

Superintendent Observation Form

School: _____ Date: _____

Room #: _____ Number of Students: _____

Time: _____

Activity Observed: _____

Scoring Key: Not applicable = 0 No evidence = 1 Some evidence = 2 Clear evidence = 3

FOCUS: Classroom Environment	Score	Comments/Suggestions
1. Students know expectations, procedures, and routines		
2. Classroom rules posted		
3. Teacher engages in positive interactions with students (greeting at door, praise more than correction...)		
4. Word walls are displayed and functional		
5. Student work/projects displayed		
6. Essential question/learning objectives posted		
7. Classroom is clean-clutter free		
8. Room is arranged for flexible activities		

Comments:

FOCUS: Student Engagement/On-Task Behavior	Score	Comments/Suggestions
1. Students engaged in class assignment		
2. Teacher redirecting off task students effectively		
3. Appropriate use of time		
4. Feedback is appropriate and varied		

Comments:

FOCUS: Planning	Score	Comments/Suggestions
1. Evidence of appropriate planning for the day		
2. Instruction aligned to IL Learning Standards		
3. Lesson plans aligned to PSD150 pacing guides		
4. Lesson is on pace with the pacing guide		
5. Plans are available for review		

Comments:

Focus: Instructional Delivery	Score	Comments/Suggestions
1. Learning is appropriately introduced		
2. Learning is connected to students for relevance		
3. Activities are planned to engage students		
4. Activities are hands-on and involve the learners		
5. Activities are research based best practices		
Thinking Maps		
Cooperative Learning		
Inquiry based, problem-solving learning philosophy		
Other		
6. Teacher checks for understanding		
7. Effective questioning techniques are used		
8. Activities and strategies exhibit varied levels of Bloom's Taxonomy		
9. Students encouraged to engage in accountable talk		
10. Evidence of differentiation in resources used, instruction and student outcomes		
11. Evidence of student choice		

Comments:

FOCUS: Assessment	Score	Comments/Suggestions
1. Students assessed in a variety of ways, formal/informal		
2. Assessment is appropriate for expected outcome		
3. Questioning techniques reflect higher levels of Bloom's Taxonomy.		
4. Effective questioning techniques consistently used (wait time, probing)		

Comments:

Student Questions:

What are you learning?

Why did you need to know this information?

Is your work good?

How do you know if your work is good enough?

Strengths of this teacher

+	△