**Assignment # 3- Classroom Observation Checklist**

You will spend at least one hour observing an urban K-12 classroom. Please use this checklist as a guide during your observation. In addition to this checklist (1), you will present your findings in approximately two pages of notes (typed or hand-written) describing what you see taking place in the classroom during your visit (2), as well as a one-page, typed reflection (3). **This assignment is worth 100 points and is due on October 28th .**

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| **Criteria** | **Yes or No?** | **Examples or Comments** |
| The teacher manages student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection. |  |  |
| The teacher uses efficient transitions, routines, and procedures to maintain instructional momentum. |  |  |
| The teacher interacts positively with the students. |  |  |
| Students interact positively with one another. |  |  |
| The teacher communicates learning objectives to students. |  |  |
| There is a clear beginning, middle, and end of the lesson. |  |  |
| There is a combination of direct instruction, guided practice, and independent practice. |  |  |
| The teacher monitors student learning during instruction (checks for comprehension). |  |  |
| The teacher provides opportunities for student-to-student interaction. |  |  |
| The teacher (or students) poses critical-thinking questions. |  |  |
| The teacher provides opportunity for academic discourse. |  |  |
| The students are engaged throughout the lesson. |  |  |

Reflection Questions to Consider:

1. How did the teacher incorporate technology?
2. How were all students included in the lesson?
3. In what pedagogical style is the class conducted, e.g. lecture, discussion, etc.?

4. What role does the instructor take during class – information giver, moderator, resource person, etc.?

5. How does his/her role influence the dynamics of the class?

6. How is the class period organized and how does the organization affect the presentation of the

material?

 7. What types of questions does the instructor ask during class: knowledge-based, comprehension,

application, analysis, synthesis, or evaluation? How does the type of question affect the students’

responses?

 8. In what way(s) does the instructor:

o begin and end the class period? How does this influence the current class period and set-up

the next one?

o shift between lecture, presentation, discussion or questioning modes?

o interact with students?

o elict responses/questions from students?

o follow up student questions or comments?

o react to silence after asking a question or soliciting a response from the students?

o respond when not knowing the answer to a question?

o approach teaching a difficult topic or confusing point?

o involve the students throughout the class? How do the students react to the different

techniques?

o change the pace of the class?

o challenge students to think beyond the class itself?

9. What strategies would you implement in your own classroom? Why?

10. What suggestions would you have for the teacher to enhance the lesson?