

Teacher Name _____ Observation _____ Date _____ Start _____ End _____

Foothills Middle School – Observation Summary

1. Lesson Segments Involving Routines

| | Components/Elements | Teacher/Student Evidence | Observation Notes |
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| High Expectations for Student Achievement | 1.1 Providing Clear Learning Goals and Scales The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and or longer term learning goals (grade level standards) with rubrics for the goals. | T: Has a learning target/goal posted so that all students can see it. Ensures that the learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment. S: Can explain the learning target for that days lesson. Can explain the relationship of the daily target to the long term learning goal (grade level standard). | |
| | 1.2 Celebrates Student Success The teacher celebrates student success relative to the learning targets and or the learning goals. | T: Acknowledges students who have achieved a certain score on the scale or rubric. Acknowledges students who have made gains in their knowledge and skill relative to the learning goal. S: Show signs of pride regarding their accomplishments in the class. Say they want to continue to make progress. | |
| Safe, Positive Learning Environment | 5.1 Organizes a safe physical layout of the classroom to facilitate movement and focus on learning The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning. | T: Organizes the physical layout of the classroom to have clear traffic patterns. Arranges the physical layout to provide easy access to the materials and centers. S: Move easily about the classroom. Use materials and learning centers. | |
| | 5.2 Reviewing expectations to rules and procedures The teacher reviews expectations regarding rules and procedures to ensure their effective execution. | T: Involves students in designing classroom routines. Uses classroom meetings to review and process rules and procedures. S: Follow clear routines during class. Can describe established rules and procedures. | |
| Student Data | 6.3 Tracking student progress The teacher provides opportunities for students to self reflect and track progress toward learning goals. | T: Helps students track their individual progress on the learning goal. Uses formal and informal means to assign scores to students on the rubric depicting student status on the learning goal. S: Can describe their status relative to the learning goal using the rubric. Systematically update their status on the learning goal. | |

2. Lesson Segments Addressing Content

| | Components/Elements | Teacher/Student Evidence | Observation Notes |
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| Effective Teaching Practices | 2.1 Interacting with new knowledge The teacher helps students effectively interact with new knowledge. | T: Prepares new content by activating students' prior knowledge. Organizes content into small chunks appropriate for students. S: Can describe what they already know about the new topic. Can describe which information is the most important. | |
| | 2.1.1 Identifies critical information The teacher identifies a lesson or part of a lesson as involving important information. | T: Begins the lesson by explaining why upcoming content is important. Tells students to get ready for some important information. S: Can describe the level of importance of the information addressed in class. | |
| | 2.1.2 Organizes students in small groups to facilitate the processing of new knowledge | T: Has established routines for student grouping and student interaction in groups. Organizes students into ad hoc groups for the lesson. S: Move to groups in an orderly fashion Appear to understand expectations about appropriate behavior in groups. | |
| | 2.1.3 Helps students to link prior knowledge to new content The teacher engages students in activities that help them link what that already know to the new content about to be addressed and facilitates these linkages. | T: Previews reading selections or chapters. Uses K-W-L Strategy or variation of it S: Can explain linkages with prior knowledge. Make predictions about upcoming content. | |
| | 2.1.4 Chunks content into “digestible bites” Based on student needs, the teacher breaks content into small chunks of information that can be easily processed by students. | T: Stops at strategic points in a verbal presentation. Pauses at key junctures while showing a video S: Can explain why the teacher is stopping at various points during demonstrations or during presentations. Appear to know what is expected of them when the teacher stops at strategic points. | |
| | 2.1.5 Breaks presentation of content and engages students in processing new information | T: Has group members summarize new information. Employs formal group processing strategies S: Can explain what they have just learned Volunteer predictions | |
| | 2.1.6 Through questions or activities, students elaborate on new information | T: Asks explicit questions that require students to make elaborative inferences about the content. Asks students to explain and defend their inferences. S: Volunteer answers to inferential questions. Provide explanations and “proofs” for inferences. | |
| | 2.1.7 Students record and represent knowledge in linguistic and or non linguistic ways | T: Asks students to summarize the information they have learned Asks students to generate notes that identify critical information in the content. S: Include critical content in their summaries and notes. Include critical content or demonstrate understanding in their nonlinguistic representations. | |
| 2.1.8 Students reflect on their learning and the learning process | T: Asks students to state or record what they are clear about and what they are confused about. Asks students to state or record how hard they tried. S: Can explain what they are clear about and what they are confused about. | | |

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| <p>2.2 Helps students to practice and deepen knowledge The teacher helps students to practice and deepen their understanding of new knowledge.</p> | <p>T: Reviews content before engaging in practicing or deepening activities. Provided practice activities that are at the appropriate level for guided practice or independent practice.</p> <p>S: Increase the accuracy and fluency with which they perform skills and processes. Can describe what they now see differently about content previously addressed.</p> | |
| <p>2.2.1 Reviews content, highlights critical information The teacher engages students in a brief review of content that highlights critical information</p> | <p>T: Begins the lesson with a brief review of content. Uses specific strategies to review information.</p> <p>S: Can describe the previous content on which a new lesson is based. Responses to class activities indicate that they recall previous content.</p> | |
| <p>2.2.2 Organizes students in groups to practice and deepen knowledge</p> | <p>T: Organizes students into groups with the expressed idea of deepening their knowledge of informational content. Organizes students into groups with the expressed idea of practicing a skill, strategy or process.</p> <p>S: Explain how the group work supports their learning.</p> | |
| <p>2.2.3 Uses homework when appropriate (not routinely) When appropriate, the teacher designs homework to deepen students' knowledge of informational content or practice a skill, strategy or process.</p> | <p>T: Communicates a clear purpose for homework. Extends an activity that was begun in class to provide students with more time.</p> <p>S: Ask clarifying questions of the homework that help them understand its purpose.</p> | |
| <p>2.2.4 Students examine similarities and differences When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.</p> | <p>T: Engages students in activities that require students to examine similarities and differences between content.</p> <p>S: Artifacts indicate that their knowledge has been extended as a result of the activity. Can explain similarities and differences.</p> | |
| <p>2.2.5 Students examine errors in their own reasoning or the logic of information presented When the content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.</p> | <p>T: Asks students to examine information for errors or informal fallacies.</p> <p>S: Can describe errors or informal fallacies in information. When asked, can explain the overall structure of an argument presented to support a claim.</p> | |
| <p>2.2.6 Students practice skills, strategies, and or processes When the content involves a skill, strategy, or process the teacher engages students in practice activities that help them develop fluency.</p> | <p>T: Engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy or process.</p> <p>S: Perform the skill, strategy, or process with increased confidence and competence.</p> | |
| <p>2.2.7 Students revise previous knowledge The teacher engages students in revision of previous knowledge about content addressed in previous lessons.</p> | <p>T: Asks students to examine previous entries in their academic notebooks or notes.</p> <p>S: Make corrections to information previously recorded. Can explain previous errors or misconceptions they had about content.</p> | |
| <p>2.3 Organize students for cognitively complex tasks (transfer and application) The teacher provides resources and guidance and organizes students to engage in cognitively complex tasks involving application and transfer of new knowledge.</p> | <p>T: Establishes the need to transfer and apply new knowledge. Designs and engages students in cognitively complex tasks.</p> <p>S: Engage in decision making and problem solving tasks.</p> | |
| <p>2.7 Uses and applies Academic Vocabulary The teacher identifies appropriate academic vocabulary aligned to the learning targets and uses various strategies for student acquisition.</p> | <p>T: Intentionally selects limited strategic academic vocabulary and includes it in instructional lessons.</p> <p>S: Maintains a vocabulary notebook Uses academic vocabulary correctly in the current setting across disciplines.</p> | |

3. Lesson Segments Enacted on the Spot

| | Components/Elements | Teacher/Student Evidence | Observation Notes |
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| High Expectations for Student Achievement | 1.3 Understanding students' interest and backgrounds (positive relationships) The teacher builds positive relationships with students by understanding students' interests and background. | T: Has side discussions with students about events in their lives. Has discussions with students about topics in which they are interested. S: Describe the teacher as someone who knows them and or is interested in them. | |
| | 1.4 Demonstrates value and respect for all, including typically undeserved students | T: Compliments students regarding academic and personal accomplishments. Engages in informal conversations with students that are not related to academics. S: Describe teacher as someone who values and respects them. Respond to teachers' verbal interactions. | |
| Questioning Research Based Instructional Practice | 2.4 Asking questions of typically undeserved students Asks questions of typically undeserved students with the same frequency and depth as other students. | T: Asks typically undeserved students complex questions at the same rate as other students. Rephrases questions. S: Say that the teacher expects everyone to participate. Say that the teacher asks difficult questions of every student. | |
| | 2.5 Probes typically undeserved students' incorrect answers | T: Rephrases questions in response to incorrect answers. Asks additional questions to further explain answers. S: Say that the teacher does not "let you off the hook". Say that the teacher "wont give up on you." | |
| Effective Teaching Practices | 2.6 Engages Students | T: Scans room to determine the level of student engagement. If students are not engaged, employs one or more strategies to re-engage students. S: Students visibly adjust their level of engagement based on teacher actions. Students describe the class as interesting. | |
| | 2.6.1 Notices when students are not engaged | T: Notices when specific students or groups of students are not engaged. Notices when the energy level in the room is low. S: Appear aware of the fact that the teacher is taking note of their level of engagement. | |
| | 2.6.2 Uses academic games to engage students | T: Uses structured games such as Jeopardy and the like. Uses friendly competition along with classroom games. S: Engage in the games with some enthusiasm. Can explain how the games keep their interest and help them learn or remember content. | |
| | 2.6.3 Manages response rates | T: Uses wait time Has students use hand signals to respond to questions. S: Multiple students or the entire class respond to questions posed by the teacher. Can describe their thinking about specific questions posed by the teacher. | |

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| Effective Teaching Practices - Continued | 2.6.4 Uses physical movement | T: Has students stand up and stretch or use related activities when their energy is low. Use give one get one activities that require students to move about the room. S: Engage in the physical activities designed by the teacher. | |
| | 2.6.5 Maintains a lively pace | T: Employs crisp transitions from one activity to another. Alters pace appropriately. S: Describe the pace of the class as neither too fast nor too slow. | |
| | 2.6.6 Demonstrates intensity and enthusiasm | T: Describes personal experiences that relate to the content. S: Say that the teacher “like the content” and “likes teaching”. | |
| | 2.6.7 Uses friendly controversy | T: Structures mini debates about the content. Elicits different opinions on content from members of the class. S: Engage in friendly controversy activities with enhanced engagement. | |
| | 2.6.8 Provides opportunities for students to talk about themselves | T: Is aware of student interests and makes connections between these interests and class content. S: Engage in activities that require them to make connections between their personal interests and the content. | |
| | 2.6.9 Presents unusual or intriguing information | T: Systematically provides interesting facts and details about the content using activities such as: guest speakers and stories. S: Attention increases when unusual information is presented about the content. | |
| Safe, Positive Learning Environment | 5.3 Demonstrates awareness of classroom environment at all times (withitness) | T: Physically occupies all quadrants of the room. Proactively addresses inflammatory situations. S: Recognizes that the teacher is aware of their behavior. Describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head” | |
| | 5.4 Applies consequences for lack of adherence to rules and procedures | T: Uses group contingency consequences when appropriate. Uses direct cost consequences when appropriate. S: Cease inappropriate behavior when signaled by the teacher. Describe the teacher as fair in application of rules. | |
| | 5.5 Acknowledges adherence to rules and procedures | T: Notifies the home when a rule or procedure has been followed. S: The number of students adhering to rules and procedures increases. | |
| | 5.6 Builds positive relationships with students by displaying objectivity and control | T: Does not exhibit extremes in positive or negative emotions. Interacts with all students in the same calm and controlled fashion. S: Are settled by the teacher’s calm demeanor. Say that the teacher does not hold grudges or take things personally. | |

Administrator Signature _____ Staff Signature _____ Date _____