

San Diego State University - PLC Department

Classroom Observation Form By TPE

Student Teacher: _____ Grade Level: _____ Date _____
 School: _____ Cooperating Teacher: _____ Visit # _____
 Lesson Topic: _____ Observation Focus: _____ Time: _____
 Teaching to: _____ University Supervisor: _____

PREPARATION & PLANNING

S NG NO

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Lesson Plan includes: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Measurable objectives and appropriate state/district content standards 9 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Differentiated instruction to accommodate students' current levels of |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. achievement and language levels of English Learners. 4 & 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Sequence of Instruction, Strategies, and Instructional Materials demonstrate: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Prioritizing and sequencing of skills and strategies in a coherent manner. 4 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Reinforcing of content in multiple ways such as presentations, manipulatives, models, diagrams, technology . 4 & 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Effective ELD strategies and appropriate materials to develop English literacy. 7 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D. Development of academic language & knowledge of core subjects for all learners |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Assessment/Planning Cycle is evident through |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Use of assessment tools to check student progress and instruction. 2 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Pacing and re-teaching is based on checking for understanding through ongoing assessment methods such as questioning and examining student work. 2 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Logistics: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Supplies, materials, and technology are prepared and ready for lesson. 9 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Has efficient method for distributing/retrieving materials |

PRESENTATION AND SOCIAL ENVIRONMENT

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Communication Skills are evident through. 5, 7 & 8 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Correct oral and written language. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Appropriate voice/tone control |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Fluent oral reading skills. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D. Appropriate handwriting |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Environment for Student Learning is established by: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Creating positive learning climate by promoting student effort and fostering self-esteem among students. 15 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Supporting L1 & L2, and culture as tools of thought. 15 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Using positive interaction, establishes rapport with students. 11 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D. Maintaining clear academic and behavioral expectations and implementing discipline plan. 11 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | E. Promoting & incorporating status equalization by modeling respect and equal student participation. 14 |

TEACHING:

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Student Engagement is established by: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Motivating students through engaging activities. 5 & 16 |

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Using students' prior knowledge as bridges to lesson content. 5 & 16 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Using effective question strategies & developing critical thinking. 5,7 & 16 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Content is made Accessible by: |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A. Clearly communicating learning objectives to students to ensure active/equitable participation. 5 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B. Effectively using pedagogical skills particular to specific subject matter. 1 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C. Providing clear, precise directions. 5 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D. Making efficient use of student/teacher time. 10 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | E. Effectively using material/technology/equipment. 10 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | F. Making orderly transitions and has established routines. 10 & 14 |

Comments:

S=Satisfactory NG=Needs Growth NO=Not Observed

Future Growth Focus: _____