

Educator:

Supervisor:

Date:

Class/Time:

TEACHING OBSERVATION <i>Classroom Educator</i>					Not Evident	Somewhat Evident	Evident	Extraordinary	COMMENTS/EVIDENCE
PLAN									
1. Lesson aligns with DESK standards (P.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
2. Activities help learners master content or skills (P.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
3. Teacher provides opportunities for learners to apply information to new situations (P.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
4. Activities are differentiated to meet individual needs of learner (P.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
5. Teacher connects current learning to both prior and future learning (P.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
6. Lesson is well organized and proceeds in a logical sequence (P.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
TEACH									
7. Learners know what they are supposed to be learning and why (T.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8. Learners know what they are supposed to do and when to do it (T.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9. Learners participate in a variety of learning activities (T.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10. Best practice instructional strategies are used (T.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11. Learners are actively participating or instruction is modified if learners appear disengaged (T.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12. Reluctant learners are encouraged to participate in lesson through multiple methods (T.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13. Technology supports the learners' ability to acquire content skills and knowledge (T.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14. Learners are involved in bell-to-bell learning (T.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15. Effective transitions maximize learning time (T.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16. Pacing is adjusted to meet learner needs (T.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17. Teacher demonstrates interest and enthusiasm (T.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18. Learners have opportunities to engage in higher level thinking through questioning, solving real-world problems, critically analyzing information, etc. (T.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

CHECK					
19. A variety of frequent checks for understanding are employed (C.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20. Reteaching occurs prior to testing or moving to new concepts (C.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21. When checks reveal students are already proficient, enrichment connected to prior learning occurs (C.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22. Learners with diverse learning needs have opportunities to demonstrate understanding in different ways (C.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. Learners receive specific and immediate feedback (C.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. Learner misconceptions are corrected during instruction (C.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. Learners have opportunities to monitor and reflect upon their own progress (C.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ENVIRONMENT					
26. Teacher positively acknowledges and interacts with all students (E.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. Students are willing to take risks in learning (ask and respond to questions, hypothesize, share alternative options and/or opposing opinions, etc.) (E.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28. Learners demonstrate a positive and respectful attitude about classroom and learning (E.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29. Teacher demonstrates a positive and respectful attitude about classroom and learning (E.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. Each student is held to high expectations for learning and modifications to assignments are made as needed (E.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31. Teacher is approachable and caring (E.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32. Classroom is organized and inviting (E.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33. Effective procedures minimize learning disruptions (E.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34. Behavioral expectations are clear and consistently applied (E.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	