

# Classroom Observation Checklist

School: \_\_\_\_\_

Reporting Due Date: (Circle One) Jan 15 Mar 15 May 15

Observer: \_\_\_\_\_

Observation Round: (Circle One) 1 2 3 4 5

Date/Time:

Classroom #:

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Learning Environment											Observation Notes
1. Student work is displayed.											
2. State standards and/or SPIs are posted.											
3. Objectives are posted.											
4. Classroom norms/rules/consequences are posted.											
5. Classroom environment is print rich.											
Instructional Strategies/Teacher practice includes:											Observation Notes
1. Whole group instruction											
2. Small group instruction											
3. Use of student prior knowledge											
4. Differentiated instruction											
5. Use of graphic organizers											
6. Higher level questioning											
7. Modeling/teacher-guided practice											
8. Activating/engaging strategies											
9. Use of content vocabulary											
10. Experimental/hands-on learning											
11. Integration of subject areas											
12. Project-based learning											
Teacher Monitoring/The teacher:											Observation Notes
1. Monitors all areas where students are working.											
2. Interacts instructionally with students (giving feedback).											
3. Interacts managerially with students (enforces rules, procedures).											
4. Interacts respectfully with students.											

# Classroom Observation Checklist

School: \_\_\_\_\_

Observer: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Classroom #: \_\_\_\_\_

Student Learning Strategies/Students are:										Observation Notes
1. Encouraged to ask questions about the lesson content										
2. Working in cooperative groups										
3. Working independently										
4. Analyzing presented material										
5. Working on/completing a project that supports learning										
6. Following classroom rules and procedures										
7. All engaged, on task and not disruptive										
Instructional Tools										Observation Notes
1. Textbooks are used.										
2. Other printed materials (e.g., worksheets, dictionaries) are used.										
3. Manipulatives and other resources are used.										
4. Students used technology (e.g., computers, calculators) as a learning tool.										
5. Other audio/visual devices (e.g., overhead projector, TV, CD player, PowerPoint) are used.										
Assessment and Evaluation/The teacher:										Observation Notes
1. Uses formative assessments to monitor student progress										
2. Checks for student understanding										
3. Re-teaches based on formative assessment data										
Teacher Voice										
Modifications/Scaffolding for Special Ed./ELL										
Evidence of planning										
High Expectations for all students										
Evidence of implementation of Thoughtful Classroom/Word Walls										

**School Observation Reporting Form  
Tennessee Exemplary Educators Program**

Date:

School Name:

District:

Observer:

Number of Classes Included in this Observation Cycle:

Rubric for Scoring:

<b>Score</b>	<b>Descriptor</b>
4	Clear evidence exists that this strategy was observed in <u>all</u> or <u>almost all</u> classes. It is an integral part of the teaching and learning process at this school and consistently used.
3	Evidence exists that this strategy was observed in <u>most</u> classes. It receives substantial time and is an important part of the teaching and learning process at this school.
2	Evidence exists that this strategy was observed in <u>some</u> classes, but not consistently. It is not an emphasized part of the teaching and learning process at this school.
1	<u>Limited</u> evidence of this strategy was observed. It was seen in only <u>one or two classrooms</u> and receives isolated and/or little time in classrooms. Clearly not an integral part of the teaching and learning process in this school.
0	No evidence exists that this strategy was observed in this school.

20. Q: Does the principal do all of the walk-through observation?  
**A: Principals or their designee may conduct walk-throughs. Principals may solicit help from supervisors, mentors or other appropriate persons to conduct walk-throughs for the purpose of collecting information from various perspectives as appropriate. Be reminded, however, that the principal should participate in the conference even if he/she did not conduct the classroom visit.**
21. Q: How is the walk-through different from the formal process?  
**A: The walk-through is designed as ONE tool for collecting data to be used to complete the Performance Assessment. It is not the Performance Assessment itself. The performance assessment should be compiled from a varied assortment of data sources which addresses the strengths and needs of the teacher.**
22. Q: Are we required to skip a year?  
**A: As per the law, the performance Assessments are to be conducted twice every five years. As such, a schedule may look like this and some years would be consecutive.**

**EXAMPLE:**

2006-2007	<b>Formal Comprehensive Framework for Evaluation</b>	Year 1
2007-2008		
2008-2009	Informal Performance Assessment	
2009-2010		
2010-2011	Informal Performance Assessment	
2011-2012	<b>Formal Comprehensive Framework for Evaluation</b>	Year 6
2012-2013		
2013-2014	Informal Performance Assessment	
2014-2015		
2015-2016	Informal Performance Assessment	Year 10

23. Q: Will the performance assessments be monitored; if so, how and by whom?  
**A: The state may review the Teacher Performance Assessments in conjunction with the current monitoring of the Teacher Evaluation process.**
24. Q: Will the performance assessment documents, if different for the state document, require approval and from whom?  
**A: There has been no mandate to approve the Performance Assessments developed by school systems. It is recommended that all performance**