



Newark Teacher Induction Program

## Observation Skills Development



### Types of Observations:

#### 1. Scripting:

The observer scripts what they see/hear related to the focus. The focus may be pre-identified by the participating teachers Inquiry focus, CSTP standards and/or Induction Standards.

Directions: The observer records, stems of teacher/student statements, responses and behavior/activities which are occurring in the classroom. Specific Observation Forms may be used.

#### 2. Chunking:

The purpose of Chunking is to “assist in developing a sense for sequence, pacing, and structure” of classroom activities. The observer sweeps the room every five minutes and records what they see.

Directions: Using “Chunking Template” the observer records evidence of what the teacher and the students are doing every five minutes. Each chunk of time the observer sweeps the room and records their observations.

Time	Teacher/ Student Activity	Observations
05		
10		
15		
20		

#### 3. On-Task Behavior: Using a seating chart, record on and off-task behavior.

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Directions: Observe the class at five minute intervals. Using the agreed upon behavior categories, note what each student is doing at the specified times, and mark the appropriate symbol.

**O** = On task    **T** = Talking with others    **D** = Daydreaming or not paying attention.

Time	Activity	Front of the Room / Whiteboard / Teachers		
1- 9:00	Warm-up	1-O	1-O	1-O
		2-O	2-O	2-O
		3-O	3-O	3-O
		4-T	4-T	4-T
2- 9:05	HW Correction	1-T	1-O	1-O
		2-T	2-O	2-O
		3-D	3-O	3-O
		4-T	4-T	4-T
3-9:10	Instruction	1-O	1-O	1-O
		2-O	2-D	2-O
		3-D	3-O	3-T
		4-T	4-T	4-T
4-9:15	Pairs Work	1-O	1-O	1-O
		2-D	2-D	2-O
		3-D	3-O	3-O
		4-T	4-T	4-T

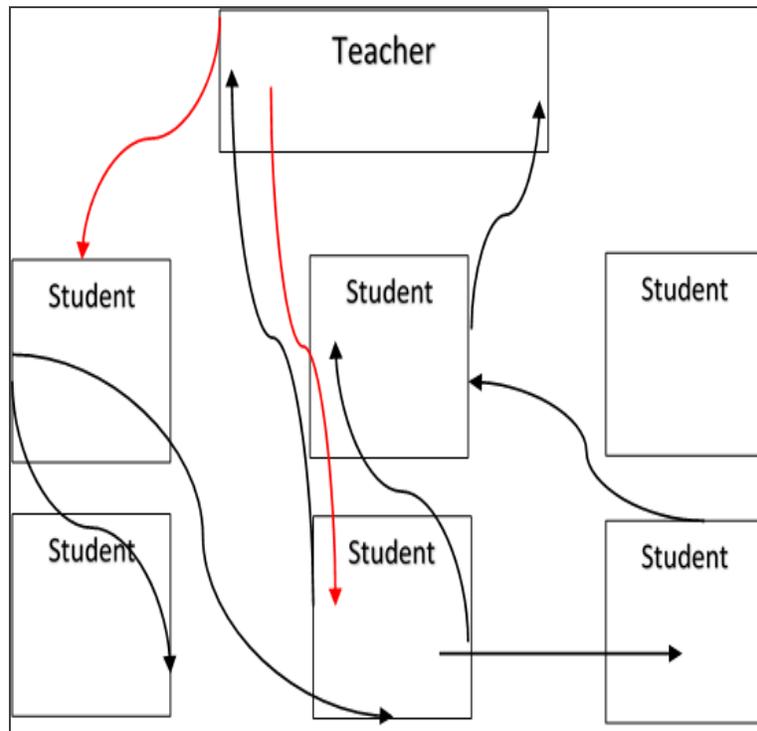
#### 4. *Teacher/Student Movement Patterns:*

The observer may record movement of the teacher and/or students during a set amount of time. Record data on a seating chart. This may be used to record teacher bias, student engagement or a variety of other concerns. The observer may wish to observe for Power Zones. Beginning teachers often begin forming a pattern of predominantly teaching from one area or one side of the room. The observer can assist by collecting data on the teacher's position over a period of time.

### Teacher-Student Movement



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Directions: Use lines with arrows to show which students move about the room during a set amount of time. Do the same to record teacher movements. If you wish to record both during a set time period, use 2 different colors; one for students, one for the teacher.

*Modification:* The observer may wish to quadrant off the classroom seating chart and only observe in one quadrant at a time.



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### 5. Conditions of Learning Observation Tool

**To the Mentor:** To see your Candidate in action, interacting with the students, and implementing instructional strategies, schedule a 20-30 minute observation session in their classroom. Prior to this observation, have a conversation about the areas to be observed. You may share this document with them. Request a lesson plan to inform you of the lesson objectives, activities and possible areas of focus. When you're ready to share this completed document, please "Submit".

Check all the conditions observed during this lesson:

	<b>Teacher Creates Effective Environment</b>
	Balances direct instruction, group work, and/or independent work.
	Provides adequate wait time.
	Provides for student choice.
	Validates and affirms multiple perspectives regarding learning and speaking styles and for conflict resolution.
	Seeks student explanation for the cause of off-task behavior prior to redirection.
	Redirects off-task behavior respectfully and constructively.
	Presents positive consequences more frequently than highlighting negative consequences.
	<b>Teacher Delivers Lesson</b>
	Clearly supports content objectives throughout the lesson
	Clearly explains academic tasks
	Consistently uses scaffolding techniques (props, pictures, charts, realia, graphic organizers, etc.)
	Checks for understanding throughout the lesson (thumbs up/down, choral response, signal cards, whiteboards, etc.) to monitor student progress and assess student comprehension.
	Uses instructional resources including technology devices
	Uses meta-cognitive strategies to ensure comprehension: think-aloud, graphic organizers, study guides.
	Presents explicit task in steps and outcomes: Orally, Visually, Written
	Directs instruction to a wide range of students (gender, race, ethnicity).
	Clearly states or writes the Common Core State Standards, or Next Generation Science Standards or California English Language Development standards.

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<b>Teacher Utilizes Positive Behavior Support Strategies</b>	
	Develops and implements consistent rules and procedures.
	Plans for transitions.
	Cues students non-verbally.
	Obtains students' attention before giving directions or explanations.
	Moves about the room, increasing presence where problems may occur.
	Uses a calm, quiet voice.
	Reinforces positive behaviors.
<b>Teacher Differentiates the Learning Process</b>	
	Differentiates lessons appropriate to student language levels.
	Uses standards-aligned instructional materials and resources during the lesson
	Makes accommodations and modifications based on assessed student needs
<b>Teacher Facilitates Interaction</b>	
	Designs opportunities for frequent interaction and discussion between teacher/student and among students that promote higher-order thinking skills (e.g., literal, analytical, and interpretive)
	Configures student groups to support language and content objectives of the lesson.
	Consistently provides sufficient wait time for student responses.
	Ensures that at least 50% of the academic talk is by students.
	Groups students to work collaboratively with defined roles and/or guidelines.
	Requires students to express understanding of directions / content/ procedures
	Engages students in academic talk
	Facilitates student-led discussion and questioning

Additional Comments / Evidence:

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