**Classroom Observation Form**

Semester:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_ Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_

1. Provide a composite description of the class. Include in your description gender, ethnicity, socio-economic status and the developmental range of abilities, including the number of special needs students in the classroom.

1. State the learning objective(s) and/or big idea(s). (How do the students know what the objectives or big ideas are?)
2. Describe how the teacher links students’ past experiences to the current objective(s) and/or big idea(s).
3. What strategies does the teacher use to motivate the students to engage in the learning process?

1. Describe the different activities the teacher uses to present information, teach skills, etc. (Possibilities might include telling, modeling, discovering, reading, listening, etc. Explain how the activities cover the range of student learning modes and what choices the students might have.)
2. Describe any monitoring activities the teacher uses to assess individual students’ progress or understanding during the lesson.
3. Describe what guided practice activities students are given to practice the skills or apply the knowledge they are acquiring.

**CLASSROOM DISCIPLINE**

1. Describe the expectations for student behavior that appear to be in place in the classroom. Are they posted? Written in a positive form? A result of student input?
2. Describe any consequences of misbehavior. Do the students know the consequences of misbehavior? Are they posted? Are they logical? Non-punitive? Do they teach how to behave appropriately? Records kept?

# CLASSROOM MANAGEMENT

1. Describe the factors that contribute to a positive learning climate in the classroom. (Possibilities might include: lots of praise, statements describing student progress or success, evidence of student pride, evidence of ownership of the class [“ours” and “we” statements].)
2. Look for and describe established procedures (i.e., those students know) such as how to line up, enter class, get materials, turn in work, get teacher’s attention, go to the restroom, clean up, get make up work, etc.
3. Describe evidence of parent/community involvement in the classroom, school, etc. what kind of information is communicated to parents? Weekly newsletter? Notes in homework books?
4. Briefly reflect on how your perceptions or understandings of classroom management and discipline have been altered and/or influenced through your experiences in the classroom.