

TKHS CLASSROOM OBSERVATION WORKSHEET

Teacher Name:	Date:	Class:	Class Period:
Relationships How are relationships present in the lesson/classroom?	Engagement How are students engaged in the lesson?	Varied Instruction/Assessments How is varied instruction/assessment used in the lesson?	Clear Expectations How are lesson objectives/goals stated clearly for the lesson?
<input type="checkbox"/> Discussion	<input type="checkbox"/> Active listening	<input type="checkbox"/> Address multiple intelligences, learning styles, or modalities	<input type="checkbox"/> Calendar of unit (clear deadlines)
<input type="checkbox"/> Evidence of social contract	<input type="checkbox"/> Active participation	<input type="checkbox"/> Different quadrants (esp. D)	<input type="checkbox"/> Daily agenda
<input type="checkbox"/> Having fun, laughing, or smiling	<input type="checkbox"/> Attentive	<input type="checkbox"/> Different uses of multimedia or technology	<input type="checkbox"/> Essential question(s) stated, posted, and/or written
<input type="checkbox"/> Meet and greet students at door	<input type="checkbox"/> Buzz about topic	<input type="checkbox"/> Differentiated instruction	<input type="checkbox"/> Posted, stated, and/or applied objective or goal
<input type="checkbox"/> Mutual respect	<input type="checkbox"/> Differentiated learning	<input type="checkbox"/> Evidence of agenda use	<input type="checkbox"/> Rubrics
<input type="checkbox"/> Name usage	<input type="checkbox"/> Discussions or debates	<input type="checkbox"/> Evidence from rubric	<input type="checkbox"/> Teacher website/blog
<input type="checkbox"/> Open exchange of ideas	<input type="checkbox"/> Effective/efficient discipline	<input type="checkbox"/> Explore multiple perspectives	
<input type="checkbox"/> Personal conversations or contacts with students	<input type="checkbox"/> Group work (small and/or large)	<input type="checkbox"/> Guided and independent practice	
<input type="checkbox"/> Positive interaction (verbal or nonverbal)	<input type="checkbox"/> Higher level thinking evident	<input type="checkbox"/> Multiple assessment techniques used	
<input type="checkbox"/> Positive feedback or reinforcement	<input type="checkbox"/> Humor	<input type="checkbox"/> Multiple instructional strategies used	
<input type="checkbox"/> Safe classroom environment	<input type="checkbox"/> Note taking or writing	<input type="checkbox"/> Multiple learning groups or stations	
<input type="checkbox"/> Students asking questions	<input type="checkbox"/> Physically involved	<input type="checkbox"/> Student choices or multiple opportunities to be successful	
<input type="checkbox"/> Students eager to learn	<input type="checkbox"/> Problem solving or critical thinking	<input type="checkbox"/> Transitions in lesson	
<input type="checkbox"/> Teacher helping students	<input type="checkbox"/> Relevant technology use	<input type="checkbox"/> Varied pacing	
<input type="checkbox"/> Teacher/student proximity	<input type="checkbox"/> Relevant answers or comments shared		
<input type="checkbox"/> Teacher/students show enthusiasm	<input type="checkbox"/> Relevant questions		
<input type="checkbox"/> Tone of voice	<input type="checkbox"/> Rigor		
	<input type="checkbox"/> Student body language		
	<input type="checkbox"/> Student motivation		
	<input type="checkbox"/> Students on task		
	<input type="checkbox"/> Varied student involvement/ Incorporating the entire class		
Category Notes:	Category Notes:	Category Notes:	Category Notes:

General Notes: