

## Observation Analysis

Name of Teacher Teacher, Sample

Observer/Evaluator/Administrator's Name Dr. Welsh

Observer/Evaluator/Administrator's Position Consultant

Date of Observation 05/29/2013

School School # 1

Grade Level k-12

Subject All subjects

### Domain 1: Engagement of Teaching Team

Component	Stage 1	Stage 2	Stage 3	Stage 4
1a: Do co-teachers engage in simultaneous instruction?	<input type="checkbox"/> The whole class is never instructed by both teachers simultaneously.	<input type="checkbox"/> The whole class receives simultaneous, direct instruction from both teachers occasionally during the lesson.	<input type="checkbox"/> The whole class receives simultaneous, direct instruction from both teachers frequently during the lesson.	<input type="checkbox"/> The whole class receives simultaneous, direct instruction from teachers consistently throughout the lesson.
1b: Do co-teachers provide divergent input to students?	<input type="checkbox"/> Teachers do not supplement each other's input to students during instruction.	<input type="checkbox"/> When teachers supplement each other's instructional input to students, their contribution tends to be in the same modality.	<input type="checkbox"/> Teachers occasionally supplement each other's instructional input to students with contributions from different modalities.	<input type="checkbox"/> Teachers frequently supplement each other's instructional input to students with contributions from different modalities.
1c: Do co-teachers share instructional responsibility?	<input type="checkbox"/> One teacher constantly leads the lesson and assumes all instructional responsibilities.	<input type="checkbox"/> One teacher usually leads the lesson and assumes the bulk of instructional responsibilities.	<input type="checkbox"/> Teachers both assume instructional responsibility for the lesson but one partner may be dominant.	<input type="checkbox"/> Instructional responsibilities are shared equally between the two teachers.
1d: Do co-teachers assume each other's roles?	<input type="checkbox"/> There is no evidence of exchange of roles during the lesson.	<input type="checkbox"/> Teachers occasionally exchange roles during the lesson.	<input type="checkbox"/> Teachers frequently exchange roles during the lesson.	<input type="checkbox"/> Teachers continually move in and out of each other's roles during the lesson.
1e: Do co-teachers circulate, monitor and assist individual students?	<input type="checkbox"/> While one teacher provides all primary instruction, the other is either idle, or circulates, monitors and assists individual students.	<input type="checkbox"/> While one teacher provides the bulk of primary instruction the other usually circulates, monitors and assists individual students.	<input type="checkbox"/> Both teachers circulate, monitor and assist individual students, but responsibility may not be shared equally.	<input type="checkbox"/> Both teachers consistently circulate, monitor and provide assistance to individual students throughout the lesson as needed.

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### Domain 2: Instruction

Component	Stage 1	Stage 2	Stage 3	Stage 4
2a: What is the nature of input to students?	<input type="checkbox"/> Instruction tends to be primarily Verbal/Linguistic in nature with occasional Visual/Spatial input.	<input type="checkbox"/> Instruction is primarily Verbal/Linguistic and Visual/Spatial in nature with little or no Motor/Kinesthetic input.	<input type="checkbox"/> Instruction is primarily Verbal/Linguistic and Visual/Spatial in nature. Motor/Kinesthetic is used as an add-on to the lesson or as a separate activity.	<input type="checkbox"/> Verbal/Linguistic, Visual/Spatial and Motor/Kinesthetic input is integrated cohesively into instruction.
2b: What roles do co-teachers play during questioning?	<input type="checkbox"/> One teacher poses all questions, determines student response pattern and evaluates responses.	<input type="checkbox"/> One teacher takes primary responsibility for posing questions, determining student response pattern and evaluating student responses. The other assumes this role only when needed for clarification.	<input type="checkbox"/> Both teachers pose questions, determine student response pattern and evaluate student responses, but one teacher may be dominant.	<input type="checkbox"/> Both teachers share the responsibility equally for posing questions, determining student response pattern and evaluating student responses.
2c: Do students conference with each other?	<input type="checkbox"/> There is no evidence of student to student communication during the lesson.	<input type="checkbox"/> Teachers rely solely on individual student response pattern during direct instruction. Students conference together only during group work.	<input type="checkbox"/> Individual student response predominates but students may occasionally conference with each other prior to responding to questions posed by teachers during direct instruction.	<input type="checkbox"/> Students frequently conference in groups prior to responding to questions posed by teachers.
2d: What actions do co-teachers take when students experience difficulty?	<input type="checkbox"/> Students who experience difficulty with traditional instruction are pulled together for separate instruction while other students in the classroom receive traditional instruction or enrichment.	<input type="checkbox"/> Individual students receive assistance during the lesson. No modifications are made to the class-level instruction.	<input type="checkbox"/> One teacher or the other occasionally suggests changes in class-level instruction when it appears that students are experiencing difficulty.	<input type="checkbox"/> Both teachers constantly communicate with each other and modify ongoing instruction to insure that all students experience success.

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**Domain 3: Students' response to instruction:**

Component	Stage 1	Stage 2	Stage 3	Stage 4
<p>3a: Are students attending to instruction?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The lesson consistently fails to maintain the attention of specific student(s) or subgroups of students. Teacher interaction with this/these student(s) is primarily redirective in nature.</p>	<p>Identifiable student(s) or subgroups of students are repeatedly off task and require significant amount of redirection.</p>	<p>Identifiable student(s) or subgroups of students are occasionally off task and require some redirection.</p>	<p>Off-task behavior is random, brief and infrequent, and has little or no impact on the flow of instruction.</p>	
<p>3b: Are students engaged in instruction?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The lesson consistently fails to maintain the attention of specific student(s) or subgroups of students. Teacher interaction with this/these student(s) is primarily re-directive in nature.</p>	<p>Identifiable student(s) or subgroups of students are consistently disengaged or refuse to comply with teacher(s) for most of the lesson.</p>	<p>Identifiable student(s) or subgroups of students are repeatedly disengaged and frequently refuse to comply with teacher(s) at several points during the lesson.</p>	<p>Most or all students are consistently engaged throughout the lesson.</p>	
<p>3c: Are students enjoying instruction?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Identifiable student(s) or subgroups of students do not appear to enjoy most, or all, of the lesson.</p>	<p>Identifiable student(s) or subgroups of students do not appear to enjoy a significant portion of the lesson.</p>	<p>Identifiable student(s) or subgroups of students may not be enjoying certain aspects of the lesson.</p>	<p>Most or all students are consistently enjoying the lesson.</p>	
<p>3d: Are students experiencing success with instruction?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Identifiable subgroups of students consistently struggle with the lesson.</p>	<p>Identifiable subgroups of students frequently struggle with the lesson.</p>	<p>Identifiable subgroups of students occasionally struggle with the lesson.</p>	<p>Most or all students experience consistent success with lesson.</p>	

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**Domain 4: Organization**

Component	Stage 1	Stage 2	Stage 3	Stage 4
4a: Is there evidence of routines and expectations?	<input type="checkbox"/> Little evidence of predictable routines or expectations.	<input type="checkbox"/> Students are aware of routines, but usually require teacher prompting, redirection and/or explanation in order to comply.	<input type="checkbox"/> Students understand classroom routines and act with minimal prompting.	<input type="checkbox"/> Students embrace classroom routines, anticipate them, and share the responsibility for keeping the room running.
4b: What strategy is used for grouping students?	<input type="checkbox"/> Students are not grouped.	<input type="checkbox"/> Students are grouped based on management concerns.	<input type="checkbox"/> Students are placed in groups based on ability levels with consideration for management concerns.	<input type="checkbox"/> Students are placed in groups based on learning styles with consideration for management concerns.
4c: How large are groups?	<input type="checkbox"/> All students seated in rows facing forward.	<input type="checkbox"/> Students are seated in sections, each section holding a portion of the class.	<input type="checkbox"/> Students sit in pairs or in groups of up to 4 or more members.	<input type="checkbox"/> Most groups have 3 members but a few groups may have 2 or 4 students.

**Observation Analysis  
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**ADDITIONAL NOTES/COMMENTS:**

**RECOMMENDATIONS:**

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*Observer, Evaluator or Administrator* / *Date*

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*Teacher* / *Date*