

ET1: Classroom Observation Record

Teacher's name: _____ Course: _____

District: _____ School: _____

Date: _____ Time: from _____ to _____

Lesson topic: _____ Observer: _____

Domain 2: Instruction

APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS

An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.
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A. <i>What did the teacher expect the students to learn from the lesson? How did the teacher convey the purpose and relevance of the lesson to the students? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?</i>
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B. <i>What did the teacher expect the students to do during and after the lesson? How did the teacher convey expectations for student participation and for accomplishing related assignments and tasks? In what ways did the students demonstrate that they understood what the teacher expected them to do?</i>

C. <i>How did the teacher help the students take ownership of the learning (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self-assessment and reflection, teaching compensatory strategies when necessary)?</i>

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.
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A. <i>What instructional strategies did the teacher use during the lesson?</i>
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B. <i>In what ways did the teacher vary the instructional strategies during the lesson, and why?</i>
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APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

C. What evidence suggests that the instructional strategies were—or were not—effective in terms of promoting student learning and success?

APS 6: PROVIDING CONTENT FOR LEARNERS

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.

A. What evidence suggests that the teacher did—or did not—have a thorough knowledge and understanding of the content? If content errors were made, did the teacher recognize and correct them?

B. What was the content of the lesson, and how did the content relate to the learners and the learning?

C. How did the teacher organize and present the content in order to make it clear and meaningful to the students and to promote higher levels of knowledge, skills, and/or cognitive processing?

APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

A. How did the teacher monitor student engagement, understanding, and performance during the lesson?

B. What adjustments, if any, did the teacher make during the lesson, and why?

C. What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?

Domain 3: Environment

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

A. *Describe the physical environment of the classroom.*

B. *What type of affective climate did the teacher create for the students?*

C. *In what ways did the teacher establish a culture of learning in the classroom (e.g., by facilitating inquisitiveness, motivation to learn, cooperation, teamwork)?*

APS 9: MANAGING THE CLASSROOM

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

A. *What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave? How did the teacher address inappropriate student behaviors, if any, during the lesson?*

B. *In what ways did the teacher maximize—or fail to maximize—instructional time?*

C. *How did the teacher manage noninstructional routines and transitions between activities and/or classes?*

Additional comments: *(optional)*