

- Is the classroom a safe environment?
- Are displays of student work evident?
- Is there evidence of concern for students?
- Is there evidence of respect for the teacher?
- Is there evidence of respect for the students?

Observation Instrument?

- Teaching Plans and Materials Form
- Flanders Interaction Analysis System
- Generic Observation Sheet

3. Classroom Management

3A. Management of Facilities and Equipment

What is it?

- Time spent in management activities should be minimized so as to maximize the learning process.
- Establish routines to better manage daily tasks (e.g., attention signal, expectations for turning in work, getting out and putting away materials and equipment, etc.).

What can I use to assess 'management of facilities and equipment'?

- Interval recording to determine the number of students on and off task at various points throughout the lesson.
- Record the time the teacher spends in management activities.
- Behavior of students during lessons.
- Evidence of established rules and routines for various lesson segments (e.g., students are aware of how they are expected to turn in work, get out and put away material, etc.)

How can I get this information?

- Written documentation of teacher and student behaviors.
- Observe classroom for evidence of posted rules.

Observation Instrument?

- Classroom Procedures Form
- Teacher Directions and Structuring Statements
- Generic Observation Sheet
- Seating Charts (I, II, III)

3B. Management of Students

What is it?

The Teacher:

- Establishes reasonable rules for classroom behavior by students and teacher.
- Clearly communicates his/her expectations.

- Has management strategies in place, from praising positive behaviors to applying consequences when positive encouragement does not result in appropriate behavior.
- Exhibits consistent disposition and appropriate behavior toward students.
- Channels efforts toward self-discipline and self-respect on the part of the students.
- Provides conscious modeling to modify attitudes and behaviors.

What can I use to assess 'management of students'?

- Pupil behavior in the classroom.
- Teacher modeling of appropriate behavior.
- Teacher verbal interactions with students.
- Number of referrals, types of offenses, and write-ups.
- Is knowledgeable of board and school policies.

How can I get this information?

- Written document describing the behavior of the teacher and students.
- Record the teacher's verbal interactions with students.
- Interval recording to determine the number of students on and off task.
- Conference re: the behavior and management policies outlined by the school and or the local district.

Observation Instrument?

- Classroom Management Observation Form
- Classroom Management Techniques Form
- Classroom Management Student Behavior Form
- Seating Charts
- Generic Observation Sheet

4. Knowledge of Subject

What is it?

- Instructor applies knowledge of content in planning appropriate lessons for a variety of student needs in the class.
- Instructor possesses sufficient knowledge of content in order to communicate material in an accurate and appropriate manner.

What can I use to assess 'knowledge of subject'?

- Content is aligned with the Course of Study.
- A variety of appropriate teaching styles are used to meet student needs.
- Diversity in approach to content.
- Multiple appropriate examples are used.
- Content is broken down into manageable parts.
- Students are able to summarize and/or give examples.
- Teacher is confident in delivering the lesson material, not stumbling.
- Teacher is accurate in the presentation of lesson content.

- Lesson material is clearly presented - no retractions, contradictions, etc. throughout the lesson.
- The lesson follows a logical sequence.
- The flow and pace of the lesson are adequate.

How can I get this information?

- Comparing content in the lesson to that in the Course of Study.
- Observation and written documentation of lesson content:
- Observe for student understanding (questions, ability to follow lesson, confused looks).
- Observe the teacher's response to questions.

Observation Instrument?

- Classroom Procedures Form
- Generic Observation Sheet

5. Personal Characteristics

What is it?

- Teachers will present a clean, neat, and well-groomed professional appearance.
- Instructors will present a positive, cooperative and responsive attitude.

What can I use to assess 'personal characteristics'?

- General neatness and hygiene.
- Note the building norm; the program norm; is it a special day?

How can I get this information?

- Visual observation.
- Verbal interactions with teacher.

6. Professional Responsibility and Overall Value to the School System

What is it?

- Instructors arrive on time and are punctual for all classes and meetings.
- Instructor has a clear and accurate knowledge of the school objectives as indicated by the school mission statement.
- Instructor promptly and completely satisfies the directives that pertain to school record keeping and reports.
- Instructor contributes to the positive promotion of the total school program.
- Instructor attends required after-school activities and meetings.

What can I use to assess 'professional responsibility and overall value to the school system'? Check awareness, understanding, and participation in:

- Staff meetings, early release days, mission of the school, Teacher Handbook, Guide to Student Conduct.

- Enforces rules, procedures, and policies (e.g. fire and tornado drills, food, electronic devices, portable music).
- Grade book.

How can I get this information?

- Ask the teacher to view his or her grade book.
- Ask about participation on school committees, at school events, about school procedures, school objectives, etc.

7. Staff Relations

What is it?

- Instructor exhibits a 'team member' relationship with other members of the staff.
- Instructor maintains a self-image that is positive and conveys this image to other staff members.

What can I use to assess 'staff relations'?

- Team player.
- Knows the names of staff members.
- Helpful and cordial to others.
- Willingness to share resources and ideas.
- Willingness to work collegially.
- Does not blame or complain about other staff members.
- Willingness to interact with staff and students.
- Willingness to participate in proactive change.
- Willingness to speak up.
- Willingness to take a leadership role or to learn from other teachers.

How can I get this information?

- Walk through the halls with the teacher.
- Spend time in the staff room with the teacher.
- Ask the teacher if he or she are working on joint projects with other teachers in the school.
- Ask what roles the teacher is assuming outside of his or her regular teaching duties.

8. Parent - Community Relations

What is it?

- Instructor will maintain positive communication with parents.
- Instructor's actions will warrant respect as a citizen of the community.

What can I use to assess 'parent - community relations'?

- The manner in which the teacher interacts and speaks with students and parents. Check participation in:
 - Discussing and disseminating the school handbook
 - Developing or contributing information to a school, program, or classroom newsletter.

- Open houses, parent conferences.
- Contacting parents -How often? When? Why? Documentation?
- Organizing portfolios of student work/work samples.
- Programs with the community (senior citizens, grandparents, tutoring).
- In 'their' community.
- Inviting speakers, arranging field trips.

How can I get this information?

- Observation of the teacher.
- Conversation with the teacher.
- Viewing student portfolios.
- Reading class newsletters.

9. Professional Growth

What is it? The instructor seeks opportunities to further study subjective matter and instructional strategies resulting in professional growth and improved teaching performance. *What can I use to assess 'professional growth'?* Participation in:

- PAR/University classes.
- PAR workshops.
- Graduate courses.
- In-service activities.
- Workshops sponsored by departments.
- Special interest groups or community based agencies.
- Subscription to professional journals.

How can I get this information?

- Observation of the teacher.
- Conversation with the teacher.

Observation Instrument?

- Teacher Plans and Materials Form

APPENDIX

Goal Setting Agreement

Goal Setting Agreement

Between _____ and _____

Objective:

Teacher Activities:

Consulting Teacher Activities:

Follow-up conference scheduled for: _____

Intern Signature _____

Date: _____

Consulting Teacher Signature

Goal Setting Agreement B

Intern: _____ Consulting Teacher: _____

Area	Specific Performance Criteria	Supportive Role In Attainment of Performance Criteria	
I. TEACHING PROCEDURES			
II. CLASSROOM MANAGEMENT			
III. KNOWLEDGE OF SUBJECT MATTER			
IV. PERSONAL CHARACTERISTICS AND PROFESSIONAL RESPONSIBILITIES			

CONCLUSION CONCERNING TEACHER'S PROGRESS TOWARD PERFORMANCE CRITERIA

Consulting Teacher's Comments: _____

Intern's Comments: _____

Consulting Teacher's Signature: _____ Date: _____

Intern's Signature: _____

Principal's Signature _____

Teaching Plans and Materials Form I

Plans Instruction to Achieve Selected Objectives

Teacher:

Date:

Grade:

of Students:

Subject:

Lesson:

(Describe objectives, content, materials used, etc.)

A. Specifies or selects learner objectives for lessons.

The plans include specific objectives properly sequenced (either expressive encounters or performance outcomes) that are appropriate to the unit and the learners.

B. Specifies or selects teaching procedures for lessons.

Teaching procedures have been specified and are referenced to the objectives. All procedures are appropriate for the objectives and the learners. A variety of appropriate procedures including both teacher-centered and learner-centered approaches are described.

C. Specifies or selects content, materials, and media for lessons.

The content, materials, or media for each lesson are referenced to each learning activity. The plans include an imaginative use of available resources or teacher-made materials of high quality, which are pertinent to the content.

D. Specifies or selects materials and procedures for assessing learner progress in the objectives.

Multiple evaluation procedures such as progress checks, self-tests, skill tests, or interviews appropriate to the objectives are prepared and ready to use with the learners. Procedures or materials are described for assessing attitudes of learners toward the topic and the instruction.

E. Plans instruction at a variety of levels.

Learners have an opportunity to acquire factual information or to explain or summarize it.

Learners have an opportunity to apply information to particular situations.

Learners have an opportunity to identify and clarify parts of complex ideas or synthesize knowledge by integrating information.

Learners have an opportunity to judge the value and importance of ideas or information.

Taken and adapted from: Capie, W., Johnson, C.E., Anderson, S.J., Ellett, C.D., & Okey, J.R. (1979). *Teacher performance assessment instruments*. Georgia State Department of Education, Atlanta, Georgia. Modified by: Ann-Catherine Sullivan, 1998, OSU.

Teaching Plans and Materials Form II

Plans Instruction to Achieve Selected Objectives

Teacher:

Date

Grade:

of Students:

Subject:

Lesson:

(Describe objectives, content, materials used, etc.)

A. Organizes instruction to take into account differences in capabilities.

Present instruction is based on an assessment of learners' past performances.

Assignments are differentiated according to the range of learner abilities.

Materials to achieve a given objective are compatible with the range of learner abilities.

Remedial or enrichment activities are described for the unit.

B. Organizes instruction to take into account differences in learning styles.

Alternative resources are planned for pupils with different learning styles to achieve a given objective.

Alternative presentation methods are planned to accommodate different learning styles to achieve a given objective.

Learners are given options in pursuing a given assignment (e.g., writing, drawing, or verbalizing).

Learners are matched with resources and procedures based on assessment of their learning style by such means as tests, previous performance, or consultation with the teacher.

C. Organizes instruction to take into account differences in their of learning.

Learners are permitted to work at their own rate toward some of the objectives.

Special provisions are available for learners who work slowly.

Students who finish early are provided with work on content-related enrichment activities.

Objectives are divided between those that all learners should achieve and enrichment objectives that are desirable but not essential.

Teaching Plans and Materials Form III

Obtains and Uses Information About the Needs and Progress of Individual Learners

Teacher:

Date:

Grade:

of Students:

Subject:

Lesson Description:

(Describe objectives, content, materials used, etc.)

A. Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress.

Pre-assessments are planned to determine learner performance on prerequisites or learner performance on the objectives of the unit.

Progress checks are planned throughout the unit to determine learner progress.

End-of-unit or summative evaluations are planned to determine learner progress.

The teacher keeps a record of individual learner progress on specific objectives.

B. Communicates with individual learners about their needs and progress.

Classroom questioning is used to help learners identify learning problems.

Progress checks are used to help learners determine their own achievement through known objectives before end-of-unit tests are administered.

Learners are given feedback on summative test scores.

Conferences are conducted with individual students to discuss learning or motivational problems.

Taken and adapted from: Capie, W., Johnson, C.E., Anderson, S.J., Ellett, C.D., & Okey, J.R. (1979). *Teacher performance assessment instruments*. Georgia State Department of Education, Atlanta, Georgia. Modified by: Ann-Catherine Sullivan, 1998, OSU.

Teaching Plans and Materials Form IV

Refers Learners with Special Problems to Specialists

Teacher:

Date:

Grade:

of Students:

Subject:

Lesson:

(Describe objectives, content, materials used, etc.)

A. Obtains and uses information about learners from cumulative records.

Obtains information from cumulative records on the entire class.

Uses information obtained from the cumulative records to plan instruction to meet the needs of the class.

Obtains information from cumulative records to seek causes for problems of individual learners.

Uses information from cumulative records to deal with the problems of individual learners.

B. Identifies learners who require the assistance of specialists.

The teacher has identified learners who require the assistance of specialists and has made the proper referrals.

The teacher has sought or discussed the results of the referral with specialists in an attempt to establish the teacher's role in assisting the learner.

C. Obtains and uses information from co-workers and parents to assist with specific learner problems.

Participates in meetings with co-workers to discuss specific learner problems.

Uses information about specific learner problems obtained during meetings with co-workers to assist the learner in the classroom.

Communicates with parents (through meetings or phone calls) about their child's progress or problems.

Informs parents of how the home can assist the school with specific learner problems.

Taken and adapted from: Capie, W., Johnson, C.E., Anderson, S.J., Ellett, C.D., & Okey, J.R. (1979). *Teacher performance assessment instruments*. Georgia State Department of Education, Atlanta, Georgia. Modified by: Ann-Catherine Sullivan, 1998, OSU.

Teaching Plans and Materials Form V

Obtains and Uses Information about the Effectiveness of Instruction

Teacher:

Date:

Grade:

of Students:

Subject:

Lesson:

(Describe objectives, content, materials used, etc.)

A. Obtains information on the effectiveness of instruction.

Reviews written records (such as grade book or individual files) on the general success of learners for each instructional unit to determine the effectiveness of instruction.

Collects information on instruction with learner questionnaires or pre-planned interviews.

Obtains feedback from peers or administrators on the methods or results of instruction.

Uses such means as checklists, audio recorders, or videotapes to obtain information in the effectiveness of instruction.

B. Revises instruction as needed using evaluation results and observation data.

Changes in instruction are made during the course of a lesson based on an analysis of classroom performance or feedback from students.

Changes in instruction are made from day to day based on feedback from sources such as students, peers, or administrators, or analysis of classroom performance or test results.

Changes in instruction have been made from one unit to the next based on feedback from sources such as students, peers, or administrators, or analysis of classroom performance or test results.

Changes in a unit from one year to the next are planned based on feedback from sources such as students, peers, or administrators, or analysis of classroom performance or test results.

Taken and adapted from: Capie, W., Johnson, C.E., Anderson, S.J., Ellett, C.D., & Okey, J.R. (1979). *Teacher performance assessment instruments*. Georgia State Department of Education, Atlanta, Georgia. Modified by: Ann-Catherine Sullivan, 1998, OSU.

Classroom Procedures Form I

Uses Instructional Techniques, Methods, and Media Related to the Objectives (Supply examples for each behavior)

Teacher:

Date:

Grade:

of Students:

Subject:

Lesson :

(Describe objectives, content, materials used, etc.)

A. Uses teaching methods appropriate for objectives, learners and environment.

Teaching methods are matched to objectives.

Teaching methods are matched to learners.

Activities are compatible with the learning environment.

Lesson is well coordinated.

B. Uses instructional equipment and other instructional aids.

Skillful use of instructional equipment or other instructional aids at appropriate times. Media presented blend smoothly with other kinds of instruction. Shows evidence of skillfully preparing original instructional materials.

C. Uses instructional materials that provide learners with appropriate practice in objectives.

Materials chosen are relevant to the objectives. Formal or informal progress assessment techniques are used

to determine whether the practice individual learners receive is sufficient and objective oriented.

Taken and adapted from: Capie, W., Johnson, C.E., Anderson, S.J., Ellett, C.D., & Okey, J.R. (1979). *Teacher performance assessment instruments*. Georgia State Department of Education, Atlanta, Georgia. Modified by: Ann-Catherine Sullivan. 1998. OSU.

Classroom Procedures Form II

Communication with Learners

Teacher:

Date:

Grade:

of Students:

Subject:

Lesson:

(Describe objectives, content, materials used, etc.)

A. Gives directions and explanations related to lesson content.

Although most learners appear to understand, the teacher works with the entire group to clarify misunderstandings. If specific learners have difficulty with directions and explanations, the teacher helps them individually.

B. Clarifies directions and explanations when learners misunderstand lesson content.

Gives directions or explanations using different words and ideas when learners do not understand. The teacher attempts to identify areas of misunderstanding and to restate communication before learners ask.

C. Uses responses and questions from learners in teaching

Asks for responses or questions frequently throughout the lesson and provides feedback to learners. The teacher incorporates learner responses and questions into activities.

D. Provides feedback to learners throughout the lesson.

Helps learners evaluate the adequacy of their own performance. The teacher probes for the source of misunderstandings that arise.

E. Uses acceptable written and oral expression with learners.

Speech is understandable. Oral expression is correct.

Written material is understandable. Written expression is correct.

Taken and adapted from: Capie, W., Johnson, C.E., Anderson, S.J., Ellett, C.D., & Okey, J.R. (1979). *Teacher performance assessment instruments*. Georgia State Department of Education, Atlanta, Georgia. Modified by: Ann-Catherine Sullivan. 1998. OSU.

Classroom Procedures Form III

Demonstrates A Repertoire of Teaching Methods

Teacher:

Date:

Grade:

of Students:

Subject:

Lesson:

(Describe objectives, content, materials used, etc.)

A. Implements learning objectives in a logical sequence.

The lesson is arranged to present ideas, skills, etc., in a logical sequence. Provision is made to acquire prerequisites if learners have not already done so.

B. Demonstrates ability to conduct lessons using a variety of teaching methods.

Teaching methods such as the following may be observed: drill, inquiry, discussion, role-playing, demonstration, explanation, and problem solving.

C. Demonstrates ability to work with individuals, small groups, and large groups.

Group size for instruction is matched to the objective.

Teacher's role is appropriate to each group size being used.

Transitions from one sized group to another are smooth.

Different group sizes that are matches to objectives are used.

Classroom Procedures Form IV

Reinforces and Encourages Learner Involvement in Instruction

Teacher:

Date:

Grade:

of Students:

Subject:

Lesson:

(Describe objectives, content, materials used, etc.)

A. Uses procedures which get learners initially involved in lessons.

Helps learners recall past experiences or knowledge.

Uses existing interests of learners as a link to new activities.

Stimulates new interests in activities with techniques such as discrepant events or thought-provoking questions.

Helps learners understand what they may achieve by participating in the activities.

B. Provides learners with opportunities for participating.

All learners have opportunity for active participation (e.g., small group discussion, physical manipulation of materials, physical movement, individual library work, etc.).

C. Maintains learner involvement in lessons.

Nearly all learners are on task.

D. Reinforces and encourages the efforts of learners to maintain involvement.

Uses activities that are appropriate for learners.

Varies pace and nature of activity.

Responds positively to learners who participate.

Identifies and responds to learners who are off task.

Taken and adapted from: Capie, W., Johnson, C.E., Anderson, S.J., Ellett, C.D., & Okey, J.R. (1979). *Teacher performance assessment instruments*. Georgia State Department of Education, Atlanta, Georgia. Modified by: Ann-Catherine Sullivan. 1998. OSU.

Classroom Procedures Form V

Demonstrates an Understanding of the Subject Being Taught

Teacher:

Date:

Grade:

of Students:

Subject:

Lesson:

(Describe objectives, content, materials used, etc.)

A. Helps learners recognize the purpose and importance of topics or activities.

Topics or activities are taught in context. The teacher explains to the students how topics or activities are but a portion of a larger content area. The teacher provides opportunities for learners to either question or relate to specific topics or activities that are important to a content area.

B. Uses instructional time efficiently.

Begins activities promptly.

Continues activities until end of allotted time period.

Avoids unnecessary delays during the lesson.

Avoids undesirable digressions from the topic during the lesson.

C. Provides a learning environment that is attractive and orderly.

The classroom is free of litter.

The furniture is neat and orderly.

Bulletin boards and displays create a pleasant atmosphere.

Bulletin boards and displays serve an instructional purpose.

Taken and adapted from: Capie, W., Johnson, C.E., Anderson, S.J., Ellett, C.D., & Okey, J.R. (1979). *Teacher performance assessment instruments*. Georgia State Department of Education, Atlanta, Georgia. Modified by: Ann-Catherine Sullivan. 1998. OSU.

Classroom Management Techniques

Teacher: _____ Date: _____

Grade: _____ #Students: _____ Subject: _____

Lesson Description: _____

Directions: Record the frequency of each behavior in the following chart. Both verbal and nonverbal behaviors are recorded. Also, record whether the student or the teacher exhibited the behavior. If the behavior was related to the lesson, place the tally mark in the “on task” column. If the behavior was not related to the lesson, place the tally mark in the “off task” column. If necessary supply comments.

Categories	Teacher		Student	
	On Task	Off Task	On Task	Off Task
Gives Directions				
Asks Questions				
Answers Questions				
Makes Statements				
Yells				
Moves Around the Room				
Listens				
Follows Rules				
Gives Rules				
Accepts Answers				
Praises				
Criticizes				

Comments:

Lecture - Explanation Teaching

Teacher:

#

Lesson Description:

Date:

of Students:

PART I – BEHAVIORS TO BE TALLIED

Instructions

Tally the frequency of the occurrence of each behavior to the right and provide examples of the following behaviors in the space provided.

Meaningful Content

1- Relates lecture content to content already familiar to students.

Frequency: _____

2- Gives examples to illustrate concept.

Frequency: _____

3- Gives explanation for generalization or opinion.

Frequency: _____

Student Involvement

1- Asks students if they have questions.

Frequency: _____

2- Directs questions to students.

Frequency: _____

3- Has students engage in activity.

Frequency: _____

PART II – BEHAVIORS TO BE RATED

Organization

	Good			Needs improvement	
1- Lecture has a clear organization and sequence	5	4	3	2	1
2- Use of chalkboard, handouts, overhead, etc. to show organization of lecture	5	4	3	2	1
3- Tells students what (s)he expects students to remember from lecture	5	4	3	2	1
4- Repeats key points and summarizes them at the end. List key points and those summarized.	5	4	3	2	1
5- Avoids nervous gestures.	5	4	3	2	1

Delivery

	Good			Needs improvement	
1- Speaks slowly and clearly.	5	4	3	2	1
2- Conveys enthusiasm.	5	4	3	2	1
3- Avoids reading from lecture notes.	5	4	3	2	1
4- Avoids filler phrases such as "you know"	5	4	3	2	1
5- Avoids nervous gestures	5	4	3	2	1
6- Maintains eye contact with students.	5	4	3	2	1
7- Uses humor.	5	4	3	2	1

Clarity of Content Presented

Teacher:

Date:

Lesson Description:

of Students

Instructions:

Briefly outline the scope and sequence of the teacher's lesson as presented. Where necessary, provide a brief explanation of points made. When you are done, or as the lesson progresses, provide examples for the specific behaviors listed on pages 2 and 3.

Scope and Sequence of Lesson (outline here with explanations)

From the data gathered, provide evidence of the following teacher behaviors:

Teacher Behaviors

1. The lesson was presented in a logical manner (list order as appropriate and/or suggest alternatives).
2. The teacher identified important points for the students (list important points that were identified and/or suggest ones that were excluded).
3. Important points were written on the board or a chart (list points written down and those excluded).
4. Important points were repeated (list points repeated and/or those that should have been repeated).
5. Summaries and reviews were included within the lesson (outline summary/review as presented and if appropriate what was missing).

6. Important points were clearly explained (list points that were explained and those that should have been, but were not).

7. Examples were presented to reinforce each major point (list examples that were provided and those that were eliminated but should have been provided).

8. The teacher pointed out similarities and differences between things (provided examples of similarities and differences that were provided during the lesson).

9. The teacher explained unfamiliar words when necessary (list words that were explained and/or words that were not explained that should have been).

10. The teacher used pauses to reinforce important points or to allow learners to ask questions (if possible, provide examples from the lesson where this occurred and/or could have occurred).

Teacher Questioning I

Behaviors that Increase Student Participation

1. Calls on volunteers

Those students who raise their hands

2. Calls on non volunteers

Non volunteers often have information that can contribute to the lesson, if the teacher takes the initiative and calls upon them. Also provides teacher with information regarding the number of students who understand and are following the lesson.

3. Redirects the question

Are there any other ideas? Would anyone like to add to what was just said?

4. Praises students' responses

Encourages students to continue to answer questions, acknowledges that their answers are worthwhile

5. Invites student initiated questions

Do students have any questions about the lesson ... can be answered by teacher or another student

Behaviors that Elicit Thoughtful Responses

1. Asks higher cognitive questions

Questions that cannot be answered directly from looking in the textbook – students must think and formulate their own responses e.g. compare, contrast, possible motives, draw conclusions, provide evidence, solve problems, make judgements, or offer opinions

2. Pauses 3- 5 seconds after asking a question and accepting a student response

3. Asks a follow up question to an initial response

Asking students to clarify an answer, provide support/evidence for answer, etc.

Negative Behaviors

1. Reacts negatively to student responses

E.g. 'that doesn't make any sense' ... students are unlikely to want to volunteer answers

2. Repeats own questions

Done too often, encourages students not to listen first time (ask a student to repeat question to see if students are listening and paying attention)

3. Asks multiple questions

Which question do you expect students to answer ... can be confusing to students and is an indication that the teacher is unsure of lesson content or what they want from their students.

4. Answers own questions

Students are not encourage to listen and think as teacher will provide the answer

5. Repeats students answers

Good if repeating to ensure all have heard, but this can be done by asking a student to repeat the answer, or if the teacher repeats the answer, extend the answer by clarifying or adding information to the original answer.

TEACHER QUESTIONING II

RECORDING FORM (A)

Behaviors that Increase Student Participation

1. *Calls on volunteers* (record numbers with a slash or tick or names if possible)
2. *Calls on non volunteers* (record numbers with a slash or tick or names if possible)
3. *Redirects the question* (write down the questions verbatim)
4. *Praises students' responses* (write down teacher comments verbatim)
5. *Invites student initiated questions* (record questions students ask)

Behaviors that Elicit Thoughtful Responses

1. *Asks higher cognitive questions* (Record higher ordered questions – not who, what, where)
2. *Pauses 3-5 seconds after asking a question and accepting a student response* (after each question, record whether the teacher paused or did not)

Paused	Did Not Pause
---------------	----------------------
3. *Asks a follow up question to an initial response* (Record all follow up questions)

Teacher Questioning III

Recording Sheet A

Negative Behaviors

1. Reacts negatively to student responses (*Record all negative responses*)

2. *Repeats own questions* (Record questions that teacher repeats)

3. *Asks multiple questions* (Record multiple questions)

4. *Answers own questions* (Record question teacher asked and answered themselves)

5. *Repeats students' answers* (Record answers repeated without extension or clarification)

Strong Points of Lessons

Suggestions for Improvement

Flanders Interaction Analysis System

Provides the consulting teacher (1) the ability to draw conclusions about the verbal classroom climate and (2) the ability to make inferences about the communication strategies fostered in the classroom.

Teacher/Student/Other Behaviors Observed		Tallies	Anecdotal Notes
Teacher Talk	Indirect Influence	1. Accepts Feeling: Accepting and clarifying the feeling tone of students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings is included.	
		2. Praises or Encourages: Praising or encouraging student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, saying "um hm?" or "go on" are included.	
		3. Accepts or Uses ideas: Clarifying, building, or developing ideas suggested by a student. As more of the teacher's own ideas come into play, shift to Category 5.	
		4. Asks Questions: Asking a question about content or procedure with the intent that a student answer.	
	Direct Influence	5. Lectures: Giving facts or opinions about content or procedures; expressing the teacher's own ideas, asking rhetorical questions.	
		6. Gives Directions: Giving directions, commands, or orders with which a student is expected to comply.	
		7. Criticizes or Justifies Authority: Making statements intended to change student behavior from unacceptable to acceptable pattern; bawling out someone; stating why the teacher is doing what he/she is doing; extreme self-reference.	
Student Talk	8. Responds: Talk by students in response to teacher. Teacher initiates the contact or solicits student statement.		
	9. Initiates: Talk by students, which they initiate. If "calling on" students is only to indicate who may talk next, observer must decide whether student wanted to talk. If so, use this category.		
Silence	10. Silence or Confusion: Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.		

Summary of categories for Flanders Interaction Analysis as adapted by S.J. Matthews, June 1995. Original source: Hopkins, W.S., & Moore, K.D. (1993). *Clinical supervision: A practical guide to student teacher supervision*. Madison, WI: Brown & Benchmark Publishers.

Seating Charts I

Seating charts are easy to use and can be used to record a variety of information. Prior to any observation, ask the teacher for a blank copy of their seating plan. Ensure that each student's name is written on the plan. On the bottom of the seating plan, indicate which behaviors are to be observed and the symbols you plan to use to record each behavior (examples follow). To avoid clutter and confusion, it is suggested that a limited number of behaviors (3-4 maximum) be observed at any one time. As the following examples indicate, seating plans can be used to record the frequency of behaviors, or behaviors that occur within specific time intervals.

Example: Frequency Count:

After listing the behaviors and the symbols used to record the behaviors, simply put a symbol in each box (desk) each time the behavior occurs.

Front of Classroom

NNSST Sue	NSSSS John	TTTSTN Ashley	NNTTT Steven
TNTN Mike	NSNSN Jill	N Ken	S Angela
STSN Emily	NTNTT Bob	SS Deanna	TTTN David
NNSNS Richard	 Cloe	N David	 Kim
 Anna	 Jack	 Gloria	 Tim

Behaviors:

N = Called student by name

S = Students asked a questions

T = Teacher asked student a questions

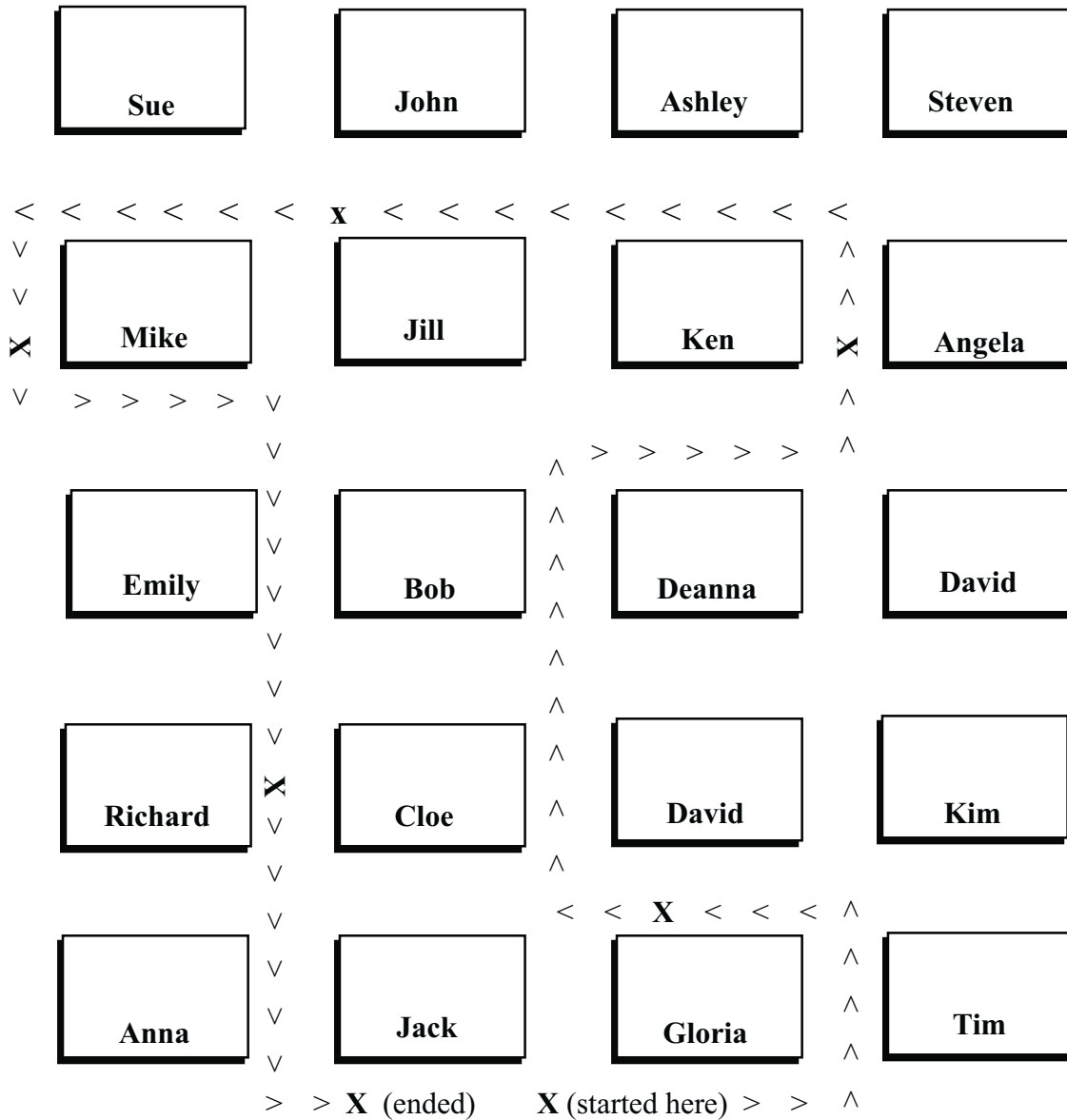
The data in this example indicates that the teacher has a tendency to focus on those students who sit closer to the front. The students in the back appear to be ignored. The teacher asked 17 questions, but only called on 7 different students . What other information does this chart give you?

Taken from: Hopkins & Moore. (1993) *Clinical supervision: A practical guide to student teacher supervision*. Modified by: Lynn Schincariol-Randall. OS., 1998.

Seating Charts

Example: Teacher Movement

Diagram the teacher's movement patterns as they move throughout the room.



Legend: X = Teacher stopped

Taken from: Hopkins & Moore. (1993) *Clinical supervision: A practical guide to student teacher supervision*. Modified by: Lynn Schincariol-Randall. OS., 1998.

Seating Charts III

Example: Time Sampling or Interval Recording

Record the occurrence of the behavior that dominates each 3-minute interval. Note: Depending on the number of behaviors observed, you may only be able to record information for half the class. Also, you may increase or decrease the length of the interval depending upon the behavior observed. Use your professional judgement here.

Front of Classroom

141311 121211 Sue	234121 334111 John	Ashley	Steven
111111 111111 Mike	231423 412131 Jill	Ken	Angela
231111 131241 Emily	211112 133341 Bob	Deanna	David
231111 142421 Richard	213111 241112 Cloe	David	Kim
123141 213111 Anna	241231 23111 Jack	Gloria	Tim

Legend:

- 1 = Quiet and on task
- 2 = Talking to other students (s)
- 3 = Out of seat
- 4 = Talking with the teacher

Classroom Management Student Behavior

Teacher:

Date:

Grade:

Subject: # of Students:

Context of Observation: (type of lesson, time of day, etc.)

PUPIL BEHAVIORS

1. Pupils aware of:

Objectives: Note evidence of student awareness.

Rules: Note evidence of student awareness.

2. PUPIL RESPONSE Provide evidence for categories observed below - not every category may be observed every class. Also, where appropriate, note teacher's behavior to promote specific behaviors and the teacher's reactions to specific student behaviors.

Follow Directions

Participate in Lesson

Enthusiastic

On Task

Helpfulness

Cooperative

Motivated

Asks Questions

Controlled

Stay in Seats

Taken and adapted from: Kilgore, A., Caffey, M., & Nordell, G. (1985 March). *Developing and implementing a comprehensive teacher assessment system*. Paper presented at the National Conference of the Association for Supervision

Classroom Management Teacher Behavior

Teacher:

Date:

Grade:

of Students:

Subject:

Lesson Description:

(describe objectives, content, materials used, etc.)

Section I: Teacher Behaviors

(provide examples for each behavior in the space provided)

1. Planning:

Lesson plan identifies desired/appropriate student behaviors expected for activity.

Plan states anticipated teacher behaviors (skills, models, methods) that will facilitate appropriate behavior.

Pupils made aware of objectives and expectations.
(Circle one and provide evidence)

Yes

No

2. Physical Arrangement: Furniture, equipment, and materials are placed appropriately for the activity.

3. Routines: Teacher clearly outlines rules/routines or students are familiar with rules/routines - students behave accordingly.

comments:

4. Awareness: Teacher is aware of what is occurring in all areas of the classroom.

Total Class

Small Groups

Individuals

5. Planned Ignoring: Teacher acknowledges student reactions/behaviors and chooses not to intervene.

6. Proximity Control: Teacher moves throughout the room to help or hinder classroom control. Comments:

7. Giving Directions—Transitions: Clear directions given before, during, and after a lesson/activity which inform students about how to move from one activity to the next. Comments:

8. Reinforcement: Examples of when reinforcement was used

9. Interest Boosting: Teacher demonstrates caring for student responses and their work, and is available to individual students throughout the lesson. Comments:

10. Signal Interference: The use of nonverbal techniques to control pupil behavior. Comments:

11. Use of Humor: Humor used appropriately throughout lesson. Comments:

12. Object Removal: Removing items or objects that distract students. Comments:

Taken and adapted from: Kilgore, A., Caffey, M., & Nordell, G. (1985 March). *Developing and implementing a comprehensive teacher assessment system*. Paper presented at the National Conference of the Association for Supervision and Curriculum Development. Chicago, Ill.

Interpersonal Skills

Teacher: _____ Date: _____

Grade: _____ # of Students: _____ Subject: _____

Lesson Description: _____

Demonstrates enthusiasm for teaching and learning and the subject being taught.

	5	4	3	2	1
1. Communicates personal enthusiasm.	5	4	3	2	1
2. Stimulates learner interest.	5	4	3	2	1
3. Conveys the impression of knowing what to do and how to do it.	5	4	3	2	1

Helps learners develop positive self-concepts.

4. Demonstrates warmth and friendliness.	5	4	3	2	1
5. Demonstrates sensitivity to the needs and feelings of learners.	5	4	3	2	1
6. Demonstrates patience, empathy and understanding.	5	4	3	2	1

Manages Classroom Interactions

7. Provides feedback to learners about their behavior.	5	4	3	2	1
8. Promotes comfortable interpersonal relationships.	5	4	3	2	1
9. Maintains appropriate classroom behavior.	5	4	3	2	1
10. Manages disruptive behavior among learners.	5	4	3	2	1

Observation Form

Open-ended Categories

Intern: _____ Consulting Teacher: _____

School: _____ Grade: _____ Date: _____

Instructional Planning (objectives, variety, appropriate assessment,...)

Instruction (introduction, goals, practice, individual needs, feedback, pacing, flexibility, subject knowledge, interested, appropriate, closure,...)

Questioning (wait time, clear, higher level, feedback,...)

Communication (acceptable oral and written language use, clarity, examples, emphasizes important points, monitors student understanding,...)

Classroom Climate (enthusiasm, student interest, respect, rapport, praise, discipline,...)

Classroom Management (monitoring, materials, routines, praise, discipline,...)

Personal/Professional Characteristics (initiative, dress, attitude, interactions,...)

Teacher Evaluation of Students

Teacher:

Grade Level/Subject:

Material Evaluated:

1. Provides rationale for the evaluation process and products used. (State rationale)
2. Documents how scores, grades and marks are recorded and kept. (Explain method)
3. Indicates how and when parents and/or legal guardian are notified of student progress, positive or negative, other than normal reporting times. (Describe how, when)
4. Shows evidence of returning students' work within appropriate/effective turn around time for assignments used in grading process. (Describe evidence)
5. Provides, using data from one class, evidence that shows how evaluation items were scored, weighted, graded, averaged and marked. (Describe process)

Taken and adapted from: Acheson & Gall (1980). **Techniques in the clinical supervision of teachers. Preservice and inservice applications.** New York: Longman Inc. Adapted by: Lynn Schincariol-Randall, 1998, OSU.

6. Demonstrates knowledge of test selection/construction, scoring, reliability and validity.(Record evidence from discussion with teacher)

a. Selects appropriate test aligned with state objectives. (Evidence of alignment)

b. Scoring procedure is clear and appropriate for the type of test question. (Evidence of clarity and appropriateness)

c. Test questions accurately reflect content taught. (Evidence of validity, describe alignment)

d. Testing situation accurately reflects the manner in which the students were taught.(Describe testing situation and alignment with teaching method)

7. Produces a variety of student evaluation products that match unit plans and include a variety of test types.(List product title below and attach sample products or evidence)

Multiple Choice:

Matching:

Short Answer:

Essay:

Teacher Systematic Observation:

Student Self-Evaluation:

Student Presentation:

Other:

8. Indicate how affective objectives are measured.

Affective Objective:

Measure:

Affective Objective:

Measure:

Affective Objective:

Measure:

9. Creates tests that test at various levels of Blooms taxonomy in the cognitive domain. (Provide sample questions)

Knowledge:

Application:

Synthesis:

Comprehension:

Analysis:

Comprehension:

Evaluation:

Teacher Professionalism

Teacher:

Date:

School:

Grade/Subject:

I. Professional Behavior (provide evidence in each area)

A. Takes initiative to help or perform tasks

B. Maintains materials, equipment, and records in an organized manner

C. Accepts and carries out responsibilities

D. Is aware of and sensitive to children's needs

E. Demonstrates appropriate appearance and personal hygiene

F. Uses appropriate grammar and communication skills

G. Observes confidentiality of information and records

Taken and adapted from: Acheson & Gall (1980). *Techniques in the clinical supervision of teachers. Preservice and inservice applications.*

New York: Longman Inc. Adapted by: Lynn Schincariol-Randall, 1998, OSU.

H. Maintains consistent attendance

I. Is consistently punctual arriving to work, meetings, duties, and in beginning classes

II. Ability to Relate (provide evidence in each area)

A. To individual students

B. To small groups

C. To whole class

D. To this age/grade level

E. To fellow teachers

III. Willingness to Engage in Professional Development (provide evidence in each area)

A. Explores a variety of instructional methods and techniques

B. Carries out plans and suggestions to improve teaching/learning

C Exhibits interest and enthusiasm in ideas to improve teaching/learning

IV. Additional Strengths or Skills This Teacher Demonstrates (provide evidence)

V. Additional Concerns You Have About This Teacher's Abilities (provide evidence)