# Appendix G Outside Observations

The candidate must observe a minimum of **five** lessons in classes other than the assigned placement. Including observations in non-traditional schools and/or programs (magnet, charter, gifted, talented, and inclusion) will provide rich, varied experiences. Observations of one’s peers may provide insight into the ways other beginning teachers address the many facets of teaching such as management, discipline, content, and diversifying instruction. A candidate should observe at school levels (elementary, middle and high) other than the type to which they are assigned. Requirements may vary by program; therefore, the university supervisor will specify the types of observations required.

Keep this chart on the observation section of your portfolio.

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| **Date** | **Time** | **School** | **Subject** | **Grade Level** |
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Much can be learned from observing school situations if you not only observe, but analyze and think about what you are seeing. In writing your observations, go beyond simply recording what you have seen to consider the meanings of situations. The purpose of the following outline is to provide you with ideas of different areas you might consider as you observe. Do no try to answer every question listed on these two pages; instead select certain factors on which to focus your attention.

* 1. Getting the class started
		1. What brings the class to attention?
		2. How are initial routines handled?
		3. How is the continuity with previous work established?
		4. What motivational techniques are used?
	2. Knowledge, Variety, and Creativity in Teaching
		1. What kinds of activities are provided?
		2. Does instruction consider the needs of the students?
		3. Is the focus/objective of the lesson clear?
		4. Is direct instruction provided?
		5. Are the students actively engaged in learning?
		6. Are provisions made considering the various abilities of the students?
		7. Are the needs of individual learners addressed?
		8. What type of relevant feedback is given to students?
		9. How is the lesson introduced, conducted, concluded?
	3. Organization and Management
		1. Is there evidence of clearly established classroom routines?
		2. Are expectations clear to students?
		3. What discipline techniques are in use?
		4. What are the consequences for misbehavior and how are they enforced?
		5. How is transition from one activity or group to another achieved?
	4. Relationship with and Motivation of Students
		1. What is the classroom atmosphere?
		2. What is the nature of the student/teacher relationship?
		3. What verbal and nonverbal responses are given to students?
		4. What is the attitude toward student interaction? How is it encouraged? Does this add or detract from the lesson?
		5. What is the evidence of student self-direction or self-control?
	5. Classroom Environment
		1. How does the classroom environment add to or detract from the creation of a positive learning experience?
		2. What types of learning centers/print labs are available for student use?
		3. Is student-generated work displayed?
	6. Assessment
		1. What forms of assessment were used in the lesson?
			1. Teacher observation
			2. Test/quiz
			3. Product (paper, video, PowerPoint presentation, sculpture, etc.)
		2. How do you think the teacher knew which students learned which skills and content?
		3. How do you think the teacher will address students’ non-mastery?
	7. Peer Observations – consider the following:
		1. General appearance and poise
		2. Self-confidence
		3. Attitude and enthusiasm
		4. Voice (volume and pitch)
		5. Uses proper grammar
		6. Lesson plan (well organized, etc.)
		7. Relates objective/explains purpose
		8. Activities are relevant/meaningful
		9. Motivates effectively
		10. Gives clear directions/uses examples
		11. Has knowledge of subject
		12. Ability to question
		13. Students understand and are on task
		14. Student interest/interaction
		15. Monitors students and makes adjustments
		16. Continuity between activities
		17. Uses a variety of techniques/creativity
		18. Provides positive reinforcement
		19. Classroom management skills
		20. Overall teaching performance