



## ENTRY TWO

### Creating and Maintaining Effective Environments for Student Learning

## **CLASSROOM OBSERVATION**

Beginning Teacher Support & Assessment

Name of Participating Teacher \_\_\_\_\_

Name of Support Provider \_\_\_\_\_

Date of Observation \_\_\_\_\_

This observation will be based on the following key elements. If using this form for a subsequent observation, mark the key elements of focus.

- |  |  |
|--|--|
| <input type="checkbox"/> Organizing physical environment   | <input type="checkbox"/> Using instructional time effectively  |
| <input type="checkbox"/> Planning and implementing classroom procedures and routines that support student learning | <input type="checkbox"/> Establishing a climate that promotes fairness and respect                         |
| <input type="checkbox"/> Establishing and maintaining standards for student behavior                               | <input type="checkbox"/> Promoting social development and responsibility in independent and group learning |

NOTE: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Learning goals for students of observed lesson: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What content standards are being addressed? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What adopted texts or materials will be used? What technology will be used? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# OBSERVATION TOOL

## CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

Notes, Questions, Etc.

### Key Elements:

#### 1. **Organizing the physical environment**

- Physical classroom space & environment promotes learning
- Facilitate positive classroom interactions
- Safe & accessible for all students
- Seating accommodates individual & group needs
- Student & teacher access to materials, technology, & resources

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 2. **Establishing a climate that promotes fairness & respect**

- Model fair treatment
- Encourage students to take risks & be creative
- Help students become respectful of diversity
- Encourage, support, recognize all students

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 3. **Promoting social development & group responsibility**

- Use grouping strategies to promote social development
- Teach leadership skills
- Create communication opportunities for students
- Help students respect different experiences, etc.
- Create opportunities to become self-directed
- Use classroom rules to allow students to assume responsibility for themselves

Evidence: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. **Establishing and maintaining standards for student behavior**

- Maintaining standards of behavior
- Classroom decision making
- Understands student behavior
- Students learn to resolve problems
- Intervention occurs when standards are not met
- Student responsibility for behavior is supported
- Standards reflect students' developmental & personal needs

Evidence: \_\_\_\_\_

---

---

---

---

5. **Planning & implementing classroom procedures & routines**

- Daily schedule, timelines, routines, & rules
- Supporting student responsibility
- Student participation in procedures, routines
- Adjusting procedures/rules
- Procedures & routines promote fairness & respect

Evidence: \_\_\_\_\_

---

---

---

---

6. **Using instructional time effectively**

- Structure time to support learning
- Allow time for student reflection
- Structure time for management of non-instructional tasks
- Redirect students effectively
- Allow for completion of tasks
- Transition time is managed
- Pace/adjust instructional time to maintain engagement

Evidence: \_\_\_\_\_

---

---

---

---

## Additional Observation Notes