Teacher: Class: **Observation Map**  Date:

Class Environment/Management

Strategies (engagement)

Routines

Organization (preparation)

Off-campus or community

Differentiation

Learning Styles

IPP

Student Diversity

Engagement (on-task monitor)

Instruction

Learning expectations communicated

Instructional strategies (intentional/ effective/ best practice/ meet outcomes)

Activities intentional – meet outcomes/(meaningful/ motivating/ challenging/ varied)

Integration of current learning with prior lessons

Use of technology

Alignment with school philosophy (if applicable)

Other

Classroom Physical Environment

Visual reinforcement of learning that is relevant

Organization

Lesson – Student Assessment

Lesson Plan

Outcomes

Student Activities

Instructional Strategies

Resources

Coherence

Planning and Assessment (p.1)

Subject:

Daily: See observation records

Mid-Range: What is in place?

Long-range: What is in place?

Does the manner in which the mid and long range planning is structured address the following:

* Outcomes in the Program of Study are explicitly stated and correlated to instructional strategies and student learning activities; there is coherence (lessons connect logically)
* Instructional strategies varied; aligned with best practice; intentional (meet outcomes)
* Learning Activities: varied; engaging; intentional
* Resources identified
* Timeline identified
* Accommodations/ differentiation where appropriate

Planning and Assessment (p.2)

* Assessment
	+ Grade book reflects:
		- Variety
		- Clear connection to outcomes
		- Weighting appropriate to subject
		- Reflects accommodations where appropriate
	+ Discuss:
		- What diagnostic assessment is in place and how do you communicate the results
		- How do you communicate assessment to students and parents
		- How is assessment used to inform teaching
		- How is assessment used to inform students of strengths and areas of growth
		- How is assessment used to help students understand their own learning needs (metacognition)