

Tool 43

Classroom Observation Form

Class:	Date:
Teacher:	Room:
Grade:	Number of students:
Observer:	Time span or period:

Description of lesson:	One-minute count of students engaged in lesson (<i>on task</i>): ___ of ___
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BEHAVIOR

Trait	Description of Trait at "Effective" Level	What to Look For	Yes	No	Unable to Determine	Comments
6E3	Professional development addresses the identification and removal of barriers to racial, ethnic, and cultural equity.	Are there racial or cultural issues that adversely impact student achievement?				
8C2	Staff members and school administrators respect one another. This respect extends to, and is reciprocated by, students and their families.	Teachers are respectful toward students.				
		Students are respectful toward teachers.				
8F1	The schoolwide discipline and behavior management system supports teaching and learning.	The school discipline and behavior management system supports student learning in the classroom.				
8G1	Staff members have high expectations for student behavior.	Classrooms are orderly. Behavior is managed without undue loss of instructional time.				
8H3	School rules are fairly, consistently, and equitably applied to all students.	Discipline is consistent and equitably applied to all students.				

ORGANIZATION

Trait	Description of Trait at “Effective” Level	What to Look For	Yes	No	Not Observed	Comments
2A1	State content standards are explicitly integrated into instruction in those subjects for which state content standards exist.	State or national disciplinary content standards are incorporated into instruction (e.g., objective written on board, content standard described in lesson).				
2F3	Teachers are committed to raising achievement and closing achievement gaps between groups of students.	Is there evidence that the instructional strategies in use meet the needs of all students?				
2H2	Instruction and directions are clear to students, and little time is spent on clarifying directions, reteaching, or repeating previously described procedures.	The teacher’s instruction and directions to students are clear.				
9D2	Parents and community members are present and involved in classroom activities.	Volunteers are present in classrooms and are providing meaningful contributions.				

INSTRUCTIONAL STRATEGIES

Trait	Description of Trait at “Effective” Level	What to Look For	Yes	No	Not Observed	Comments
2B1	Students have access to an instructional program that is rigorous and provides challenging opportunities to extend their learning.	The teacher uses questioning strategies that elicit a range of intellectual behavior (knowledge, understanding, application, analysis, synthesis, evaluation).				
2C1	Teachers express confidence in the ability of their students to make substantial learning gains.	The teacher, through speech and action, conveys high expectations for all students.				

REPRODUCIBLE

Trait	Description of Trait at “Effective” Level	What to Look For	Yes	No	Not Observed	Comments
2E1	Students are actively engaged in classroom activities.	Students are alert and actively engaged in instructional activities.				
2E2	Activities and assignments are rigorous and contribute to student understanding or extend concepts addressed in the lesson.	Classroom activities and assignments are rigorous and contribute to student understanding.				
2F1	Teachers demonstrate strong content knowledge in the subjects taught.	The teacher does not make content errors.				
2F2	Teachers use a variety of instructional strategies matched to the needs of their students.	The teacher uses a variety of instructional strategies matched to student learning needs.				
2H1	Teachers use instructional time effectively and lose little time to behavior problems, classroom management, attendance, and noninstructional activities.	Teachers effectively use all instructional time, and instructional time is not used for noninstructional activities.				
8D1	Staff members work effectively with racially, culturally, and linguistically diverse students.	The teachers and other staff members in the room work effectively with all students.				

INTERVENTIONS AND REMEDIATION

Trait	Description of Trait at “Effective” Level	What to Look For	Yes	No	Not Observed	Comments
2I2	School administrators ensure coordination of the instructional program.	Students are able to participate in intervention or support programs without missing core academics.				
7D2	The school has processes in place to meet the academic needs of students who are at risk of not completing school.	Remedial, intervention, and lower-level classes are engaging and challenging.				

STUDENT INTERVIEW

Trait	Description of Trait at “Effective” Level	What to Ask	Student Answers
2C2	Students express confidence in their ability to make substantial learning gains.	How are you doing in this class? If you were the teacher, what would you do so that you would learn more?	
2C2	Students express confidence in their ability to make substantial learning gains.	What do you have to do in order to do well in this class?	
2D1	Students know why what they are learning is important.	How will you be able to use what you are learning?	
2D2	Students know where they are in the progression of steps to meet their learning targets.	What do you have left to do to complete this unit?	
2D3	Students know how and where to access additional help when they need it.	If you need help with your work, how can you get it?	

Number of students interviewed: _____