

Level I Classroom Observation Form

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Name:

Grade:

Focus Area:

Date of Observation:

Time:

	Assessment Criteria			Evidence
Strand A-Instruction (1,2,5) <ul style="list-style-type: none"> • Competency 1: The teacher accurately demonstrates knowledge of the content area and approved curriculum. 	<ol style="list-style-type: none"> 1. The teacher uses the state standards and the approved curriculum as the basis of instructional planning. 2. The teacher communicates content knowledge, learning goals, directions, and procedures. The teachers' spoken language is clear and standard, and written language is legible. The teacher uses vocabulary correctly for the content and the age of the students. 3. The teacher displays basic content knowledge and makes connections to other disciplines. 	S	U	
	<ol style="list-style-type: none"> 1. The teacher is moderately successful in using instructional groupings to advance the goals of a lesson. 2. The teacher's strategies are varied and suitable to students and/or instructional goals. 3. Resources are relevant and suitable in supporting student learning of instructional goals. 4. Over a period of time, the teacher provides opportunities through multiple modalities for students to apply, practice, and demonstrate knowledge and skills. 5. The teacher implements necessary modifications and adaptations in instruction and curriculum. Students with special needs have access to the general education curriculum in the least restrictive environment. 	S	U	
	<ol style="list-style-type: none"> 1. Assessment and instruction are generally aligned. The teacher has a repertoire of various kinds of assessment, although the teacher generally uses only one kind of assessment as a time. Assessment is aligned with most student' levels. The teacher begins to recognize whether the type of assessment is appropriate. 2. The teacher uses information gained from assessment to adjust lesson plans, activities, and instruction 3. The teacher maintains information on student attendance, assignments, assessments, and behavior. 4. The teacher adheres to the school's required procedures for communication with parent/caregivers and students about student's progress. Responses to concerns about students progress are consistent and timely. 	S	U	
Strand B-Student Learning(3,4,6,7) <ul style="list-style-type: none"> • Competency 3: The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding. 	<ol style="list-style-type: none"> 1. The teacher explains the relevance of topics and communicates the instructional intent, directions, or plan. 2. The teacher explains the standard for successful achievement. 3. The teacher is clear with his/her actions, directions, and explanations and checks for understanding. 4. The teacher requests comments from and communicates regularly with students about their progress. 	S	U	
	<ol style="list-style-type: none"> 1. The teacher's questioning skills and discussion techniques are a mix of recitation and higher level thinking. The teacher asks some questions that are intended to expand students' understanding of the concepts. The teacher occasionally provides opportunities for students to analyze and synthesize information. 2. The teacher uses various strategies, materials, and resources to meet the needs of individual students. 	S	U	
	<ol style="list-style-type: none"> 1. The teacher serves as a model for constructive behavior. The teacher identifies, explains, and/or models expected classroom behaviors. The teacher enforces expectations and responds to disruptive behavior. 2. The teacher has established routines and procedures for students to follow. The teacher minimizes distractions and interruptions. The teacher strives to make smooth transitions between activities. 3. The teacher usually has materials ready for the planned lessons and activities. Some instructional time may be lost in materials mismanagement. 4. The teacher establishes a classroom environment in which students feel safe. The teacher pays attention to students health and well-being. 	S	U	
	<ol style="list-style-type: none"> 1. The teacher demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feeling, of students with disabilities and/or from culturally, linguistically, and/or socio-economically diverse backgrounds. The teacher demonstrates respect for each student's background, experience, learning abilities, language, and culture. 2. The teacher communicates with students about their achievement outcomes and recognizes students achievement can vary from one student to another. 3. The teacher sets appropriate expectations for students. 4. The teacher finds effective instructional and assessment strategies to meet individual student' needs and interests and provides opportunities for each student to succeed. 5. The teacher varies instruction and engages students in opportunities for active involvement and creativity. 6. The teacher monitors student's behavior but involves students in decisions about the learning process and classroom climate. 7. The teacher and students have a positive rapport. 	S	U	

