

CLASSROOM OBSERVATION FORM

Teacher: _____

Date: _____

School: _____

Class: _____

TEACHING AND LEARNING

Grouping Format

- Whole group Small group Paired Individual

Teacher interaction: Individual _____ Student to Student _____
Whole group _____

Teacher talk time: _____

Student talk time: _____

Demographics: Boys: _____ Girls: _____ Total: _____

Student Actions

- Listening Reading
 Speaking Hands-on materials
 Writing Researching

CRITICAL THINKING INDICATORS

Student demonstrates critical thinking by

- Identifies and summarizes problem or issue
 personal perspective and position
 other salient perspectives and positions
 key assumptions
 uses quality evidence
 draws conclusions, implications and consequences
 uses various methods to solve problems
 present research solutions in variety of written, oral and technology formats

Types of teacher questions: _____

Types of student questions: _____

LITERACY

Reading

Type of Text _____

- using graphic organizers
 activate prior knowledge
 picture/visualizing
 predicting
 connecting/reacting to reading
 asking clarifying questions
 decoding vocabulary

Writing

Type of Writing _____

- pre-writing strategies
 editing strategies
 using content knowledge/vocabulary
 revising work

LEVEL OF STUDENT WORK (Marzano's yardstick)

- Knowing Analyzing
 Organizing Generating
 Applying Integrating
 Evaluating

CLASSROOM CULTURE

- teacher creates and maintains a positive, supportive climate
 student demonstrates active role in the classroom
 students help each other to clarify misunderstandings
 students are allowed to make mistakes
 application to real world
 demonstrates willingness to struggle with new information

OTHER INDICATORS

- lesson is connected to community awareness or involvement
 lesson is connected to career/vocation
 lesson uses technology Ex: _____

Class objectives were...

Critical Thinking Notes:

Literacy Notes:

Classroom Culture Notes:

Assessment Notes:

Other observations