Classroom Instruction Observation Form

Teacher: _____ Subject: _____ Observer: _____

Date: _____ Time In: _____ Time Out: _____

GAPSS Instruction Strand		Observed	Examples
C 1.1	Lesson/units are clearly aligned with GPS/QCC.		Units of study and/or lesson plans are available. Curriculum maps and/or pacing guides may be available. Plans for the instructional period may be posted.
I 1.3	Learning goals are aligned with GPS/QCC and are communicated by the instructor.		Units of study, lesson plans, and/or commentary are clearly aligned to GPS/QCC. Standards, essential questions, etc. are explicit and referenced often during instruction.
	Students apply learning goals in performance tasks aligned to the standards.		Performance tasks, culminating performance tasks, student work, portfolios, rubrics, and/or graphic organizers, etc. are clearly aligned to the GPS/QCC.
I 2.1	Sequencing of the instructional period is predictable and logical.		Instruction begins by activating prior knowledge, including experienced-based activities, followed by spiraling and scaffolded tasks that move students toward conceptual understanding and independent use of what they are learning, and ends by summarizing learning.
	The lesson begins with a clearly defined opening to strengthen learning.		Instruction explicitly states learning goals and makes connections to prior knowledge, subject areas, and/or student experiences, incorporates modeling or demonstration, and/or assesses student understanding (such as questioning, informal written assessments, charting), etc.
	Instruction has a defined work period.		The work period provides opportunities to practice, review, and apply new knowledge and receive feedback (for example: independent practice, guided practice, small group, conferencing, hands-on learning, problem solving, etc.).
	Instruction ends with a summary activity that reinforces the learning.		The lesson closing summarizes the learning goal(s), clarifies concepts, and addresses misconceptions. Students may share their work that relates to the learning goal(s).
	Content specific vocabulary is developed in context.		The instructor provides rich information about new vocabulary words and how the new words function. New vocabulary is presented and reinforced in the context of the standards being taught. Students are provided opportunities to use the new words in their writing, reading, and conversations.
I 2.2	Higher order thinking skills and processes are utilized in instruction.		Instructor's questioning techniques require students to compare, classify, analyze different perspectives, induce, investigate, problem solve, inquire, research, make decisions, etc.
	Higher order thinking skills and processes are evident in student work.		All students are engaged in tasks that require comparison, classification, analysis of perspectives, induction, investigation, problem solving, inquiry, research, decision making, etc.
I 2.3	Instruction is differentiated to meet student readiness levels, learning profiles, and interests.		The standards are the expectation for learning for all students, but within a class period instruction is paced and presented differently with the use of varying materials, resources, and tasks. (Instruction may be differentiated through content, process, product, and/or learning environment.)
I 2.4	Instruction and tasks reinforce students' understanding of the purpose for what they are learning and its connection to the world beyond the classroom.		Instruction is explicitly made relevant to students. For example, classroom instruction is differentiated to reflect student interests, leads to the creation of products that are useful in real-world problem solving, emphasizes inter-disciplinary connections, leads to authentic assessments, and/or further reveals real-world problems and their potential solutions. (I-2.4: Operational Descriptor F: Relevance and authenticity)
I 2.5	The classroom instructor implements grouping strategies.		The instructor encourages flexible grouping and sub-grouping of students related to readiness levels, interests, and learning style preferences.

Instruction Strand		Observed	Examples
I 2.7	The use of technology is integrated effectively into instruction.		Teacher effectively uses technology to provide real-world, relevant application, to enhance students' research skills and to differentiate instruction to maximize student learning. Technology is used to enhance student learning of the grade/content standards. (e.g. Interactive boards, computers, digital cameras, projection systems, calculators, probeware, software, interactive games, voting systems, Palm Pilots, Online Assessment, etc.)
	Students effectively use technology during the class period.		Students use technology to research, create documents and/or projects, and to demonstrate a greater understanding of the learning goals. (e.g. PowerPoint, webpages, etc.)
I 3.1	Instructional goals, activities, interactions, and classroom environment convey high expectations for student achievement.		Students are engaged in rigorous work. Students interact with other students and teachers concerning their work and the standards. The standards are held as the expectation for all students and are evident in classroom practices.
I 3.3	Students demonstrate personal efficacy and responsibility.		Students evaluate their own work aligned to the standards, elements, benchmark work, anchor papers or rubrics and are provided the opportunity to revise their work. Students are on task and may use resources available in the room (content maps, rubrics, computers, posted exemplary work, etc.)
Assessment Strand		**Observed**	**Examples**
A 2.2	Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students.		The teacher is monitoring for student understanding throughout the instructional period, conferencing with students, asking questions, and/or engaging students in KWLs, 3-2-1 activities, quick write, ticket out the door, etc. The formative assessments are used to provide students with frequent and specific feedback.
	Written commentary is aligned to the GPS standard(s) and elements or QCC content standards.		Commentary uses the language of the standard providing specific feedback by describing the quality of the student work when compared to the desired learning goals. Commentary goes beyond "good job", "great work", etc.
Planning and Organization Strand		**Observed**	**Examples**
PO 3.2	Materials and resources are effectively allocated.		Student support materials and resources are easily accessible to students (classroom library, technology, etc.). Materials and resources to support content area lessons are visible. Human resources (co-teachers, paraprofessionals, instructional coaches, etc.) are effectively utilized to maximize instruction for all learners.
PO 4.1	Classroom management is conducive to student learning.		Expectations for behavior are evident (rules posted, behavior consistently monitored and addressed when necessary). Classroom practices and procedures are understood and followed.
PO 4.3	Instruction is provided in a safe and orderly environment.		The classroom is clean and conducive to learning.
PO 4.2	Instructional time is maximized.		Classroom instruction has no or minimal interruptions.
	The teacher maximizes instructional time.		Instruction begins and ends on time. Student transitions during instruction are smooth with no loss of instructional time. The teacher is monitoring student learning and actively engaged with students.
School Culture Strand		**Observed**	**Examples**
SC 1.1	The culture of the classroom reflects a risk-free learning environment.		Students feel comfortable sharing their work and receiving feedback from the teacher and other students regarding their work, students ask clarifying questions, etc.

Hall County Emphasis on Rigor		Observed	Examples
	Construction of Knowledge		Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining, hypothesizing, or arriving at conclusions that produce new meaning and understandings for them.
	Disciplined Inquiry: Deep Knowledge		Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understandings.
	Disciplined Inquiry: Substantive Conversation		Students engage in extended conversational exchanges with the teacher and/or their peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.
	Value Beyond School: Connections to Students' Lives		Students make connections between substantive knowledge and either public problems or personal experiences in their lives outside of school.