

20 Classroom Observation Look-Fors

1. Types of responses (verbal, written, group talk, physical)
2. Entrance, exit and transition routines
3. How the teacher checks for understanding and determine whether the content “stuck”
4. Quality of discussion with student (does the teacher model professional conversations, follow discussion rules, use proper English, complete responses?)
5. Purposeful scaffolding of instruction when students struggle to “get” a new concept
6. What percentage of the lesson is teach/model? What percentage of the lesson is guided practice? What percentage of the lesson is application?
7. The arc of the lesson: How the teacher starts and ends, how the teacher links new content to existing knowledge
8. Quality of teacher academic feedback
9. Quality of tasks during guided practice and application
10. Change in language between different parts of the explicit lesson format (“I do”, “we do”, “you do”)
11. Number of whole group/individual responses
12. Number of responses from a particular students (GATE, SpEd, ELL, intensive or strategic student)
13. Quality of responses (complete thoughts, extended responses, use of academic language)
14. Objective or purpose of the activity is totally observable and matches the task that students are engaging in
15. Perfect practice/number of corrections
16. Timing or pacing of particular parts of a lesson
17. Quality of questions (Recall only? Deeper thinking questions?)
18. Rate of wait-time
19. Teacher talk vs. student action
20. Teacher teaching academic language vs. students using academic language