Observation Checklist-University Supervisors The following is a list of lesson segments associated with strong teaching (Marzano, 2009-2017). You can use this list to direct your observations of your Student Teacher teaching a lesson. Select the items that you determine would be most helpful for noting strengths and areas of growth for the ST. You can also invite the ST to highlight items where they desire feedback.

		Lesson Segment	*Brief Description*	*Examples of Student Teacher Behaviors (not inclusive)*
A			**Employing Routine Events**	
1.		Providing Clear Learning Goals and Scales/Rubrics	The teacher provides a clearly stated learning goal accompanied by a scale/rubric that describes levels of performance relative to the learning goal.	-Goals on board at beginning of class. -Students have a teacher-created daily plan for each week. -Rubrics/scales for performances are given out to students. -Unacceptable is defined in a column on rubric for students.
2.		Tracking Student Progress	Facilitates tracking of student progress on one or more learning goals using formative assessment (verbal or written).	-Seating chart with hash marks for oral participation. -Video documentation (with permission). Quizzes, reports, tests, essays, etc.
3.		Celebrating Success	The teacher provides students with recognition of their current status and their knowledge gained relative to the learning goal.	-High fives in the hall, round of applause, names on board, grades. -Notes to adults/students.
4.		Establishing Classroom Routines	The teacher reviews and modifies, as necessary, expectations regarding rules and procedures to ensure their effective execution.	-Location for work to be turned in. -Process for heading paper defined. -When to talk defined. -Opportunities for students to converse managed. (Think, pair share. Elbow partner conversations. Table talks with questions to answer as group.)
B			**Addressing Content**	
1.		Identifying Critical Information	The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.	-List and then review salient points. -Give outline first. -Why this information is important. -To whom the info is important.
2.		Previewing New Content	The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.	-Quick text browse. -Questions that lead thinking.. "What if..", "Who might…", "When would…". -Speculate on how this info connects with previous info or info to come.
3.		Chunking Content	Based on student needs, the teacher breaks the content into small chunks (i.e., digestible bites) of information that can be easily processed by students.	-No more than 7 chunks per lesson. -Link concepts into similar ideas. -Connect to prior knowledge.
4.		Recording and Representing Knowledge	The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.	-Songs, rhymes, ditties, raps. -Teach how to take notes, to summarize. -Provide written examples or video clips. -Draw a picture of… -Pantomime
5.		Reflecting on Learning	The teacher engages students in activities that help them reflect on their learning and the learning process.	-What did you NOT know? -Why is this important? What will you do with this knowledge? -What will help you remember XYZ?

6.	Examining Errors in Reasoning	When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.	-Asks student to explain their thinking. -Asks for a text (written) reference. -Asks another student to share other info. "Does anyone else think about this differently?"
7.	Practicing Skills, Strategies, and Processes	When the content involves a skill, strategy, or process, the teacher engages students in guided or independent practice activities that help them develop fluency.	EXAMPLE: Skill is *Taking Notes.* Break into component skills. 1. Find key ideas. 2. Choose key words to write down. 3. Write summarizing phrases. -Notice if ST uses various processes or strategies and allows students to learn them before using.
8.	Organizing Students for Cognitively Complex Tasks	ST organizes class in groups to facilitate students working on complex tasks (e.g., decision making, problem solving, experimental inquiry or investigations) that require them to generate and test hypotheses.	-Group work has rules and procedures. -Group work is organized, not quiet. -Sincere student ideas respected. -ST participates in groups by listening and nodding, takes notes.
9.	Providing Resources and Guidance	The teacher acts as a resource provided and guide as students engage in cognitively complex tasks.	-As students get stuck, ST provides questions to guide thinking. -Offers ideas for testing hypotheses. -ST provides ancillary materials for students to look up info. -ST corrects misinformation.
C		**Engaging Students with Content**	
1.	Noticing When Students are Not Engaged	The teacher scans the room making note of when students are not engaged and takes overt action to re-engage them.	-Seating chart with hash marks. -Intervenes with interesting question. -Asks student for an opinion. -Changes subject and moves on if detects boredom. -ST lowers vocabulary level while raising cognitive level knowing that complexity is interesting.
2.	Managing Response Rates	The teacher uses response rates techniques (wait time, response cards, hand signals, technological tracking system) to maintain student engagement in questions/discussions.	Keeps track of student response. Trains students in various kinds of responses. Asks lots of questions to keep engagement high. What if? What could happen? Why was this better/worse?
3.	Maintaining a Lively Pace	The teacher using pacing techniques (crisp transitions from one activity to another; speeds up or slows down) to maintain students' engagement.	-ST plans transitions. (Moving students to pairs, stopping for a short next-seat pair-share, passing in of papers, etc.)
4.	Demonstrating Intensity and Enthusiasm	The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.	-ST likes the info. -Elaborates beyond the text. -Smiles, shows enjoyment. -Voice tone, inflection is positive.
5.	Using Friendly Controversy	The teacher uses friendly controversy techniques (e.g., mini-debates, examining multiple perspectives on topic) to maintain student engagement.	-Shows students how to have a civil discussion, debate while remaining neutral as teacher. -Facilitates discussion and supports the use of references and texts to support assertions.
6.	Providing Opportunities for Student to Talk about Themselves	The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.	-Group work with a focus. -Pairs with a task. -Journal entries-guided by prompts.

7.	Presenting Unusual or Intriguing Information	The teacher uses unusual or intriguing information (e.g., interesting facts or guest speakers with unusual information to share) about the content in a manner that enhances student engagement.	-Video -Anecdotes -Interviews -Students do phone or online interviews.
D.		**Engaging Students Rules and Procedures**	
1.	Demonstrating "Withitness"	The teacher scans the room making eye contact with students, recognizes potential sources of disruptions and proactively addresses situations to maintain adherence to rules and procedures.	-Rules are posted. -Changes seats or moves a misbehaving student. -Changes the task to suit the student needs. -Uses proximity.
2.	Acknowledging Adherence to Rules and Procedures	The teacher consistently and fairly uses verbal or nonverbal strategies to acknowledge when a rule/procedure is followed.	-Imposes corrective procedure if needed. -Frowns, clears throat, comes over, removes offender, etc.
3.	Using Lack of Adherence to a Rule/Procedure as a Teaching Opportunity	The teacher utilizes a lack of adherence to a rule/procedure as a way to teach the students the importance of the rule/procedure or to teach missing social/emotional/self-regulation skills.	-What happens when we have a disrupter in our group? -ST has students make their own rules so that non-adherer feels peer pressure. -Gives account of time when rule was violated and result.
4.	Applying Logical Consequences When a Rule/Procedure is Not Followed	The teacher applies logical consequences (e.g., returning to pick up trash that was thrown on floor) for not following rules and procedures consistently and fairly.	-Keeps after class to learn what was missed. -Has unprepared student do homework facing back of room before joining the class. -Student cleans up after self.
E.		**Establishing and Maintaining Relationships with Students**	
1.	Understanding Students' Interests and Backgrounds	The teacher uses students' interests and backgrounds to produce a climate of acceptance and community.	-ST keeps records on each student. -ST communicates with families. -ST observes contexts of students.
2.	Indicating Affection for Students	The teacher appropriately uses verbal and nonverbal behavior that indicates caring for students.	-Smiles -Welcomes each at door. -Uses their names often. -Friendly tone of voice. -Approachable manner.
3.	Displaying Objectivity and Control	The teacher behaves in a calm, objective, and controlled manner, not taking personal offense at student misbehavior.	-Does not rise to bait. -Does not lower to student level. -Not sarcastic. -Realizes that kids may act out.
4.	Demonstrating Value and Respect for All Students	The teacher exhibits behaviors that demonstrate value and respect for all students, but especially low expectancy students (those who are ELL, differently abled, or historically disadvantaged group).	-ST is kind to all students. Knows who is a special needs student in advance. -Recognizes those who are different may need a different kind of attention and grace from adults.
5.	Asking Questions	The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	-Includes special students as regular members of class. -ST takes cues from the regular students who may be helpful to the low expectancy students. Reads the room.