Learning Loss Support
Classroom Observation Form

ARS Email *

Assigned ARS *

School District *

School *

Date *

School Grade Level *

Grade *

Instructional Model *
General Education
Teacher-Centered Indicators

Level of Implementation: Evident, Partially Evident, or Not Evident

TCI-1: The instructor uses curriculum documents and artifacts aligned to the intended rigor of the standards to effectively guide classroom instruction. *

Posted learning targets, EQs, curriculum standards, subject-related informational posters, student work exemplars, & lesson plans (if available)

TCI-2: The instructor establishes and communicates clear learning targets and success criteria. *

Posted & verbalized learning targets (LT) in the classroom; the success criteria for mastering the LT are understood.

Additional Comments

What is the instructor doing?

☐ The standard(s) are written in a visible location for students.
☐ The essential question(s) are written in a visible location for the students.
☐ The classroom has academic vocabulary posted in the classroom.
☐ The classroom has student work with commentary posted.

What is the instructor doing?

☐ The teacher explains the relevance behind why students are learning what they are learning.
☐ The teacher models what students need to do for the lesson.

Additional Comments
TCI-3: The instructor uses evidence-based instructional strategies to promote active student learning in the classroom. *

Effective lesson planning & instructional strategies supported by evidence-based interventions.

What is the instructor doing?

☐ The teacher asks students high order questions.
☐ The teacher uses non-lecture learning activities (small group, student led activities, etc.)
☐ The teacher solicits student input.
☐ The teacher involves a variety of students.
☐ The teacher utilizes a variety of learning modalities.

Additional Comments

What is the instructor doing?

☐ The teacher challenges students to reflect on and justify their thinking.
☐ The teacher refrains from “telling” students how to think but encourages students to think and communicate with peers.
☐ The teacher requires students to annotate and cite key evidence in their responses.
☐ The teacher asks strategic questions to targeted students in response to student error.
☐ The teacher requires students to utilize learned content related strategies.

TCI-4: The instructor builds student capacity to self-monitor their academic progress. *

Scoring rubrics, mastery checklists, self efficacy strategies, & student progress monitoring tools.

Additional Comments

What is the instructor doing?

☐ The teacher provides immediate feedback on assignments and assessments.
☐ The teacher utilizes formative assessments such as exit tickets, think-pair-share, thumbs up/down, etc.
The teacher asks student to use technical/academic language when responding.

TCI-6: The instructor establishes and implements rules, schedules, practices, and procedures within the classroom to maximize student learning. *

Posted and/or verbalized classroom rules & procedures that create a positive learning environment for all students.

Additional Comments

What is the instructor doing?

☐ The teacher has an established agenda for the class.
☐ The teachers has visible artifacts such as displays of student work, instructional tools, etc.
☐ The teacher polls the room to determine how students are responding.
☐ The teacher follows the gradual release model.
☐ Other

Notes for Teacher Observations

Additional Comments

TCI-5: The instructor uses formative assessments (oral and/or written) to monitor learning and to inform instruction. *
Student-Centered Indicators

Level of Implementation: Not Evident, Partially Evident, or Evident

SCI-7: Students engage fully in the learning activities of the lesson. *

Observed number of students engaged and the level of learning intensity.

What are the students doing?

- The students are utilizing the academic vocabulary in their conversations.
- Students are writing their responses using academic vocabulary.
- Students can utilize academic vocabulary appropriately and with relative ease in general classroom discussion and response to teacher.
- Students use visual clues around the classroom, or resources from lessons to include academic vocabulary in their discussions and assignments.
- Students can explain academic vocabulary in simpler terms and make real-world connections.

Additional Comments

What are the student doing?

- Students are working in collaborative groups.
- Students are engaged in small group instruction.
- Students are using technology (computers, calculators, academic software, etc.).
- Students are using manipulatives or other hands-on activities.
Students can explain in their own words the steps to performing a task.
☐ Students can defend, distinguish, extend, explain, give examples, predict, paraphrase, summarize, translate, or infer when responding.
☐ Students can create/design or produce a new idea.
☐ Students evaluate and defend their point of view with evidence.
☐ Students can analyze/distinguish between different parts of the concept taught
☐ Students can apply concepts in new situations and/or reference realworld examples.
☐ Students can explain their ideas or concepts.
☐ Students can recall data or information from previous lessons.

Additional Comments

SCI-10: Students receive personalized instructional feedback (from teachers/peers/other resources) to improve their understanding of the work. *

Interactive and rich dialogue and feedback that stimulates better and deeper student understanding.

Type a question

☐ Students are engaged in peer mentoring/coaching.
☐ Students are given multiple opportunities to show their work.
☐ Students are engaged in a prescriptive activity that provides guidance throughout the lesson.

Additional Comments
SCI-8 Students take part in differentiated and personalized learning activities to include using appropriate and current technology to enhance their learning. *

Flexible grouping with tiered assignments and scaffolding strategies for individual students including student-centered activities with technology such as computers, digital cameras, graphing calculators, cell phones, and/or software programs.

What are the students doing?

☐ Students are engaged in a genius hour and/or passion projects.
☐ Students are engaged in a self-paced activity and/or real-world activities.
☐ Students are utilizing checklists, self-regulatory materials, and/or alternative self-assessments.
☐ Students are engaged in personalized projects or activities.
☐ Students are working collaboratively on assignments/projects.

Additional Comments

SCI-12: Students function in a positive learning environment created by the teacher, their peers, and other pro-social resources. *

Supportive dialogue and behavior during the lesson among the teacher and students to facilitate high levels of student learning and classroom morale.

What are the students doing?

☐ Students practice equal voice in the classroom.
☐ Students practice choice and voice.
☐ Students celebrate each others successes
☐ Students are encouraged to make mistakes and recover from their mistakes.
☐ Students are engaged in inquiry

Additional Comments
SCI-9 Students participate in a rigorous lesson that requires the use of higher-order thinking. *

Higher levels of Webb's Depth of Knowledge or Bloom's Taxonomy of Learning Domains that require strategic and extended thinking (use of Why Qs vs What Qs).

Type a question

☐ Students can participate in in-person/virtual field trips.
☐ Students simulate real-life experiences in the classroom.
☐ Students are engaged with guest speakers in-person/virtually.
☐ Students can use local news to solve real-world problems.

Additional Comments

What are the students doing?

☐ Students are presenting their work within a group or the whole class.
☐ Students are evaluating the work of their peers using rubrics.

Additional Comments

Notes for Student Observations
SCI-11: Students maximize class time by avoiding off-task behaviors and classroom interruptions. *

Few interruptions such as school announcements, down time, off-task student behaviors, discipline issues, & tardies.

SCI-13: Students use real-life examples to connect new content to learning. *

Guest speakers, current events, student interest inventories & simulations.

SCI-14: Students demonstrate and articulate proficient/distinguished work. *

Student work results and/or oral responses to observer's inquiry.