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COE Observation Instrument

What is the purpose of this form?

This observation instrument was designed to be used to evaluate a lesson being taught by any teacher, regardless of the teacher's level of experience. Therefore, the instrument is appropriate for preservice, induction-level, experienced, and National Board Certified teachers. The indicators included on this instrument were taken from the Georgia Systemic Teacher Education Program (GSTEP) Accomplished Teacher Framework. The Accomplished Teacher Framework describes the knowledge, skills, and dispositions of accomplished teachers. Only those indicators that can be directly observed during a lesson were included on the observation instrument.

How do I use this form?

The descriptions listed on the left side of the page under each indicator are the indicators/professional practices to be rated. As you observe the lesson, underline the indicators/professional practices as evidence that describes what you observe. Follow the directions below to determine which numerical rating should be assigned to each indicator and circle one numeral for each indicator.

Rate each indicator using the following scale:

Level 1 = Indicator Not Demonstrated
Level 2 = Indicator Partially Demonstrated

Level 3 = Indicator Adequately Demonstrated
Level 4 = Indicator Effectively Demonstrate

Level 5 = Indicator Exceptionally Demonstrated (Reserved for induction level and experienced teachers who are consistently exemplary over time; therefore, Level 5 should not be used to evaluate teacher candidates during practica or student teaching.)

NATR = Not Able To Rate

Score the indicator by choosing only one rating 1, 2, 3, 4, NATR (available for all teachers), or 5 (available for inservice and experienced teachers).

- Provide a rationale for ratings by listing evidence observed or comments in the right-hand column. A list of possible evidence for each indicator is provided in this booklet, some of which are evidence of "best practices" that are recommended for a rating of 4 as shown by a star[a], and others serve as additional suggestions and are shown with a dot '. Any other evidence or comments related to a particular indicator would be appropriate to include in this column.

Overall comments may be given in the space on the last page of the observation instrument. This is a good place to list the overall strengths and weaknesses.

What possible evidence could I observe and record for each indicator?

The table below provides a list of possible evidence for each indicator is provided in this booklet, some of

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

Indicators/Professional Practices		Evidence/Comments
II-C. Students' Development		[a] Treats all students with dignity and respect
1-2. Not responsive to the intellectual, social, physical, and personal developmental needs of all students	1 2	[a] Holds challenging expectations for all students [a] Gives equitable attention to all (e.g., boys v. girls; minorities v. majority, dirty v. clean)
3-4. Responsive to the intellectual, social, physical, and personal developmental needs of all students	3 4	[a] Plans for active student participation throughout the lesson
5. Consistently sensitive, alert, and responsive to the specific intellectual, social, physical, and personal developmental needs of all students	5	[a] Lesson meets the developmental needs of all students (e.g., length of activities, appropriate materials, provides transitions)
Not Able To Rate	NATR	[a] Directs active student-to-teacher interactions • Uses a variety of instructional formats (e.g., whole group, small groups, pairs) • Directs active student-to-student interactions • All students experience some success during the lesson •

III-C. Classroom Management

1-2. Little or no evidence of a management plan; reactive classroom management style; behavior not monitored ; inconsistent/inappropriate responses to student behavior	1 2
3-4. Follows classroom management plan; aware of student behavior; appropriate responses to student behavior; corrects misbehavior with minimal loss of instructional time	3 4
5. Consistently follows classroom management plan; proactive classroom management style; subtle/preventative monitoring; fair, respectful responses to student behavior; students monitor/adjust own behavior when appropriate	5
Not Able To Rate	NATR

[a] Classroom rules are posted and consistently enforced with all students
[a] Uses efficient and appropriate methods for gaining the attention of the students; avoids shushing to silence students
[a] Avoids sarcasm
[a] Corrects misbehavior without rewarding the misbehaving student
[a] Uses a variety of appropriate and specific praise for individuals and the whole group; positive reinforcement predominates
[a] Demonstrates withitness; observant and aware of all students' behavior
- Uses the least intrusive management techniques that do not take away from the instruction (eye contact, , nonverbal gesture, physical proximity, brief pause, short verbal reminder)

III-Ga. Communication

1-2. Errors in spoken/written language	1 2
3-4. Error free spoken/written language	3 4
5. Consistently uses enriched/appropriate spoken/written language	5
Not Able To Rate	NATR

[a] Uses standard, formal English
[a] Pronounces the beginnings and endings for all words
[a] Uses the correct verb tense
[a] Uses adjectives and adverbs correctly (good/well, quick/quickly)
[a] Refrains from using incorrect language (e.g. fixin' to, might can, mash, ax for ask)
[a] Uses correct punctuation (e.g., apostrophes, commas, question marks)
[a] Uses correct spelling and capitalization
[a] Writes and/or speaks in complete sentences
[a] Refrains from using colloquialisms (e.g., y'all, little ones, you guys)
[a] Avoids inappropriate language such as using OK after giving directions

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

Indicators/Professional Practices		Evidence/Comments
IV-C Assessment		[a] Method(s) of assessment are appropriate for the lesson; assessments align with instructional objectives/learning outcomes/essential questions and the lesson's procedures
1-2. Inappropriate or no assessment of instructional objectives/outcomes/essential questions; assessments do not align with the instructional objectives/outcomes and lesson procedures	1 2	
3-4. Uses appropriate assessments that align with the instructional objectives/outcomes/essential questions and lesson procedures	3 4	[a] Methods of assessment are appropriate for all learners [a] Assessments (e.g., rubrics, checklists, tests, scoring guides, performance contracts) are prepared in advance of teaching tht71ssments (4dr-6(me)-4
5. Consistently uses a variety of authentic and traditional assessments that align with instructional objectives/outcomes/essential questions and lesson procedures; assessments are used to modify learning goals for individuals and groups	5	
Not Able To Rate	NATR	

V-C. Instructional Strategies

1-2. Inappropriate or no instructional strategies are used to engage and support learning; strategies inappropriately matched to subject matter	1 2	[a] Uses strategies to engage students (e.g., graphic organizers, K-W-L, advanced organizers, mnemonic devices, manipulatives, class discussion, peer teaching, think-pair-share, modeling, demonstration, writing strategies, vocabulary strategies, comprehension strategies, summarizing, timeline, story problems, science experiments, and critical thinking activities)
3-4. Plans for and uses appropriate strategies that engage and support student learning; strategies appropriately matched to subject matter	3 4	
5. Consistently plans for and uses various strategies that engage and support diverse learners; provides multiple perspectives on key concepts, problems, and areas of knowledge	5	
Not Able To Rate	NATR	

V-D. Monitoring and Adjustments

1-2. Does not monitor lesson or monitors lesson but adheres firmly to instructional plan; no adjustment for students who do not understand or who have already mastered the content   1 2

3-4. Monitors lesson; makes appropriate modifications to instructional plans during the lesson to address students' needs; probes for understanding; uses students' questions to direct instruction

5. Consistently monitors lesson and provides constructive and ongoing feedback; consistently and successfully makes modifications before and during the lesson to address student needs

Not Able To Rate

POST CONFERENCE		
VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.		
Indicators/Professional Practices		**Evidence/Comments**
VI-D. Reflection 1-2. Does not examine his/her teaching; does not suggest modifications to improve teaching practices and student achievement 3-4. Examines own teaching; suggests modifications that would lead to improved teaching practices and student achievement 5. Consistently examines own performance in the classroom**;** provides evidence of modifying teaching practices to increase student achievement Not Able To Rate	1 2 3 4 5 NATR	[a] Explains rationale for choosing instructional methods or strategies [a] Provides thoughtful and accurate assessment of the lesson's effectiveness and the extent to which the lesson achieved its goals by citing examples from the lesson [a] Identifies and is able to state both strengths and weaknesses of the lesson; provides specific suggestions for improving areas of weakness [a] Interprets assessment results and uses these data to determine the impact of the lesson on the students' learning. [a] Gives suggestions for planning future instruction based on assessment results [a] Teacher offers appropriate explanation of why a lesson would or would not be changed for future instruction [a] Makes an accurate assessment of the level of student engagement, listing positive and negative examples of student behavior [a] Offers a rationale for the materials, resources and/or technology that was used

GLOSSARY

Auditory
Relying on the sense of hearing for gaining information. (e.g., The use of speech or music, choral reading, teacher and student read alouds, rhymes, or mnemonics to present and represent information and learning.)

Authentic assessment
Performance based child behavioral evidence, including a description of the context, which is used to determine the actual academic progress and skills.

Assistive technology
Any material (pencil grips, sound boards, amplifiers, etc.) which allows the child to participate as a typically developing child would.

Closure
The ending of a lesson, during which time the teacher
- summarizes the PLO(s);
- reviews the important concepts, skills, and essential questions;
- helps students to transfer the new knowledge or skills to future learning;
- makes connections to students' lives.

Content development
Teaching new content. A means of engaging the student with new materials, concepts or skills.

Cooperative learning
The use of a small group format during which time each group is given a specific project or assignment, each child is given a specific task, and students work together to accomplish the assignment.

Critical thinking
The employment of a variety of higher order level evaluation and analysis used to develop solutions to a problem.

Demonstration
A strategy for teaching and content development during which the teacher "shows and tells."

Differentiated instruction
The teacher's plans and instruction are based on the academic level, learning style, and individual needs of the students to insure maximum comprehension and participation; different instructional strategies may be occurring simultaneously.

Direct instruction
Explicit, teacher led instruction (e.g., demonstrating, modeling, outlining, lecturing)

Divergent questions
Divergent questions have no "right" or "wrong" answer and most often have a large number of acceptable answers. Divergent questions elicit hypothetical, personal, opinion-focused responses. (*e.g., 'Who do you think was our best president?' 'How would you solve this problem?' 'What other ways are there to accomplish this?'*

Essential Questions
Key questions that help to focus learning; questions that probe for bigger ideas and deeper meaning, setting the stage for further questioning. Essential questions are intended to develop critical thinking skills and higher order capabilities.

Facilitator
A facilitator is someone who skillfully helps a group reach consensus without personally taking any side by watching the group, its members, their interactions, and knowing and intervening in a way that adds to the group's work.

Formal assessment
A method of appraising children that follows a specific format, uses a specific instrument, and is typically recorded and reported to others.

Formative assessment
A method of checking on the learner's progress and adjusting instruction and practice so that the learner achieves the stated learning outcome(s). Formative assessment occurs continually during instruction.

Graphic organizers
An instructional tool used to illustrate or offer a visual representation of a concept. Graphic organizers may be made during instruction to illustrate a student or class's prior knowledge about a topic or section of text, or they may be made by the teacher and posted to serve as reminders about key concepts or classroom procedures.

Guided practice
Following instruction/content development, the teacher provides guidance during an activity which requires that the learner demonstrates a basic level of understanding of the concept.

Heterogeneous grouping
Assigning children from a wide variety of ability levels to a group or class.

Higher order questions
Questions posed to students that require critical thinking and the respondent to employ a variety of strategies, including application, analysis, synthesis or evaluation.

Homogeneous grouping
Assigning children of similar academic abilities to the same group or class.

Informal assessment

A method of collecting information that provides insight into a child's learning. Informal assessments are not standardized and may not be in a written form, but provide the teacher with useful information about children's learning (e.g., observation, etc.).

Inquiry

Inquiry is an educational process that is often used to explore the physical world; learning stems from asking questions and making discoveries and leads to new understandings. Inquiry-based education requires that the teacher assume the role of colleague and mentor. Students ask, investigate, create, discuss, and reflecting

Momentum
Momentum is a physics term referring to the quantity of motion that an object has. In teaching it refers to managing the movement the lesson, keeping the lesson moving briskly.

Motivational techniques
Those strategies used to create and maintain interest and engagement with a lesson.

Preassessment
A technique used to determine what students already know about a topic before it is taught. Based upon the results of the preassessment, learning outcomes and instruction are modified to bring all students to higher levels of learning.

Proximity
Using physical nearness to regulate student behavior. Using an effective classroom arrangement with good access allows the teacher to move about the classroom so that students can be easily monitored and reached in order to provide efficient help.

Tactile
Relying on the sense of touch for gaining or conveying information (e.g., the use of manipulatives or textural materials to gather or represent knowledge).

Talk procedures
Predetermined routines that convey

Visual
Relying on the sense of sight for gaining information. (e.g., The use of sign language, chalkboards or whiteboards, video, overhead or PowerPoint projection, pictures, posters, or graphic organizers to present and represent information.)

Wait time
The interval between when a question is asked and a response is sought.
Providing sufficient wait time allows all students to formulate a response prior to a response and further discussion and results in longer and more appropriate responses, more student questions, and increased higher order and divergent responses. Wait time is particularly beneficial for students who speak English as a second.

Withitness
Being aware of behavior and communicating that awareness to the students; correcting misbehavior quickly and correctly.