DROP IN OBSERVATION FORM

PART ONE: PHYSICAL ENVIRONMENT

Work Display: Student work is on display and clearly demonstrates the lesson objective.

4 Well Done: clear and effective walls and bulletin boards
- reflect the content area taught;
- display student work that reflects work that
- correlates to core topic recently learned;
- post objectives by work display.

3 Satisfactory: Walls and bulletin boards
- reflect the content area taught;
- display purposeful student work.

2 Attempted: needs improvement, Walls and bulletin boards
- reflect the content area taught;
- show some student work;
- difficult to find and/or read.

1 Missing: Rules are not posted.

0 Not Observed

Posted Expectations: Teacher has posted long-term expectations for important procedures and behaviors.

4 Well Done: clear and effective
- Rules (5 max) are posted in a highly-visible location;
- specific, descriptive charts (looks like and sounds like) posted for foundational behaviors that have been taught and are consistently reinforced.

3 Satisfactory: Rules are
- posted in a visible location. There may be too few or too many rules;
- posted in terms of positive behaviors.

2 Attempted: needs improvement
Rules are
- posted in terms of mostly negative behaviors;
- difficult to find and/or read.

1 Missing
- Rules are not posted.

0 Not Observed

Posted Schedule: Teacher has posted schedule(s) for daily events and/or requirements.

4 Well Done: clear and effective. Posted schedule
- is current and specific for daily activity;
- specific time intervals are reflected in the schedule.

3 Satisfactory: Posted schedule

- is current for daily activity;
- general time intervals are reflected in the schedule.

5 Attempted: needs improvement
- a vague and generic schedule is posted.

1 Missing
- There is no schedule posted or if there is a schedule posted, it is not current.

0 Not Observed

Posted Objective(s): Teacher has displayed relevant, current learning objective(s).
4 Well Done: clear and effective
- Current content and language objectives are posted and constantly visible to students;
- written in student-friendly terms so students understand what they are going to learn that day and/or week;
- verbalized and reviewed by teacher during the lesson;
- reflective of a core standard;
- posted for all small groups;
- include how students will be assessed.

3 Satisfactory: Current content and language objectives are
- posted/visible to students;
- written so students understand exactly what they are going to learn that day and/or week;
- reflective of a core standard.

2 Attempted: needs improvement
Posted objectives
- may be vague, non-current, and/or unclear to students;
- objectives are stated, but not posted;
- doesn't match lesson being taught.

1 Missing: No objectives are posted or stated.

0 Not Observed

Room Organization: Physical arrangements facilitate easy student movement and access to materials.
4 Well Done: clear and effective
- Room is clutter-free – including teacher's desk.
- Arrangement of desks and materials are organized so teacher proximity and student movement is easily facilitated.
- Students have a place for their materials.
- Teacher's desk is positioned appropriately.

3 Satisfactory
- Room is clutter-free.

- Arrangement of desks and materials are organized so teacher proximity and student movement is easily facilitated.
- Teacher's desk is positioned appropriately.

2 Attempted: Needs Improvement
- Room is mostly unorganized.
- Majority of room is utilized for teacher storage.
- Clutter in room impedes teacher proximity.
- Safety issue may be present.

1 Missing
- Room is chaotic and unorganized.
- A majority of the room is utilized for teacher storage (school as well as personal).
- Clutter in the room impedes teacher proximity.
- Clutter creates a safety issue.

0   Not Observed

Student Work Locations: Students have necessary materials at hand, at desks and/or centers, and they utilize materials efficiently.

4 Well Done: clear and effective
- Room is well organized.
- Students have immediate and easy access to pertinent materials.
- Students efficiently and effectively utilize materials.
- There is a plan and process in place to assist students who are consistently unprepared.

3 Satisfactory
- Room is organized.
- Students have access to pertinent materials.
- Students effectively utilize materials.

2 Attempted: needs improvement
- Many piles of materials exist in unorganized locations.
- At times, teacher and students are moving around attempting to locate materials.
- Students' and teacher's desks are somewhat unorganized.

1 Missing
- Many piles of materials exist in unorganized locations.
- Students are constantly moving around attempting to locate materials.
- Students' and teacher's desks are unorganized.
- Past projects are interfering with current work.
- Teacher searches for materials for the lesson.
- Students are not provided with missing materials.

0 Not Observed

PART TWO: CLASSROOM MANAGEMENT STRATEGIES

Teacher plans, establishes, and communicates **expectations** so that students know what to do and when to do it.

4   Strategy is well done:

Generally, all students

- know the academic task they are supposed to be doing and are doing it;
- follow routines, procedures, behavioral and academic expectations; are comfortable in their environment and excited about learning;
- come prepared and ready to learn.

Teacher Behaviors

- Immediate expectations are clearly stated.
- Expectations have been explicitly taught and are re-taught on an as-needed basis as evident by student behavioral habits.
- Procedures and routines are evident.

3   Strategy is apparent

Most students

- know the academic task they are supposed to be doing and are doing it;
- follow routines, procedures, behavioral and academic expectations;
- come prepared and ready to learn.

Teacher Behaviors - Expectations are stated.

- Expectations have been taught as evident by student behavior.
- Procedures and routines are evident.
- Cueing reinforces expectations.

2   Strategy is attempted

Many students are

- unclear as to what they are supposed to do;
- doing whatever they desire (texting, chatting, roaming, other work, horseplay, etc.) - coming to class without materials or completed assignments.

Teacher Behaviors

- There are some stated expectations;
- Some procedures are not in place;
- There are some routines to follow.

1   Strategy is missing or should be occurring

Most students are

- unclear as to what they are supposed to do;
- doing whatever they desire (texting, chatting, roaming, doing work for other classes, etc);
- coming to class without materials or completed assignments.

Teacher Behavior

- no stated (or unstated) expectations;
- procedures are not in place;
- There are no routines to follow.

0   Not Observed

Teacher offers times for beginning and ending tasks – **time management**.

4   Strategy is well done

Generally, all students
- begin tasks immediately and complete tasks efficiently;
- are actively engaged in each portion of the task;
- transition efficiently from one task to another.

Teacher Behaviors
- Time limits to begin are procedural and stated as needed.
- Time limits to end a task are always explicitly stated and monitored.
- There is a sense of urgency as instructional time is utilized bell to bell.
- Time limits are reasonable according to the task and student need.
- When needed, time limits are adjusted.
- Tasks are chunked into appropriate amounts of time and teacher checks for completion and understanding of each chunk.
- Expects students to work to the completion signal even though they may not accomplish the task.

3 Strategy is apparent

Most students
- begin and complete tasks in a timely manner.
- are actively engaged in each portion of the task.
- transition efficiently from one task to another.

Teacher Behaviors
- Time limits to begin are stated.
- Time limits to end a task are stated and monitored.
- Time is utilized bell to bell.
- Time limits are reasonable according to the task and student need.
- Tasks are chunked into time segments.

2 Strategy is attempted

Many students
- have too little or too much time to complete tasks.
- do not begin tasks immediately.

Teacher Behaviors
- Time limits are communicated but do not correlate to student need or task length.
- A sense of urgency is lacking.
- Time limits are rarely given to begin or end tasks.
- Tasks are not coherently chunked.
- Transitions require repeated instructions.

1 Strategy is missing or should be occurring

Most students
- have too little or too much time to complete task;
- do not begin tasks immediately.

Teacher Behaviors
- Lesson does not begin on time.
- There are no time limits to begin or end tasks and lacks urgency.
  - Tasks are not broken into coherent pieces(chunked).
  - Transitions are lengthy and require repeated instructions.

0 Not Applicable

Teacher uses **cueing** to clarify expectations, to maintain student performance, and to support with optimism and enthusiasm.

4 Strategy is Well Done

Generally, all students

- engagement behavior increases due to specific teacher cueing.
- all try hard to fulfill teacher's expectations.
- are happy and comfortable in their environment.
- off-task students redirect their behavior when positive cues are given to other students.

Teacher Behavior:

- Cueing statements match specific learned expectations.
- Voice tone and body language communicate sincerity and positive intent when giving verbal and non-verbal cues.
- Verbal and non-verbal cues are age-appropriate including verbiage and voice tone.
- Aware that cueing assists off-task students in undertaking the appropriate behavior.
- Has created a positive learning environment.
- Utilizes the practice of praising two before reminding others in private.

3 Strategy is apparent

Most students

- engagement behavior increases due to specific teacher cueing.
- attempt to fulfill teacher's expectations.

Teacher Behavior:

- Cueing statements match learned expectations.
- Voice tone and body language communicate positive intent when giving verbal and non-verbal cues.
- Verbal and non-verbal cues are age-appropriate including verbiage and voice tone.
- Aware that cueing assists some off-task students in undertaking the appropriate behavior.
- Usually utilizes the practice of praising two students before reminding any others.

2 Strategy is attempted

Some students

- appear frustrated and/or defiant.
- do not make eye contact with their teacher.

Teacher Behavior:

- Praises behaviors that are not actually occurring.
- Cues are vague ("good job," "awesome").
- Uses more reprimands than positive verbal cues.
- Verbal and non-verbal cues are rarely age-appropriate including verbiage and voice tone

1 Strategy is missing or should be occurring

Most students

- appear frustrated and/or defiant.
- do not make eye contact with their teacher.

Teacher Behavior:

- Focuses their comments on negative behaviors.
- Positive cues are not utilized.
- Uses reprimand frequently to correct student behavior.
- Voice tone and body language communicate frustration.

0 Not Applicable

Teacher uses prompts to focus students – **attention prompts**.

4 Strategy is well done

Generally, all students
- wrap up what they are working on when the warning is given.
- immediately stop their behavior, look and listen to instructions.

Teacher Behavior:
- A warning (time limit) is given before an attention prompt.
- Moves to a power position (front of the room – prominent place) before giving an attention prompt.
- Body language and voice tone communicate authority.
- Prompt follows protocol: prompt, pause making eye contact, praise two students, teaches when he/she has full attention.

3 Strategy is apparent

Most students
- wrap up what they are working on when the warning is given.
- stop their behavior and look and listen to instructions.

Teacher Behavior:
- Moves to a power position (front of the room – prominent place) before giving an attention prompt.
- Body language and voice tone communicate authority.
- Prompt follows most of the protocol: prompt, pause making eye contact, praise two students, teach.

2 Strategy is attempted

Many students
- continue with whatever they were doing before the prompt.
- don't exhibit the expectation for responding to an attention prompt.

Teacher Behavior:
- Not prepared to teach following the attention prompt.
- Does not give any warning that a prompt is coming or pause and wait for student response during the attention prompt.

1 Strategy is missing or should be occurring

Most students
- are doing whatever they want.
- most students continue with whatever they were doing before the prompt.
- don't know the expectation for paying attention.

Teacher Behavior:
- Does not use attention prompts.
- Voice tone and body language are frustrated and exasperated.
- Has false starts (gets side-tracked and then restart).

- Gives the attention prompt from a non-power position (i.e., at desk, from the back of the room).
- Overuses attention prompts to continuously attempt to regain contro

0 Not Applicable

Teacher moves throughout classroom and uses eye contact – **proximity**.

4 Strategy is well done

Generally, all students
- focus increases in relation to teacher physical and/or visual proximity.
- are alert and participating.
- return eye contact.

Teacher Behavior:
- Enthusiastically greets students at the door as they enter the classroom ready to learn.
- Well planned and organized so that they are able to interact with students.
- Uses physical and visual proximity with intent to interact with students including monitoring task understanding and behavior.
- Uses proximity to encourage engagement of reluctant learners.
- While practicing proximity, delivers positive verbal cues.

3 Strategy is apparent

Most students
- focus in relation to teacher physical and/or visual proximity.
- are alert and participating.
- Most return eye contact.

Teacher Behavior:
- Greets students at the door as they enter the classroom.
- Organized so that they are able to interact with students.
- Uses physical and/or visual proximity with intent most of the time to interact with most students, including monitoring task understanding and engagement behavior.

2 Strategy is attempted

Student Behavior
- Proximity rarely has an impact on student focus or participation.
- Off-task behavior is not acknowledged. It may temporarily stop, but as soon as the teacher is out of the line of vision, it resumes.

Teacher Behavior:
- Wandering – physical proximity is not with intent.
- Proximity is only practiced in a small area or perimeter of the room.
- Use of physical and visual proximity may initially direct off-task students – but follow-up does not occur.

1 Strategy is missing or should be occurring

Most students
- are consistently off-task (sleeping, chatting, doing other work, texting, leaving the room, etc.).

Teacher Behavior:
- Sitting at his/her desk.
- Stationary at the board (often with back to the students) or at the document camera.

- Does not use physical and/or visual (eye contact) presence to alter student misbehavior.
- Working at their desk, talking on phone, etc.
- Not focused on instruction.

0 Not Applicable

Teacher elicits non-verbal **signals** from students to indicate that they are ready, finished, or need help.

4 Strategy is well done

Generally, all students
- efficiently and effectively use learned signals to communicate they are ready, finished and/or need help.

Teacher Behavior:
- Most signals are procedural – they have been explicitly taught and practiced.
- If it is a teaching situation that is not the norm, signals are explicitly stated and/or physically modeled.
- Sees and responds instantly to learned signals.
- Teacher and students utilize signals that go beyond ready, finished and need help.
- Watches for and responds to nonverbal signals – such as a confused look.

3 Strategy is apparent

Most students
- use learned signals to communicate they are ready, finished and/or need help.

Teacher Behavior:
- Has taught some procedural signals.
- Usually state the expected signal.
- If it is a teaching situation that is not the norm, signals are stated.
- Sees and responds to learned signals.

2 Strategy is attempted

Many students are
- not starting tasks or focusing on instruction.
- confused as to when they should have tasks completed.
- off-task (calling out, wandering, chatting, etc.) waiting for the teacher.

Teacher Behavior:
- Elicits signals (such as raise your hand if you need help or are finished), but does not assist students who are utilizing the signal.
- Inconsistently request students to utilize signals for ready, finished or need help.
- Signals have not been taught therefore, all signals must be stated.

1 Strategy is missing or should be occurring

Most students
- are not starting tasks or focusing on instruction.
- are confused as to when they should have tasks completed.
- are off-task (calling out, wandering, chatting, etc.) waiting for the teacher.
- request procedural items, etc. interrupting the learning environment.
- call out that they are finished or need help or leave their seat and go to the teacher.

Teacher Behavior:

- Not checking for understanding.
- Not having students use signals to communicate they are ready, finished or need help.

0 Not Applicable

Teacher uses **voice** to maximum effectiveness.

4 Strategy is well done

Generally, all students

- are on-task, highly interested and responding to instruction.

Teacher Behavior:

- Voice intonation and volume purposefully changes as a tool to intentionally increase student engagement.
- Body language and eye contact match their voice tone.
- The voice is at a comfortable listening range.
- Voice tone is age-appropriate.
- Uses the audio enhancement system during direct instruction. Turns system off during independent practice.
- Voice volume during independent practice is only loud enough for the student they are with to hear.

3 Strategy is apparent

Most students

- are on-task, interested and responding to instruction.

Teacher Behavior:

- Voice intonation and volume usually varies to increase student engagement.
- Body language and eye contact match their voice tone.
- Voice is usually at a comfortable listening range.
- Voice tone is age appropriate.
- Uses audio enhancement system during direct instruction. Turns system off during independent practice.

2 Strategy is attempted

Many students

- are not focused on directions or instruction.
- have body language that denotes negative emotion.
- display noise level and off-task behavior that matches the teacher's loud, too soft or monotone voice volume.

Teacher Behavior:

- Voice is frequently negative, loud or monotone.
- Does not effectively utilize sound system.
- Voice tone and body language sometimes match – students receive conflicting messages.

1 Strategy is missing or should be occurring

Most students

- are not focused on directions or instruction.
- body language denotes negative emotion.

- Most noise level and off-task behavior matches the teacher's loud, too soft or monotone voice volume.

Teacher Behavior:
- Angry voice tone can be heard beyond the classroom.
- Voice is continuously negative, loud or monotone.
- Does not effectively utilize sound system.
- Voice tone and body language do not match; consequently, students are receiving conflicting messages.

0 Not Applicable

Teacher directs students with purposeful questions and tasks and adjusts instruction as necessary to meet students' needs and interests – **tasking**.

4 Strategy is well done

Generally, all students
- are learning.
- are actively and willingly engaged from bell-to-bell with purposeful, appropriate tasks.
- are accountable to answer questions.
- have learning driving instruction.
- are actively responding during instruction.
- exhibit "with-it-ness" with instruction or task.

Teacher Behavior:
- Engages generally all students actively in purposeful learning from bell-to-bell.
- Engages generally all students in appropriately differentiated learning opportunities.
- Questions are asked so that generally all students are accountable to respond.
- Questions are phrased so generally all students respond.
- Wait/think time is utilized so all students have an opportunity to think before responding.
- Continuously checks for understanding and student interest.

3 Strategy is apparent

Most students
- are learning.
- are actively engaged from bell-to-bell.
- are accountable to answer questions.
- are actively responding during instruction.
- exhibit "with-it-ness" with instruction or task.

Teacher Behavior:
- Engages most students actively in learning from bell to bell.
- Questions are asked so that most students are accountable to respond.
- Questions are phrased so most students respond.
- Wait/think time is utilized so most students have an opportunity to think before responding.
- Checks for understanding.
- Independent assignments are given after telling, modeling and guided practice.
- Assignments relate to the core.

2 Strategy is attempted

Many students
- are not learning.
- do not actively engage during instruction (may be passively engaged).
- are not accountable to answer questions.
- are disengaged while completing a task.
- are not engaged with a task.
- are not accountable for answering questions.

Teacher Behavior:
- Lectures without, or not much student response.
- Mostly answers his/her own questions and requires few students to be accountable to answer questions.
- Provides confusing or inconsistent direction for tasks.
- Assignments are given with little instruction.
- Assignments have little correlation to core curriculum.
- Assignments lack relevancy.

1 Strategy is missing or should be occurring

Most students
- are not learning.
- do not passively nor actively engage during instruction.
- are not accountable to answer questions.
- are not engaged with a task.
- do not have anything to do when they are finished with the assigned task.

Teacher Behavior:
- Lectures without expecting student responses.
- Answers his/her own questions.
- Assignments are given without, or not much instruction.
- Assignments do not correlate to core curriculum and lack relevancy.

0 Not Applicable