

KEY CLASSROOM OBSERVATION "LOOK-FORS"

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KEY QUESTIONS CAN BECOME CLAIM STATEMENTS, AND AN OBSERVER CAN USE EVIDENCE TO POPULATE FEEDBACK AND SUPPORT EDUCATOR GROWTH.

Use of time



- Is the transition from one activity to another smooth and timely?
- How much time is spent with individual students or small groups?
- How much time was spent getting the lesson or class started?
- Are the entrance and exit set up to maximize learning time?

Strategic questioning



- Are questions connected to the lesson target or objective?
- Do questions assess student understanding?
- Do questions stretch student thinking beyond a yes or no answer?
- Are there scaffolding of questions to meet diverse student needs

Participation strategies



- Does the teacher use cold calls to ensure a variety of student voices?
- Does the teacher allow opportunities for partners or small groups to collaborate?
- Are students volunteering responses and on task?
- Are students speaking out while off task?

Listen to the classroom



- Is there a high level of teacher-to-student, student-to-teacher, or student-to-student dialogue?
- Is there visible thinking skills from students present?
- How is the teacher monitoring student progress during whole class and independent work