



# Teacher Observation Form

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## Steps for a successful observation:

1. Arrive 15 minutes before the lesson starts in order to greet the teacher and explain that you are there to observe.
2. Find a comfortable spot in the back of the class where you can seem nearly invisible to both the teacher and students.
3. Do not speak to the teacher or the students, or interrupt the class in any way, during the duration of the lesson observed.
4. Take notes and observe for 20 minutes, stop and score for 10 minutes.

## Overview

Site Name		Code:
Observation Date (dd/mm/yyyy)		Code:
Teacher Name		Code:
Observer Name		Code:
Observed Class Subject		Code:
Class Level		Code:

## Section I. Time on Task

<b>1. Punctuality</b> <i>Did the teacher begin <b>and</b> end the class on time?</i>	<input type="checkbox"/> YES <input type="checkbox"/> NO
<b>2. Class Duration</b> <i>What was the duration of the class (in minutes)?</i>	_____ minutes
<b>3. Time on Non-Academic Activities</b> <i>How many minutes of the class time were spent on non-academic activities? (unscheduled interruptions, transitions, announcements, inefficient time management)</i>	_____ minutes
<b>4. Time on Learning</b> <i>How many minutes of the class time were spent learning (e.g. teacher lecturing, students working on activities)</i>	_____ minutes
<b>4. Time on Engaged Learning</b> <i>How many minutes of the class time were spent on engaged learning (estimate total minutes where all or most students were actively engaged in lesson)</i>	_____ minutes

# Section II. Teaching Practices

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	1) No evidence / negative	2) Tried, but poorly	3) Good effort	4) Exemplary	Score
<b>7. Feedback</b> <i>When a student answers incorrectly, the teacher responds with individualized and specific feedback:</i> <ul style="list-style-type: none"> <li>□ Verbally and respectfully correcting students</li> <li>□ Checking copy book</li> <li>□ Writing comments on the students work</li> </ul>	When a student makes a mistake, the teacher gives no feedback.	When a student makes a mistake, the teacher just says “correct” or “incorrect” or just gives the correct answer to the students.	When a student makes a mistake, the teacher gives individual and specific feedback	Throughout the lesson, when a student makes a mistake, the teacher consistently gives individualized and specific feedback and ensures the student understands.	
<b>8. Checking for Understanding</b> <i>The teacher continuously checks understanding of the students using a variety of different techniques:</i> <ul style="list-style-type: none"> <li>□ Asking questions</li> <li>□ Doing practice questions</li> <li>□ Quizzes</li> <li>□ Reviewing work</li> </ul>	The teacher does not check the students' understanding (e.g. Chalk and Talk).	The teacher checks students understanding infrequently or only with the whole class (such as asking “is that clear?” to the whole class)	The teacher checks students understanding frequently and individually by checking work or having them practice, but could do it more.	The teacher uses different techniques to check students' understanding throughout the lesson in order to see if every student is understanding.	
<b>9. Supplementary Materials</b> <i>The teacher uses supplementary materials to reinforce the lesson objective. Materials include anything that is not a notebook or a chalkboard, such as:</i> <ul style="list-style-type: none"> <li>□ Readers</li> <li>□ Props</li> <li>□ Counters (for math)</li> <li>□ Tablets/multimedia</li> </ul>	The teacher uses no supplementary materials.	The teacher uses supplementary materials, but only shows in front of the class without allowing students to directly manipulate the materials (such as a video or visual aids)	The teacher uses supplementary materials, but only a few students are allowed to use it in front of the class. (a few students use tablets or go and hold/manipulate the material)	The teacher uses supplementary materials that all students, whether individually or in groups, are allowed to use to facilitate their learning.	
<b>10. Opportunity to Practice</b> <i>The teacher gives the students adequate opportunities to practice. Practice can be for any activity (individual assignments, group work, presentation).</i>  <i>Individual practice means the students can test their knowledge on their own to see if they can succeed (such as writing in their notebooks or solving the problem on their individual chalkboards).</i>	The teacher provides no time to practice outside of repeating back.	The teacher only has teacher-led practice, such as ask-and-answer or a few students go to the board to answer questions.	The teacher allows opportunity to practice, teacher-led and individual, but the time is limited.	The teacher gives all students opportunities to practice the material taught—both individually and teacher-led.	
<b>11. Questioning Techniques</b> <i>The teacher uses a variety of questioning techniques to promote reflection for all the students, including:</i> <ul style="list-style-type: none"> <li>□ Asking the whole class</li> <li>□ Calling individual students by name</li> <li>□ Students asking each other questions</li> <li>□ Asking questions to groups in group work</li> <li>□ Asking open-ended questions</li> </ul>	The teacher does not engage the students through questioning or only uses close-ended prompts such as “Is that so?” or “Repeat.”	The teacher engages students through questioning by asking the whole class or calling students by name, but questions have specific (such as pointing and asking “What letter is this?” or “What number is this?”)	The teacher asks students questions, including open-ended questions, but only questions that have a specific answer.	The teacher uses a variety of techniques, such as “why” and “how” questions to promote critical thought and deep reflection (such as “Why do you think that is?”)	
<b>12. Connecting to Students' Lives</b> <i>The teacher connects the lesson content and objective to real-life uses and uses examples from the student's day-to-day lives—showing the relevance of the lesson outside the classroom.</i>	The teacher never connects material to the students' real-life.	The teacher may use an example (such as an animal or food) from the book/materials.	The teacher uses examples from the students lives to elaborate and show relevance.	The teacher references things from the students' lives and relates the concepts to real-life applications and gets examples from students themselves (such as: what are your favorite foods that start with the letter “B”?)	

# Section II. Teaching Practices

(continued)

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	1) No evidence / negative	2) Tried, but poorly	3) Good effort	4) Exemplary	Score
<b>13. Engaging Different Learners</b> <i>The teacher teaches the content in different ways. Different learning activities include:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Group work</li> <li><input type="checkbox"/> Role Play</li> <li><input type="checkbox"/> Songs</li> <li><input type="checkbox"/> Games</li> <li><input type="checkbox"/> Pair-share</li> <li><input type="checkbox"/> Writing/Drawing</li> <li><input type="checkbox"/> Videos/multimedia</li> </ul>	Teacher uses only talk and explanation to teach.	The teacher only uses one technique from the list, or uses multiple techniques that are poorly executed.	The teacher uses a variety of learning activities	The teacher uses a variety of learning activities, at least one of which is student-led.	

Section II. Score (add up scores) ►

# Section III. Classroom Management

	1) No evidence / negative	2) Tried, but poorly	3) Good effort	4) Exemplary	Score
<b>6. Learning Objective</b> <i>The teacher clearly communicates the learning objective at the beginning of class.</i>	The teacher did not state the learning objective.	The teacher stated the objective, but late in the lesson or not clearly.	The teacher stated the objective	The teacher clearly stated the lesson objective at the beginning of the class and tied all the activities back to the objective.	
<b>15. Classroom Rules</b> <i>The teacher refers to the co-created classroom rules when discipling students.</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom rules should be co-created</li> <li><input type="checkbox"/> Classroom rules should be displayed in classroom</li> <li><input type="checkbox"/> Classroom rules have assigned specific positive discipline consequences</li> </ul>	There are no classroom rules and the teacher does not reference them.	The classroom rules are displayed in the classroom, but never referenced.	The classroom rules are hung up and references, but the teacher misses opportunities to reference them.	The teacher has classroom rules displayed in the classroom and they have clear consequences that the teacher references as needed during the class.	
<b>16. Discipline Consistency</b> <i>The teacher consistently and immediately manages student behavior.</i>	Behavior is managed completely inconsistently (eg. chaos)	The teacher is consistent only in the beginning or with particular students.	The teacher makes a good effort to consistently enforce the classroom rules, but fails at one point or with a specific student.	The teacher always enforces classroom rules in the same way—regardless of the time or the student involved.	
<b>17. Use of Classroom Space</b> <i>The teacher makes good use of the classroom space and walks around the class regularly.</i>	There teacher just stands in front of the class the whole time—never walking among students or using their presence to engage and control the classroom.	The teacher spends most of the time in the front of the class, only walking around once or twice when absolutely necessary (student misbehaving or student calling the teacher over).	The teacher walks around some, but barely uses their present to control student behavior or engage with students.	The teacher walks around and engages with students throughout the lesson.	
<b>18. Positive Discipline Strategies</b> <i>The teacher demonstrates skills implementing various positive discipline strategies, including:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encouragement techniques (cheering, clapping, rewards, additional activities/responsibilities)</li> <li><input type="checkbox"/> Redirection Techniques (move close, sudden silence, polite pose, lower voice, change seats, etc)</li> </ul>	The teacher demonstrates no positive discipline strategies	The teacher attempts behavior management strategies, but that are largely negative (punishment, yelling, sending students outside)	The teacher demonstrates skills implementing various positive discipline strategies, but maybe still has one or two negative habits.	The teacher uses only positive discipline strategies to manage student behavior, and demonstrates mastery.	

# Section IV. Emotional Support (continued)

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	1) No evidence	2) Tried, but poorly	3) Good effort	4) Perfect	Score
<b>19. Calm Tone of Voice</b> <i>A calm tone of voice is a gentle, calming, and friendly way of speaking that creates a nurturing environment in the classroom. The opposite would be a strict or intimidating tone of voice (of which yelling is one example).</i>	The teacher yells or uses an intimidating tone to control the classroom and/or discipline students.	The teacher uses an intimidating or yelling tone, but only when things were very out-of-control.	The teacher does not yell, but the tone of voice is not particularly friendly or calming.	The teacher uses a calm tone of voice at all times, even when disciplining students.	
<b>20. Positive Words</b> <i>The teacher uses positive words to praise the students work, good behavior, and their improvements when they make a good effort.</i>	The teacher uses no positive words, only demands and reprimands.	The teacher uses some positive words, but also demands and reprimands students.	The teacher uses mostly positive words, but they are not specific and just a general "Good job!"	The teacher uses positive words consistently to praise a students work, behavior, improvement, and/or perseverance.	
<b>21. Promoting Self-Compassion</b> <i>When a student makes a mistake (academic or behavioral) the teacher makes a point to let them know that mistakes are OK and to help students treat themselves with patience.</i>	The teacher shows no patience with mistakes and/or just reprimands students.	The teacher doesn't reprimand, but doesn't explicitly promote self-compassion (for example, briefly says "it's ok" after a student makes a mistake), or promotes self-compassion infrequently.	The teacher promotes self-compassion by complimenting efforts, but does not elaborate or explicitly say "making mistakes is OK" or "mistakes are good--that is how we learn".	The teacher frequently promotes self-compassion and tells students mistakes are OK and to treat themselves with patience.	
<b>22. Recognizing Perseverance</b> <i>The teacher recognizes students for trying, even when the task becomes challenging.</i>	The teacher never recognizes the students' efforts.	The teacher recognizes efforts only by saying "good job" but not explicitly or only to 1-2 students.	The teacher recognizes students' efforts, but not consistently.	The teacher recognizes students' efforts consistently and to many different students.	
<b>24. Encouraging Positive Behavior</b> <i>The teacher does not use punishments intended to humiliate children—such as disciplining them in front of their peers, including making them kneel or stand in the classroom. Instead, the teacher uses techniques that encourage positive behavior, such as:</i> <ul style="list-style-type: none"> <li>- Cheering</li> <li>- Praise</li> <li>- Highlighting good behavior</li> <li>- Additional activities</li> </ul>	The teacher hits (with a stick or hand), spansks, or makes any other kind of harmful physical contact with students.	The teacher does not make use of physical force to discipline students but threatens them with doing so (such as raising a notebook or hitting the desk).	The teacher does not make any kind of harmful physical contact with students and makes no reference to the possible use of physical force toward them, but does not use many positive strategies either.	The teacher does not make any kind of harmful physical contact with students and makes no reference to the possible use of physical force toward them. Instead, the teacher uses positive discipline strategies.	
Section III. Score (add up scores) ►					

Notes: