

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
<i>1a: Do co-teachers engage in simultaneous instruction?</i>	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. <input type="checkbox"/>
<i>1b: Do co-teachers provide divergent input to students?</i>	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. <input type="checkbox"/>
<i>1c: Do co-teachers share instructional responsibility?</i>	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. <input type="checkbox"/>
<i>1d: Do co-teachers assume each other's roles?</i>	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. <input type="checkbox"/>
<i>1e: Do co-teachers circulate, monitor and assist individual students?</i>	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. <input type="checkbox"/>

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Domain 2: Instruction

Component	Stage 1	Stage 2	Stage 3	Stage 4
<i>2a: What is the nature of input to students?</i>	<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.
<i>2b: What roles do co-teachers play during questioning?</i>	<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.
<i>2c: Do students conference with each other?</i>	<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.
<i>2d: What actions do co-teachers take when students experience difficulty?</i>	<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
3a: Are students attending to instruction?	<input type="checkbox"/> 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 directive in nature.	<input type="checkbox"/> Identifiable student(s) or subgroups of students are repeatedly off task and require significant amount of redirection.	<input type="checkbox"/> Identifiable student(s) or subgroups of students are occasionally off task and require some redirection.	<input type="checkbox"/> Off-task behavior is random, brief and infrequent, and has little or no impact on the flow of instruction.
3b: Are students engaged in instruction?	<input type="checkbox"/> 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.	<input type="checkbox"/> Identifiable student(s) or subgroups of students are consistently disengaged or refuse to comply with teacher(s) for most of the lesson.	<input type="checkbox"/> Identifiable student(s) or subgroups of students are repeatedly disengaged and frequently refuse to comply with teacher(s) at several points during the lesson.	<input type="checkbox"/> Most or all students are consistently engaged throughout the lesson.
3c: Are students enjoying instruction?	<input type="checkbox"/> Identifiable student(s) or subgroups of students do not appear to enjoy most, or all, of the lesson.	<input type="checkbox"/> Identifiable student(s) or subgroups of students do not appear to enjoy a significant portion of the lesson.	<input type="checkbox"/> Identifiable student(s) or subgroups of students may not be enjoying certain aspects of the lesson.	<input type="checkbox"/> Most or all students are consistently enjoying the lesson.
3d: Are students experiencing success with instruction?	<input type="checkbox"/> Identifiable subgroups of students consistently struggle with the lesson.	<input type="checkbox"/> Identifiable subgroups of students frequently struggle with the lesson.	<input type="checkbox"/> Identifiable subgroups of students occasionally struggle with the lesson.	<input type="checkbox"/> Most or all students experience consistent success with lesson.

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Component	Stage 1	Stage 2	Stage 3	Stage 4
4a: Is there evidence of predictable 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 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:**

Observer, Evaluator or Administrator_____
Date

Teacher_____
Date