

**ATLANTA PUBLIC SCHOOLS .. DECEMBER, 2005  
INSTRUCTIONAL PROFILE**

**STANDARDS-BASED OBSERVATIONS .. RECORDING FORM**

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ # of Students: \_\_\_\_\_

Subject/Course: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_

\* Record the number of students who were off-task for the 5 minute interval.

Comments



* Off-Task	Time: 5 minute intervals	Whole Class	Groups	Co-Operative Learning	Individual Instruction	Non-Teaching
	Starting Time _____					
<i>Questioning: Recall</i>		<i>Higher Order</i>				
	5					
<i>Questioning: Recall</i>		<i>Higher Order</i>				
	5					
<i>Questioning: Recall</i>		<i>Higher Order</i>				
	5					
<i>Questioning: Recall</i>		<i>Higher Order</i>				
	5					
<i>Questioning: Recall</i>		<i>Higher Order</i>				
	5					
<i>Questioning: Recall</i>		<i>Higher Order</i>				
	5					
<i>Questioning: Recall</i>		<i>Higher Order</i>				
	5					
<i>Questioning: Recall</i>		<i>Higher Order</i>				
	5					
<i>Questioning: Recall</i>		<i>Higher Order</i>				



**EFFECTIVE PRACTICE 1**

*Students are (1) initially placed, grouped, and regrouped on the basis of diagnostic information, and (2) are engaged in directed instruction for most of the allotted instructional time.*

**CLASSROOM OBSERVATION**

1. If whole class instruction was observed, what percent of the students was engaged in directed instruction for most of the allotted instructional time?

LESS THAN 25%	25 to 49%	50 to 74%	75 to 100%

2. If groups were observed, what percent of the students in each group was engaged and participated in instructional activities/tasks for most of the time allotted to group work?

LESS THAN 25%	25 TO 49%	50 TO 74%	75 TO 100%
Group 1.	Group 1.	Group 1.	Group 1.
Group 2.	Group 2.	Group 2.	Group 2.
Group 3.	Group 3.	Group 3.	Group 3.
Group 4.	Group 4.	Group 4.	Group 4.
Group 5	Group 5	Group 5	Group 5
Group 6.	Group 6.	Group 6.	Group 6.

3. When each group (or whole class) completed the lesson with the teacher, what work/activity/task were students assigned to do next?

Individualized Assignments	Center/Station Work
Free Reading	Computer Assignment
Homework/Worksheet	Read To/With Others
Wait .. with no specific task assigned:	Other:

4. Were computers available in the classroom, and used to engage students in lesson-related instruction?

Computers were not available. ____
Computers were available but not used, even though it would have been appropriate. ____
Computers were available and were used to:
_____
_____
_____
Computers were available, but not needed for the lesson observed.

**EFFECTIVE PRACTICE 2**

*Teachers use time and resources in ways that maximize instructional time for all students.*

**CLASSROOM OBSERVATION**

**1. What percent of students was off-task, for each of the five minute intervals observed**

Interval #1	Interval #4	Interval #7	Interval #10	Interval #13	Interval #16
Interval #2	Interval #5	Interval #8	Interval #11	Interval #14	Interval #17
Interval #3	Interval #6	Interval #9	Interval #12	Interval #15	Interval #18

**2. If whole-class instruction was observed, what percent of the allocated time was spent in whole class *directed instruction*?**

Less than 25%		51-75%	
26-50%		76-100%	

**3. If groups were observed, what percent of their allocated time (for each group) was used for *directed instruction*?**

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Less than 25%	Less than 25%	Less than 25%	Less than 25%	Less than 25%	Less than 25%	Less than 25%	Less than 25%
26-50%	26-50%	26-50%	26-50%	26-50%	26-50%	26-50%	26-50%
51-75%	51-75%	51-75%	51-75%	51-75%	51-75%	51-75%	51-75%
76-100%	76-100%	76-100%	76-100%	76-100%	76-100%	76-100%	76-100%

**4. Prior to the lesson, were all materials, supplies, and equipment ready for use?**

Yes ( )	No ( )
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**5. Did the teacher make accommodations for those students who needed more time for additional instruction?**

Yes ____ (Describe what the teacher did)	No: ____
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**6. Is there evidence that students used a variety of resources/materials to gather information, identify/solve problems, make decisions, or suggest solutions?**

Yes ____ (Describe)	No: ____
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**EFFECTIVE PRACTICE 3**

*Teachers teach to clearly defined academic standards and objectives at the appropriate level of complexity as defined by academic standards.*

**CLASSROOM OBSERVATION**

**1. What was the lesson objective(s)/purpose(s)?**

<p>Describe Objective:</p>  <p>Stated ____ Written ____ Stated &amp; Written ____ None provided ____</p> <p>Essential Question _____</p> <p>_____</p> <p>Was the Lesson Objective and/or EQ referred to during the lesson and/or at the end of the lesson? Yes: ____ No: ____</p> <p>If yes, describe the reference:</p>
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**2. If groups were observed, were there different objectives/purposes for each group's assignment?**

Yes: ____ (What were the objectives?)	No: ____
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**3. Did the teacher model what students should be able to do as a result of the lesson?**

Yes: ____ If yes, describe what he/she did:	No: ____
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**4. Were the tasks and materials for this lesson grade-level appropriate?**

Yes: ____ Explain:	No: ____ Explain:
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**5. Were the instructional tasks completed by the class and/or groups directly related to, and supportive of, the lesson objective(s)?**

Yes: ____ Explain:	No: ____ Explain
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**6. Did all students have the same follow-up/homework? Did it extend or reinforce the lesson objective?**

Yes: ____ No: ____
If NO, describe how the teacher varied the assignments:
Extend/reinforce the lesson? Yes ____ No ____ Describe:

**7. Was closure brought to the lesson by focusing student attention back to the lesson objective? Were students given feedback regarding achievement of the objective?**

Yes ____ Describe what the teacher did:	No ____ Describe what the teacher did:
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**EFFECTIVE PRACTICE 4**

*Teachers use a variety of teaching strategies (including higher order questioning), and are aware of the different academic needs and learning styles of their students.*

**1. What teaching strategy (strategies) did the teacher employ? Were they appropriate for the standard/objective taught?**

Yes: \_\_\_ No: \_\_\_

Describe the strategy/strategies and how they accommodated students needs, abilities, and developmental levels:

**2. How much of the instructional time was used for discussion, divergent thinking, and/or student dialogue?**

Less than 25%	25-49%	50-74%	75-100%
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**3. What percent ( during the entire lesson ) of the teacher's questions went beyond *simple recall*?**

Less than 25%	25-49%	50-74%	75-100%
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**4. Were the teacher's questions aligned to the level of the standard/objective being taught?**

Yes: \_\_\_ No: \_\_\_ Describe how or why not:

**5. Did the teacher require students to think, interpret, and evaluate; and also require them to explain their answers?**

Yes: \_\_\_ No:\_\_\_ Describe how::

**6. Did the teacher use a variety of verbal and non-verbal communication to affirm students' learning progress during the lesson?**

Yes: \_\_\_ Describe what the teacher did:

No: \_\_\_

**7. Did the lesson focus on students gaining understanding/meaning, or did it focus on students learning isolated facts?**

Students gaining understanding/meaning: \_\_\_\_\_

Students learning isolated facts: \_\_\_\_\_

Explain:

**8. Did the teacher assess students' level of understanding of what was taught?**

Yes: \_\_\_ Describe:

No: \_\_\_

