EDUCATIONAL PROGRAM REVIEW
CLASSROOM OBSERVATION FORM
(Virtual Learning Environment)
2020-2021

Academy Name: _____ Date: _____

Review Team Member Name: _____

Grade/Subject: _____ Room #: _____

Time of Scheduled Observation: _____

Actual Start Time: _____ Actual End Time: _____ Total Time: _____

Number of Adults: _____ Role(s) of Adults: _____

Duties Performed by Adult(s): _____

_____

Number of Students: _____

Part(s) of Lesson Observed: Beginning   Middle   End   All

Brief Description of Lesson/Activity: _____

_____

_____

General Layout of Room *(desk configuration)*: _____

_____

Elements of school culture *(mission, vision, values, college themes)*: _____

_____

Key:
Observed: During the time of the observation, the review team member witnessed evidence that would suggest that the item is implemented successfully and with fidelity.
Not Observed: During the time of the observation, the review team member found no evidence that the item was implemented or the item was only partially implemented.
Not Applicable: During the time of the observation, the review team member acknowledges that the item was irrelevant to the lesson or activity and was not measurable.

**Note: "Not Applicable" will seldom be appropriate as the items to be observed are elements of best practice and would typically be observable in all classrooms. Special circumstances should be discussed by the review team.

EVIDENCE	KEY: O = Observed X = Not Observed N/A = Not Applicable	
1. An academically appropriate learning objective is evident. __ Written __ Verbalized Does the objective align with the activities observed? __ Yes __ No _____ _____		
2. A clear purpose for learning is communicated and sustained throughout the lesson (*e.g., connections elicited between prior knowledge and future learning; relevance demonstrated between the objective and the real world; students are hooked and motivated via virtual platform*).		
3. Open-ended and/or higher order thinking questions are posed (*e.g., Bloom's levels of Analysis, Synthesis and Evaluation*).		
4. Academic language is explicitly taught and/or reinforced at the appropriate grade level (*e.g., teacher models/explains using academic vocabulary; relevant examples provided; vocabulary acquisition strategies utilized; students encouraged to use proper terminology*).		
5. Tasks that provide grade level appropriate cognitive challenge are facilitated (*e.g., opportunities provided for analytic reasoning, critical thinking, and problem solving to demonstrate rigor*).		
6. Research-based instructional strategies are utilized to deliver the curriculum (*e.g., comparing and contrasting; summarizing and note-taking; using graphic organizers; cooperative learning groups; inquiry-based learning; guided reading; close reading; project-based learning*).		
7. A logical sequence of instruction to scaffold learning is followed (*e.g., modeling, guided practice, independent practice to ensure the gradual release of responsibility; reflection/closure of the lesson to consolidate understanding*).		
8. Instruction is adapted or adjusted to meet the needs of all learners within the core lesson (*e.g., proactive-planned intervention or differentiated instruction*). __ Content __ Process __ Product __ Interest __ Learning Style __ Readiness (e.g., leveled)		

EVIDENCE		KEY: O = Observed X = Not Observed N/A = Not Applicable
9. Students are provided additional support during the teaching/learning process of the core lesson via chat boxes, polls, audio feeds, moving to a private virtual room *(e.g., <u>reactive-</u> teacher conferences with students one-on-one or in small groups; reteaches whole group; offers further examples; provides specific feedback for improvements beyond correct / incorrect response; adjusts lesson structure or content).*		
10. Students display active, intellectual engagement and interest in the lesson *(e.g., asking questions; conversing with peers about the topic via chat boxes, private virtual breakout rooms, solving problems; applying information; making connections; hands-on learning **vs.** compliance or "busy work" or worksheets).*		
11. Rapport is evident among students and teachers *(e.g., respectful tone of voice and body language; pleasant and positive interactions).*		
12. Classroom management structures are in place to ensure the environment is conducive to learning *(e.g., uses virtual platform/tools; time is used wisely; routines, transitions, and procedures are communicated and enforced via PPT slides, virtual tools)*		
13. Applicable materials/resources are utilized to support learning.		
14. The teacher checks for student understanding via formative, interim, and/or summative assessments *(e.g., virtual exit tickets; whiteboards; questioning; computerized assessments; demonstrations/showing work; observations; journaling or extended written response).*		

Additional Notes

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3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
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Additional Notes: