

CLASSROOM OBSERVATION CHECKLIST

Teacher: _____ Observer: _____ Date: _____ Time: _____ to _____
Class/Grade: _____ Subject: _____ No. of students: _____ Lesson topic: _____

How to use: Tick Yes, No, or Partly for each item. Add a short note with what you saw or heard, not opinions.

A. LESSON OBJECTIVES

#	Item	Yes	No	Partly	Evidence / Comments
1	The learning objective is clear and visible	☐	☐	☐	
2	The lesson connects to prior learning	☐	☐	☐	
3	Students can explain what they are learning	☐	☐	☐	

B. INSTRUCTION

#	Item	Yes	No	Partly	Evidence / Comments
4	Explanations are clear and well paced	☐	☐	☐	
5	Teaching methods suit the lesson goal	☐	☐	☐	
6	Materials and resources are used effectively	☐	☐	☐	
7	The lesson has a clear beginning, middle, and end	☐	☐	☐	

C. CLASSROOM MANAGEMENT

#	Item	Yes	No	Partly	Evidence / Comments
8	Routines and transitions are smooth	☐	☐	☐	
9	Behavior expectations are clear and applied consistently	☐	☐	☐	
10	Lesson time is used well	☐	☐	☐	
11	The learning space is organized and safe	☐	☐	☐	

D. STUDENT ENGAGEMENT

#	Item	Yes	No	Partly	Evidence / Comments
12	Most students are on task	☐	☐	☐	
13	Students take part in discussions or activities	☐	☐	☐	
14	Students work together when the task calls for it	☐	☐	☐	
15	The teacher involves all students, not just a few	☐	☐	☐	

E. ASSESSMENT AND QUESTIONING

#	Item	Yes	No	Partly	Evidence / Comments
16	The teacher checks understanding during the lesson	☐	☐	☐	
17	Questions make students think, not just recall	☐	☐	☐	
18	Students receive timely, specific feedback	☐	☐	☐	

FEEDBACK SUMMARY

Strengths: _____

Areas for growth: _____

Action goal (1-2): _____

Follow-up date: _____ Observer signature: _____ Teacher signature: _____

CLASSROOM OBSERVATION RUBRIC

Formal Teacher Evaluation

Teacher: _____

Observer: _____

Date: _____

Class/Grade: _____

Subject: _____

Lesson topic: _____

Domain	1 Needs Improvement	2 Developing	3 Proficient	4 Exemplary	Score
Objectives & Planning	No clear objective or lesson sequence.	Objective stated but vague; sequence uneven.	Clear objective shared; lesson has a clear flow.	Students explain the objective; flow adapts to needs.	☐
Evidence: _____					
Instruction	Explanations confusing; methods don't fit the goal.	Mostly clear; methods fit only in part.	Clear, well paced; methods and resources fit the goal.	Examples and varied methods deepen learning for all.	☐
Evidence: _____					
Management & Environment	Time lost in transitions; expectations unclear.	Routines exist but are enforced unevenly.	Smooth routines; expectations clear and consistent.	Students self-regulate; space supports learning.	☐
Evidence: _____					
Student Engagement	Few students on task; a few do all the talking.	About half on task; mostly volunteers take part.	Most students on task and taking part.	Nearly all focused and building on each other's ideas.	☐
Evidence: _____					
Assessment & Questioning	Understanding not checked; feedback is rare.	Checked once; mostly recall questions.	Checked at points; questions prompt thinking.	Checks shape the lesson; students ask deep questions.	☐
Evidence: _____					

Total: _____ / 20

☐ 5-8 Needs Improvement ☐ 9-12 Developing ☐ 13-16 Proficient ☐ 17-20 Exemplary

Key Strengths	Priority Areas for Growth	Action Goals (1-2) + Follow-up Date
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Observer: _____

Teacher: _____

Date: _____

NARRATIVE OBSERVATION TEMPLATE

Time-Stamped Lesson Record

Teacher: _____	Observer: _____	Date: _____
Class/Grade: _____	Subject: _____	Lesson time: _____ to _____



WRITE what you see and hear.

"Teacher asked 4 questions; 3 were recall."



AVOID opinions and labels.

"Teacher asked weak questions."

Time	What the Teacher Does and Says	What Students Do and Say
9:05	Asks, "What do we know about fractions?" and waits about five seconds.	Six students raise hands. Two talk to a partner.
____ : ____	_____ _____ _____	_____ _____ _____
____ : ____	_____ _____ _____	_____ _____ _____
____ : ____	_____ _____ _____	_____ _____ _____
____ : ____	_____ _____ _____	_____ _____ _____
____ : ____	_____ _____ _____	_____ _____ _____
____ : ____	_____ _____ _____	_____ _____ _____
____ : ____	_____ _____ _____	_____ _____ _____

REFLECTION (complete after the lesson, using your notes above as evidence)

What Went Well _____ _____ _____ _____ _____	Questions for the Teacher _____ _____ _____ _____ _____	Suggested Next Steps (1-2) _____ _____ _____ _____ _____
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Observer: _____	Teacher: _____	Follow-up date: _____
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PEER OBSERVATION FORM

Collaborative, Non-Evaluative Learning

Observed teacher: _____

Observer: _____

Date: _____

Class/Grade: _____

Subject: _____

Lesson time: _____ to _____

✓ **USE:** "I noticed..." · "I wondered..."

✗ **AVOID:** "You should..." · scores or ratings

A TEACHER'S FOCUS (observed teacher completes before the lesson)

☐ Student engagement

☐ Questioning

☐ Classroom routines

☐ Use of resources

☐ Differentiation

☐ Other: _____

My question for the observer:

B WHAT I NOTICED (observer completes during the lesson)

Time	What I Saw and Heard (linked to the teacher's focus)
9:10 (example)	Teacher paused five seconds after each question. Eight students answered, up from three earlier.
____ : ____	_____ _____
____ : ____	_____ _____
____ : ____	_____ _____
____ : ____	_____ _____

C REFLECTIONS (observer completes after the lesson)

Strengths I Noticed

I Wonder...

(questions for our discussion)

Ideas I Can Take Back to My Own Class

D OUR CONVERSATION (complete together)

What We Discussed

One Thing Each of Us Will Try

Observed teacher: _____

Observer: _____

Conversation date: _____

CLASSROOM WALKTHROUGH TEMPLATE

5-10 Minute Drop-In Record

Observer: _____ | Date: _____ | Focus of this round (optional): _____



Stay 5-10 min



Tick what you see



One glow, one grow



Share within 24 hrs

1

Walkthrough #1

Teacher: _____ | Class/Subject: _____ | In: _____ Out: _____

Learning Objective

☐ Written/visible

☐ Spoken

☐ Not seen

Objective: _____

Instructional Strategy

☐ Direct teaching

☐ Group work

☐ Discussion

☐ Independent work

☐ Hands-on practice

☐ Other: _____

Student Activity

☐ Listening

☐ Discussing

☐ Writing/working

Students on task: ☐ Most ☐ Some ☐ Few

Feedback

GLOW (one strength)

GROW (one suggestion)

2

Walkthrough #2

Teacher: _____ | Class/Subject: _____ | In: _____ Out: _____

Learning Objective

☐ Written/visible

☐ Spoken

☐ Not seen

Objective: _____

Instructional Strategy

☐ Direct teaching

☐ Group work

☐ Discussion

☐ Independent work

☐ Hands-on practice

☐ Other: _____

Student Activity

☐ Listening

☐ Discussing

☐ Writing/working

Students on task: ☐ Most ☐ Some ☐ Few

Feedback

GLOW (one strength)

GROW (one suggestion)

3

Walkthrough #3

Teacher: _____ | Class/Subject: _____ | In: _____ Out: _____

Learning Objective

☐ Written/visible

☐ Spoken

☐ Not seen

Objective: _____

Instructional Strategy

☐ Direct teaching

☐ Group work

☐ Discussion

☐ Independent work

☐ Hands-on practice

☐ Other: _____

Student Activity

☐ Listening

☐ Discussing

☐ Writing/working

Students on task: ☐ Most ☐ Some ☐ Few

Feedback

GLOW (one strength)

GROW (one suggestion)

Patterns across this round (for PD planning):

STUDENT ENGAGEMENT OBSERVATION TEMPLATE

Time-on-Task and Participation Record

Teacher: _____

Observer: _____

Date: _____

Class/Grade: _____

Subject: _____

Students observed:

☐ Whole class ☐ Focus group

How to use: Every 5 minutes, scan the room for about 10 seconds. Count students on task and off task, then tick how students are taking part.

Example (5 min): Teacher explains the new idea | On: 22 | Off: 3 | L ✓ | "Two students chatting at back."

Participation key: L = Listening | R = Responding (answering or asking) | D = Discussing with peers | W = Working (writing or doing the task)

Time	What's Happening	On Task	Off Task	Participation				Notes
				L	R	D	W	
5 min				☐	☐	☐	☐	
10 min				☐	☐	☐	☐	
15 min				☐	☐	☐	☐	
20 min				☐	☐	☐	☐	
25 min				☐	☐	☐	☐	
30 min				☐	☐	☐	☐	
35 min				☐	☐	☐	☐	
40 min				☐	☐	☐	☐	
45 min				☐	☐	☐	☐	
TOTALS		Total on task: _____	Total off task: _____					

GROUP DYNAMICS (complete after the lesson)

Grouping Used

- ☐ Whole class ☐ Pairs
☐ Small groups ☐ Independent work

Group Dynamics Notes

Who led? Who stayed quiet? How did students support each other?

SUMMARY (complete after the lesson)

On-Task Rate

_____ %

(on task ÷ total counted × 100)

Participation Pattern

(e.g., mostly listening in the first half)

Key Takeaway

(one sentence)