

INFORMAL OBSERVATION FORM

Teacher Name: _____

Grade: _____

Subject: _____

Date: _____

Evaluator Name: _____

Time Informal Begins: _____

Time Informal Ends: _____

Directions: This form serves as a record of an informal by the teacher's evaluator. **The evaluator will likely NOT observe all of the teaching elements listed below in any one informal observation.** This record, along with records of additional observations, **will be used** to inform the summative evaluation of the teacher. Absence of a check mark does not indicate attribute was not met.

What were the students doing?

What was the teacher doing?

What I observed today included: (Listed attributes constitute a Level 3 proficiency) √ = Observed Attributes
* = See Evaluator Comments

2A- Creating an Environment of Respect and Rapport

- Talk between teacher and students and among students is uniformly respectful.
- Teacher responds to disrespectful behavior among students.
- Teacher makes superficial connections with individual students.

2B - Establishing a Culture for Learning

- The teacher communicates the importance of learning, and that with hard work all students can be successful in it.
- The teacher demonstrates a high regard for student abilities.
- Teacher conveys an expectation of high levels of student effort.
- Students expend good effort to complete work of high quality.

2C- Managing Classroom Procedures

- The students are productively engaged during small group work.
- Transitions between large and small group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.

2D- Managing Student Behavior

- Standards of conduct appear to have been established.
- Student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- Teacher's response to student misbehavior is effective.
- Teacher acknowledges good behavior.

3A- Communicating with Students

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- If appropriate, the teacher models the process to be followed in the task
- Students engage with the learning task, indicating that they understand what they are to do.
- The teacher makes no content errors.

3A- Communicating with Students (Continued)

- Teacher's explanation of content is clear, and invites student participation and thinking.
- Vocabulary and usage are correct and completely suited to the lesson.
- Vocabulary is appropriate to the students' ages and levels of development.

3B- Using Questioning and Discussion Techniques

- Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.
- The teacher makes effective use of wait time.
- The teacher builds on uses student responses to questions effectively.
- Discussions enable students to talk to one another, without ongoing mediation by the teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.

3C- Engages Students in Learning

- Most students are intellectually engaged in the lesson.
- Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.
- Students have some choice in how they complete learning tasks.
- There is a mix of different types of groupings, suitable to the lesson objectives.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.

3D - Using Assessments in Instruction

- Students indicate that they clearly understand the characteristics of high quality work.
- The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.
- Feedback includes specific and timely guidance for at least groups of students.
- The teacher attempts to engage students in self - or peer-assessment.
- When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students..

I noticed: _____

I wonder: _____

What if: _____

EVALUATOR COMMENTS: _____

TEACHER COMMENTS; I would like feedback on: _____

CONFERENCE COMMENTS: _____

 Evaluator's Signature/Date

 Teacher's Signature/Date