

# Teacher Observation Tool

Date \_\_\_\_\_ Teacher Name \_\_\_\_\_ School \_\_\_\_\_ State/Province \_\_\_\_\_ Country \_\_\_\_\_ Grade Level(s) \_\_\_\_\_

Time In \_\_\_\_\_ Time Out \_\_\_\_\_ Lesson Beg. \_\_\_\_\_ Lesson Middle \_\_\_\_\_ Lesson End \_\_\_\_\_ Subject Observed \_\_\_\_\_ Observer Name \_\_\_\_\_

Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident	Descriptive Actions
<b>Culture/Climate Dimension</b>					
The teacher:					
1. Fosters an environment that embraces all learners	4	3	2	1	<ul style="list-style-type: none"> <li>Shows connectedness to learners, interpersonal bonding</li> <li>Expresses concern for learners' well-being</li> <li>Demonstrates personal interest in learners</li> </ul>
2. Treats each learner equitably	4	3	2	1	<ul style="list-style-type: none"> <li>Demonstrates openness and approachability</li> <li>Makes culturally responsive eye contact with learners</li> <li>Uses words that resonate with or do not exclude learners</li> </ul>
3. Encourages learners to share their opinions without fear of negative comments from their peers	4	3	2	1	<ul style="list-style-type: none"> <li>Accepts and supports learners to take risks voicing their opinions and asking questions</li> <li>Promotes interactions that are highly supportive, friendly, and learner-centered</li> <li>Asks questions that encourage learners to voice their opinions</li> </ul>
4. Creates enthusiasm for the learning at hand	4	3	2	1	<ul style="list-style-type: none"> <li>Demonstrates a positive attitude toward the content/activity/task</li> <li>Shows genuine interest in the content/activity/task</li> <li>Exhibits energy that appeals to learners</li> </ul>
<b>Learning Dimension</b>					
The teacher:					
1. Communicates clear explanations about the activities or tasks	4	3	2	1	<ul style="list-style-type: none"> <li>Captures learners' attention to set the stage for learning</li> <li>Thoroughly explains why the content or activity is important to the learners</li> <li>Uses simple and direct language to provide instructions about the activity/task</li> </ul>
2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills	4	3	2	1	<ul style="list-style-type: none"> <li>Encourages learners to question each other through discussions and debate</li> <li>Provides opportunities for learners use application skills to complete activities/tasks</li> <li>Provides opportunities for learners to express themselves individual and collectively in a variety of ways</li> </ul>
3. Delivers lessons that are relatable to the learners or aligned to their interests	4	3	2	1	<ul style="list-style-type: none"> <li>Describes the purpose of the lesson—why is this important to every learner's life</li> <li>Makes it personal to the learners (e.g., through culture, gender, age, geography)</li> <li>Incorporates a real-world aspect into the lesson</li> </ul>
4. Monitors learners' understanding of the content and/or the acquisition of skills	4	3	2	1	<ul style="list-style-type: none"> <li>Keeps close proximity to learners</li> <li>Formatively assesses learners throughout the lesson</li> <li>Encourages learner self-assessment</li> <li>Elicits learner questioning to determine level of understanding</li> </ul>
5. Adapts instruction and/or activities that meet individual learner's needs	4	3	2	1	<ul style="list-style-type: none"> <li>Changes instructional arrangement (e.g., peer partner, groups, individual) for activities/tasks</li> <li>Uses different ways to engage with use of materials (e.g., graphic organizers, visuals, text)</li> <li>Changes instructional tasks (e.g., reduce number of items, modify assignment, learner options)</li> </ul>
6. Provides learners with purposeful feedback about their progress and/or needs	4	3	2	1	<ul style="list-style-type: none"> <li>Uses many forms of feedback</li> <li>Provides learners with individualized feedback</li> <li>Gives feedback that is specific to the current lesson/activity</li> <li>Learners are involved in the feedback process</li> </ul>

Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident	Descriptive Actions
<b>Essentials Dimension</b>					
The teacher:					
1. Delivers and/or facilitates the lesson with knowledge and confidence	4	3	2	1	<ul style="list-style-type: none"> <li>Has deep understanding of their subject matter</li> <li>Speaks clearly and with appropriate tone, tempo, and volume</li> <li>Demonstrates new skill/concept (acquisition), applies thinking skills (application), integrates individual thinking skills (assimilation)</li> </ul>
2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being	4	3	2	1	<ul style="list-style-type: none"> <li>Uses active listening skills to understand and respond to learners</li> <li>Conveys confidence in learners</li> <li>Provides high levels of support through varied teaching and modes of presentation</li> <li>Provides feedback to learners on personal goals and time frames</li> </ul>
3. Facilitates use of resources that support learners' needs	4	3	2	1	<ul style="list-style-type: none"> <li>Chooses resources and materials with intentionality that enhance learning activities aligned to learning objectives and instruction</li> <li>Secures a variety of resources from within and outside of the classroom that increase learner learning and engagement</li> <li>Makes resources easily accessible and available to engage learners</li> </ul>
4. Implements instructional strategies that actively engage learners	4	3	2	1	<ul style="list-style-type: none"> <li>Employs active learning strategies</li> <li>Uses a variety of assessment strategies</li> <li>Applies group instructional strategies to be inclusive of all learners</li> </ul>
5. Manages the learning time in an efficient and optimal manner	4	3	2	1	<ul style="list-style-type: none"> <li>Ensures smooth transitions activities/tasks</li> <li>Executes efficient procedures; maintains control of classroom environment; learners stay on task</li> <li>Ensures group projects are organized</li> <li>Dedicates/protects blocks of time to instruction with minimal interruptions</li> </ul>
<b>Agency Dimension</b>					
The teacher:					
1. Empowers learners to be responsible for the learning at hand	4	3	2	1	<ul style="list-style-type: none"> <li>Ensures learners are working the problems, not the teacher</li> <li>Facilitates inquiry-based activities/tasks</li> <li>Guides learners to take charge of their learning and engagement</li> </ul>
2. Gives learners choices about the learning activities or tasks	4	3	2	1	<ul style="list-style-type: none"> <li>Allows learners to contribute to the design of lessons, projects, and/or activities</li> <li>Gives learners the ability to attend to activities with the role of decision-making</li> <li>Helps learners make sense of instructional concepts and create their own understandings</li> </ul>
3. Provides assistance for learners to navigate and monitor their learning progress	4	3	2	1	<ul style="list-style-type: none"> <li>Provides opportunities for reflection or goal setting</li> <li>Facilitates a progress tracking process so learners know their areas of strengths or challenges</li> <li>Identifies problems and generates solutions with the learner</li> </ul>
4. Encourages learners to persevere with or seek challenging activities or tasks	4	3	2	1	<ul style="list-style-type: none"> <li>Allows sufficient time for problem-solving</li> <li>Provides encouragement when learners struggle</li> <li>Gives learners guidance to be successful or to keep going</li> </ul>
5. Builds learners' growth mindset and self-efficacy	4	3	2	1	<ul style="list-style-type: none"> <li>Applies strengths-based learning: active mentoring to learners; learner-led decision-making beyond academics</li> <li>Acknowledges learners' personal potential</li> <li>Uses and encourages positive self-talk</li> </ul>
<b>Relationship Dimension</b>					
The teacher:					
1. Promotes respectful and caring interactions toward and between learners	4	3	2	1	<ul style="list-style-type: none"> <li>Promotes harmony and positivity toward learners</li> <li>Shows empathy through dialogue with learners</li> <li>Redirects learners if negative interactions occur</li> </ul>
2. Cultivates learner cooperation, collaboration, and inclusivity	4	3	2	1	<ul style="list-style-type: none"> <li>Proposes questions when engaged with groups</li> <li>Upholds the role of facilitator rather than interfere with engaged groups</li> <li>Suggests and promotes peer assistance</li> </ul>
3. Preserves learners' dignity while attending to their individual needs	4	3	2	1	<ul style="list-style-type: none"> <li>Uses discretion to address learners</li> <li>Demonstrates maturity and consideration for others</li> <li>Speaks respectfully to learners at all times, including when redirecting</li> </ul>