

Updated on 1.5.11

Round 1

Round 2

Round 3

Teacher's Name:

Grade/Course Observed:

Date of Observation:

Name of Observer:

Q Comp Observation Guide (for Observers)

Directions: While observing colleagues' classrooms, take notes about what you observe within the following Personalization sub-topics. This form will be used as a tool to help guide the reflective post-conference and to help promote inter-rater agreement.

Differentiation		
Instructional Strategies and Learning Experiences: Which strategies did you observe? What types of learning experiences did you observe? How was student choice incorporated?	Flexible Grouping: How were students grouped? Why were they grouped in that way?	Lesson Complexity: How was the lesson adjusted for varied learners? How were concepts reinforced or extended?

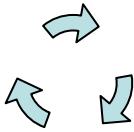
Authentic Instruction		
Higher Order Thinking Skills (HOTS): Which levels of Bloom's Taxonomy ¹ were employed? How were they used?	Substantive Conversation: Was the classroom conversation focused on HOTS? Who participated in the classroom conversation? Did the dialogue build coherently on participants' ideas?	Connections to the World Beyond the Classroom: How did the teacher and students relate the instruction to the outside world?

MEANINGFUL RELATIONSHIPS WITH STUDENTS: CLASSROOM VISION AND CULTURE

Row A: <i>How did the teacher demonstrate knowledge of students' visible and invisible cultures?</i>	Row B: <i>How did the teacher create the climate in the classroom? How were routines, procedures, boundaries, and expectations defined and communicated?</i>	Row C: <i>How did the teacher demonstrate care, compassion, and respect for students?</i>
Row D: <i>How did the teacher introduce students to the physical environment and classroom materials? How did the teacher communicate expectations for proper use and care of the environment and materials?</i>	Row E: <i>How did the teacher provide a balance of support, taking into consideration the students' cultural and emotional needs, plus the necessary pressure to motivate students to achieve at high levels?</i>	Row F: <i>How did the teacher involve parents and guardians in the educational process?</i>

MEANINGFUL RELATIONSHIPS WITH STUDENTS: EQUITY PEDAGOGY

Row G: <i>How did the teacher demonstrate awareness of her/his own culture as well as its privileges, disadvantages, and impact on the classroom?</i>	Row H: <i>How did the teacher demonstrate recognition that culture is elusive and ever-changing--not fixed? Did the teacher make assumptions based on race, gender, etc.?</i>	Row I: <i>How did the teacher embrace the visible and invisible cultures students bring to the classroom and support the view that they are legitimate? How did the build relationships between home and school cultures?</i>
Row J: <i>How did the teacher plan for and use varied methods of instruction based on her/his knowledge of students' cultures, experiences, prior knowledge, and learning and cognitive styles?</i>	Row K: <i>How did the teacher embed a variety of cultural information, resources, and perspectives while using differentiated and authentic instruction in order to help students understand the nation's democratic heritage and traditions.</i>	Assessments



Round 1

Round 2

Round 3

Q Comp TPA and Non-Classroom Observation Guide (for Observers)

Teacher's Name:
Grade/Course Observed:
Date of Observation:

I Heard	I Saw	I Observed (things that are not inherently tangible & will require justification)

