

Observing

| Teacher Classroom Observation Chart | | | | |
|---|----------------------------------|---|--|--|
| Date October 14 | | Class ADA 100-04 | | Unit Me...introspection |
| | | | | Activity small group planning/discussion |
| Expectation dem. underst. of group process in negotiating decisions...presentation -planning their group scene together | | | | |
| Legend | | Overall Comments | | |
| + active listening | | If there is no mark in the observation box, they were participating in the way I expect. | | |
| - interrupting | | Put Zac and Curt in different groups next time. | | |
| * leadership role taken | | Compliment Katie on her improved listening skills this time! | | |
| # withdrawn | | Review with Class some methods for asserting a point of view without put-downs or interrupting. | | |
| ~ being bossy | | | | |
| ? asking questions | | | | |
| Jerry | Harbinder | Janet | Seema | Rolanda |
| + | * - - not listening to Jason | # | + | ? + + |
| Curt | Jason D. | Maria | Ziad | Carmen |
| Wasting time talking to Zac + | + + * | ~ | # I invited him back in to the discussion but he refused | ? |
| Valerie | Sandra | Zac | Jason P. | Troy |
| ~ ~ | | fooling around with Curt | ? | |
| Dianne | John | Martin | Rebecca | Andrew |
| # | Great suggestion for ending * | | Washroom break lasted 12 minutes as group worked without her. # | |
| Katie | MaCkenzie | Kaelah | Stephanie | |
| + + + | + | + | Made excellent suggestions | |

TEACHER OBSERVATIONS

Classroom observation is an effective method of assessment when it is well organized. The use of this *Teacher Classroom Observation Chart* allows the teacher to capture the moment, as well as effectively divide attention among the several activities by multiple students in the classroom.

Prepare in advance for classroom observations by:

- using a clipboard and taking notes on the chart as some time may pass before the observation data is recorded and summarized
- using symbols in a clear legend to abbreviate the target skills for faster recording
- focusing observations on a few skills or behaviors at a time and sharing this focus with the students before the activity
- creating a separate notation space for each student
- sharing observation notes with the student after the activity to satisfy curiosity and pass on the benefits of immediate feedback
- taking a few moments after class to review the sheet and add some reflective observations to it.

Tools and Strategies to assess student learning

- rubrics (p. 9)
- **observing (p. 34)**
- questioning (p. 37)
- reflecting (p. 40)

A blank template for the *Teacher Classroom Observation Chart* is on page 56.