Stanislaus County Office of Education
BTSA Induction Program
Formal Observation Checklist

Prior to your Formal Observation review pages 16-25 in the Stanislaus County Office Of Education BTSA Induction Program Handbook and complete the following:

1. Provide a seating chart and sketch of room where your formal observation will take place. Read page 16-17 for details. Make sure to indicate special needs students. (ELs along with their CELDT level, 504s, special education, GATE need to be noted. Please indicate student gender if name and appearance are not specific.)

2. Place on back table:
    a. Lesson plan with content and ELD standards.

3. Have a place for the observers to sit that will give a good view of your lesson.

4. Arrange for a room where the observers can debrief after the observation.

5. Arrange to have someone take your class so that you can meet with the observers after their short debrief.

6. We look forward to seeing you at the following time:

Sketch of Room Instruction

Seating Arrangement of Students

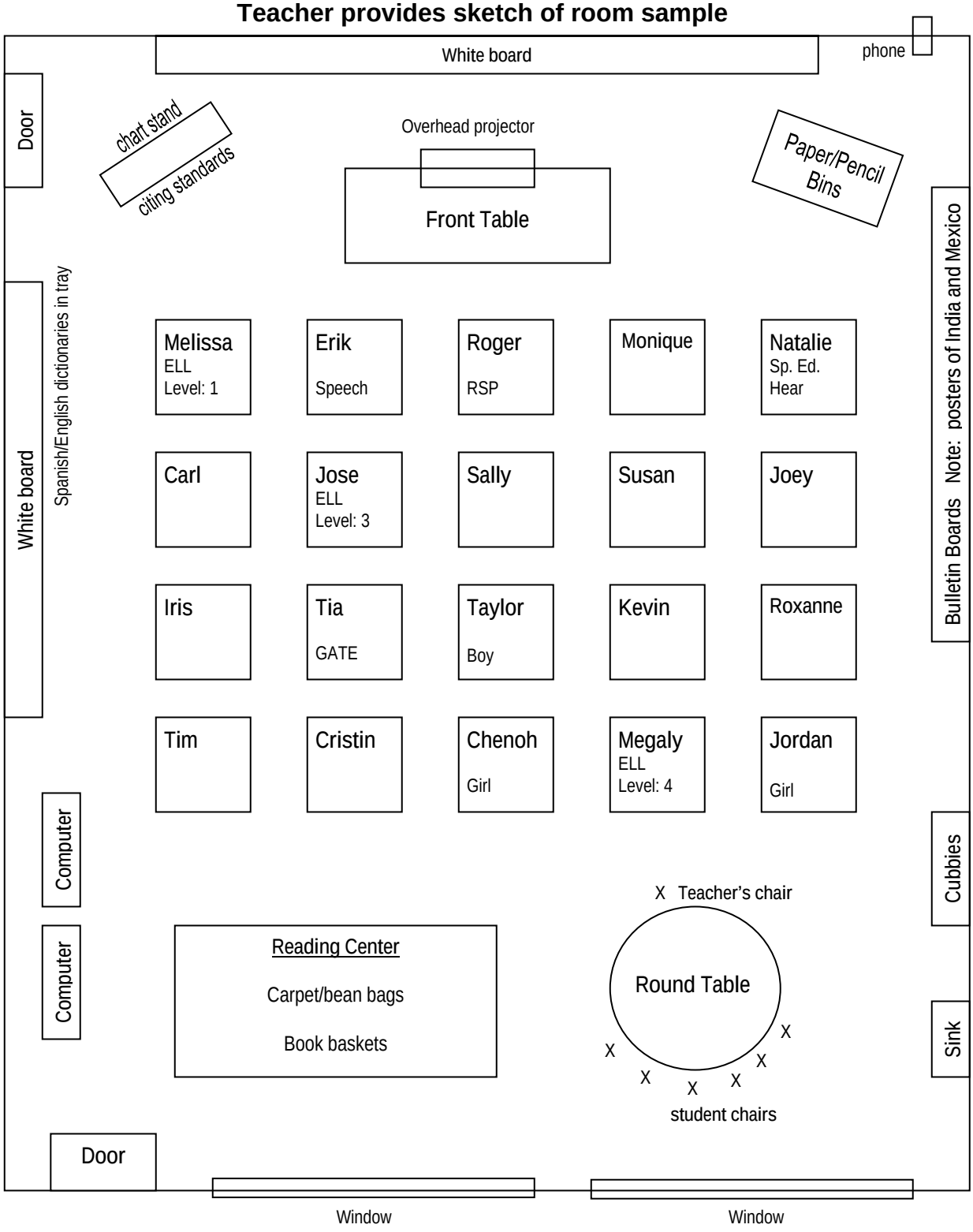
Be sure to include:

- student's first name only (with notation of gender if not clarified by name)
- designation of ELL, if appropriate, with CELDT level noted
- designation of Special Education if involved in speech (spch), Resource (RSP), or mainstreamed from a Special Day class (MSP) or other Special Education class designation
- designation of 504, if student has a 504 plan
- GATE if student is identified or participating in program

Physical Arrangement of Room

- seating arrangement in room
- major furniture (board, tables, teacher desk, cabinets, student cubbies, sink, windows, doors, equipment bins, etc.)
- phone
- student centers or work areas
- special notes about room resources regarding: the support of diversity within the classroom (dictionaries in other languages, picture glossaries, aides or TA's with specific skills or language expertise), support of ELL students or Special Education students, instruction of content standards, etc.
- notation of room elements that provide multicultural perspective representative of students in the classroom, school, or state.
- **See sketch of room sample**

Teacher provides sketch of room sample



# of girls: _____ # of boys: _____ # of Spec. Ed. students: _____ # of ELL students: _____

Anything the observer should know about why students are seated as they are: _____

_____

Other notes: *Please note labels in English for parts of the room* _____

_____

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Stanislaus BTSA Induction Program

FORMAL OBSERVATION

Name of Participating Teacher: _____

Name of Observer: _____

Date of Observation: _____ Time of Observation: _____

Location of Observation: _____

- ❒ Participating Teacher provided lesson plan prior to observation with content and ELD standards noted.
- ❒ Participating Teacher provided seating chart with student names and requested designations noted drawn from the observers' perspective.

Lesson objective: _____

_____

_____

❒ See Lesson Plan

Grade(s): _____

Content Area or class title: _____

CA Student Content Standard(s) #: _____

Corresponding ELD standard(s): _____

_____

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Time Frame: _____

1. Asks a question – (record number of higher order thinking questions)	1. Higher Order Thinking Skill Questions:			
2. Calls on volunteers	Girls	Boys	ELL	Spec. Ed.
3. Calls on non-volunteers				
4. Redirects question to another student				
5. Allows students to answer without being called on				
6. Pauses 3-5 seconds after question				
7. Repeats question verbatim				
8. Provides opportunity for choral response or pair/group share				
9. Rewords question				
10. Refers to visuals while (re)posing questions				

Random system for calling on students. ❒ YES ❒ NO Explain: _____

Evidence of teacher/student interaction (verbatim & body language/proximity)

Students	Teacher

Use of Instructional Time		Use of Instructional Time	
Time	**Activity**	**Time**	**Activity**

Summary of Observations

Positives/Strengths

Deltas/Concerns

Teaching English Learners

Using Specially Designed Academic Instruction in English (SDAIE)
The Participating Teacher:

1. ❒ Teaches lessons that reflect clear content and language objectives to ensure access and link to State grade-level content standards.

2. ❒ Teaches lessons that facilitate classroom activities designed to engage students in critical thinking opportunities.

3. ❒ Uses readable references, levelized materials and other supplemental materials to enhance learning.

4. ❒ Provides multiple opportunities for students to demonstrate understanding.

5. ❒ Utilizes interaction in a variety of grouping configurations.

6. ❒ Contextualizes academic language with the use of visuals, realia, hands-on activities, manipulatives, charts, models, maps, advanced organizers, audio visuals, etc.

7. ❒ Scaffolds instruction through modeling, bridging, schema building, identification of key concepts, text adaptation, preview and review, etc.

Using Methods and Strategies for English Language Development (ELD)
The Participating Teacher:

8. ❒ Teaches lessons based on ELD standards that reflect a focus on vocabulary, language structures, and/or functions that link to English Language Arts skills of reading, writing, listening, and speaking.

9. ❒ Teaches lessons that support students in the Acquisition of English to progress to grade level in the English Language Arts of listening, speaking, reading and writing.

10. ❒ Utilizes effective teaching methods; e.g., Total Physical Response (TPR), natural approach, language experience approach, direct instruction, language comparisons.

11. ❒ Provides many opportunities for students to interact and practice oral English in pairs, small groups, or whole class.

12. ❒ Models correct English modifying the rate of speech, using repetitions, gestures, facial expressions, and carefully selected vocabulary.

13. ❒ Employs appropriate questioning techniques according to language proficiency levels. Modifies pacing and checks for understanding frequently.

Equitable Learning Environment

The Participating Teacher provides an equitable learning environment that shows Respect for diverse cultures by:

1. ❒ Designing activities that allow all students to participate and be actively engaged including discussion, hands-on learning, involvement in activity/group, other.
2. ❒ Providing a positive, low-anxiety setting.
3. ❒ Establishing a classroom environment that reflects multicultural perspectives.
4. ❒ Applying multiple methods of evaluating learning outcomes; e.g., graphic organizers, informal observations, collaborative activities, anecdotal observations, work samples, oral, portfolios, student reflections.

Differentiated Instruction

The Participating Teacher provides differentiated instruction as Appropriate by:

5. ❒ Utilizing information about students (culture, literacy skills, knowledge base, and significant family histories)
6. ❒ Evidence in lesson plan that primary language proficiency levels and/or CELDT levels, were considered.
7. ❒ Utilizing primary language proficiency and CELDT levels to support learning.
8. ❒ Clarifying, supporting, defining, and elaborating the content area grammar.
9. ❒ Making support materials available to students (where applicable); e.g. primary language dictionaries and encyclopedias, and other resources.
10. ❒ Using one-on-one time with teacher or paraprofessional or parent volunteer.
11. ❒ Using adapted assignments for students.
12. ❒ Using levelized materials.

Evidence of Behavioral Standards in place:

1. ❒ Posted rules
   ❒ Yes ❒ No

2. ❒ Teacher reminders of rules as needed during instruction
   ❒ Yes ❒ No

3. ❒ Use of behavioral system (wall charts, name checks, referrals, time out, relocation in room)
   ❒ Yes ❒ No

4. ❒ Students reminding other students
   ❒ Yes ❒ No

5. ❒ Other:
   ❒ Yes ❒ No

Teacher interventions re: behavior:

Evidence of Procedures & Routines in place for:

6. ❒ Preparing to enter class
7. ❒ Entering class
8. ❒ Being Tardy
9. ❒ Starting class
10. ❒ Getting pencil, paper etc.
11. ❒ Moving in classroom
12. ❒ Using the bathroom
13. ❒ Asking a question
14. ❒ Listening/responding to questions
15. ❒ Working in groups
16. ❒ Moving furniture
17. ❒ Returning attention to teacher
18. ❒ Asking for help
19. ❒ Passing papers in/out
20. ❒ Heading Papers
21. ❒ Early finish
22. ❒ Dismissal
23. ❒ Other:

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Formal Observation Synthesis of Findings

Participating Teacher: _____

Observer: _____

Date of observation: _____ Location of observation:_____

Based on the findings of this formal observation, I verify that the following teacher behaviors and practices, and the following environmental conditions are in place in the classroom of the observed participating teacher:

❒ Teacher sets, communicates, and maintains behavioral standards for students.

❒ Teacher has established procedures and routines in the classroom.

❒ Teacher has established a fair and respectful climate for student learning.

❒ Teacher uses instructional time to implement the adopted instructional program.

❒ Teacher plans and delivers California student content standards-based instruction.

❒ Teacher differentiates instruction as appropriate.

❒ Teacher utilizes appropriate pedagogical practices and instructional strategies to provide access to the core curriculum including those methods specific to English language development as required for reading, writing, listening and/or speaking.

❒ Teacher appropriately uses instructional materials and strategies for English language learners.

❒ Teacher creates an equitable environment for students from diverse backgrounds.

❒ Teacher creates a gender-fair, bias-free learning environment.

Teacher creates an environment that is:

- ❒ Physically safe
- ❒ Socially safe
- ❒ Emotionally safe
- ❒ Intellectually safe

❒ Teacher effectively teaches students from diverse backgrounds and communities.

_____ Date: _____

Observer's signature

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