



CLASSROOM OBSERVATION TOOL

Teacher _____ Subject _____

Date _____ Observer _____

School: _____ Class: _____

Directions: Below is a list of teacher behaviours that may occur within a given class or course. Please use it as guide to making observations, not as a list of required characteristics.

Respond to each statement using the following scale:

1. Not accomplished
2. Somewhat accomplished
3. Accomplished
4. Accomplished very well

Check the box at the left with a figure that best represents your response. Use the comment space below each section to provide more feedback or suggestions.

I. PLANNING AND PREPARATION FOR TEACHING

The teacher:	1 Not accomplished	2 Somewhat accomplished	3 Accomplished	4 Accomplished very well
1. Format or layout of the schemes of work ☐	Does not have a scheme of work.	Has a scheme of work but it does not have an appropriate format/layout.	Has a scheme of work with appropriate format.	The teacher's scheme of work is very appropriate and organized.
2. Logical sequence of topics ☐	Does not demarcate topics.	Presents topics in a confused manner.	Presents topics in a sequence but without a clear linkage.	Teacher presents very well linked topics.
3. Format or layout of the lesson plan ☐	Does not have a lesson plan.	Has a lesson plan but it does not have an appropriate format/layout.	Has a lesson plan with appropriate format.	The teacher's lesson plan is very appropriate and organized.

Summary Comments:

II. CLASSROOM CONTROL AND MANAGEMENT

The teacher:	1 Not accomplished	2 Somewhat accomplished	3 Accomplished	4 Accomplished very well
4. Greetings and roll call 	Does not greet or roll call students.	Greets students but does not roll call or vice versa.	Greets and roll calls but does not pay attention to who is responding; does not inquire why someone is absent.	Greets and roll calls; pays attention to who is responding, inquires why someone is absent; (makes personal encounter with his/her students).
5. Clean and well organized classroom 	The classroom is disorganized and dirty.	The classroom is either disorganized or dirty.	Ensures that the classroom is organized and clean for students to sit.	Ensures that the classroom is clean and organized to ensure effective learning.
6. Maintaining students' attention 	Does not call for attention, and some students are interrupting the lesson.	Tries to call for attention but some students are interrupting the lesson.	Calls attention of all students though some of them do not pay attention.	Calls for and keeps the attention of all students during the lesson.
7. Respects students and vice versa 	Does not respect students as human beings and students do not respect their teacher.	Does not respect students, and instead students fear him.	Respects students but he/she has inculcated fear among students.	Respects students and they in turn respect him/her. There is a cordial relationship between the teacher and students.
8. Rotational movements in class 	Stands in one position; does not move to monitor students' alertness and participation.	Makes rotational movements in class to monitor students' alertness, but he/she is rude or shouts at them	Makes rotational movements in class to monitor students' alertness and participation in class.	Makes rotational movements in class and motivates students to keep alert during lessons.

Summary Comments:

III. DELIVERY AND PRESENTATION OF THE LESSON

The teacher:	1 Not accomplished	2 Somewhat accomplished	3 Accomplished	4 Accomplished very well
9. Voice projection and intonation ☐	Uses a voice that is not audible enough to even reach the in-front students.	The voice doesn't reach some students; only the in-front students are able to hear him/her.	The voice is clear, reaches all the students but the tone does not indicate any emphasis.	The voice is clear, reaches all the students, and the tone is appropriate and indicates emphasis.
10. Variation of explanations for complex and difficult material ☐	Does not vary his/her explanations according to the level of complexity of the material.	Somewhat varies explanations but most students seem not to understand the complex material.	Varies explanations and some students seem not to understand the complex material.	Uses explanations relevant to the level of complexity of the material and carries all the students.
11. Students' involvement ☐	Does not encourage students to participate.	Encourages only some students to participate in the lesson.	Attempts to get most students actively involved but some students are disengaged.	Gets all students highly involved in focused work in which they are active learners and problem-solvers.
12. Use of teaching-learning aids ☐	Does not use any teaching-learning aids.	Uses irrelevant teaching-learning aids.	Has relevant teaching-learning aids but does not use them well.	Uses relevant teaching-learning aids and refers to them at appropriate intervals.
13. Uses examples to connect the lesson to their everyday life experiences ☐	Does not connect what students study to their everyday life.	Connects what students study in the classroom with either foreign experiences or experiences which are unfamiliar.	Connects some aspects of the lesson to students' everyday life experiences.	Connects what students study in classroom with their everyday life experiences; things they use or see in their everyday life activities.

The teacher:	1 Not accomplished	2 Somewhat accomplished	3 Accomplished	4 Accomplished very well
14. Explaining unfamiliar terms, concepts, and principles 	Does not highlight key and unfamiliar terms, concepts and principles to the students.	Highlights unfamiliar terms, concepts and principles but does not explain them.	Explains only unfamiliar terms, concepts and principles he/she thinks are unfamiliar to students but does not ask them to identify some other.	Allows students to also identify unfamiliar terms, concepts and principles, and then he/she explains or encourages them to search for the meaning.
15. Relationship of this lesson to previous lesson(s) 	Does not make recap of the previous lessons.	Makes a disorderly recap of the previous lesson.	Makes recap of the previous lessons but does not link it with the present lesson.	Makes recap of the previous lessons; makes students to understand the relationships/links with the present lesson.
16. Summary of major points of the lesson 	Ends lesson abruptly without any summary or conclusion.	Gives a confused conclusion of the lesson	Summarizes the lesson but does not guide students how to apply in real-life situations or final exams.	Summarizes the lesson very well and guides students how to apply it to real-life situations or exams.
17. Relevancy of the language to the subject and the level of the learners 	Uses a language that is inappropriate and confusing.	Uses a language and explanations that are fuzzy (he/she is unsure).	Uses a language that is easily understood by only few students.	Uses clear explanations, appropriate language, well-chosen and vivid examples to present material.

Summary Comments:

IV. ASSESSMENT AND EVALUATION

The teacher:	1 Not accomplished	2 Somewhat accomplished	3 Accomplished	4 Accomplished very well
18. Incorporating taxonomy of learning outcomes ☐	Does not have any objectives to suit the intended learning outcomes.	Has objectives but does not vary objectives to suit the intended learning outcomes.	Has learning objectives but they do not reflect taxonomy of learning outcomes.	Is adept at setting and using learning objectives that reflect intended outcomes.
19. Encouraging students to ask questions; and giving satisfactory feedback ☐	Does not give opportunity for students to ask questions during the lesson.	Allows some students to ask questions but does not give feedback; only the same students ask questions while others do not.	Allows questions and answers in a clear way, most students understand; but does not adapt their questions for class activities.	Gives opportunity for students to ask questions; answers their questions clearly in a way that they understand and adapts their questions for class activities.
20. Asking questions to monitor students' progress ☐	Does not ask any questions.	Asks only closed ended questions; at times asks open ended questions but does not bother if they answer or not.	Asks both open and close ended questions but does not facilitate any deeper understanding to the students.	Asks both closed ended and open-ended questions and facilitates deeper learning to the students; also guides students how to answer some difficult questions.
21. Giving and marking exercises/ homework ☐	Does not give exercises/ homework.	Gives exercise/ homework but does not mark it.	Gives exercises/ homework, marks but does not make corrections.	Gives exercises/ homework, marks and makes corrections.
22. Keeping cumulative records of performance for a given year. ☐	Does not keep records of learners' performance.	Takes and keeps a few records of learners' performance.	Takes and keeps cumulative records of learners' performance but does not analyze the performance.	Takes and keeps cumulative records of learners' performance and analyzes the performance.

Summary Comments:

What are the teacher's major strengths/weaknesses as demonstrated in this observation? What suggestions do you have for improving?

- Samples of continuous assessments questions