

Rollins College - Informal Observation

Rollins Student _____ Date _____

Subject/Class Period _____ Observer _____

<p><u>Context:</u></p> <p>The highlighted areas below are for informational purposes only. These items should not be used as ETEP artifacts.</p>	<p><u>Organization & Preparation of Lesson:</u></p> <p>Preparation Use of instructional time Focus on learning objectives Explanation of tasks Management of classroom</p>
<p><u>Instruction:</u></p> <p>Student engagement & participation Modeling Guided practice Independent practice Higher order thinking questions Opportunities to use strategies Student-centered activities Hands-on materials & manipulatives Uses visuals, graphic organizers, etc. Student/teacher discourse</p>	<p><u>Grouping:</u></p> <p>Whole class Small group Partners Independent Mixed ability groups Ability groups</p>
<p><u>Meeting Students' Needs:</u></p> <p>Differentiated instruction for special needs Differentiated instruction for ELLs Culturally-responsive instruction Instruction for a variety of learning styles</p>	<p><u>Assessment:</u></p> <p>Formative assessment Feedback to students Summative assessment</p>

Marzano Connections*

Elements below are highlighted when observed during a lesson.

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1. Providing rigorous learning goals and performance scales (rubrics)	14. Helping students practice skills, strategies, and processes
2. Tracking student progress	15. Helping student revise knowledge
3. Celebrating success	16. Organizing students for cognitively complex tasks
4. Establish classroom routines	17. Engaging students in cognitively complex tasks involving hypothesis generation and testing
5. Identifying critical content	18. Using engagement strategies
6. Organizing students to interact with new content	19. Applying consequences for lack of adherence to rules and procedures
7. Previewing new content	20. Acknowledge adherence to rules and procedures
8. Helping students process new content	21. Understanding students' interests and backgrounds
9. Helping students elaborate on new content	22. Using verbal and nonverbal behaviors that indicate affection for students
10. Reviewing content	23. Displaying objectivity and control
11. Organizing students to practice and deepen knowledge	24. Demonstrating value and respect for low expectancy students
12. Helping students examine similarities and differences	25. Asking questions of low expectancy students
13. Helping students examine their reasoning	26. Probing incorrect answers with low expectancy students

Intern Signature _____

College Supervisor's Signature _____

Cooperating Teacher's Signature _____