

BEGINNING TEACHER MENTORING PROGRAM

CLASSROOM VISITATION/OBSERVATION FORM

Teacher _____ School _____ Peer Mentor _____

Date _____ (MONTH/DAY/YEAR) Subject _____ Grade(s) _____

Unit _____ Concept _____ Time In _____ Out _____

DIRECTIONS: Check (✓) = Observed components. Write notes under each area observed to identify areas of improvement, to make suggestions or to celebrate successes!

DOMAIN 2: The Classroom Environment

a. **Creates Environment of Respect and Rapport:** Mutually respectful conversations and interactions. Connects with students thru encouragement

NOTES: _____

b. **Establishes a Culture for Learning:** Grade level displays show school focus. Displays reflect current student work with specific commentary, and show progression of rigor over time. Teacher emphasizes the role of hard work in learning. Students put forth effort to complete high-quality work.

NOTES: _____

c. **Manages Classroom Procedures:** Classroom procedures and routines in place. Students are productively engaged. Transitions are seamless.

NOTES: _____

d. **Manages Student Behavior:** Standards of conduct posted. Behavior is monitored. Non-verbal signals used. Student's dignity is respected.

NOTES: _____

DOMAIN 3: Instruction

a. **Communicates with Students:** Expectations are clearly communicated through Student Learning Map. Teacher models the process to be followed in the learning task. Vocabulary is grouped and chunked. Teacher offers brief vocabulary lessons, where appropriate. Teacher's use of vocabulary is correct. Analogies and metaphors are used to bring the content to life. Distributed summarizing is used throughout the lesson.

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b. **Uses Questioning and Discussion Techniques:** Pre-planned, open-ended questions used that reflect grade level standards/lesson objectives. Questions used to activate, teach and summarize linked to LEQ. Higher-level thinking questions used to extend/refine understanding of content. Collaborative pairs used for practice, summarization and to re-focus the lesson. Flexible student groupings used. Teacher made good use of wait time.

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c. **Engaging Students in Learning:** Activities and assignments reflect grade level standards, students' cultures and ability levels. There is evidence of differentiation, scaffolding, student choice, and/or acceleration. Students are actively working. Appropriate pacing is maintained throughout the lesson. Graphic organizers are used to create authentic products. Students have an opportunity for reflection/closure on the lesson.

NOTES: _____

d. **Uses Assessment in Instruction:** Assessments used to determine prior knowledge, student groupings and mastery of standards. Instruction is informed and adjusted based on student responses to teacher's questions and assessment prompts. Students engage in self or peer assessment. Teacher uses strategies to elicit individual (not just global) understanding. Students know how their work will be evaluated and how to improve it.

NOTES: _____