

2014-2015 OBSERVATION & REFLECTION INSTRUMENT

School:	Teacher:	Date:
Class/Grade:	Observer:	#Students:

Creating an Environment of Respect & Rapport (2a)		Observation Notes on Domain 2
<input type="checkbox"/>	The teacher and the students speak respectfully	
<input type="checkbox"/>	The teacher models respectful behavior	
<input type="checkbox"/>	Students participate willingly	
<input type="checkbox"/>	The teacher connects well with individual students	
Establishing a Culture for Learning (2b)		
<input type="checkbox"/>	The teacher communicates the importance of the content	
<input type="checkbox"/>	The teacher demonstrates a high regard for students' abilities	
<input type="checkbox"/>	The teacher conveys an expectation of good effort from all students	
<input type="checkbox"/>	The teacher insists on precise use of language by students	
Managing Classroom Procedures (2c)		
<input type="checkbox"/>	Students in groups or independently are productively engaged	
<input type="checkbox"/>	Transitions between large and small group activities are smooth	
<input type="checkbox"/>	Routines for distributing/collecting materials and supplies work well	
<input type="checkbox"/>	Routine for taking attendance functions smoothly	
Managing Student Behavior (2d)		
<input type="checkbox"/>	Standards of conduct appear to be well established and successful	
<input type="checkbox"/>	Student behavior is generally appropriate overall	
<input type="checkbox"/>	The teacher monitors for and corrects student misbehavior	
<input type="checkbox"/>	The teacher acknowledges students' good behavior	

Communicating with Students (3a)		Observation Notes on Domain 3
<input type="checkbox"/>	The teacher explains the content clearly and accurately	
<input type="checkbox"/>	The teacher connects the content to students' cultures	
<input type="checkbox"/>	The teacher promotes thoughtful participation among students	
<input type="checkbox"/>	The teacher offers specific learning strategies to students	
<input type="checkbox"/>	The teacher provides modeling or other scaffolding support	
<input type="checkbox"/>	Instructional outcomes and interactions convey high expectations	
Using Questioning & Discussion Techniques (3b)		
<input type="checkbox"/>	The teacher uses culturally responsive, open-ended questions	
<input type="checkbox"/>	The teacher makes effective use of wait time	
<input type="checkbox"/>	Students talk to one another without ongoing teacher mediation	
<input type="checkbox"/>	The teacher calls on various students, not only those who volunteer	
<input type="checkbox"/>	Many students actively engage in the discussion	
<input type="checkbox"/>	Teacher successfully encourages students to justify their reasoning	
Engaging Students in Learning (3c)		
<input type="checkbox"/>	Learning tasks involve a variety of correct responses/approaches	
<input type="checkbox"/>	Materials are intellectually stimulating & support the learning goals	
<input type="checkbox"/>	The lesson's pacing allows students time to be intellectually engaged	
<input type="checkbox"/>	The teacher uses pacing and groupings that are suitable to the lesson	
<input type="checkbox"/>	Students are encouraged to make cultural connections to the content	
<input type="checkbox"/>	The teacher provides equitable learning opportunities for all students	
Using Assessment in Instruction (3d)		
<input type="checkbox"/>	Rubrics make the standards of high-quality work clear to students	
<input type="checkbox"/>	The teacher elicits evidence of student understanding	
<input type="checkbox"/>	Most students assess and make improvements on their own work	
<input type="checkbox"/>	Feedback includes specific and timely guidance	
<input type="checkbox"/>	Monitoring of student learning and behavior is subtle and supportive	
<input type="checkbox"/>	The teacher responds compassionately to students who are struggling	