

Focused Questionnaire

Teacher Observed \_\_\_\_\_

Observer \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Topic 1: Classroom

How is the classroom made attractive?

Topic 2: Teacher

How does the teacher show professionalism?

How does the teacher show a warm, friendly relationship with students?

Topic 3: Students

What indicates that the students understand classroom procedures and assignments?

Topic 4: Instruction

What indicates adequate preparation and use of materials by the teacher?

How are students motivated to participate?

Topic 5: Spiritual Emphasis

How are Bible truths incorporated with class work?

How are Christ-like character and attitudes encouraged?

## General Focused Observation

Teacher Observed \_\_\_\_\_

Observer \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Briefly comment on each area.

NO = Not Observed

1. Pupils:
  - a. Attitude
  - b. Attentiveness
  - c. Participation
  - d. Orderliness
  - e. Seating Arrangement
2. Teacher:
  - a. Preparation
  - b. Rapport with students
  - c. Appearance
  - d. Speech
  - e. Voice Quality
3. Lesson:
  - a. Topic
  - b. Technique
  - c. Pupil participation
  - d. Use of instructional aids
  - e. Spiritual applications made
4. Room environment:
  - a. Temperature and ventilation
  - b. Lighting
  - c. Cleanliness and orderliness
  - d. Bulletin boards/displays
  - e. Student work
  - f. Biblical lesson or Christian character emphasize.

Open-Ended Narrative

Teacher Observed \_\_\_\_\_

Observer \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Record each person, event, or material that catches your attention.

Physical-Indicator Instrument

Write an "x" in the correct space after each statement about classroom appearance. All statements are desirable traits.

	Statement	Yes	No	Uncertain
1	Floor is clean.			
2	Walls are clear of blemishes.			
3	Lighting is well adjusted and lights function properly.			
4	Student work less than four weeks old is displayed.			
5	Bulletin boards are colorful and have been changed within the last month.			
6	At least one room display emphasizes a Bible truth or Christian character trait.			
7	Bookshelf is neat.			
8	Storage areas are neat.			
9	Student desks are neat.			
10	Tables and desks in the classroom are arranged in orderly groupings or rows.			
11	Chalkboards are clean and material written on boards is current and neatly written.			
12	Fire escape route is posted.			
13	Coats, hats, and gloves are hung neatly.			
14	Teacher's desk-top is organized.			

### Student Behaviors

Randomly select 10 students and observe them for one-minute intervals. At the end of each one-minute observation, check what each student was observed doing. Move down one line and repeat the process. Complete as many cycles as completely fit into the observation period.

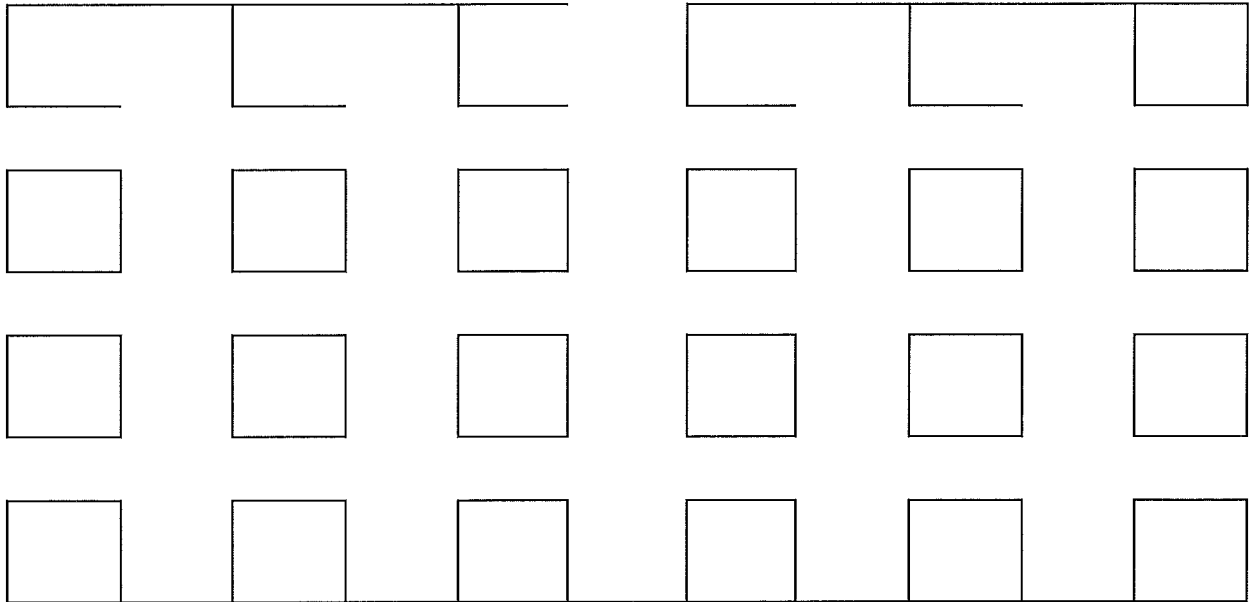
10-minute interval	Attentive			Inattentive		
	Watching Instructor	Working On Task	Talking About Task	Not Watching	Not Working On Task	Talking Not Related To Task
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

## Teacher Space Utilization

Make a sketch of the physical classroom or use this sketch, if appropriate. Follow the teacher's movements throughout the observation period by marking arrows on the sketch. Label each arrow with the time on the clock.

Teacher's  
Desk

Teacher



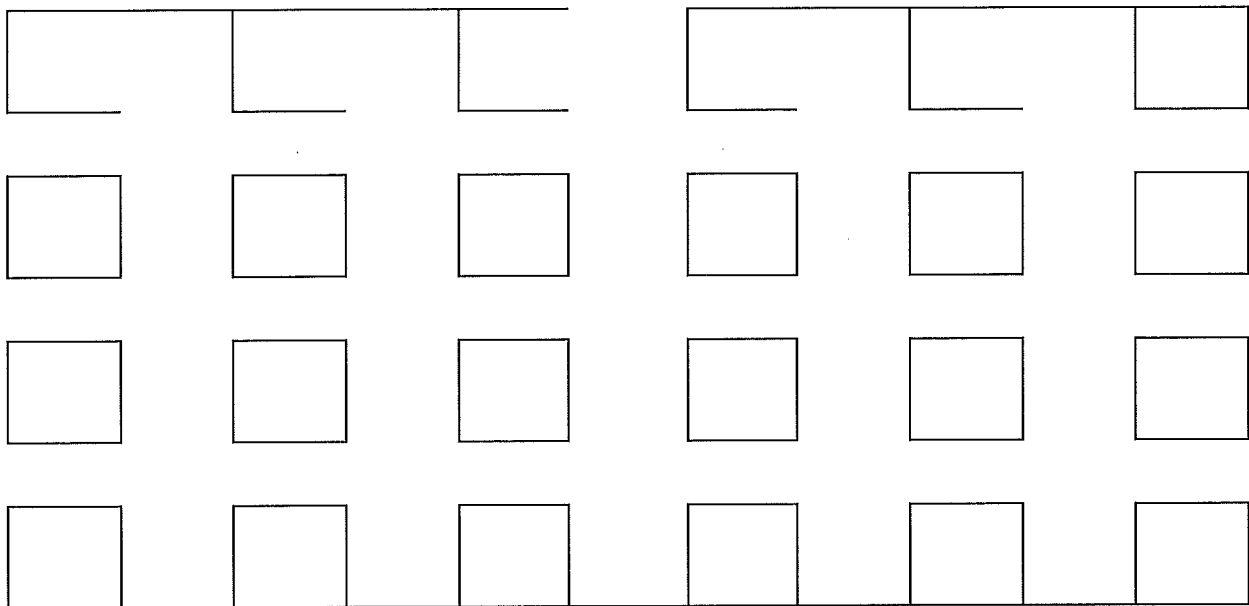
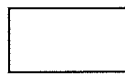
### Teacher Verbal Behaviors

Determine a time to start and stop this observation. Each time the teacher's verbal behavior changes, place an "x" on the next line under the category that most closely describes the verbal behavior.

	Giving Information	Questioning	Answering	Praising	Giving Directions	Disciplining
1						
2						
3						
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24						

Visual Diagram of Verbal Interaction

Use this diagram (if appropriate) or diagram the classroom arrangement. Observe for a five-minute period. Use a separate sheet for each five-minute period. Draw an arrow indicating a full statement directed to another person. Number the arrows in the sequence of statements.





## The Scale for Coaching Instructional Effectiveness

- I. Planning and Organization
  - A. Lesson Planning/Preparation
    - 1. Teacher (T.) selects appropriate objective(s)/purpose for lesson.
    - 2. T. prepares and organizes materials for all lesson parts.
    - 3. T. logically organizes lesson content.
    - 4. T. logically organizes lesson presentation.
  - B. Quality/Match of Curriculum Materials/Media
    - 1. T. uses good quality materials/media.
    - 2. T. uses materials/media which match objectives, ages, interests, skill levels.
    - 3. T. uses materials necessary or beneficial to learning.
- II. Instruction
  - A. Starting Lesson
    - 1. T. starts lesson promptly and purposefully.
    - 2. T. gains students' attention before beginning.
    - 3. T. helps students understand purpose of lesson.
    - 4. T. "links" prior knowledge, previously learned skills to current lesson.
  - B. Communication
    - 1. T. uses accurate and appropriate language in speaking and writing.
    - 2. T. uses voice at an appropriate volume/tone.
  - C. Active Learning
    - 1. T. ensures students actively participate in learning tasks.
    - 2. T. equally distributes opportunities to participate among students.
    - 3. T. keeps students focused and engaged in activity; on-task.
  - D. Lesson Pacing/Focus
    - 1. T. uses reasonable pace (not rushed or dragging).
    - 2. T. maintains focus on objectives/purpose; stays "on track."
    - 3. T. spends reasonable and appropriate amount of time on all lesson parts.
  - E. Giving Directions
    - 1. T. gains students' attention before giving directions.
    - 2. T. maintains students' attention while giving directions.
    - 3. T. gives directions clearly and completely.
    - 4. T. checks for understanding before beginning task.
  - F. Presenting New Information/Skill/Strategy
    - 1. T. models or demonstrates new or unmastered skill/strategy.
    - 2. T. provides guided practice to help students learn skill/strategy.
    - 3. T. presents accurate content information.
    - 4. T. uses appropriate variety of presentation and response modes and activities.
  - G. Independent Practice
    - 1. T. monitors during independent practice.
    - 2. T. ensures assistance is available and is provided as needed.
  - H. Monitoring Learning/Responsive Lesson Adjustment

1. T. check students' understanding during lesson.
  2. T. corrects or clarifies errors; corrects with patience and encouragement.
  3. T. encourages students to monitor accuracy and quality of their own work.
  4. T. adjusts lesson based on student responses.
- I. Lesson Closure
1. T. uses appropriate closure activities.
  2. T. spends reasonable amount of time in closure.
  3. T. involves students in closure activities when appropriate.
- III. Classroom Management
- A. Rules: Understood; Consistently and Fairly Applied
1. Rules clear and reasonable in content and amount for age and skill levels.
  2. Rules enhance learning environment; set safe, positive tone.
  3. T. uses rules in teaching; reminds students of rules if necessary.
  4. T. enforces rules appropriately, consistently, and fairly.
- B. Management Routines/Procedures
1. T. uses proactive techniques to minimize lesson interference.
  2. T. uses procedures to minimize disruptions to learning.
  3. T. ensures short transitions between tasks and lessons.
  4. T. physically arranges classroom to minimize distractions.
- C. Positive Reinforcement/Motivation
1. T. is positive, encouraging with students.
  2. T. shows sincere enthusiasm and interest in lesson content.
  3. T. uses mostly social reinforces appropriate to age of students.
- D. Off-Task, Negative Behaviors Addressed
1. T. redirects off-task behavior to on-task focus.
  2. T. effectively ignores minor behaviors (paired with praise/appropriate attention).
  3. T. stops disruptive behavior with minimum interruption of lesson.
  4. T. administers consequences fairly, consistently, and nonemotionally.