

**Version 3 – Revised 6/81/18**

Date: \_\_\_\_\_ Class & Grade: \_\_\_\_\_ Observer: \_\_\_\_\_

| Activity & Time  | Teacher Strategies  | Classroom Atmosphere  |
|--|---|---|
| <p>Note time start/end or activity transition</p>  | <p><u>Teacher Role</u><br/>           Facilitator (open instructor) &lt;----- ----- ----- ----- -----&gt; commander (explicit instructor)</p> <p>describe:</p> <p><u>Provides structure &amp; consistency</u></p> <p>__ Sets expectations, e.g., states learning/behavioral expectations (describe)</p> <p>__ show on board    __ explain/reference    __ reflect on if outcomes met expectations</p>   | <p><b>(describe after observation)</b></p> <p>_____ % off task</p>  |
| <p><b>Teacher Instructional Materials &amp; Resources (tools)</b></p>  |   | <p><b>Teacher Concept Presentation (how or method)</b></p>  |
| <p>__ lesson plan</p> <p>__ agenda</p> <p>__ digital (video, websites)</p> <p>__ pre-made activities (kits)</p> <p>__ online organizational tools (google drive)</p> <p>__ whiteboard/ smartboard</p> <p>__ texts (instructional books, reference books, textbooks, manuals)</p> <p>__ field trips (ex: to the fab lab, library, etc.)</p> <p>__ outside presentations (ex. Jeff running an activity)</p> <p>__ project materials</p> <p>__ Other:</p> | <p>__ Activates Prior Knowledge, e.g., reviews previous lesson (describe)</p> <p>__ Supports planning, e.g., written instructions, highlight key points (describe)</p> <p>__ Task management prompts/reminders,</p> <p>__ planning    __ testing    __ tracking    __ reporting    __ sharing knowledge</p> <p>__ Other:</p> <p><u>Scaffolding the process</u></p> <p>__ Modeling, e.g., talking through and doing steps (describe)</p> <p>__ Scaffolding e.g. Removes supports over the course of a project (describe)</p> <p>__ Chunking the activity and/or instructions</p> <p>__ Simplifies instructions, choices (describe)</p> <p>__ Multiple ways of assessments, formative, low-stakes, mini-assessments, self-assessment, check for understanding, oral checks, timed tests (describe)</p> <p>__ Other:</p> <p><u>Supporting thinking and metacognition</u></p> <p>__ Prompts and probes (describe)</p> <p>__ Supports non-linear thinking/brainstorming (describe)</p> | <p>__ initial concept presentation to large group</p> <p>__ reiteration of concepts to group</p> <p>__ individual facilitation</p> <p>__ full group intervention</p> <p>__ call and response</p> <p>__ multimodal (verbal vs nonverbal)</p> |

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|--|--|--|
| <b>Student Materials &amp; Resources</b> | <input type="checkbox"/> Positive statements (affirmation)<br><input type="checkbox"/> Cooperative learning strategies (describe)<br><input type="checkbox"/> Bridging student learning to higher level thinking (describe)<br><input type="checkbox"/> Encourage students to choose different ways of expressing their understanding<br><input type="checkbox"/> Other:<br><br><u>Classroom Management</u><br><input type="checkbox"/> Discreet cues to stay on task; advanced warnings; reminders to focus; lowers noise level (describe)<br><input type="checkbox"/> Teacher attention on students<br><input type="checkbox"/> Positive words, moving down to eye level to talk to student, talking to a student before or after class<br><input type="checkbox"/> Other:<br><br><u>Accommodations (Students with LD or at-risk)</u><br><input type="checkbox"/> Reduce environmental distractions (allowing students to wear earbuds, allowing students to work alone)<br><input type="checkbox"/> Teacher allows students working with para-professional or other peer<br><br><input type="checkbox"/> Teacher gives extra time<br><input type="checkbox"/> Teacher provides additional cues / additional modeling (e.g., visual directions for SWD)<br><input type="checkbox"/> Teacher provides additional attention<br><input type="checkbox"/> Teacher provides Assistive Technology<br><input type="checkbox"/> Teacher provides alternative assessment<br><input type="checkbox"/> Other: | <b>Barriers</b><br><br><i>Pedagogical &amp; Curriculum Variable</i><br><input type="checkbox"/> Lack of differentiated instruction<br><input type="checkbox"/> Lack of accommodation<br><input type="checkbox"/> Lack of classroom management<br><input type="checkbox"/> Other<br><br><i>Environmental Variable</i><br><input type="checkbox"/> Technology-related<br><input type="checkbox"/> Teacher Absence (substitute teacher)<br><input type="checkbox"/> Length of class time<br><input type="checkbox"/> Location of the classroom<br><input type="checkbox"/> Lack of administrative support<br><input type="checkbox"/> Other<br><br><i>External Variable</i><br><input type="checkbox"/> External disruption<br><input type="checkbox"/> Other |
| <b>Types of Product</b>                  | <input type="checkbox"/> Computer-driven<br><input type="checkbox"/> Tangible, Physical<br><input type="checkbox"/> Personal and/or cultural relevance<br><input type="checkbox"/> Other   | <b>Quick Notes from Observation</b>  |