

Site: _____ Grade: _____ Date: _____ Name of teacher: _____
 Observation Start Time: _____ Observation End Time: _____ Observer Name: _____ # of Ass'ts/Other Adults: _____
 Max number of children present: _____ Technology was used during observation: Yes No Types of technology (IPads, Smart boards) _____
 Group organization (check all that apply, circle primary): Whole group Small group Individual time Free Choice Routines (e.g. breakfast)
 Content focus (check all that apply, circle primary): Art Language/ literacy Math/number concepts Science Social & emotional

Questions prior to visit: # children enrolled: _____ For PreK Only: Ages: 3 year olds 4 year olds Mix Program Length Full day _____ ½ Day _____

Student Engagement:

Students are involved in the learning activity or lesson. E.g. students listening to the teacher or peers during the activity, eyes watching what is going on, visible signs of delight or pleasure in learning

Notes:

Active Participation:

E.g., students ask questions, volunteer or raise hand, calling out answers, etc. Students can be engaged but may not be active participants.

Notes:

Teacher Facilitation:

Notes:

Activities:

Description of Activities:

Notes:

Behavior/ Time management:

Notes:

Promoting Inquiry:

Task orientation: Students are working towards a learning goal/objective. Student participation and actions in each activity appear to be directed towards a learning outcome for that activity. In group time, the goal may be comprehending a story or singing a song. Individual time may include completing a worksheet focused on a specific phonics activity; free time may include activities where students match dice to counting bears.

A. Child Task Orientation/ Engagement							
1. Children appear fully engaged in activities. Behaviors include: watching the teacher, listening, following along	1 None of the children were engaged.	2	3 Some of the children were engaged.	4	5 Most of the children were engaged.	6	7 Children were constantly engaged. Few or none were disengaged.
2. Children are active participants in their learning. <i>Children are actively participating in the learning process. For example, they may answer chorally (when appropriate), initiate questions, act out the stories vs. passively listen/ not initiate questions or offer answers.</i>	1 Children were passively participating/ not actively participating.	2	3 There were some instances in which children were actively participating.	4	5 Children actively participated on several occasions.	6	7 All children were actively participating; very few or none were passively participating.
3. Children appear to be working/oriented towards the goal/learning objective. <i>Children appear to know what the goal of the activity/ lesson is and are working on it. E.g. worksheet/craft project-they work on it until completed. Story-listening for comprehension.</i>	1 None of the children were working/ oriented toward the goal/learning objective.	2	3 Some children appeared to be working/ oriented towards the goal/learning objective.	4	5 Many children were working/ oriented towards the goal/learning objective.	6	7 All of the children were working/ oriented towards the goal/learning objective.
4. Children are engaged with materials. <i>Children watch, listen to each other sing or participate, and participate.</i>	1 There were no instances during the observation when children were engaged with materials.	2	3 Children were sometimes engaged with materials.	4	5 On several occasions children were engaged with materials.	6	7 All children were always engaged with materials.
5. Children's attention to the lesson is evident. <i>Children look at lesson (or materials) and not elsewhere (at their hands, their peers, etc). They participate when prompted and continually follow the lesson.</i>	1 No children outwardly appeared to be paying attention to the lesson.	2	3 Some of the children outwardly paid attention to the lesson.	4	5 Most of the children outwardly paid attention to the lesson.	6	7 All children outwardly appeared to be paying attention to the lesson.
6. Child sharing of answers and thoughts is observed. <i>Children raise hands to answer questions, offer answers, or volunteer to participate. Children respond when teacher asks questions.</i>	1 There were no instances during the observation when children shared or offered answers.	2	3 There were a few instances in which children shared thoughts and answers.	4	5 Many of the children shared thoughts and answers at least once.	6	7 The lesson or activity could be characterized by nearly all of the children sharing answers.
7. Students are encouraged to collaborate or share ideas with one another during observation.	1 Strongly Disagree	2	3 Somewhat disagree	4	5 Somewhat agree	6	7 Strongly Agree

B. Support in Learning Activities							
8. Organization of lesson and materials is conducive to task orientation. <i>Learning objective of the activities is clear to the children and they know what they should be doing. E.g., setup of the materials encourages students to move through the activity; lesson is sequential</i>	1 Strongly Disagree	2	3 Somewhat disagree	4	5 Somewhat agree	6	7 Strongly Agree
9. Teaching methods & activities promote engagement. <i>Teacher's comments, questions, & facilitation engage children. E.g. during story time, she acts out parts of the book, asks questions, & thinks aloud.</i>	1 Never	2	3 Sometimes	4	5 Often	6	7 Always
10. Teaching methods & activities facilitate active participation. <i>Teaching methods encourage children to actively participate (use their bodies, use materials, offer answer). Teaching methods draw participation.</i>	1 Strongly Disagree	2	3 Somewhat disagree	4	5 Somewhat agree	6	7 Strongly Agree A 7 includes child-initiated activity
11. Teacher shows openness/ responsiveness to active learning and student engagement. <i>Teacher responds positively when children offer answers or ask questions. Disengaged students are drawn back into the lesson by asking questions.</i>	1 Never	2	3 Sometimes	4	5 Often	6	7 Always
12. Individual attention to children is evident. <i>Children receive individualized support. Their comments, interactions, work, and problems are met with adequate support.</i>	1 Children did not receive feedback or support when needed.	2	3 Children received some individualized attention.	4	5 Teachers often provided some individualized attention.	6	7 Students almost always received individualized attention.
13. Extra help is provided to children when needed. <i>Child doesn't understand something, needs assistance in answering, cutting paper, needs help resolving a conflict; if child is disengaged, extra attention may be provided to help him engage.</i>	1 Teacher assistance was not present.	2	3 Teachers sometimes helped children.	4	5 Teachers helped students several times.	6	7 Extra help was always given as needed.
14. Responsiveness to children's work and behavior is frequent. <i>A teacher notices and responds to children's comments, work, or actions. He finds opportunity to comment and draw attention to children's positive behaviors, their work (e.g., handwriting), or statements.</i>	1 Responsiveness to children's work or behavior is absent.	2	3 Teachers infrequently note students' work or behavior.	4	5 Teachers occasionally note students' work or behavior.	6	7 Responsiveness to students' work or behavior is frequent.
15. Teacher encourages children to further delve into activity/ discussion by asking follow up questions, providing information, and checking for understanding.	1 Strongly Disagree	2	3 Somewhat disagree	4	5 Somewhat agree	6	7 Strongly Agree
16. There is a blend of teacher- and child-initiated activities. <i>Children have opportunity to experience both child-directed (choosing an activity) and teacher-led activities (teacher presenting lesson, completing worksheets).</i>	1 Activities are all teacher-directed OR all child-initiated.	2	3 Activities are predominantly teacher directed OR child-initiated.	4	5 Teacher AND child initiated activities are provided.	6	7 There is an equal blend of teacher-directed and child-initiated.

C. Effective Use of Time							
18. Learning time (opportunities to learn/play) IS LOST because of...							
a. Lack of teacher preparedness <i>e.g., Materials are disorganized vs. ready. Teacher takes time away learning time to review curriculum notes.</i>	1 No time was lost due to a lack of teacher prep	2	3 Some time was lost due to a lack of teacher prep	4	5 Much time was lost due to lack of teacher prep	6	7 Significant time was lost due to a lack of teacher prep
b. Student misbehavior <i>Time is spent redirecting one or several children, e.g., stopping lesson to talk to one child's behavior. During choice time, a group of students may lose learning time by not following rules.</i>	1 No time was lost due to student misbehavior.	2	3 Some time was lost due to misbehavior.	4	5 Much time was lost due to misbehavior.	6	7 Significant time was lost due to student misbehavior.
c. Non-instruction time (e.g., announcements)/ Transitions <i>Time is taken away from learning to deal with managerial tasks (e.g., completing attendance, setting up snack). Teachers talk with one another (students must wait and have nothing to do).</i>	1 No time was lost due to routines/ transitions.	2	3 Some time was lost due to routines/ transitions.	4	5 Much time was lost due to routines/ transitions.	6	7 Significant time was lost due to routines, transitions.
19. The pace of activities matches children's interests and attention. <i>Too fast: children seem confused, have insufficient time to process information. Slow pacing: must wait long periods within activity, children become bored waiting for the lesson to "move".</i>	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
20. The amount of time in the lesson/ activity matches children's interests and attention. <i>Too short: lost opportunities for learning (students are engaged in lesson but it was cut short). Too long: students are disengaged & misbehavior may occur.</i>	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
D. Classroom Behavior							
21. Child misbehavior is a problem in this class. <i>Behaviors include: acting out, yelling, fighting, getting up, not listening to adults, etc. Consider if time is taken away from learning.</i>	1 Strongly Disagree Student misbehavior is not a problem in this class.	2	3 Disagree There are one or two examples of misbehavior.	4	5 Agree Several instance of misbehavior are observed.	6	7 Strongly Agree Student misbehavior is constantly observed.
22. Children follow directions. <i>Children are quick to do what is asked, quick to complete tasks in the manner in which they are told to do so.</i>	1 Directions are generally and consistently not followed.	2	3 There are several examples of children not following directives.	4	5 Children are often compliant.	6	7 Children always follow directions.

23. Children demonstrate positive peer relations. - Behaviors include: <i>Positive language, affect (laughing, enthusiasm), cooperation/ playing well, sharing materials freely, helping one another. If no opportunity to interact with one another: they listen when someone speaks, sit well by one another.</i>	1 There is little to no evidence of positive peer relationships.	2	3 There is some evidence of positive peer relation.	4	5 There are several examples of positive peer relations.	6	7 All children demonstrate positive peer relationships.
24. Behavior management strategies effectively reduce or redirect misbehavior. <i>Teachers clearly communicate expectations, address misbehavior promptly.</i>	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
25. Classroom environment promotes task orientation and positive behavior expectations <i>E.g., materials clearly organized, room arrangements allow uninterrupted play.</i>	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
E. Prompting Inquiry							
26. Teacher uses open-ended questions & discussions to encourage children to new apply information in new ways.	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
27. Teacher facilitates discussions/ activities that encourage children to plan and organize thoughts, and generate new ideas, products, or predictions.	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
28. Students are encouraged to problem solve, identify patterns & relationships, and compare & contrast during conversations or activities.	1 Strongly Disagree	2	3 Disagree	4	5 Agree	6	7 Strongly Agree
F. Child-Initiated & Teacher-Directed Instruction							
29. A variety of activities are provided. <i>This item assesses the number of activities available NOT how well the activities engaged the students.</i>	1 Very few activities are provided.	2	3 Limited variety of activities is provided.	4	5 There are several kinds of activities available.	6	7 There are numerous activities provided.
30. Please rate the evidence of teacher-directed activities. Behaviors include: <i>teachers provide activity and control how it's carried out, children leading lessons, selecting materials and the manner in which they are carried out.</i>	1 100% teacher-directed 0% child-initiated	2	3 Mostly teacher-directed with some child-initiated	4	5 Mostly child-initiated with some teacher-directed	6	7 100% child-Initiated 0% Teacher-Directed
31. Please circle the overall description of the Instructional Practices utilized during the observation .							
				Low Teacher-Directed/ Low Child-Initiated		High Teacher-Directed/ Low-Child Initiated	
				Low Teacher-Directed/ High Child-Initiated		High Teacher-Directed/ High Child-Initiated	

Overall Task Orientation: Please rate the level of children’s task orientation in the classroom. <i>Use engagement & active participation, behavior, use of time, teaching methods. This is the overall score.</i>							
1	2	3	4	5	6	7	