

**BOGALUSA CITY SCHOOL SYSTEM
INFORMAL TEACHER OBSERVATION FORM**

Teacher's Name: _____ School Site: _____

Subject Area(s): _____ Grade(s): _____

Date of Observation: _____ Observer's Name and Position: _____

Summative Conference Date _____

Environment Conductive to Learning Score: 1 2 3 4 5

5 = Room arranged very well, material is prepared, space is used effectively and is attractive, students are at ease and well treated

4 = Room arranged well, most materials prepared, space is pleasant, classroom orderly, most students assisted and praised, some courtesy is present

3 = Room setup is adequate, some materials easily made available, environment adequate, some encouragement given, some students assisted

2 = Some awkwardness in room setup, few materials prepared, limited neatness, some students assisted, little encouragement, few students treated courteously

1 = Movement within room is awkward, teacher has not prepared materials or is messy, students uncomfortable, no encouragement, students treated badly

Comments:

Time Available for Instruction Score: 1 2 3 4 5

5 = Routines well established, students actively engaged entire time, no wait time, no off task behavior, redirection given as needed

4 = Routines fairly fluent, prompt lesson, little lesson time lost for transitions, most students engaged most of the time, early finisher work provided

3 = Routines sometimes work, some time lost during transitions, some students occupied entire period, many students engaged during lesson, interruptions brief

2 = Routines rarely work, some wasted time at beginning, interruptions lose time, few students engaged entire time

1 = Lesson begins late, students confused and loss of time during transitions, no routines apparent, early finishers waste time, wait time inadequate, students minimally engaged

Comments:

Productive Learning Opportunities Score: 1 2 3 4 5

5 = Behavioral expectations clear, procedures exact and enforced, all students actively involved in lesson, unacceptable behavior redirected

4 = Behavioral expectations acceptable, most consequences enforced, most students actively involved, teacher monitors, some redirection noted

3 = General behavioral expectations, some rules and procedures, few consequences, some students not involved, unacceptable behavior sometimes managed

2 = Few expectations or procedures, little follow through on consequences, many students not engaged, ineffective prevention of misbehavior, extensive, off task behaviors

1 = No behavioral expectations, rules, procedures, or consequences for unacceptable behavior, most students not involved, unacceptable behavior allowed, no preventative measures

Comments:

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Effective Lesson Plans and Delivery Score: 1 2 3 4 5

- 5 = Lesson well developed, students focused, purpose and feedback clear, guided practice and monitoring appropriate, materials support lesson, enrichment, remediation, and extension provided
- 4 = Development of lesson satisfactory, lesson cycle evident, feedback adequate, materials useful for most students, lesson adjustments mostly effective
- 3 = Some focus and purpose, directions given, no formal closure or extension, materials and aids used but did not support lesson, adjustments were minimally effective
- 2 = Few students focused, activities minimally related to lesson, little practice for new concepts, aids had little impact on learning, re-teaching had no benefit
- 1 = Students not focused on concepts, directions missing, no practice, review or closure, no feedback, aids missing or useless, no adjustments made to lesson when needed

Comments:

Appropriate Content Score: 1 2 3 4 5

- 5 = Teacher has excellent grasp of content, current materials, teacher very well informed, clearly related to life experiences with application
- 4 = Teacher is good with content, attempt to adjust for abilities, relatively current information, adequate application to life
- 3 = Teacher is comfortable with content, generally logical presentation, some application to life
- 2 = Teacher uncomfortable with content, poorly presented, little adjustments for abilities, content has inaccuracies, insufficient relation to life or application
- 1 = Teacher does not understand lesson content, not presented logically, outdated materials, no relationship to life or application

Comments:

Student Involvement Score: 1 2 3 4 5

- 5 = Excellent adjustments to varied learning styles, involvement of all students, extraordinary communication style, very good examples, creative infusion of critical thinking skills, all students participated
- 4 = Good adjustments for learning styles, communication style good, examples adequate for lesson, probing questions prompted critical thinking, many students actively participating and encouraged
- 3 = Some accommodations for varied learning styles, communication ability of teacher is adequate, some examples given, some critical thinking addressed, good student participation encouraged
- 2 = Little attention to individual learning styles, communications patterns weak, few examples given to clarify information, few students participating, little cooperative activity
- 1 = No attention to individual differences, communication ineffective, no examples, no attention to critical thinking levels, no student participation encouraged or reinforced

Comments:

Performance Assessment Score: 1 2 3 4 5

- 5 = Continuous monitoring of performances with appropriate adjustments, clear corrective feedback, revisiting of students who need it, excellent reinforcement or student response
- 4 = Good monitoring of student performance with clear adjustments occasionally, several requests for students to demonstrate mastery, considerable corrective feedback, adequate praise
- 3 = Adequate monitoring of performance, moving around classroom as necessary, some checking for understanding, some corrective feedback, sporadic praise
- 2 = Some monitoring of student performance, some requests for students demonstration of content, brief attempts at affirming responses, little attempt to revisit confused students
- 1 = No informal and continuous monitoring of student performance, no adjustment to error, no re-teaching, reinforcement for responses, no corrective feedback

Comments:

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Date of Observation: _____

- Start of Lesson
- Middle of Lesson
- End of Lesson
- Transition

- School Rules Posted
- Classroom Rules Posted
- Environment Conducive for Learning
- Teacher on task upon entering
- GLE/Objective Posted

Total Minutes Observed _____

of Students Present _____

of Student Tardy _____

Directions: Check all that apply.

TEACHER BEHAVIOR	STUDENT BEHAVIOR
Teacher Behavior	Academic Activity
<input type="radio"/> Assisting Students	<input type="radio"/> Active Listening
<input type="radio"/> Directing Activities	<input type="radio"/> Assessment/Quiz
<input type="radio"/> Interruption (visitor/announcements, etc.)	<input type="radio"/> Class Discussion
<input type="radio"/> Monitoring Students	<input type="radio"/> Content Area Reading/Activity
<input type="radio"/> Not Engaged with Lesson/Student	<input type="radio"/> Differentiated Intervention
<input type="radio"/> Out of Classroom	<input type="radio"/> Drill and Practice
Instructional Focus	<input type="radio"/> Hands-on/Minds-on Activity
<input type="radio"/> Differentiated Instruction	<input type="radio"/> Individualized Activity
<input type="radio"/> Direct Instruction	<input type="radio"/> Inquiry/Experimentation
<input type="radio"/> Individualized Instruction	<input type="radio"/> Multisensory Activity
<input type="radio"/> Multisensory Instruction	<input type="radio"/> Problem Solving/Critical Thinking
<input type="radio"/> Small Group Instruction	<input type="radio"/> Process Writing
<input type="radio"/> Whole Class Instruction	<input type="radio"/> Reviewing
Instructional Methods	<input type="radio"/> Shared/Paired Activity
<input type="radio"/> Assessment of Students	<input type="radio"/> Small Group Activity/Centers
<input type="radio"/> Connection to Real Life	<input type="radio"/> Student Presentation
<input type="radio"/> Connection to Prior Knowledge	<input type="radio"/> Textbook Reading/Activity
<input type="radio"/> Connection Across the Curriculum	<input type="radio"/> Whole Class Activity
<input type="radio"/> Correlation to GLEs	
<input type="radio"/> Demonstrate/Experiment/Modeling	Materials
<input type="radio"/> Discussion	<input type="radio"/> Boardwork <input type="radio"/> Technology
<input type="radio"/> Explanation	<input type="radio"/> Content Area Books/Material
<input type="radio"/> Expectations for Learner Behaviors	<input type="radio"/> Journal <input type="radio"/> Textbook
<input type="radio"/> Explicit, Systematic Instruction	<input type="radio"/> Manipulatives <input type="radio"/> Workbook/Worksheet
<input type="radio"/> Guided Instruction	<input type="radio"/> Media <input type="radio"/> Other
<input type="radio"/> Higher Level Questioning	<input type="radio"/> Notebook
<input type="radio"/> Homework	Student Engagement
<input type="radio"/> Lecture	<input type="radio"/> High: > 90%
<input type="radio"/> Lecture with Discussion	<input type="radio"/> Moderate: 80-90%
<input type="radio"/> Monitoring/Adjusting and Feedback	<input type="radio"/> Low: 50-79%
<input type="radio"/> Reviewing/Reteaching	<input type="radio"/> Unsatisfactory: < 50%

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Elements of Instruction (Complete after Observation.)	Definitely Apparent	Somewhat Apparent	Not Observable
1. The instructional objective(s) are made clear and developed in the lesson/or if inquiry learning, the lesson was developed appropriately to support inquiry learning.			
2. The teacher explained the importance of the objective(s) to the students; or, if inquiry, the objectives were elicited from the students as appropriate.			
3. The lesson linked knowledge to meaningful, real-world contexts.			
4. All content information shared by the teacher was accurate.			
5. The lesson was developmentally appropriate for students.			

**IDEA
OBSERVATION RECORD**

School _____ Date _____

Teacher _____ Reviewer _____

Student(s) _____

Setting Observed _____ Time _____

Indicator	Yes	No	NA
1. Student included/integrated in classroom activities			
2. BIP implemented			
3. Data on BIP is collected			
4. Reinforcers delivered according to BIP			
5. Appropriate interactions among students are evident			
6. Appropriate interactions between student and teachers are evident.			
7. Appropriate interactions between general and special ed. Teachers are evident.			
8. Activities are appropriate to student needs and IEP goals			
9. Accommodations are provided to student according to IEP			
10. Student is addressing the general curriculum			
11. Student is progressing in the general curriculum			
12. Student has access to appropriate materials/textbooks			
13. Classroom is arranged to facilitate instruction			
14. Explicit instruction is occurring			
15. A variety of instructional strategies are used			
16. Both teachers are actively engaged in teaching			

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Observation Summary

Strengths:

Area(s) of Concern:

Action Plan:

My signature does not reflect any agreement or disagreement with the results of this observation. Rather, it is an assurance that I have had the opportunity to read and discuss the observation.

My evaluator has given me a copy of this Observation Summary report and has completed the Summative Conference within fifteen (15) school days since the observation.

The date on this page must match the Summative Date on page one.

Signature of Observer _____ Date _____

Signature of Teacher _____ Date _____