

Katie Pardee

**Classroom Instruction Observation Form
Gifted In-Field Endorsement Program**

Strand	Component of a Standards-Based Classroom	Observed (Tally Marks)		Observed Evidence	Comments for Improvement
Instruction	Learning goals (e.g., essential question, what students should know, understand, and be able to do by the end of the lesson) are aligned to the GPS/QCC and TAG Learning Objectives and are communicated by the teacher.	✓ ✓ ✓		If the Columbian Exchange never happened how would Latin America and the world be different today?	
	Instruction begins with an engaging hook/activating strategy to strengthen learning.	✓ ✓		potato mystery - students read clues + worked in group to come up w/ hypothesis on mystery item	
	All essential steps of the selected critical or creative thinking strategy are introduced in a predictable and logical format.	✓ ✓			
	Instruction ends with a summary activity that extends the learning.	✓		sum-it-up	
	Content specific vocabulary is developed in context.	✓		Columbian Exchange	
	Instructor's questioning techniques require students to use higher order thinking skills and metacognition.	✓ ✓		yes - asked lots of probing questions	
	Instructional tasks require students to use higher order thinking skills and metacognition.	✓ ✓		decide handout - great + allowed for student choice	
	_____ is differentiated to meet student _____.	<input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Product <input type="checkbox"/> Environment	<input type="checkbox"/> Readiness <input checked="" type="checkbox"/> Learning Style(s) <input type="checkbox"/> Interests		
	Instruction and tasks reinforce students' understanding of the purpose for what they are learning and its connection to the world beyond the classroom.	yes		made connections from history to modern world	
	Instructor's role predominantly observed:	<input checked="" type="checkbox"/> Facilitator <input type="checkbox"/> Lecturer			
	Instructional delivery mode	<input type="checkbox"/> Whole Group			

	predominantly observed:	<input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Independent		
	Students were predominantly engaged in:	<input type="checkbox"/> Recall Activities <input type="checkbox"/> Textbook Activities <input type="checkbox"/> Worksheet Activities <input checked="" type="checkbox"/> Higher Order Thinking <input checked="" type="checkbox"/> Performance Tasks <input type="checkbox"/> Discussions <input type="checkbox"/> Listening	decide handout complete activity of student choice-check work with goal of moving to next level	
	The use of technology is integrated effectively into instruction.	yes powerpoint + Edmodo		
	Students effectively use technology during the class period.	yes		
	Instructional goals, activities, interactions, and classroom environment convey high expectations for gifted students.	yes	teacher moved around classroom to assist students as needed	
Assessment	Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students.	yes	excellent feedback useful!	
Planning and Organization	Classroom management is conducive to student learning.	yes	students on task	
	Instruction is provided in a safe and orderly environment.	yes	students knew routines & were focused & working hard	
	The teacher maximizes instructional time.	yes		
School Culture	The culture of the classroom reflects a risk-free learning environment.	yes	students enjoyed options & liked lesson	

Overall Assessment	Below the Standard	Approaching the Standard	Meets the Standard	Exceeds the Standard
	Absence of major components of a standard-based classroom as noted above prevented the gifted learners from meeting the goals of the lesson.	While students met the learning goals of the lesson, absence of major components of a standards-based classroom as noted above prevented the gifted learners from being fully challenged by the lesson to think critically and/or creatively.	With implementation of 15-20 of the components of a standards-based classroom, the students met the learning goals and demonstrated critical and/or creative thinking.	With full implementation of 17-20 of the components of a standards-based classroom, the students exceeded the learning goals and gained new insights that can be transferred beyond the discipline of study.