

SUGGESTIONS FOR OBSERVATION OF CLASSROOM PROCEDURES, INSTRUCTION AND MANAGEMENT

These questions are designed to help you focus on important classroom procedures and utilize your observation time wisely.

CLASSROOM ROUTINE - (Details are important!)

1. Starting procedures

What does the teacher do as students arrive in the classroom?

Does she/he have instructions on the board or activities for engagement?

How are class roll, lunch count, etc. conducted?

2. Distribution of materials

Are instructional materials ready for use?

What are student responsibilities regarding materials?

3. Restroom procedures

May students move freely to the restroom?

Are passes available to use under certain guidelines?

Must the teacher give permission before a student may be excused?

4. Lunch procedures

How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?

How are elementary students given lunch tickets, taken to the cafeteria and picked up, etc.?

5. Other "housekeeping tasks"

How are students guided in the upkeep of the room and learning materials?

RECORD KEEPING

1. Attendance

Are there any special codes used by the teacher?

Does she/he allow students to assist?

2. Grading (Watch carefully how the teacher grades papers – accuracy is a must!)

Does the teacher use different types of evaluation symbols? (e.g., 100%, $\sqrt{+}$)

How is the grade book set up? (tests in red ink, computer program, etc.)

How does she/he deal with participation grades?

3. Referrals

How are disciplinary actions and follow-up procedures handled?

How are other referrals (e.g., speech, counselor) handled?

CLASSROOM MANAGEMENT (Influenced by school and individual teacher policies)

1. Discipline plan

What are the rules?

How were they chosen?

How are they enforced? (praise, consequences)

2. Tardy policy

How is the policy enforced?

What does the teacher/school feel are acceptable excuses for tardiness?

3. Seating arrangement

How does the teacher determine seating? (alphabetical, discipline)

Is there any flexibility? (Can they move at different times or do they need to stay in their seat for the entire period?)

4. Grouping

Are students grouped for projects, reading, etc.?

How does the teacher determine this grouping?

TEACHING PROCEDURES (Look for a sequence of events that allows the students to achieve objectives.)

1. Lesson

a) Introduction and teaching

How is the purpose of the lesson set?

How does the teacher motivate students' interest?

How does the teacher relate lesson content to the students' prior knowledge?

What type of questioning is used to determine student understanding?

b) Student activities

How are students monitored for degree of understanding?

How does the teacher produce a smooth transition from teaching procedures to student practice?

How are students kept on-task?

c) Enrichment/re-teach activities

What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?

What modifications and re-teach opportunities are provided for those who have not mastered the objective?

d) Closure

How does the teacher involve the students in a brief review of the lesson objective?

e) Evaluation

How does the teacher evaluate whether the lesson's goals were achieved?

How does the teacher readjust the lesson if needed?

2. Homework/Make-up work/Late work/Tutorials

How does the teacher grade homework?

What is the policy for late work?

What is the policy for students who have been absent?

What is the policy for helping students before, during, or after school?

3. Transition techniques/Fillers

What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?

If the teacher has extra time, how does he/she keep students involved, motivated, and on-task?

STUDENT/TEACHER INTERACTION & MANAGEMENT TECHNIQUES

How are students recognized during classroom discussion? How do students gain the teacher's attention? (e.g., raising hand, coming to teacher's desk, signals)

How does the teacher bring all students into the learning environment and keep them on-task?

How does the teacher redirect off-task behaviors?

What nonverbal signals are used?

How are appropriate behaviors reinforced?

How are students moved from whole group to small group and vice-versa?

How is the classroom discipline plan implemented?

PARENT/TEACHER INTERACTION

How does the teacher communicate expectations of the child to parents?

How does the teacher deal with problems or communicate praise to parents (how often, in what manner)?

Compiled by Diane Graham in consultation with College Station ISD teachers.

