

# Classroom Observation Record



Student Teacher JOHN BURNETT School DURAND Middle/High  
 Grade Level/Content Area 7TH GRADE Subject IB  
 Date 3/5/08 Observer STRICKER Position: Supervisor or Cooperating Teacher

## Rating Scale/Legend

<b>U</b> Unsatisfactory Unacceptable action, performance, or behavior potentially doing harm within the learning community.	<b>E</b> Emerging Performance is below Basic; occasional, modest, developing or inconsistent.	<b>B</b> Basic Performance is generally appropriate; achieved with moderate degree.	<b>AB</b> Performance is advanced Basic; achieved with high degree. Equivalent to quality teacher with 3-5 years teaching experience
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## Lesson Design

### Component 1a: Demonstrating Knowledge of Content

- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy
- WI STD #1 Teachers know the subjects they are teaching

Check One

U	E	B	AB
		X	

nice examples and analogy - KBY - Technical knowledge is a little respect.  
 - call students by name - and you have an idea their personal characteristics.

### Component 1b: Knowledge of Students

- Knowledge of characteristics (The intellectual, social, and emotional of age group)
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and culture
- WI STD #2 Teachers know how children grow
- WI STD #3 Teachers understand that children learn differently

Check One

U	E	B	AB
		X	

### Component 1c: Selecting Instructional Goals

- Value, Clarity, Suitability, Balance and Balance
- Aligned with curriculum standards
- WI STD #1 Teachers know the subjects they are teaching

Check One

U	E	B	AB
		X	

### Component 1d: Demonstrating Knowledge of Resources

- Resources for students/teacher
- WI STD #1 Teachers know the subjects they are teaching

Check One

U	E	B	AB
		X	

### Component 1e: Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson planning and unit structure
- WI STD #1 Teachers know how to teach

Check One

U	E	B	AB
		X	

I know this leads into a hands-on act. - good discussion questioning.

### Component 1f: Assessing Student Learning

- Congruence with instructional goals
- Criteria and standards
- WI STD #8 Teachers know how to test for student progress

Check One

U	E	B	AB
	X		

## Lesson Delivery

### Component 2a: Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interaction
- WI STD #5 Teachers know how to manage a classroom

Check One

U	E	B	AB
		X	

- make sure and really acknowledge student responses.

### Component 2b: Establishing a Culture for Learning

- Importance of the content
- Student pride in work
- Expectations for learning and achievement
- WI STD #4 Teachers know how to teach

Check One

U	E	B	AB
		X	

- relevance is obvious

### Component 2c: Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Performance of non-instructional duties
- WI STD #3 Teachers understand that children learn differently

Check One

U	E	B	AB
		X	

**Component 2d: Managing Student Behavior**

- Expectations
- Monitoring of student behavior
- Response to student misbehavior
- WI STD #3 Teachers understand that children learn differently

Check One

U	E	B	AB
		X	

*you work the room well*

**Component 2e Organizing Physical Space**

- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources
- WI STD #3 Teachers understand that children learn differently

Check One

U	E	B	AB
		X	

**Component 3a: Communicating Clearly and Accurately**

- Directions and procedures
- Oral and written language
- WI STD #6 Teachers communicate well

Check One

U	E	B	AB
		X	

*Clear - confident - use less text.*

**Component 3b: Using Questioning and Discussion Techniques**

- Quality of questions
- Discussion techniques
- Student participation
- WI STD #6 Teachers communicate well

Check One

U	E	B	AB
		X	

*great questions, get girls involved.*

**Component 3c: Engaging Students in Learning**

- Representation of content
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing
- WI STD #1 Teachers know the subjects they are teaching WI STD #3 Teachers understand that children learn differently

Check One

U	E	B	AB
		X	

*PP was engaging - no doubt. But ~~one~~ one girl contributed. maybe*

**Component 3d: Providing Feedback to Students**

- Quality: Accurate, substantive, constructive and specific
- Timeliness
- WI STD #6 Teachers communicate well

Check One

U	E	B	AB
		X	

*good feedback - maybe too much.*

**Component 3e: Demonstrating Flexibility and Responsiveness**

- Lesson adjustment
- Response to students
- Persistence toward helping students
- WI STD #3 Teachers understand that children learn differently

Check One

U	E	B	AB
	X		

*- a long time for 12-13 yr. olds to be lectured.*

**Professionalism**

**Component 4a: Reflecting on Teaching**

- Accuracy
- Use in future teaching
- WI STD #9 Reflects on teaching and evaluates the effects of choices

Check One

U	E	B	AB

**General Comments:**

These following signatures serve to verify this observation has been conducted in a setting reflective of a classroom environment with an opportunity for follow-up dialog.

Signature of Observer

Signature of Student Teacher