

Mount Litera Zee School- Classroom Observation Form



School Name/Location				Total Score
Observer Name & Designation				Attendance of the students
Teacher Name				Feedback Shared with the Teacher On
Class /Section Observed		Subject & Topic Observed		
Date of Observation		Period/ Time of Observation		

Observation Parameters	1	2	3	4	REMARKS & SCORE
Introduction/ Set Induction	There is no introduction. Commencement of content teaching is direct. The objectives of the lesson/topic are not at all stated clearly.	Tried to make an introduction, but succeeded partially. The objectives of the lesson/topic are mentioned but not highlighted.	Introduction linked to the previous knowledge. The objectives of the lesson/topic are explicitly stated and explained to the learners.	Introduction is very interesting; related to the real world and prior knowledge. The objectives of the lesson/topic are highlighted repeatedly.	
Content transaction: Teaching Strategies	Teaching strategies not used in teaching the topic. The teacher only takes the help of a textbook in delivering the content. No sequence of content delivery is followed at all. Occasionally use examples to clarify the concepts.	Teaching strategies are not very effectively implemented. Made minimal content errors and presents the content in a logical manner, but some parts are unclear or developmentally inappropriate. Often use examples to clarify the concepts	Teaching strategies are effectively implemented. Provides authentic content knowledge and consistently presents the content in a logical manner. The sequencing of ideas is clear. Usually link the abstract concepts with concrete examples.	Teaching strategies are implemented very effectively. Consistently present the content accurately. An excellent logical sequence of the lesson plan is followed. Effectively provide real life examples. Connect the conceptual knowledge with concepts across the chapters in the same subject and other subjects, where ever it is required.	
Engaging Students in Teaching- Learning	Teaching is a one way affair. Learners remain passive. Occasionally encourage learners to ask questions or	Often engages in learners' centered learning experiences in the classroom. Often encourage learners to ask questions and	Usually engage learners in teaching-learning. Usually encourage learners to ask critical questions and	The teacher acts as a facilitator for engaging the learners fruitfully. Encourages self-directed learning. Always acknowledge all learners'	

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	acknowledge learners' responses and encourage their participation. Occasionally listen to learners when they speak/ask questions .The teacher makes no attempt to adjust the lesson even when students don't understand the content.	acknowledge learners' responses; listen to learners when they speak/ask questions and respond to their questions .Adjustment of the lesson in response to assessment is minimal or ineffective.	acknowledge all learners' responses and encourage their participation. The teacher successfully accommodates Student's questions and interests. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	responses through positive reinforcement and encourage sustained participation of all learners. Always encourage learners to ask questions, share their views and listen patiently. Using an extensive repertoire of instructional strategies, the teacher resorts to effective approaches for students who need help.	
Using Assessment in Instruction	No or infrequent efforts made to ascertain learning assessment.	Questions and assessments are rarely used to diagnose evidence of learning.	Questions and assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction, through extensive use of formative assessment/multiple assessment tools.	
Class Management and Control	Much instructional time is lost due to lack of preparedness of the teacher and settling down of the students. There is little or no teacher monitoring of student behavior, and response to students' misconduct is repressive or disrespectful of student dignity.	The teacher is prepared with the lesson and the resources, but delivers with limited effectiveness due to class disturbance. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	The teacher is well prepared and uses appropriate resources in teaching- learning. The teacher response to student misbehavior is consistent, proportionate, and respectful to students.	The teacher makes effective use of online teaching resources. Students contribute to the use or adaptation of the virtual environment to advance learning. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misconduct is sensitive to individual student needs and respects students' dignity.	
Use of Teaching Aids	The teacher uses no aids while teaching.	The teachers supplements her teaching with a textual presentation	The teacher teaches with a presentation using text and the graphics and also uses other relevant teaching aids	Besides a presentation and other teaching aids specific to the topic, the teacher uses online writing tools while teaching.	
Closure	No summarizing or overall linkup of main points done due to the paucity of time or done when the time was over.	The key points taught are mentioned/ recap at the end of the lesson.	The main points are discussed and summarized by asking questions.	The lesson is summarized at the end with an excellent link up to all main points and as per BLD.	

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REMARKS/ SUGGESTIONS:

Strengths:

Improvement areas:

Innovations:

Any other comment:

Identification of Training Needs:

Next Observation Schedule:

(Signature of the Observer)

Date

(Signature of the Teacher)

Date