Descrete/Evaluator/Administrator's Position Consultant         Date of Observation 05/29/2013       School School #1       Grade Level k-12       Subject All subjects         Domain 1: Engagement of Teaching Team       Stage 1       Stage 2       Stage 3       Stage 4         Trepopent       Stage 1       The whole class is never instructed by both teachers simultaneous, instruction from both teachers occasionally during the lesson.       The whole class receives simultaneous, direct instruction from both teachers occasionally during the lesson.       The whole class receives simultaneous, direct instruction from both teachers occasionally during the lesson.       Teachers occasionally supplement each other's instructional input to students with contributions from different modalities.       Teachers frequently supplement each other's instructional input to students with contributions from different modalities.       Teachers frequently supplement each other's instructional input to students with contributions from different modalities.         1c: Oc oc-eachers share and assumes all instructional input to students, their contributions from different modalities.       Instructional input to students with contributions from different modalities.         1c: Oc oc-eachers share and assumes all instructional instructional responsibilities are shared equally between responsibility for the lesson but one partner med be dominant.       Instructional responsibilities are shared equally between the two teachers.         1c: Oc oc-eachers share and assumes all instructional responsibilities.       Teachers frequently exchange roles during the lesson.       Instructional respons	Name of Teacher <u>Teacher</u> , Sample			Observer/Evaluator/Administrator's Name Dr. Welsh		
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Observation Analysis

## Observation Analysis —

Name of Teacher Teacher, Sample

Observer/Evaluator/Administrator's Name Dr. Welsh

Observer/Evaluator/Administrator's Position Consultant

Date of Observation 05/29/2013	School School # 1	Grade Level <u>k-12</u>	Subject All subjects
Domain 2: Instruction			

Component	Stage 1	Stage 2	Stage 3	Stage 4
2a: What is the				
nature of input to	Instruction tends to be primarily	Instruction is primarily Verbal/Linguistic	Instruction is primarily Verbal/Linguistic	Verbal/Linguistic, Visual/Spatial and Motor/Kinesthetic
students?	Verbal/Linguistic in nature with	and Visual/Spatial in nature with little or	and Visual/Spatial in nature.	input is integrated cohesively into instruction.
	occasional Visual/Spatial input.	no Motor/Kinesthetic input.	Motor/Kinesthetic is used as an add-on to	
			the lesson or as a separate activity.	
2b: What roles do				
co-teachers play	One teacher poses all questions,	One teacher takes primary responsibility	Both teachers pose questions, determine	Both teachers share the responsibility equally for posing
during	determines student response pattern	for posing questions, determining	student response pattern and evaluate	questions, determining student response pattern and
questioning?	and evaluates responses.	student response pattern and evaluating	student responses, but one teacher may	evaluating student responses.
		student responses. The other assumes	be dominant.	
		this role only when needed for		
		clarification.		
2c: Do students				
conference with	There is no evidence of student to	Teachers rely solely on individual	Individual student response predominates	Students frequently conference in groups prior to
each other?	student communication during the	student response pattern during direct	but students may occasionally conference	responding to questions posed by teachers.
	lesson.	instruction. Students conference	with each other prior to responding to	
		together only during group work.	questions posed by teachers during direct	
			instruction.	
2d: What actions				
	Students who experience difficulty with	Individual students receive assistance		Both teachers constantly communicate with each other
take when	traditional instruction are pulled	during the lesson. No modifications are	suggests changes in class-level instruction	and modify ongoing instruction to insure that all
students	together for separate instruction while	made to the class-level instruction.	when it appears that students are	students experience success.
experience	other students in the classroom receive		experiencing difficulty.	
difficulty?	traditional instruction or enrichment.			

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Name of Teacher <u>Teacher</u>, Sample

Observer/Evaluator/Administrator's Name Dr. Welsh

Observer/Evaluator/Administrator's Position Consultant

Date of Observation 05/29/2013 Scho		chool School # 1	Grade Level <u>k-12</u>	Subject All subjects
Domain 3: Students' response to instruction:				
Component	Stage 1	Stage 2	Stage 3	Stage 4
<i>3a: Are students attending to</i>	The lesson consistently fails to maintain	Identifiable student(s) or subgroups of	Identifiable student(s) or subgroups of	Off-task behavior is random, brief and infrequent, and
instruction?	the attention of specific student(s) or	students are repeatedly off task and	students are occasionally off task and	has little or no impact on the flow of instruction.
	subgroups of students. Teacher	require significant amount of redirection.	require some redirection.	
	interaction with this/these student(s) is			
	primarily redirective in nature.			
3b: Are students engaged in instruction?	The lesson consistently fails to maintain the attention of specific student(s) or subgroups of students. Teacher interaction with this/these student(s) is primarily re-directive in nature.	Identifiable student(s) or subgroups of students are consistently disengaged or refuse to comply with teacher(s) for most of the lesson.	Identifiable student(s) or subgroups of students are repeatedly disengaged and frequently refuse to comply with teacher(s) at several points during the lesson.	Most or all students are consistently engaged throughout the lesson.
3c: Are students				
enjoying	Identifiable student(s) or subgroups of	Identifiable student(s) or subgroups of	Identifiable student(s) or subgroups of	Most or all students are consistently enjoying the
instruction?	students do not appear to enjoy most,	students do not appear to enjoy a	students may not be enjoying certain	lesson.
	or all, of the lesson.	significant portion of the lesson.	aspects of the lesson.	
3d: Are students experiencing	Identifiable subgroups of students	Identifiable subgroups of students	Identifiable subgroups of students	Most or all students experience consistent success with
success with	consistently struggle with the lesson.	frequently struggle with the lesson.	occasionally struggle with the lesson.	lesson.
instruction?				

	Observ	ation Analysis ————		
of Teacher Teacher, Sample	Observer/Evaluator/Administrator's Name Dr. Welsh			
	Observer/Evaluator/Administrator's Position Consultant			
Observation <u>05/29/2013</u> S	School School # 1	Grade Level <u>k-12</u>	Subject All subjects	
4: Organization				
Stage 1	Stage 2	Stage 3	Stage 4	
Little evidence of predictable routines	Students are aware of routines, but	Students understand classroom routines	Students embrace classroom routines, anticipate them,	
or expectations.	usually require teacher prompting,	and act with minimal prompting.	and share the responsibility for keeping the room	
	redirection and/or explanation in order to comply.		running.	
Students are not grouped.	Students are grouped based management concerns.	Students are placed in groups based on ability levels with consideration for management concerns.	Students are placed in groups based on learning styles with consideration for management concerns.	
All students seated in rows facing	Students are seated in sections, each		Most groups have 3 members but a few groups may have 2 or 4 students.	
	Observation 05/29/2013 S 4: Organization Stage 1 Little evidence of predictable routines or expectations. Students are not grouped.	f Teacher       Teacher, Sample         Observation       05/29/2013       School       School # 1         4: Organization       Stage 1       Stage 2         Little evidence of predictable routines or expectations.       Students are aware of routines, but usually require teacher prompting, redirection and/or explanation in order to comply.         Students are not grouped.       Students are grouped based management concerns.         All students seated in rows facing       Students are seated in sections, each	Observer/Evaluator/Administrator's Position Observer/Evaluator/Administrator's Position Observation 05/29/2013         School       School # 1       Grade Level k-12         4: Organization       Stage 1       Stage 2       Stage 3         Little evidence of predictable routines or expectations.       Students are aware of routines, but usually require teacher prompting, redirection and/or explanation in order to comply.       Students are prompting.       Students are placed in groups based on ability levels with consideration for management concerns.         All students seated in rows facing       Students are seated in sections, each       Students sit in pairs or in groups of up to 4	

Observation Analysis \_\_\_\_\_ Summary Page

ADDITIONAL NOTES/COMMENTS:

**RECOMMENDATIONS:** 

Observer, Evaluator or Administrator

Date

Teacher

Date