TEACHER OBSERVATION REPORT OF STUDENT CENTERED, INQUIRY-BASED CLASSROOM INSTRUCTION

TEACHER:_________________________________   CLASS: _________________ PERIOD: __________   DEPT: Math

REGISTER: ___________________   ATTENDANCE: __________________  LESSON PLAN AVAILABLE: (Yes/No)

OBSERVATION: (Date) __________________     POST-OBSERVATION: (Date)  _________________

Lesson/Unit Title:_______________________________________________________________________________________

Overall Mathematical
Goal/Purpose:________________________________________________________________________________

Ratings Scale (1-5): 1 (Not at all) – 5 (To a great extent), A -Don’t Know, B-NA

1. **The Room/Lesson Set-Up**
   a. The furniture (chairs, desks, tables) in the room was set-up to facilitate group work ----------- 1     2    3     4     5        A   B
   b. Lesson planning, preparation, and organization was evident -------------------------------------- 1     2    3     4     5        A   B
   c. Previous student/group work was clearly displayed in the room  ---------------------------------- 1     2    3     4     5        A   B
   d. Materials for activities were prepared/checked, distributed efficiently---------------------------- 1     2    3     4     5         A   B
   e. Overhead projector, graphics calculators were readily available----------------------------------- 1     2    3     4     5        A   B
   f. Supplemental handouts/materials were available if appropriate  ----------------------------------- 1     2    3     4     5        A   B

2. **Teacher's Introduction of the Lesson**
   a. Purpose of the lesson was articulated clearly and persuasively------------------------------------ 1     2    3     4     5        A   B
   b. Teacher evidenced a sound knowledge of subject matter  --------------------------------------- 1     2    3     4     5        A   B
   c. Students actively participated in providing the lesson’s introduction ------------------------- 1     2    3     4     5        A   B
      (i.e. reading activity, paraphrase intro, explanations, review/restate directions/procedure)
   d. The lesson’s introduction adequately addressed all student levels of the class  ---------------- 1     2    3     4     5        A   B
   e. Real-world and/or interdisciplinary connections were made to other subject areas
      by both teacher and students  ----------------------------------------------------------------------- 1     2    3     4     5        A   B

3. **Use of “Hands-On” Activities and Probing Questions**
   a. The use of an activity was appropriate to the purpose of the lesson------------------------------- 1     2    3     4     5        A  B
   b. Teacher elicited prior knowledge, skill level where appropriate for all the students ----------- 1     2    3     4     5        A   B
   c. The activity was designed to accommodate a variety of student abilities and learning styles 1     2    3     4     5        A   B
   d. There was enthusiasm and excitement about the activity and the problems and questions
      that were generated from the activity  ---------------------------------------------------------- 1     2    3     4     5        A   B
   e. Students were adequately prepared to undertake this specific activity  ------------------------ 1     2    3     4     5        A   B
   f. Technology tools/materials enhanced the activity  --------------------------------------------- 1     2    3     4     5        A   B
   g. Teacher provided students adequate time to reflect on the activity utilizing a variety
      of process skills -(i.e. demonstrate, predict, analyze, conclude, synthesize, etc.)  ------------ 1     2    3     4     5        A   B
   h. Time management was utilized to create an appropriate pace and duration  -------------------- 1     2    3     4     5        A   B

4. **Use of Small Learning Groups**
   a. Teacher provided time and direction for individual thought prior to group discussions ------- 1     2    3     4     5        A   B
   b. All group members participated to the best of their abilities in discussions/activities------ 1     2    3     4     5        A   B
   c. Students treated each other and their ideas with proper respect  ------------------------------- 1     2    3     4     5        A   B
   d. Each member of a group had a specific, observable task and responsibility-------------------- 1     2    3     4     5        A   B
   e. Groups remained on task with or without the presence of the teacher  ------------------------ 1     2    3     4     5        A   B
   f. Prior training in appropriate group work was clearly evident during the course of the
      activity (definite organization of methods used to approach coop learn strategies) -------- 1     2    3     4     5        A   B
   g. Group discussion/activity was integral to the purpose of the lesson -------------------------- 1     2    3     4     5        A   B
5. **Teacher Interaction with Student Groups and Individuals**
   a. Teacher circulated from group to group asking probing questions ------------------------------- 1 2 3 4 5 A B
   b. Teacher was able to work with individual groups and students without losing sight of the entire class ------------------------------- 1 2 3 4 5 A B
   c. Teacher provided individual attention when appropriate --------------------------------------- 1 2 3 4 5 A B (discipline problem, non-participation of group member)
   d. Teacher comments to groups provided minimal yet sufficient information to successfully complete their task(s) ----------------------------------------------- 1 2 3 4 5 A B
   e. Teacher observed, listened, and redirected questions and problems back to the groups rather than simply providing answers ----------------------------------------------- 1 2 3 4 5 A B
   f. Teacher provided adequate feedback, reflections, encouragement on groups efforts and progress ----------------------------------------------- 1 2 3 4 5 A B

6. **Promotion of Students Conceptual Understanding**
   a. Students appropriately used tools, ideas, methods, or “ways of knowing” to accomplish the activity and/or solve the problem----------------------------------------------- 1 2 3 4 5 A B
   b. Students were individually accountable for their own work ----------------------------------- 1 2 3 4 5 A B
   c. Students made presentations of their work and explained their reasoning to problem solutions whenever possible using overheads, large chart paper, etc ----------------------------------- 1 2 3 4 5 A B
   d. Teacher pointed out contradictions in answers and probed the class for resolution----------- 1 2 3 4 5 A B
   e. The activity allowed students to construct their own understanding of the concept and provided them with opportunities to discover concepts of their own ----------------------------------- 1 2 3 4 5 A B
   f. Students were provided opportunity to write and reflect---------------------------------------- 1 2 3 4 5 A B
   g. Teacher used prior student work to help students integrate the lesson into previous lessons- 1 2 3 4 5 A B

7. **Student Assessment and Lesson’s Alignment with Standards**
   a. Learning/performance standards are identified in the activity plan ----------------------------------- 1 2 3 4 5 A B
   b. Goals and objectives of the activity were clearly linked to performance indicators as a means of assessment ----------------------------------------------- 1 2 3 4 5 A B
   c. Assessment criteria were clearly indicated for the lesson/activity/homework --------------------- 1 2 3 4 5 A B
   d. Tests/quiz questions were formatted to maximize familiarity with the Regents exams ----------- 1 2 3 4 5 A B
   e. Students evaluated their own work and/or that of their peers ----------------------------------- 1 2 3 4 5 A B
   f. Students had an opportunity to reflect on their work and self-correct/revise ------------------- 1 2 3 4 5 A B

**COMMENTS: Commendations and Suggestions for Improvement**

The Lesson was _____________________________(unsatisfactory, satisfactory)

AP Signature: _____________________________ Date: _________________

I have received and read a copy of this observation report and understand a copy will be placed in my file.

Teacher Signature: _____________________________ Date: _________________