

LYNCHBURG-CLAY HIGH SCHOOL TEACHER OBSERVATION

Your Name:	Teacher Observed:							
Date:	Department:							
LESSON SEGMENTS THAT INVOLVE ROUTINE EVENTS OBSERVED IN EVERY LESSON								
<i>WHAT AM I DOING TO HELP ESTABLISH AND COMMUNICATE LEARNING GOALS, TRACK STUDENT PROGRESS, AND CELEBRATE SUCCESS?</i>				I	A	D	B	NU
Providing clear learning goals and scales to measure those goals	NOTES							
Tracking student progress (formative assessment for individual and group progress)								
Celebrating student success								
<i>WHAT IS THE TEACHER DOING TO MAINTAIN CLASSROOM RULES AND EXPECTATIONS?</i>				I	A	D	B	NU
Establishing classroom routines	NOTES							
Organizing the physical layout of the room for learning (materials, traffic patterns, displays)								
LESSON SEGMENTS THAT ADDRESS CONTENT								
<i>WHAT AM I DOING TO HELP STUDENTS EFFECTIVELY INTERACT WITH NEW KNOWLEDGE?</i>				I	A	D	B	NU
Identifying critical information (provides cues)	NOTES							
Organizing students to interact with new knowledge (dyads or triads to discuss content)								
Previewing new content (K-W-L, advance organizers, or preview questions)								
Chunking content into "digestible bites" tailored to students' level of understanding								
Group processing of new information (summarizing and clarifying)								
Elaborating on new information (ask questions, make and defend inferences)								
Recording and representing knowledge (summarize, take notes, use nonlinguistic representation)								
Reflecting on learning (reflect on what they understand or what they are confused about)								
<i>WHAT AM I DOING TO HELP STUDENTS PRACTICE AND DEEPEN THEIR UNDERSTANDING OF NEW KNOWLEDGE?</i>				I	A	D	B	NU
Reviewing content	NOTES							
Organizing students to practice and deepen knowledge (organizes groups to review information or practice skills)								
Using homework (homework or independent practice)								
Examining similarities & differences (comparing, classifying, analogies, metaphors)								
Examining errors in reasoning (informal fallacies, propaganda, and bias)								
Practicing skills, strategies, and processes								
Revising knowledge (revise entries in notebooks to clarify and add to previous information)								
<i>WHAT AM I DOING TO HELP STUDENTS GENERATE AND TEST HYPOTHESES ABOUT NEW KNOWLEDGE?</i>				I	A	D	B	NU
Organizing students for cognitively complex tasks	NOTES							
Engaging student in cognitively complex tasks involving hypothesis generating and testing (decision-making, problem-solving, inquiry)								
Providing resources and guidance								

LESSON SEGMENTS THAT ARE ENACTED ON THE SPOT			I	A	D	B	NU
<i>WHAT AM I DOING TO ENGAGE STUDENTS?</i>							
Noticing and reacting when students are not engaged	NOTES						
Using academic games to reengage and focus attention							
Managing response rates during questioning (response cards, response chaining, voting)							
Using physical movement (e.g. reenactments)							
Maintaining a lively pace							
Demonstrating intensity and enthusiasm (verbal and nonverbal signals)							
Using friendly controversy (take and defend a position)							
Providing opportunities for students to talk about themselves (relate content to personal lives)							
Presenting unusual or intriguing information about the content							
<i>WHAT AM I DOING TO RECOGNIZE AND ACKNOWLEDGE ADHERENCE AND LACK OF ADHERENCE TO CLASSROOM RULES AND PROCEDURES?</i>							
Demonstrating "with-it-ness" (teacher is aware of variations in student behavior, potential disruptions)	NOTES						
Applying consequences (consistently and fairly)							
Acknowledging adherence to rules and procedures							
<i>WHAT AM I DOING TO ESTABLISH AND MAINTAIN EFFECTIVE RELATIONSHIPS WITH STUDENTS?</i>							
Understanding students' interests and backgrounds (using knowledge to engage in informal, friendly discussions)	NOTES						
Using behaviors that indicate affection for students (appropriate humor and friendly banter)							
Displaying objectivity and control (does not take infractions personal)							
<i>WHAT AM I DOING TO COMMUNICATE HIGH EXPECTATIONS FOR ALL STUDENTS?</i>							
Demonstrating value and respect for low-expectancy students (positive affective tone)	NOTES						
Asking questions of low-expectancy students (frequency and level of difficulty)							
Probing incorrect answers with low-expectancy students (depth and rigor)							
<i>ADDITIONAL NOTES:</i>							
Key: I: Innovating, A; Applying, D: Developing, B: Beginning, NU: Not Observed							