

MSIP 4th Cycle Classroom Observation Form

District _____ Building _____ Room No. _____ Team Member _____

Date _____ Time _____ Beginning Middle End Grade Level _____ No. of Students _____

Large group Small group Independent work Co-teaching/Class within a class Special Education self-contained

Subject _____ Was instructional activity observed? Yes Other _____

Learning Objective(s): Were learning objectives for the lesson clearly identifiable? Yes No
 Did the students appear to understand the learning objective? Yes No
 Was the instructional activity aligned to the learning objective(s)? Yes No
 Were students focused on the learning objectives? Yes No

Was differentiated instruction observed? Yes No
 Was the teacher engaged in the learning activity? Yes No
 Did feedback elicit respectful communication in the classroom? Yes No
 Did feedback drive instruction in the classroom? Yes No

Mark "E" for extensive, "M" for moderate, or "S" for slight						
Instructional Delivery Method Observed				Student Engagement		
Class discussion	E	M	S	E	M	S
Cooperative learning (specify structure)	E	M	S	E	M	S
Distance learning	E	M	S	E	M	S
Group work	E	M	S	E	M	S
Guided practice/modeling	E	M	S	E	M	S
Hands-on/experiments/laboratory work	E	M	S	E	M	S
Learning centers	E	M	S	E	M	S
Lecture	E	M	S	E	M	S
Peer evaluation	E	M	S	E	M	S
Question and answer	E	M	S	E	M	S
Seat work (e.g., worksheets, textbook readings)	E	M	S	E	M	S
Student presentations	E	M	S	E	M	S
Instructional Strategies				Student Engagement		
Advance organizers	E	M	S	E	M	S
Graphic organizers	E	M	S	E	M	S
Nonlinguistic representation	E	M	S	E	M	S
Problem-based/project-based learning	E	M	S	E	M	S
Research (generating and testing hypotheses)	E	M	S	E	M	S
Similarities and differences	E	M	S	E	M	S
Summarizing and note taking	E	M	S	E	M	S

DOK Level	DOK Description	Prevailing	Highest Reached
Level 1	Recall		
Level 2	Skill/Concept		
Level 3	Strategic Thinking		
Level 4	Extended Thinking		

Classroom Learning Environment

The **physical** climate is:
 Conducive to learning
 Somewhat conducive to learning *(Check all that apply)*
 Not conducive to learning *(Check all that apply)*

- Classroom design
- Attractiveness
- External disruptions
- Cleanliness
- Temperature

The **instructional** climate is:
 Conducive to learning
 Somewhat conducive to learning *(Check all that apply)*
 Not conducive to learning *(Check all that apply)*

- Disruptive behavior
- Off-task behavior
- Lack of organization
- Internal disruptions

Student Work on Display

Student work is displayed. Yes No
 If yes, continue below:
 Work is displayed with scoring guide. Yes No
 Displayed work clearly indicates a high level of rigor. Yes No

Was electronic technology used? Yes No If yes, indicate use level:
 Literacy – Centers on acquiring and practicing technical skills; technology is something to learn.
 Adaptive – Automates traditional teacher and student roles; technology is optional.
 Transforming – Expands role and/or products; technology is essential.

Comments (if necessary): _____