

Your Account Information

School ID: 110100000331
School: **Tools Demonstration Site**
Contact Name: **Paul Shepherd**
User Name: **PaulTools**
User ID: **910100001166**
User Role: **School Observer**



Change Role

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Observer Admin

- Home
- Observer Profile
- Teachers
- Staff
- Observations

Custom Tools

- Roseville Formative-Teacher
- Roseville Summative-Teacher
- Walk Through Observation
- Assessment Fidelity Observation
- Instructional Staff Observation
- Walk Through Observation 2013-14
- Student Services Meeting
- Student Services CID Drop-In

Evaluation Tools

- TEAM Teacher Summative Evaluation
- Non-Instructional Employee

Diagnostic Tools

- Drop-In
- Explicit Instruction
- Time-On-Task
- Effective Instruction (SI)
- CCSS-Mathematics
- CCSS-Language Arts

Consulting Tools

- Expectations
- Transitions
- Time Management
- Cueing

Drop-In Observation

Observation in progress...

Teacher Name: **Wright, Annette**
Department: **Elementary**
Grade: **1**

The **Drop-In** observation tool allows you to assess how a teacher manages a classroom and the physical environment of the classroom.

Begin Here ↓↓↓

Save All Data

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Record Student Engagement Numbers

When you start: enter the total number of students in the classroom.
When you finish: enter the number of students engaged.

Student Engagement

Enter total number of students:
and approximate number of students actively engaged in work related to objectives:

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Part One: Physical Environment

Mark applicable element only; leave blank if not observable.

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 correlates to core topic(s) recently learned;
- has posted objectives that correlates to 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;



- Attention Prompts
- Proximity
- Signals
- Voice
- Tasking
- Higher Order Thinking & Engagement

Sign Out

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

- utilize print size/clarity that is not legible.

1 Missing

Walls and bulletin boards

- are barren;
- are difficult to determine what subject or grade level is being taught;
- are a distraction to learning.

Not Applicable

4 Well Done: clear and effective

Expectations (5 max) are

- posted in a highly-visible location;
- posted for foundational behaviors that have been taught and are consistently reinforced.

3 Satisfactory

Expectations are

- posted in a visible location. There may be too few or too many expectations;
- posted in terms of positive behaviors.

2 Attempted: needs improvement

Expectations are

- posted in terms of mostly negative behaviors;
- difficult to find and/or read.

1 Missing

Expectations are not posted.

Not Applicable



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;
- reflects specific time intervals in the schedule.

3 Satisfactory

Posted schedule

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

2 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.

Not Applicable



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;
- reflective of a core standard;
- posted for all small groups;
- are inclusive of 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;
- do not match the lesson being taught.

1 Missing

No objectives are posted.

Not Applicable



Room Organization: Physical arrangement facilitates easy student movement and access to materials.

- 4 Well Done: clear and effective
- The room
- is clutter-free – including teacher’s desk.
 - is arranged so that desks and materials are organized allowing teacher proximity, student movement, and various groupings for instruction.
 - has a place for students' materials.
 - is arranged so the teacher’s workstation is positioned appropriately.

- 3 Satisfactory
- The room
- is clutter-free.
 - is arranged so that desks and materials are organized allowing teacher proximity and student movement.
 - is arranged so the teacher's workstation is positioned appropriately.

- 2 Attempted: needs improvement
- The room
- is mostly unorganized.
 - is overutilized for teacher storage.
 - arrangement and clutter impedes teacher proximity.
 - arrangement presents possible safety issues.

- 1 Missing
- The room
- is chaotic and unorganized.
 - is overutilized for teacher storage(school as well as personal).
 - arrangement and clutter impedes teacher proximity.
 - arrangement creates safety issues.

Not Applicable

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
- Students
- have immediate and easy access to pertinent materials.
 - efficiently and effectively utilize materials.
 - are immediately provided with missing materials.

- 3 Satisfactory
- Students
- have access to pertinent materials.
 - effectively utilize materials.
 - are provided with missing materials.

- 2 Attempted: needs improvement
- Students
- are moving around attempting to locate materials.
 - desks are somewhat unorganized.
 - may not be provided with missing materials.

- 1 Missing
- Students
- are constantly moving around attempting to locate materials.
 - desks are unorganized.
 - have past projects that are interfering with current work.
 - are not provided with missing materials.

Not Applicable

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Part Two: Classroom Management Strategies

Mark applicable element only; leave blank if not observable.

Teacher plans, establishes, and communicates

expectations so that students know what to do and when to do it.

Teacher defines time requirements "starting and ending," chunks tasks and develops time awareness – **time management**.

?

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.
- Frequent cueing matches and reinforces expectations.

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

- Expectations are inconsistently stated.
- Procedures are not routinely in place.
- Routines are not firmly established.

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

- Expectations are not stated.
- Procedures are not in place.
- There are no routines to follow.

Not Applicable

?

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 are adjusted as needed.
- Time limits to end a task are explicitly stated and monitored.
- Instructional time is utilized bell to bell.
- Time limits are reasonable according to the task and student need.
- Time limits are adjusted when needed.
- Tasks are chunked into appropriate amounts of time.
- Teacher checks for completion and understanding of each chunk.

Teacher uses **cueing** to clarify expectations, to maintain student performance, and to support a positive learning environment.

- Students are expected 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 a task 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 tasks.
- do not begin tasks immediately.

Teacher Behaviors

- Lesson does not begin on time.
- There are no time limits to begin or end tasks.
- A sense of urgency is missing.
- Tasks are not chunked into coherent pieces.
- Transitions are lengthy and require repeated instructions.

Not Applicable

4 Strategy is well done

Generally, all students

- are motivated to meet teacher's expectations in response to positive teacher cueing.
- are happy and comfortable in their environment.
- self-correct their off-task 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 cues.
- Verbal and non-verbal cues are age-appropriate, including verbiage and voice tone.
- The practice of praising two students before reminding others in private is utilized.

3 Strategy is apparent

Most students

- are motivated to meet expectations in response to positive teacher cueing.
- are happy and comfortable in their environment.

Teacher Behavior:

- Cueing statements match learned expectations.
- Voice tone and body language communicate positive intent when giving cues.
- Verbal and non-verbal cues are age-appropriate, including verbiage and voice tone.
- Practice of praising two students before reminding any others is usually utilized.

2 Strategy is attempted

Some students

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



Teacher uses verbal prompts and physical stance to get students attention for upcoming instruction or directions – **attention prompts**.

Teacher Behavior:

- Behaviors are praised that are not actually occurring.
- Cues are vague ("good job," "awesome").
- Reprimands are utilized more 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:

- Comments are focused on negative behaviors.
- Positive cues are not utilized.
- Reprimands are frequently used to correct student behavior.
- Voice tone and body language communicate frustration.

Not Applicable

4 Strategy is well done

Generally, all students

- wrap up what they are working on when the warning for an attention prompt is given.
- immediately stop what they are doing, look, and listen to instructions when an attention prompt is given.

Teacher Behavior:

- Warning (time limit) is given before an attention prompt.
- Power position (front of the room – prominent place) is utilized before giving an attention prompt.
- Body language and voice tone communicate authority.
- Prompt follows the 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 for an attention prompt is given.
- stop what they are doing, look, and listen to instructions when an attention prompt is given.

Teacher Behavior:

- Power position (front of the room – prominent place) is utilized 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:

- Attention prompt is given before the teacher is prepared to instruct.
- Warning before an attention prompt is not given.
- Wait time or pause for student response is not utilized during the attention prompt.

1 Strategy is missing or should be occurring

Most students

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

Teacher Behavior:

- Attention prompts are not used.
- Voice tone and body language communicate frustration.
- False starts (getting side-tracked and restarted) are frequent.
- Attention prompts are given from a non-power position (e.g., at desk, from the back of the room).
- Attention prompts are overused.

Not Applicable



Teacher demonstrates physical positioning, movement, nonverbal indicators including stance and eye contact and withitness (awareness) of student activity - **proximity**.

4 Strategy is well done
Generally, all students

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

Teacher Behavior:

- Students are greeted as they enter the classroom.
- Physical and visual proximity is used to interact with students including monitoring task understanding and behavior.
- Proximity is used to encourage engagement of reluctant learners.
- Positive verbal cues are given while using proximity.

3 Strategy is apparent
Most students

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

Teacher Behavior:

- Students are greeted as they enter the classroom.
- Physical and/or visual proximity are used with most students, including monitoring task understanding and on-task behavior.

2 Strategy is attempted
Many Students

- do not respond to teacher proximity.
- resume off-task behavior as soon as teacher proximity ceases.

Teacher Behavior:

- Physical proximity is not used with intent (teacher is wandering).
- Proximity is practiced only in a small area or perimeter of the room.
- 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 (e.g., sleeping, chatting, doing other work, texting, leaving the room, etc.).

Teacher Behavior:

- Proximity is not maintained, teacher is generally sitting at his/her desk, talking on phone, and so forth.
- Physical proximity does not occur. Teacher is stationary at the board (often with back to the students) or at the document camera.
- Physical and/or visual (eye contact) to alter student misbehavior is not used.

Not Applicable

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

4 Strategy is well done
Generally, all students

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

Teacher Behavior:

- Signals are procedural – they have been explicitly taught and practiced.
- Signals are explicitly stated and/or physically modeled if it is a teaching situation that is not the norm.
- Student signals are responded to instantly.
- Signals are utilized that go beyond ready, finished and need help.
- Student understanding and interest are continuously checked.

3 Strategy is apparent
Most students

Teacher uses **voice** to maximum effectiveness.

- use learned signals to communicate they are ready, finished, need help, or understand.

Teacher Behavior:

- Procedural signals have been taught.
- The expected signal is usually stated.
- Teacher responds to student signals.
- Signals are explicitly stated for new situations.

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:

- Signals, such as raise your hand if you need help or are finished, are elicited but teacher fails to respond to the students' signal.
- Signals are used only for students to request 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.
- call out that they are finished or need help or leave their seat and go to the teacher.

Teacher Behavior:

- Signals are not provided for students to communicate they are ready, finished, need help, or understand.

Not Applicable

4 Strategy is well done

Generally, all students

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

Teacher Behavior:

- Teacher voice intonation and volume purposefully changes to increase student engagement.
- Body language and eye contact match voice tone.
- Teacher voice is at a comfortable listening range.
- Teacher voice tone is age-appropriate.
- Audio enhancement is used during direct instruction; system is muted during independent practice.
- Teacher voice volume during independent practice is only loud enough for the individual student/group to hear.

3 Strategy is apparent

Most students

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

Teacher Behavior:

- Teacher voice intonation and volume usually varies to increase student engagement.
- Body language and eye contact match voice tone.
- Teacher voice is usually at a comfortable listening range.
- Teacher voice tone is age appropriate.
- Audio enhancement is used during direct instruction; system is muted during independent practice.

2 Strategy is attempted

Many students

- are not focused on instruction or directions.
- have body language that denotes negative emotion.
- display noise level and off-task behavior that respond to the teacher's ineffective voice.

Teacher Behavior:

- Teacher voice is frequently negative, loud or monotone.
- Sound system is not effectively utilized.
- Teacher voice tone and body language do not send a consistent message.

1 Strategy is missing or should be occurring



Shapes questions and devises opportunities for active engagement and/or student to student interaction – **tasking**.

Most students

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

Teacher Behavior:

- Teacher voice (angry and loud) can be heard beyond the classroom.
- Teacher voice is continuously negative, loud or monotone.
- Audio enhancement is not effectively utilized.
- Teacher voice tone and body language communicate conflicting messages.

Not Applicable

4 Strategy is well done

Generally, all students

- are actively engaged during teacher instruction.
- are accountable to answer questions.
- exhibit “with-it-ness” with instruction.

Teacher Behavior:

- Learning is purposeful and actively engages all students.
- Questions are phrased so that all students are accountable to respond.
- Student-to-student interaction is encouraged throughout instruction.
- Wait/think time is utilized so all students have an opportunity to think before responding.
- Active student engagement and interactions are used to prepare students for independent work.

3 Strategy is apparent

Most students

- are actively engaged during teacher instruction.
- are accountable to answer questions.
- exhibit “with-it-ness” with instruction.

Teacher Behavior:

- Learning is purposeful and actively engages most students.
- Questions are phrased so that most students are accountable to respond.
- Wait/think time is utilized so most students have an opportunity to think before responding.
- Active student engagement is used to prepare students for independent work.

2 Strategy is attempted

Many students

- are not actively responding during teacher directed instruction (may be passively engaged).
- are not accountable to answer questions.
- are involved in side conversations, day-dreaming, or other off-task behaviors.

Teacher Behavior:

- Student active response is not utilized during teacher directed instruction.
- Assignments are given with little preparation through active engagement.

1 Strategy is missing or should be occurring

Most students

- are not actively responding during teacher directed instruction (may be passively or overtly off-task).
- are not accountable to answer questions.
- call out answers chaotically

Teacher Behavior:

- Student responses are not expected during lecture or instruction.
- Questions asked to students are answered by teacher.
- Assignments are given with no preparation through active engagement.

Not Applicable



Tasking (ask and direct)

Teacher shapes questions and devises learning experiences that actively engage students.

+ -

Assessment Question (requires only one student to answer)

+ -

Open Question (posing to all for anyone to answer; fishing)

+ -

Engagement Request (requires all to think and actively respond)

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Summary - Keepers, Polishers, Follow-Up

Enter Lesson Topic:

Keepers

Select a Keeper

Polishers

Select a Polisher

Follow Up Notes

Email Comments to Teacher

Send Keepers and Polishers to Teacher

Email Comments to Observer

Send Follow-Up Comments to Observer

Send Keepers and Polishers to Observer

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