

Teacher Observation Form

Instructor _____ **Date** _____ **Start Time** _____

Lesson _____ **Observer** _____ **End Time** _____

Pre-Lesson Interview (back of form can be used for notes)

- What questions have you prepared in advance?
- What errors do you expect students to make during your lesson?
- How will you adjust your lesson based on learner performance?

Instructional Sequence

- _____ Gain attention
- _____ Inform learners of objectives
- _____ Stimulate recall of prior learning
- _____ Present the content
- _____ Provide learning guidance
- _____ Elicit performance (practice)
- _____ Provide feedback
- _____ Assess performance
- _____ Enhance retention and transfer

- 0 Absent
- 1 Poor
- 2 Fair
- 3 Good
- 4 Excellent



Rate each sequence above.

Number of Opportunities to Perform

- _____ High
design, make, evaluate
- _____ Medium
demonstrate, solve, organize
- _____ Low
list, define, summarize

Professional Disposition

- _____ On time (start/finish)
- _____ Temperament (warm, composed, etc.)
- _____ Attuned and engaged with students
- _____ Volume and speed of speech
- _____ Verbal tics (umm..., so..., and...)

Post-Lesson Interview (back of form can be used for notes)

- How did it go?
- How did you adjust your lesson during instruction?
- What would you do different next time?

Teaching Behaviors Performed Well

1. _____
2. _____
3. _____

Opportunities for Development

1. _____
2. _____
3. _____

Teach Like a Champion Techniques Observed

- | | | | |
|--------------------|-----------------------------|------------------------|----------------------|
| ___ Cold Call | ___ Targeted Questioning | ___ Without Apology | ___ Threshold |
| ___ Wait Time | ___ Reject Self-Report | ___ At Bats | ___ Culture of Error |
| ___ No Opt Out | ___ Strong Start (The Hook) | ___ Exit Ticket | ___ Plan for Error |
| ___ Stretch It | ___ Turn and Talk | ___ Everyone Writes | ___ Precise Praise |
| ___ Format Matters | ___ What to Do | ___ Begin with the End | ___ Warm/Strict |