Brief Observation Form Educator: Date:

**ENVIRONMENT**

**COMMENTS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Layout/Design** |  |  | | **Classroom Management** |
| ○ flexible |  |  | | ○ procedures posted |
| ○ clean, attractive, inviting |  |  | | ○ reinforces procedures |
| ○ safe |  |  | | ○ good rapport |
|  |  |  | |  |
| **Richness of Environment** |  | |  | **Instructional Materials** |
| ○ variety of print materials |  |  | | ○ manipulatives |
| ○ student work displayed |  |  | | ○ models/exemplars |
| ○ anchor/flow charts/graphics |  |  | | ○ media (audio/visual) |
| ○ learning objective posted/aligned with instruction | | | | |

**Observer:**

**STUDENT ENGAGEMENT**

**INSTRUCTIONAL STRATEGIES**

|  |  |
| --- | --- |
| **Teacher Activity** | |
| ○ discussion facilitator | |
| ○ modeling | |
| ○ monitoring/assisting | |
| ○ assessment | |
| ○ lecture/direct instruction | |
| ○ lesson plan evident |  |
| **Differentiated Instruction** | |
| ○ element of student choice | |
| ○ pacing alternatives |  |
| ○ tiered/compacted instruction | |
| ○ Habits of Mind/Depth & Complexity | |
| **Strategies** | |
| ○ project-based learning | |
| ○ independent research/inquiry | |
| ○ sustained reading/writing/practice | |
| ○ rubrics/contracts/checklist of expectations | |
| ○ self-reflection | |
| **Use of Technology** |  |
| ○ whole class | ○ one-to-one |
| ○ word processing | ○ project |
| ○ skill required | ○ aligned |

|  |
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| **Active Engagement** |
| ○ on task |
| ○ interest/excitement |
| ○ student movement ○ tactile |
| **Discussion** |
| ○ balanced teacher/student |
| ○ student-to-student ○ teacher-to-student |
| ○ high-level questioning |
| ○ student initiated |
| **Grouping** |
| ○ whole group |
| ○ small group  ○ individual work |
| ○ pairs ○ trios |
| ○ homogenous ○ mixed-ability  ○ effective/appropriate/flexible |
| **Activity** |
| ○ discussion |
| ○ problem-solving/practice |
| ○ writing/reviewing writing |
| ○ instruction on new material |
| ○ student presentation  ○ other: |
|  |