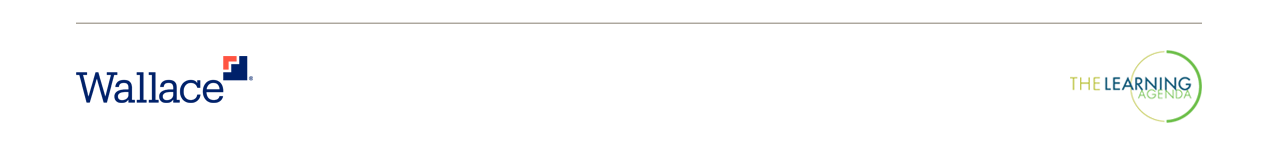




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| --- |
| **TOOL** |
| **CLASSROOM OBSERVATION** |
| **For information on the importance of classroom observation and tips for effective formal observations, review** [**Classroom Observation Guidance**](https://www.wallacefoundation.org/knowledge-center/summer-learning/toolkit/documents/classroom-observation-guidance.pdf)**.** |

The Classroom Observation Tool was developed by Bellwether Education Partners for a site visit to the Rochester City School District’s Summer Scholars Program. The observation tool addresses the learning environment, student engagement, instructional quality, and curriculum implementation, which were components of the program quality review on which the district requested feedback.



**CLASSROOM OBSERVATION TOOL**

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|  |
| |  |  |  |  | | --- | --- | --- | --- | | **Teacher:** |  | **Observer:** |  |  |  |  |  |  | | --- | --- | --- | --- | | **Date/ Time:** |  | **Number of Students:** |  |  |  |  | | --- | --- | | **Content Area:** |  | |

**GENERAL OBSERVATIONS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **STRONGLY DISAGREE** | **DISAGREE** | **NEITHER AGREE NOR DISAGREE** | **AGREE** | **STRONGLY AGREE** |
| The classroom is adequate for the number of students and activities. |  |  |  |  |  |
| The classroom is well organized and materials are set up and ready. |  |  |  |  |  |
| The classroom is clean. |  |  |  |  |  |
| The classroom temperature did not distract from learning. |  |  |  |  |  |
| Student work is displayed prominently. |  |  |  |  |  |

**TEACHER BEHAVIORS**

|  |  |  |
| --- | --- | --- |
| **AREA** | **The Teacher:** | **Frequency:** |
| **1. Inclusive**  **Participation** | Uses practices that involve all students in responding, encouraging all students to formulate answers and participate. | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |
| **2. Equity of  Individual Turns** | Calls on a variety of students using a pre-planned system to randomize students to ensure equity. | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |
| **3. Monitoring Responses** | Monitors student responses through focused listening and observing, circulating around the room when students are sharing with partners or teams, reading with partners, or completing written responses. | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |
| **4. Error Corrections** | Provides immediate, clear corrections for individual or group errors, telling students or guiding them to the correct answer. | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |
| **5. Feedback and Acknowledgement** | Provides specific feedback and positive affirmation for performance, focusing on achievement and effort rather than on inherent qualities. | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |
| **6. Pace** | Having prepared for the lesson, maintains an efficient instructional pace while providing adequate thinking time. Avoids digressions. | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |
| **7. Positive Learning Environment** | Promotes a positive learning environment, connecting with the learners and promoting student success. Utilizes positive reinforcement to encourage appropriate behavior. | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |
| **8. Enthusiasm** | Displays a genuine interest in the content of the lesson and the learning of his/her students. | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |
| **9. Lesson**  **Adjustment** | Adjusts the lesson based on student performance (e.g., re-teaches challenging content. Provides additional practice. Moves forward in lesson). | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |

**STUDENT BEHAVIORS**

|  |  |  |
| --- | --- | --- |
| **AREA** | **The students:** | **Frequency:** |
| **10. On-task Behavior** | Exhibit on-task behavior, following the teacher's directives and completing requested tasks. | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |
| **11. Frequent Responses** | Respond when asked to give verbal, written, or action responses. | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |
| **12. Cooperative Responses** | Work productively with partners or team members (completing tasks, listening to partners, staying on-task). | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |
| **13. Accuracy** | Provide accurate responses. | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |
| **14. Appropriate Behavior** | Exhibit behavior that allows them to learn, their peers to learn, and the teacher to teach. | |  |  | | --- | --- | |  | All of the time | |  | Most of the time | |  | Some of the time | |  | Never | |  | No opportunity to observe | |

**CONCLUDING NOTES**

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| --- | --- |
| **AREA** | **NOTES** |
| For  teacher / staff feedback: |  |
| For staff meetings and  in-session professional development: |  |