











DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 3.1A

General Observation Form

Instructions: For each lens, place a check mark on the blank closet to the word that best describes the classroom you are observing.

	Learning Climate Teacher Centered _____ Student Centered
	Classroom Management Orderly _____ Disorderly
	Lesson Clarity Clear _____ Unclear
	Instructional Variety Varied _____ Static
	Teacher's Task Orientation Focused _____ Unfocused
	Students' Engagement in the Learning Process Students Involved _____ Students Uninvolved
	Students' Success in Basic Academic Skills High _____ Low
	Higher Thought Processes and Performance Outcomes Many _____ Few











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Instrument 3.1B

General Observation Form

Instructions: For each lens, place a check mark on the blank closet to the word that best describes the classroom you are observing.

	Learning Climate Teacher Centered _____ Student Centered
	Classroom Management Orderly _____ Disorderly
	Lesson Clarity Clear _____ Unclear
	Instructional Variety Varied _____ Static
	Teacher's Task Orientation Focused _____ Unfocused
	Students' Engagement in the Learning Process Students Involved _____ Students Uninvolved
	Students' Success in Basic Academic Skills High _____ Low
	Higher Thought Processes and Performance Outcomes Many _____ Few



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Instrument 4.1 Sign System With Item from Soar and Soar

Type	Controlling Behaviors	5-Minute Intervals										Number of Intervals Observed	
Verbal Control	1. Acknowledges, Agrees, Complies												
	2. Praises												
	3. Asks for status												
	4. Suggests, guides												
	5. Feedback, cites reasons												
	6. Corrects with criticism												
	7. Questions for control												
	8. Questions, states behavior rules												
	9. Directs with reason												
	10. Directs without reason												
	11. Uses time pressure												
	12. Reminds, Prods												
	13. Interrupts, cuts off												
	14. Supervises closely, immobilizes												
	15. Criticizes, warns												
	16. Orders, commands												
	17. Scolds, punishes												
Physical Control	18. Nods, smiles, facial feedback												
	19. Uses "Body English," waits												
	20. Gestures												
	21. Touches, pats												
	22. Shakes head, eye contact												
	23. Takes equipment, book												
	24. Signals												
	25. Glare, frowns												
	26. Holds, pushes, speaks												
	27. Ignores, abandons												



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Instrument 5.1 Teacher Concerns Instrument

When I think about teaching, how concerned am I about this? Use the scale below to indicate your level of concern: **1. Not concerned, 2. Little concern, 3. Moderately concerned, 4. Very concerned, 5. Totally preoccupied**

- Having insufficient clerical help
- Gaining students' respect
- Coping with too many extra duties and responsibilities
- Doing well when I'm observed
- Helping students to value learning
- Having insufficient time for rest and class preparation
- Getting too little assistance from specialized teachers
- Managing my time efficiently
- Losing the respect of my peers
- Having too little time for grading and testing
- Worrying about my ability to prepare adequate lesson plans
- Having my inadequacies become known to other teachers
- Increasing students' feelings of accomplishment
- Dealing with the rigid instructional routine
- Diagnosing students' learning problems
- Wondering whether the principal thinks there's too much noise in my classroom
- Helping each student reach her potential
- Obtaining a favorable evaluation of my teaching
- Having each student reach her potential
- Getting more financial support for my school
- Trying to maintain control of the class
- Having insufficient time to plan
- Getting students to behave
- Understanding why certain students make slow progress
- Having an embarrassing incident occur in my classroom for which I might be judged responsible
- Being unable to cope with troublemakers
- Worrying that my peers may think I'm not doing an adequate job
- Being able to manage and work with disruptive students
- Finding ways to meet students' health and nutrition needs
- Appearing competent to parents
- Meeting the needs of different kinds of students
- Seeking alternative ways to ensure that students learn the subject matter
- Understanding cultural difference that can affect students' behavior
- Adapting myself to the needs of different students



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SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 5.3 Rating Scale for Classroom Warmth

Use of Praise and Rewards								
High	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Low
Amount of Criticism, Scolding, and Reprimanding								
High	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Low
Use of Student Ideas								
High	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Low
Reference to Formal Rules and Procedures								
High	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Low
Responsiveness to Student Requests								
High	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Low
Use of Punishment								
High	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Low

Instructor: _____ Date: _____ Evaluation: _____



School Placement _____ Classroom Teacher _____

Instrument 5.5 Sign System for Observing the Dimensions of Classroom Warmth and Control

15-Minute Intervals				Teacher Behaviors Indicating Learning Climate
1	2	3	4	A. High Warmth
				1. Teacher praises or rewards student's behavior.
				2. Teacher uses student's ideas in presenting lesson.
				3. Teacher responds to student's expression of need.
				4. Teacher nods or gestures approvingly.
				5. Teacher provides clue or hint to student to find right answer.
				6. Teacher gives encouragement to student after wrong answer.
				7. Teacher agrees with student or accepts student's feelings.
1	2	3	4	B. Low Warmth
				8. Teacher criticizes, scolds, or admonishes.
				9. Teacher cut off or interrupts student.
				10. Teacher calls class' attention to student's deficiencies.
				11. Teacher ignores student's request to speak.
				12. Teacher glares or frowns at student.
				13. Teacher orders or commands student to do something.
				14. Teacher criticizes wrong answer without giving reason.
1	2	3	4	C. High Control
				15. Teacher accepts only one answer as correct.
				16. Teacher occupies center of attention.
				17. Teacher expects student to come up with answer teacher has in mind.
				18. Teacher expects student to know rather than guess answer.
				19. Teacher asks question that student can answer only by studying the lesson.
				20. Teacher evaluates work of student by set standard.
				21. Teacher accepts only answers or suggestions closely related to topic.
1	2	3	4	D. Low Control
				22. Teacher organizes learning around student's own problem or questions.
				23. Teacher has student make own selection and analysis of subject matter.
				24. Teacher has student work independently on what concerns students.
				25. Teacher makes a wide range of information available.
				26. Teacher makes doing something center of student's attention.
				27. Teacher encourages student to put ideas to a test.
				28. Teacher has student participate actively.
Note: Parts A and B from the author. Parts C and D adapted form <i>Experimental Mind in Education</i> , by B. Burton Brown.				



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STUDENT NAME		CLASS EDUC0	
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SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 5.6 Social Environment Scale for Classroom Observers

Instrument 5.6 Social Environment Scale for Classroom Observers	Strongly Disagree	Disagree	Agree	Strongly Agree	No Information
	1	2	3	4	NI
1. A student in this class has the chance to get to know all other students (cohesiveness).					
2. The class has students with many different interests (diversity).					
3. There is a set of rules for the students to follow (formally).					
4. Most of the class has difficulty keeping up with the assigned work (speed).					
5. The books and equipment students need or want are easily available in the classroom (environment).					
6. There are tensions among certain students that tend to interfere with class activities.					
7. Most students have little idea of what the class is attempting to accomplish (goal direction).					
8. The better students' questions are answered more sympathetically than those of the average students (favoritism).					
9. Some students refuse to mix with the rest of the class (cliqueness).					
10. The students seem to enjoy their class work (satisfaction).					
11. There are long periods during which the class does nothing (disorganization)					
12. Some students in the class consider the work difficult (difficulty).					
13. Most students seem to have a concern for the progress of the class (apathy).					
14. When group discussions occur, all students tend to contribute (democratic).					
15. Most students seem to have a concern for the progress of the class (apathy).					
15. Students in this class are not in close enough contact to develop likes and dislikes.					



<p style="text-align: center;">Instrument 5.6 Social Environment Scale for Classroom Observers</p>	<p style="text-align: center;">Strongly Disagree</p>	<p style="text-align: center;">Disagree</p>	<p style="text-align: center;">Agree</p>	<p style="text-align: center;">Strongly Agree</p>	<p style="text-align: center;">No Information</p>
16. Students in this class are not in close enough contact to develop likes and dislikes for one another.					
17. The class is working toward many different goals.					
18. Students who break the rules are penalized.					
19. The class has plenty of time to cover the prescribed amount of work.					
20. A comprehensive collection of reference material is available in the classroom for the students to use.					
21. Certain students seem to have no respect for other students.					
22. The objective of the class are not clearly recognized.					
23. Every member of the class is given the same privileges.					
24. Certain students work only with their close friends.					
25. There is considerable student dissatisfaction with the classroom.					
26. Class work is frequently interrupted by some students with nothing to do.					
27. Most students in this class are constantly challenged.					
28. Some members of the class don't care what the class does.					
29. Certain students have more influence on the class than others.					
30. Most students in the class want their work to be better than their friends' work.					
31. This class is made up of individuals who do not know each other well.					
32. Different students are interested in different aspects of the class.					
33. There is a right and a wrong way of going about class activities.					
34. There is little time in the class for daydreaming.					
35. There are bulletin board displays.					
36. Certain students in this class are uncooperative.					
37. Most of the class realizes exactly how much work is required.					
38. Certain students in the class are favored over others.					
39. Most students consider the subject matter easy.					
40. After an assignment, most students have a sense of satisfaction.					
41. The class is well-organized and efficient.					
42. Most students consider the subject matter easy.					
43. Students show a common concern for the success of the class.					
44. Each member of the class has as much influence as any other member.					
45. Students compete to see who can do the best work.					



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STUDENT NAME		CLASS EDUC0	
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Instrument 6.1 Checklist for Observing Dimensions of Classroom Management

Behavior	Observed	Not Observed	No Opportunity to Observe
1. Arranges classroom to match instructional goals			
2. Has pre-established classroom rules in place			
3. Exhibits use of instructional routines for most frequently performed activities			
4. Uses incentives and consequences to promote appropriate behavior and discourage inappropriate behavior			
5. Uses low-profile classroom management to maintain instructional momentum.			



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STUDENT NAME		CLASS EDUC0	
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Instrument 6.2

Drawing the Classroom Arrangement

Placement of items to consider:

- Teacher's desk
- Student desk/tables
- Blackboard
- Media (for example, overhead projector)
- Reference books/shelves
- Learning Center
- Worktables(s)
- Rugs and visual texture
- Space dividers

The social and organization context of this classroom is best suited for (check all that apply):

- Group projects
- Independent work
- Lecture and discussion
- Other _____



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STUDENT NAME		CLASS	
		EDUC0	
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SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 6.3 Observing Rules in Some Frequently Occurring Areas

<ol style="list-style-type: none"> 1. Getting out of seat: 2. Responding, speaking out: 3. Communicating during group work/discussion: 4. Makeup work: 5. Violating due dates: 6. Assignment completion: 7. Rule violation: 8. Other:



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SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 6.4

Observing Routines in Some Frequently Occurring Areas

Beginning of class routine Steps:	1	2	3
Handing in assignment routine Steps:	1	2	3
Transition to next activity Steps:	1	2	3
Violation of rule routine (disciplinary)	1	2	3
Other Steps:	1	2	3



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 6.5 Recording Example of Orally Delivered Incentives

<p>1. Using praise and encouragement: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. Providing explanations: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. Offering to help: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>4. Accepting diversity: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>5. Providing reinforcement or reward: _____</p> <p>_____</p> <p>_____</p>



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 6.6 Observing Low-Profile Classroom Management

	Times Observed					
	1	2	3	4	5	6
Anticipation						
Back-and-forth scanning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faster pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Louder voice/high-pitch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greater movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change to other activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deflection						
Nonverbal						
Moving closer to student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facial recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal						
Rule reminder (prompting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name dropping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction						
Warning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incentive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loss of privilege	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punishment (detention)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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STUDENT NAME		CLASS EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 7.1 Format for Recording Information Pertaining to Informing Learners of the Objective

Place a check in the appropriate boxes.

Teacher **did** inform learners of objective. If so, how?

- Verbally On board or overhead With handout Other _____

Teacher **did not** inform learners of objective. If not, why?

- Learners knew objective from previous lesson (lesson continuation)
- Not relevant to goals and purposes of lesson (review)
- Other (identify) _____
- No reason apparent

Cognitive

- Recall, name, or identify
- Explain, summarize, paraphrase
- Use, solve, demonstrate
- Relate, differentiated, distinguish
- Create, design, compose
- Judge, justify, defend

Affective

- Listen, attend, notice
- Comply, obey, participate
- Prefer, convince, value
- Formulate, systematize, theorize
- Display, internalize, exhibit

Psychomotor

- Repeat, follow from visual model
- Repeat, follow from verbal direction
- Perform accurately, proficiently
- Perform with speed, timing
- Perform effortlessly, automatically



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STUDENT NAME		CLASS EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instruction 7.2

Cataloging Advance Organizers

Type	Reference Number	Grade	Advance Organizer	Time in Lesson Used			Number of Times Referred To
			Subject	Beginning	Middle	End	
V e r b a l	1			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V i s u a l	6			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 7.5 System of Recording the Use of Examples, Illustrations, and Demonstrations to Explain and Clarify Content

	Indicator	Number of Occurrences									
		1	2	3	4	5	6	7	8	9	10
V I S U A L	Writes on board										
	Uses overhead										
	Points to or holds up visual										
	Shows slides or film										
	Demonstrates with model or equipment										
O R A L	Provides or asks for example										
	Tells illustrative story										
	Recalls personal experience										
	Relates to past learning										
	Poses problem										
	Compares and contrasts										
	Other										



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STUDENT NAME		CLASS	
		EDUC0	
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SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 8.1

Checklist for Recording Use of Attention-Gaining Devices

Date	Lesson Topic	Verbal Statements & Questions					Visuals				Media			Realia			
		To promote curiosity	To present a contradiction	To create controversy	To surprise/astound	Other	Diagrams/charts	Blackboard	Photography/pictures	Other	Audio	Film/TV/Video	Computer	Living things	Scale models	Technical laboratory equipment	Other
	Total																



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STUDENT NAME		CLASS EDUC0	
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Instrument 8.2 Likert Scale for Observing Four Behaviors of Teacher Enthusiasm

1. Body Movement			
Boring, lifeless, static, never moves		Movement appropriate to the class and content	Erratic, frantic, constantly moves about
2. Eye Contact			
Focuses on single point of student, rarely changes		Some eye contact apparent, but could be increased	Eyes moves with person being spoken to, scans both left and right sides of classroom about equally
3. Voice intonation			
Speaks in monotone and never changes		Occasionally changes tone of voice	Varies tone often and in relation to content
4. Gesturing			
Distracting or monotonous		Sometimes effective, but with some distractions	Natural and expressive



DEPARTMENT OF TEACHER EDUCATION

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		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 8.3 Activity Structure Checklist

Task Components		Tasks									
		1	2	3	4	5	6	7	8	9	10
Task Products	Subvocal Thought										
	Oral Response										
	Written Response										
Task Operations	Recognition and Discrimination										
	Application and Practice										
	Problem Solving										
	Invention, Discovery										
Task Resources	Computer/Internet										
	Text/Workbook										
	Blackboard										
	Handout										
	Transparencies										
	Film										



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		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 8.4

Sign Observation System for the Four Modalities

Five-Minute Intervals	Oral (Speaking, Hearing/Listening)	Verbal (Written)	Visual (Showing, Viewing)	Tactile (Touching)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Total				
Percent				
Minutes (approx.)				



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STUDENT NAME		CLASS	
		EDUC0	
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SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 8.5 Event Record for Informal and Formal Types of Rewards

	Teacher Response/Activity	Time of Occurrence									
		1	2	3	4	5	6	7	8	9	10
Informal (Daily)	Gives verbal praise only (“good”), smiles, nods head only										
	Gives verbal praise with reason why response is correct										
	Uses student answer as model (puts on board)										
	Has student help/tell others how to do it										
	Asks peers to show admiration (“isn’t it good”)										
	Allows work in groups										
	Allows use of the learning center										
	Allows independent study time										
	Other										
Formal (Weekly, Monthly)	Gives extra credit, writes on assignment										
	Allows use of games, simulations, or special materials										
	Allows work in groups										
	Selects student for special duty										
	Gives recognition certificate										
	Allows use of learning center library, or reference desk										
	Allows independent study time										
	Post assignment/exam										
	Writes message to parents										
	Other										



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 8.6 Event System for Recording Student-Teaching Interaction

Question Number	Teacher Question		Student Response				Teacher Probe				
	Convergent	Divergent	Accepted	Partially Accepted	Not Accepted	Don't Know/ No Response	No Probe	Solicits More Information	Ask to Clarify	Redirects (Hints, Gives Clues)	Asks Another Student Same Question
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
Totals	Convergent										
	Convergent										



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 8.7 Form for Distinguishing Among Six Types of Questions

Question Number	Question Level								Wait Time
	Knowledge	Comprehension	Application	LO	HO	Analysis	Synthesis	Evaluation	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
Totals									



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
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SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 8.8 Event System for Observing Use of Student Ideas

Teacher Behavior	Times Student Ideas Are Used														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Acknowledging															
2. Modifying															
3. Applying															
4. Comparing															
5. Summarizing															
Totals															



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Figure 9.2 Checklist for Observing Task Orientation

Behavior	Observed	Not Observed	No Opportunity To observe
1. Develops unit and lesson plans in accordance with text and curriculum guides			
2. Handles administrative and clerical interruptions efficiently			
3. Stops or prevents misbehavior with a minimum of disruption to the class			
4. Selects the most appropriate instructional strategy for the objectives taught			
5. Builds toward unit outcomes with clearly defined events (weekly and monthly reviews, feedback, and testing)			



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Figure 9.4 Format for Studying Relationship Between Unit/Lesson Plans and Curriculum Guide/Text

1. Subject and grade: _____
2. Topic or main objective of lesson to be observed: _____
3. Title of adopted text and, if applicable, accompanying workbook: _____

4. Chapter and or workbook subheadings and pages pertaining to the objectives(s):

Text: _____ pages: _____

Workbook: _____ pages: _____
5. Lesson activities observed:
 - Media: _____
 - Manipulative: _____
 - Student collaboration: _____
 - Teacher lecture/demonstration: _____
 - Group discussion: _____
 - Other tasks or assignments: _____
6. If a correspondence between lesson activities and text and or workbook is not apparent, suggested reason why, if evident (teacher is off-task, compensatory remedial materials are being used, critical local priorities are being addressed instead, students are unable to grasp textbook content):



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 9.1 Record for the Approximate Number of Minutes Spend on Non-instrument Activities (see figure 9.6 for example entries)

Time	Non-Instrument Activities		
	Administrative/Procedural	Transitions	Student Conduct
Minutes			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Totals	Minutes	Minutes	Minutes



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 9.2 Checklist for Observing How Rules Are Communicated to Student

Rules About Academic Work				Rules about Classroom Conduct			
	1	2	3		1	2	3
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Box 1 indicates **On Display**
 Box 2 indicates **Handouts**
 Box 3 indicates **Given Orally**



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 9.3

Recording Format for Observing Time Spent on Dealing with Misbehavior

Misbehavior	Teacher Response						Time
	1	2	3	4	5	6	
1. _____	—	—	—	—	—	—	_____
2. _____	—	—	—	—	—	—	_____
3. _____	—	—	—	—	—	—	_____
4. _____	—	—	—	—	—	—	_____
5. _____	—	—	—	—	—	—	_____
6. _____	—	—	—	—	—	—	_____
7. _____	—	—	—	—	—	—	_____
8. _____	—	—	—	—	—	—	_____
9. _____	—	—	—	—	—	—	_____
10. _____	—	—	—	—	—	—	_____

Line 1: Gives Looks or Gestures
Line 2: Verbally Warns, Scolds
Line 3: Reminds/Recites Rules
Line 4: Establishes New Rule
Line 5: Assigns Punishment
Line 6: Other



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 9.4 Form for Recording the Relationship between Levels of Behavioral Complexity and Teaching Functions

Teaching Functions		Low Order			Higher Order		
		Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Direct Functions	Reviews, checks previous day's work						
	Presents new content, lectures						
	Provides guided practice, drill and practice						
	Asks convergent, closed questions having a single right answer						
	Assigning independent practice, workbook						
	Review previously learned content						
	Other						
Indirect Function	Organizes content in advance and provides advance organizers						
	Uses induction and deduction to arrive at desired outcomes						
	Presents examples and non-examples to identify critical attributes						
	Asks divergent, open questions having more than a single right answer						
	Provides for group discussion						
	Allows students to respond from their own experience or point of view						
	Other						



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 9.5 Record for Identifying End Products

Week	Day	Review Limited	Review, Cumulative	Test, Limited	Test, Cumulative	Major Assignment (Book Review, Paper, Problem Set, Notebook)	Other (Feedback on Test, Question-and-Answer Session)
1	Mon.						
	Tues.						
	Wed.						
	Thurs.						
	Fri.						
2	Mon.						
	Tues.						
	Wed.						
	Thurs.						
	Fri.						
3	Mon.						
	Tues.						
	Wed.						
	Thurs.						
	Fri.						
4	Mon.						
	Tues.						
	Wed.						
	Thurs.						
	Fri.						



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 10.1 Record for Observing Eliciting Activities

Date: _____ Lesson Content: _____

Eliciting Activity	Proximity of Eliciting Activity to Content Presentation				
	Interspersed (throughout Content Presentation)	Immediate (at End of Content Presentation)	Interrupted (at End of Class, Separated by Other Activities)	Delay (for Homework)	Indefinite (at Student's Discretion)
Oral Questions					
Exercises in Text or Workbook					
Problems Presented in Handbook					
Activities Written on Board or Overhead					
Other					



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 10.2 Categorizing the Use of Individualized and Self-Regulatory Learning Materials and Activities

Individualized/Self-Regulating Materials	
<input type="checkbox"/> Remedial/alternative learning material: _____ _____ _____ <input type="checkbox"/> Programmed learning materials: _____ _____ _____ <input type="checkbox"/> Games and stimulation materials: _____ _____ _____ <input type="checkbox"/> Audiovisual media: _____ _____ _____ <input type="checkbox"/> Computer/software: _____ _____ _____ <input type="checkbox"/> Resource/reference/library: _____ _____ _____ <input type="checkbox"/> Other: _____ _____ _____	<input type="checkbox"/> Performance contracting: _____ _____ _____ <input type="checkbox"/> Learning centers: _____ _____ _____ <input type="checkbox"/> Peer tutoring: _____ _____ _____ <input type="checkbox"/> Group discussion: _____ _____ _____ <input type="checkbox"/> Teams, pairs: _____ _____ _____ <input type="checkbox"/> Independent projects: _____ _____ _____ <input type="checkbox"/> Other: _____ _____ _____



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 10.3 Praise Contingent on a Specific Performance

Time	Number	Delivery Mode			Types of Praise				
		Oral	Body Language	Written	Gives Neutral Affirmation	Expresses Surprise, Delight/ Excitement	Explains Value	Uses, Extends, Picks up on	Other
	1								
	2								
	3								
	4								
	5								
	6								
	7								
	8								
	9								
	10								
	11								
	12								
	13								
	14								
	15								
Rate									



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 10.4 Format for Observing the Relationship among Different Monitoring and Checking Behaviors

Contact	Mode of Feedback		Duration							Zone									
										1	2	3	4	5	6	7	1	2	3
	1	2	3	4	5	6	7	1	2	3	4	5	6						
1. _____	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
2. _____	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
3. _____	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
4. _____	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
5. _____	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
6. _____	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
7. _____	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
8. _____	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
9. _____	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
10. _____	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Note: These blanks can be used to record an individual’s ability level (less able, LA; average, AV; more able, MA), sex (M, F), ethnicity, or other characteristic for which bias might occur.

Mode of Feedback: 1=Oral, 2=Written, 3=Body Language

Duration: 4=A Few Seconds, 5=More Than a Few Second But Less Than One Minute, 6=More Than One Minute

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 11.1 Coding Form, Example Data, and Definitions for Observing Success Rate

Number	Student	Student Response				Teacher Response				Teacher Feedback Reaction						
		+	-	0	++	+	0	-	-	Gives Answer	Explains	Asks Others	Other Calls	Repeats	Clue	New Questions
	Dave	✓			✓						✓					
	Mark		✓			✓				✓	✓					

+ right, +- partially right, - wrong, 0 no response, ++ praise, + affirm, 0 no response, - negate, -- criticize. See page 256 for an explanation of the codes used.



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 11.3 Recording the Frequency of Seven Instructional Events Within a Unit

Instructional Events	Lessons					
	Beginning of Unit		Middle of Unit		End of Unit	
	1	2	3	4	5	6
Gaining attention						
Informing learner of objective						
Stimulating recall of prerequisite learning						
Presenting the stimulus material						
Eliciting the desired behavior						
Providing feedback and correctives						
Assessing the behavior						



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 12.1 Format for Recording Degrees of Group Activity and Task Focus during

1. Teacher-student interaction

Did not Occur	Seldom Occurred	Occasionally Occurred	Frequently Occurred
---------------	-----------------	-----------------------	---------------------

When the teacher interacted with students during the collaborative learning activity, was it directed toward

Individuals:	Small groups:	Full Class:
___ not at all	___ not at all	___ not at all
___ seldom	___ seldom	___ seldom
___ occasionally	___ occasionally	___ occasionally
___ frequently	___ frequently	___ frequently

2. Student-student interaction

Approximately what percent of time during the activity was devoted to student-student interaction?

Less than 25%	26-49%	50-75%	more than 75%
---------------	--------	--------	---------------

Most of the student interaction was

- One student talking to another student.
- Students talking among themselves in groups.
- Students in one group talking to student in another group.
- Other _____

3. Task and material specification

Identify the task toward which this collaborative activity was directed and the supporting materials (if any) with which it was to be conducted

Task: _____

Supporting materials (references, sourcebooks, handouts, etc.)

4. Role assignment

Identify any roles assigned to individual students carrying out this collaborative activity (leader, recorder, summarizer, etc.).



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 12.2 Format to Observe Mental Models and Strategies

1. *Demonstrating to students the reasoning involved.* What concept or principle was being demonstrated and how was it being demonstrated (orally, visually, or by physical demonstration)

2. *Making students aware of the reasoning involved.* What verbal markers did the teacher use to alert students to the reasoning required? For example, “Now watch me...” or “Notice what I do...”

3. *Helping students apply the reasoning involved.* How did the teacher involve students in actually applying the reasoning required? For example, “How would you do this problem...?” or “Let’s think of another example....”



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 12.3 Format for Observing Student Projects and Demonstrations

Identify observable signs of any of the following and describe briefly their nature.

- Journals, writing assignments, letters, and reports

- Drawings and graphics

- Lifelike renderings (for example, sculpture or clay figures)

- Video/audio

- Scale models (physical replicas)

- Aquatic and plant life

- Other



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 12.4 Format for Observing Oral Performance

	Times Observed					
	1	2	3	4	5	6
Oral performance	—	—	—	—	—	—
Students respond to questions orally	—	—	—	—	—	—
Student discuss idea or theme	—	—	—	—	—	—
Students critique or analyze responses of other students	—	—	—	—	—	—
Students read from text or own material	—	—	—	—	—	—
Students give formal speech or report	—	—	—	—	—	—
Other _____	—	—	—	—	—	—



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 12.5 Format for Recording Independent Practice for Consequential Learning

Practice Opportunities	Times Observed					
	1	2	3	4	5	6
End-of-Chapter Exercise						
In class	—	—	—	—	—	—
Homework	—	—	—	—	—	—
Workbook Problems						
In class	—	—	—	—	—	—
Homework	—	—	—	—	—	—
Supplemental Handouts						
In class	—	—	—	—	—	—
Homework	—	—	—	—	—	—
Problems on Board/Transparency						
In class	—	—	—	—	—	—
Homework	—	—	—	—	—	—
Other _____	—	—	—	—	—	—
_____	—	—	—	—	—	—



DEPARTMENT OF TEACHER EDUCATION

STUDENT NAME		CLASS	
		EDUC0	
INSTRUCTOR	DATE	EVALUATION	
SCHOOL PLACEMENT		CLASSROOM TEACHER	

Instrument 12.6 Format for Observing a Performance Assessment

Identify signs of any of the following and briefly describe their nature.

- Product criteria (technical quality, accuracy, usability, etc.)

- Process criteria (creativity, neatness, use of resources, etc.)

- Rating scale or point system for product and or process criteria

Did the product or performance require of learners any of the following:

- Incorporate what was learned from classroom instruction in a more realistic and expanded context?
- Integrate isolated bits of knowledge rather than the recall of information?
- Do things for which the routine use of previously learned information is not sufficient?
- Apply standards by which one performs competently in the real world?
- Represent real-life challenges, not bookwork, that is easy to grade?