

# Basic Information

## Pre-Observation

Instructors	* Charles Chuckles * Stephen D. * Grant Giggles	
Observer	Richard Villa	
Date	September 3, 2014	
Time	In	2:10
	Out	
Number of Students	Present	20
	Absent	2
Number of sStudents with disabilities who have an IEP	4	
Number of ELL Students	5	
Room Number	139	
Subject	Science	
Grades	* 7	

## Content and Materials

Instructional Objectives/Learning Outcomes Identify an organism as a Producer or Consumer	<input checked="" type="checkbox"/> Content objective <input checked="" type="checkbox"/> Language objective <input checked="" type="checkbox"/> Objective(s) posted <input checked="" type="checkbox"/> Objective(s) referenced <input type="checkbox"/> Rationale provided

## Product and Assessment

<input checked="" type="checkbox"/> Learning outcomes demonstrated <input checked="" type="checkbox"/> Learning outcomes demonstrated in multiple ways <input type="checkbox"/> Learning outcomes measured in multiple ways <input checked="" type="checkbox"/> Criteria for success explained <input type="checkbox"/> Criteria for success measured
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## Process

Co-Teaching Approaches	Multiple Intelligences Theory/ies	Discourse
<input checked="" type="checkbox"/> Supportive <input type="checkbox"/> Parallel <input checked="" type="checkbox"/> Complementary <input checked="" type="checkbox"/> Team <input type="checkbox"/> None	<input type="checkbox"/> Logical/mathematical <input checked="" type="checkbox"/> Verbal/linguistic <input type="checkbox"/> Intrapersonal <input checked="" type="checkbox"/> Interpersonal <input type="checkbox"/> Visual/spatial <input type="checkbox"/> Bodily/kinesthetic <input type="checkbox"/> Musical/rhythmic <input checked="" type="checkbox"/> Naturalist	<input type="checkbox"/> Primarily teacher talk <input checked="" type="checkbox"/> Equal teacher & student talk <input type="checkbox"/> Primarily student talk

## Learning Arrangements

<input checked="" type="checkbox"/> Whole group <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Partner <input type="checkbox"/> Small group <input type="checkbox"/> Formal cooperative groups <input type="checkbox"/> Teacher-directed groups <input type="checkbox"/> Stations <input checked="" type="checkbox"/> Quick cooperative structures	
Directly Related Teacher Behaviors	Directly Related Student Behaviors

<input checked="" type="checkbox"/> Teaches clear and evident academic behavioral procedures <input checked="" type="checkbox"/> Provides think time <input checked="" type="checkbox"/> Provides clear directions <input checked="" type="checkbox"/> Checks for understanding of directions <input checked="" type="checkbox"/> Checks for understanding of concepts/principles/facts <input checked="" type="checkbox"/> Calls on students who do not volunteer <input checked="" type="checkbox"/> Requires answers in complete sentences <input type="checkbox"/> Provides graphic organizers <input checked="" type="checkbox"/> Uses 21st Century technology <input checked="" type="checkbox"/> Teaches academic language <input type="checkbox"/> None observed	<input checked="" type="checkbox"/> Follow clear and evident academic behavioral procedures <input checked="" type="checkbox"/> Engage in think time activity <input checked="" type="checkbox"/> Demonstrate understanding of directions <input checked="" type="checkbox"/> Correctly explain directions <input checked="" type="checkbox"/> Multiple students respond correctly <input checked="" type="checkbox"/> Students who did not volunteer answer correctly <input checked="" type="checkbox"/> Speak in complete sentences <input type="checkbox"/> Use graphic organizer <input type="checkbox"/> Use 21st Century technology <input checked="" type="checkbox"/> Use academic language <input type="checkbox"/> None observed
Additional Teacher Behaviors	Additional Student Behaviors
<input checked="" type="checkbox"/> Provides nonlinguistic representation <input type="checkbox"/> Provides prompts, cues, redirection, reteaching <input checked="" type="checkbox"/> Provides specific feedback <input type="checkbox"/> Reinforces effort <input checked="" type="checkbox"/> Reinforces behavior <input checked="" type="checkbox"/> Monitors all students throughout the lesson <input checked="" type="checkbox"/> Bell-to-bell instruction <input type="checkbox"/> Purposeful monitoring <input checked="" type="checkbox"/> Transition times between co-teachers are smooth	<input checked="" type="checkbox"/> Present/read/share with classmates <input checked="" type="checkbox"/> Perform pencil/paper tasks <input type="checkbox"/> Generate and test hypotheses <input checked="" type="checkbox"/> Identify similarities and differences <input checked="" type="checkbox"/> Summarize and take notes <input checked="" type="checkbox"/> Student transition times are smooth
Feeling / Tone / Climate	
<input checked="" type="checkbox"/> Positive <input type="checkbox"/> Neutral <input type="checkbox"/> Negative	

### Cognitive Levels

Teacher Initiated	Student Response
<input checked="" type="checkbox"/> Remembering/Understanding <input checked="" type="checkbox"/> Applying <input checked="" type="checkbox"/> Analyzing/Evaluating <input type="checkbox"/> Creating <input type="checkbox"/> Metacognating	<input checked="" type="checkbox"/> Remembering/Understanding <input checked="" type="checkbox"/> Applying <input checked="" type="checkbox"/> Analyzing/Evaluating <input type="checkbox"/> Creating <input type="checkbox"/> Metacognating

### Student Engagement

Lowest level of engagement	Highest level of engagement
<input type="checkbox"/> 0-29% of students <input type="checkbox"/> 30-49% of students <input type="checkbox"/> 50-69% of students <input checked="" type="checkbox"/> 70-89% of students <input type="checkbox"/> 90-100% of students	<input type="checkbox"/> 0-29% of students <input type="checkbox"/> 30-49% of students <input type="checkbox"/> 50-69% of students <input type="checkbox"/> 70-89% of students <input checked="" type="checkbox"/> 90-100% of students

Notes: