

# MANASQUAN PUBLIC SCHOOLS

## Guidelines for Classroom Observations

**Planning and Preparation** includes comprehensive understanding of the content to be taught, knowledge of the students' background, and designing instruction and assessment. Lessons match curriculum goals and are aligned with State standards.

Lesson plans were available and up to date.

The lesson plan corresponded to NJCCC Standards, CPIs, and, if applicable, the District's curricular pacing calendar.

Appropriate and challenging learning objectives were established, clearly posted, and referenced.

Students were made aware of what they were learning as well as why.

The lesson design provided for differentiation to accommodate diverse ability levels.

Assessments were congruent with instructional objectives.

Assessments were designed to provide both the teacher and students with information about individual progress toward achieving the learning objective.

The lesson design demonstrated the teacher's knowledge of content, pedagogy, resources, and student needs.

The computer was used as a learning tool.

**Instruction** is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn.

Students were involved in activities that require interaction and collaboration.

The teacher assessed learning throughout the lesson.

Directions and procedures were clearly communicated.

The teacher utilized strategies to activate prior knowledge at the beginning of the lesson.

Processing strategies were used during the lesson to facilitate understanding.

The teacher provided closure where appropriate.

Students were engaged in discussions and independent thought about high-level problems and critical questions.

Students were offered the opportunity to self-assess through the use of a rubric or exemplar.

Pacing was appropriate.

Wait Time was provided.

**The Classroom Environment** addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment.

The teacher established an Invitational Climate of mutual respect and high expectations for both learning and behavior.

Communications among and between students and adults were respectful and positive.

Motivational and/or instructional postings were displayed.

Class Rules, Codes of Conduct, Students' Rights and Responsibilities, and/or a Conflict Resolution plans were posted.

Students demonstrated an understanding of the expectations for both learning and behavior.

High quality student work that reflects current areas of study and critical thought was displayed in the classroom and, when appropriate, in the halls.

Criteria and examples of quality work were prominently displayed.

Classroom procedures supported efficient transitions between activities.

The teacher established effective student management procedures.

Classroom furnishings and equipment were arranged to allow for learning, comfort, and safety.

Evacuation plans were clearly displayed.

***Professional Responsibilities*** addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment.

The teacher reflects on his/her teaching

All student records are maintained accurately

The teacher regularly communicates with students' families

The teacher participates in professional learning communities

The teacher pursues own professional growth by attending professional development programs

The teacher works cooperatively with colleagues