

# NEW YORK CITY CENTER FOR CHARTER SCHOOL EXCELLENCE

## Sample Observation Tools

Teacher:	Room:	Subject area:	Start time:	End time:
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<b>TA1 - Learning Objectives – (Glenn,</b> Clear = obvious to observers and students, Purposeful = worthy of the content, Evident = in teacher's implementation, Returned to = through a summarizing activity			
Objective/ AIM:			
Clear Y/N	Purposeful Y/N	Evident Y/N	Returned to Y/N

**Notes/ thoughts/ questions:**

<b>TA1 – Consistency – (Glenn, Pair 4)</b>
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A: Behavior Unnoticed (tallies)	B: Behavior Noticed – Unchecked (tallies)	C: Behavior Checked (tallies)	D: Consequence administered ? (tallies)	<b>Ratios (A+B:C), (A:B), (C:D)</b>
				: , : , :

<b>TA1 - Informal Assessment Practices – (Glenn, Pair 2)</b>
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Learning assessed before transitions?	Assessment Method (CR,SR,IS, PP)
Y/N	

**Abbreviations:** CR- Call and Response; SR- Sample Responses; IR-- Individual Verbal Response; PP- Paper Pencil; Other

<b>L1 – Infusion of the Arts – <i>Note examples in classrooms</i> (Glenn,</b>
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Description

<b>TA1- High Academic Expectations (No Opt Out) – (Glenn,</b>
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Total # of questions	# of instances student responses met expectations (including teacher pushback)	# of instances teacher re-worded question to help student - <b>SOFTBALLS</b>	# of instances student responses <b>didn't</b> meet expectations and teacher ignored it – <b>OPT OUTS</b>
	Ratio of Total Questions asked to <b>Acceptable answers</b> :	Ratio of Total Questions asked to <b>SOFT BALLS</b> :	Ratio of Total Questions asked to <b>OPT OUTS</b> :

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Tools for use school-wide/ hallway (not classroom-specific)

C1 - Hallway Transitions (Glenn, Cate,			
Class	destination	orderly (Y/N)	Duration (sec.)

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Teacher: \_\_\_\_\_ Room: \_\_\_\_\_ Subject area: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

**C1- Rigor (No Opt Out) - Jessica/<School Leader>**

Total # of questions	# of instances student responses met expectations (including teacher pushback)	# of instances teacher re-worded question to help student - <b>SOFTBALLS</b>	# of instances student responses <b>didn't</b> meet expectations and teacher ignored it – <b>OPT OUTS</b>
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			Ratio of Total Questions asked to <b>OPT OUTS</b>

**C1- Overall Academic Rigor of Lesson - Jessica/<School Leader>** **C1 - Behavioral Expectations Jessica/<School Leader>**

Was the lesson highly rigorous?	Example/ description of high and low rigor	Posted in classroom?	Y	N
Y / N				

Transitional type (to rug, to desks, etc.)	Duration in sec.	Transitional type	Duration in sec.	Transitional type	Duration in sec.	Transitional type	Duration in sec.
TOTALS							
	Transition type						
	Total duration						
	% learning time used						

Rm	Students quietly enter class		Students go to assigned rug spots		Students quietly transition to rug		Students quietly transition to seats		Students quietly transition to group work	
	Y	N	Y	N	Y	N	Y	N	Y	N

Notes/thoughts/questions:

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Other sample tools:

## C1 - Climate of Constant Learning (Cate, Pair 1)

Disruption location	Time	Description	Duration

## C1 - Behavioral Expectations (Jessica, Pair 2)

Posted in Hallways	Y	N
Posted in Classes:		
Rm.	Y	N

## C1 - Overall Academic Rigor (Cate, Pair 3)

# of Lessons observed	# of High Rigor	# of Low Rigor	Low Rigor examples			

## C1- Overall Academic Rigor of Lesson -

Was the lesson highly rigorous?	Example/ description of high rigor		Example/ description of low rigor	
Y / N				

School Review #2

**<School Name>**

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## C1 - Systems/Routines (Jessica, Pair 4)

Positive examples	Negative examples	Result

## C1 - Hallway Transitions (Glenn, Cate, Pair 1, Pair 2)

Class	destination	orderly (Y/N)	Duration (sec.)

## C1 - Student Accountability (Jessica, Pair 4)

Positive examples: Observed use of...			Negative examples Observed use of...		
Reflection Area	Time out	Lost privileges	unsupervised hallway use	unauthorized removal of art privileges	intimidating student/s
Tally:	Tally:	Tally:	Tally:	Tally:	Tally:
Student reaction:	Student reaction:	Student reaction:			
Apology of Action	Planned Home Contact	Other	demeaning language	character defining labels	Uncontrolled yelling
Tally:	Tally:	Tally:	Tally:	Tally:	Tally:
Student reaction:	Student reaction:	Student reaction:			
another classroom setting for limited time	Encouraging students to solve conflicts	Redirection (that has the desired effect)	arguing with a student	ignoring of student conflict	other
Tally:	Tally:	Tally:	Tally:	Tally:	Tally:
Student reaction:	Student reaction:	Student reaction:			

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## L1 - Infusion of the Arts - *Note examples of arts in classrooms* - (Glenn, Pair 4)

Room	Description

## TA1 - Classroom Environment (Cate, Pair 3)

General Space		Walls		Furniture	
Meeting area		Word wall		Book bins labeled	
Reflection space		Calendar Math		Math materials	
Conference area		Schedule		Material bins	
Traffic flow		Jobs		Student storage	
		Bath/hall passes		Teacher resource storage	
		Incentive charts			

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**Notes/ thoughts/ questions:**

<b>TA1 - Time-On-Task - (Cate, Jessica, Pair 1, Pair 3)</b>										
Class Room	Obs. Length	Min. Re- directing behavior				Min. transitioning			70% Time Learning?	
		s	s	s	s	Transition type	Duration in sec.	Min. total		
		s	s	s	s		s			
		s	s	s	s		s			
		s	Min. total				s			

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## TA1 - Lesson Engagement – (Cate, Jessica, Pair 1, Pair 3)

Class Room	Level of Engagement at 5-Minute Intervals							
Fraction of students engaged →	5	10	15	20	25	30	35	40
Instructional method →								

**Abbreviations:** Instruction- WG = whole group, SG = small group, PR = pairs or trios, IW = Individual Work, IBL = inquiry-based learning, O = other (note)

### Lesson Engagement *Summarized school-wide by instructional method and time in instructional method*

Instruxn Configuration:	Whole group	Small group	Pairs	Individual work	Inquiry-based Learning	Other
Average level of engagement:						

Minutes ___ of instructional method:	0 - 5	6 - 10	11 - 15	16 - 20	21-25
Average fraction students engaged:					

## TA1 - Informal Assessment Practices – (Glenn, Pair 2)

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Y/N	

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