

EPPING SCHOOL DISTRICT – Classroom Observation

Teacher _____ Class _____ Date _____ Time _____ Walkthrough ___ Observation ___

Planning & Preparation	Proficient Defined	Comments
Units of Study	Follows the developed unit plan in planning for instruction	
Lesson Plans	Creates lesson plans which follow Framework for Instruction and can be followed by a substitute teacher	
Assessments	Adjusts lesson to reflect information gathered in student conferences and assessments	
Higher Order Thinking	Promotes HOTS (analysis, problem solving, evaluation, creation, synthesis) in day's objective which are specific & measurable	
Visual cues	Posts anchor charts, focusing question(s), lesson objectives, learning strategies and class agenda for students to use	
Resources	Provides materials and routines to access materials for students to use in the course of the lesson	

Focus or Mini Lesson	Proficient Defined	Comments
Prior Learning	Activates prior knowledge or experience	
New Learning	States new learning, learning goal explicitly; introduces new material (vocabulary, content, learning strategy)	
Modeling	Models new learning that sets students up for the practice and application work they will undertake	
Student Understanding	Checks for student understanding of the new material at regular intervals	
Communication	Provides plan for practice and application of learning (independent or in groups) and communicates it in at least two ways (spoken, written, visual)	

<i>Practice or Application</i>	Proficient Defined	Comments
Student Work	Enables students to work on new learning independently, in small groups or as pairs, or as a whole class	
Progress Monitoring	Conferences with students to monitor progress and understanding	
Guided Practice	Works with small groups set up by need; differentiate for interest and skill	
Tasks	Provides differentiated and individualized opportunities for students to manage their own learning; students have the opportunity to practice and apply new skills, content and strategies learned in the focus or mini lesson	
Questioning	Asks higher order questions and encourages students to ask such questions to reflect on their understanding so that they can explain what they know and how they know	
Engagement	Engages students in reading, writing, speaking and listening activities (auditory, visual, kinesthetic)	

<i>Assessment & Reflection</i>	Proficient Defined	Comments
Summarization	Provides opportunities for students to reflect on their learning; articulate what they learned or why they made the decisions they did; identify what they did not understand	
Formative Assessment	Links assessment to the day's learning goal or objectives and designs it to inform the next instructional period	
Conferences	Uses conferences with students to determine level of understanding and individualize instruction	

Summative Assessment	Designs a variety of assessment tools to reflect the learning goals, engage students in higher order thinking and assess learning	
Rubrics	Provides rubrics, standards and exemplars to make the assessment expectations explicit for students	
Feedback	Provides timely feedback to students to revise and improve their work	
Reporting	Uses appropriate tools to report progress to parents and students in a timely manner	

Classroom Environment/ Management	Proficient Defined	Comments
Routines	Teaches routines that promote fairness, respect and the effective use of time	
Materials	Makes certain students have access to instructional materials and use the procedures to use and return them	
Expectations	Articulates clear expectations for student behavior which are consistently and fairly enforced	
Relationships	Uses understanding of child development to build positive relationships, foster appropriate social interactions, and develop individual and group responsibilities	
Exemplars	Displays quality student work	
Other		

Administrator's Signature _____ Date _____

Teacher Signature* _____ Date _____

(*Signature indicates receipt of the document. Teachers may add their own comments.)