students in the achievement of the objective	comments
	D. Asks Aligned Questions			
	Asks sufficient questions which aid students in achieving the objective	Asks insufficient and/or unaligned questions which make the achievement of the objective difficult	Absence of aligned questions prevents the achievement of the objective	comments
	E. Utilizes Aligned Activities			
	Uses activities which aid students in achieving the objective	Uses insufficient and/or unaligned activities which make the achievement of the objective difficult.	Absence of aligned activities prevents the achievement of the objective.	comments
	F. Teaches Lesson in Logical Sequence – One Objective at a Time			
	Teaches ideas, skills, etc. in logical sequence.	Teaches ideas, skills in a sequence which makes it difficult to achieve the objective	Teaches ideas, skills, etc. in a sequence which prevents the achievement of the objective	comments
	G. Promotes Development of Higher Level Thinking Skills			
	Incorporate appropriate levels of thinking skills related to the objective.	Does not consistently incorporate varied levels of thinking when appropriate.	Does not involve the students in achieving the objective.	comments

APPLIES PRINCIPLES OF LEARNING

A. Involves Students in the Learning (covert/overt)

	Appropriately involves most of the students most of the time in achieving the objective	Involves students insufficiently and/or inappropriately to achieve the objective.	Does not involve the students in achieving the objective.	comments
	B. Motivates Students			
	Uses appropriate and sufficient strategies to elicit attention and effort	Uses inappropriate and/or insufficient strategies which result in limited attention and effort	Absence of appropriate strategies which result in inattention and lack of effort.	comments
	C. Promotes Retention			
	Uses appropriate and sufficient strategies which help students remember the learning	Uses inappropriate and/or insufficient strategies to help students remember the learning	Absence of appropriate sufficient strategies to help students remember the learning	comments

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MONITORS STUDENT PERFORMANCE AND ADJUSTS TEACHING AS NEEDED
Examples of possible strategies are: meaning, modeling, practice, feeling tone, and closure

	Generates and checks overt behavior, adjusts plans and methods accordingly.	Insufficiently generates and checks behavior and/or adjusts plans and methods accordingly.	Does not generate and check overt behavior and/or adjust plans and methods accordingly.	comments

THE FOLLOWING ESLRs WERE OBSERVED

_____
Signature of Principal or Supervisor

_____
Date

_____
Signature of Teacher

_____
Date

9-2012