9.3 Students collaborate with one another through peer interaction



OBSERVATION SHEET

| Te | each Prir | mary | | | | | | 0 | BS | ERV | / A | TION | SHE | EET | | |
|---|--|--|----------------------------|-----------------------------|--------------------------|-------|---------|---------------------|-----------|--------|---------------------------|---------------|------|----------|--|--|
| SCH | IOOL ID: | ID: TEACHER ID: CODER ID: GRADE: SUBJECT: | | | | | | , | SEGMENT 1 | | | | | | | |
| CLASS SIZE: girls boys SCHEDULED TIME:: to: ACTUAL TIME:: _ | | | | t | D : | | | SEGMENT LENGTH: mi | | | | | | | | |
| TIME | ON TASK | , | | | | | | | | | | | | | | |
| 0. | | DN LEARNING 1st Snapshot (4m) | | | | | | 2 nd Sna | nsho | t (9m) |) 3 rd Snapsho | | | n) | | |
| 0.1 | Teacher provid | Feacher provides learning activity to most students Y N | | | | | | Υ | N | | Υ | | N | | | |
| 0.2 | Students are or | n task | | | N/A L | M | Н | N/A | L | М | Н | N/A L | М | Н | | |
| AUO | LITY OF TEACH | IING PRACTICES | | | | | | | | | | | | | | |
| | s / Elements / Be | | | | | | Scoring | J | | | | | Fina | l Scores | | |
| Α. | CLASSBOO | M CULTURE | | | | | | | | | | | | | | |
| 1. | | E LEARNING EN | /IRONMENT | | | | | 1 | 2 | 3 | | 4 5 | | | | |
| 1.1 | | | | | | L | | M | | H | | | | | | |
| 1.2 | | es positive language | | | | | | L | | M | | Н | | | | |
| 1.3 | | sponds to students' n | | | | | N/A | L | | | М Н | | | | | |
| 1.4 | | es not exhibit bias ar | | r LMH | De De | eterm | ine . | | | | | Н | | | | |
| 1.4 | challenges ster | eotypes in the classr | b. Disabil | ity L M H | scores Þ | scor | e | L | | M | | П | | | | |
| 2. | POSITIVE BE | HAVIORIAL EXP | ECTATIONS | | | | | 1 | 2 | 3 | | 4 5 | | | | |
| 2.1 | The teacher sets clear behavioral expectations for classroom activities The teacher acknowledges positive student behavior The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior | | | | | | L | | M | | Н | | | | | |
| 2.2 | | | | | | L | М | | Н | | | | | | | |
| 2.3 | The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior | | | | | | L | | М | | Н | | | | | |
| В. | INSTRUCTION |) N | | | | | | | | | | | | | | |
| 3. | LESSON FAC | | | | | | | 1 | 2 | 3 | | 4 5 | | | | |
| 3.1 | | | obiectives of the lesson a | ind relates classroom activ | vities to the objectives | | | L | _ | M | | H | | | | |
| 3.2 | The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives The teacher explains content using multiple forms of representation The teacher makes connections in the lesson that relate to other content knowledge or students' daily lives | | | | | | L | | M | | Н | | | | | |
| 3.3 | | | | | | | L | M | | | Н | | | | | |
| 3.4 | The teacher models by enacting or thinking aloud | | | | | | L | | М | | Н | | | | | |
| 4. | CHECKS EU | R UNDERSTAND | ING | | | | | 1 | 2 | 3 | | 4 5 | | | | |
| 4.1 | | | | determine students' level | of understanding | | | L | | M | | 4 5 H | | | | |
| 4.2 | | | during independent/gro | | or arradiction array | | N/A | L | | M | | Н. | | | | |
| 4.3 | | usts teaching to the | | | | | | L | | M | | Н | | | | |
| 5. | | | | | | | | 4 | 2 | | | | | | | |
| 5. 5.1 | | wides specific comm | ents or prompts that he | In clarify students' misun | deretandings | | | L | 2 | 3 M | | 4 5 H | | | | |
| 5.2 | | The teacher provides specific comments or prompts that help clarify students' misunderstandings The teacher provides specific comments or prompts that help identify students' successes | | | | | L | | M | | H | | | | | |
| | | The teacher provides specific comments or prompts that help identify students' successes | | | | | | | | | | | | | | |
| 6. | CRITICAL TH | | | | | | | 1 | 2 | 3 | | 4 5 | | | | |
| 6.1 | | ks open-ended ques | | | | | | L. | | M | | H | | | | |
| 6.2 | | ovides thinking tasks | | | | | | L. | | M | | H | | | | |
| 6.3 | The students ask open-ended questions or perform thinking tasks | | | | | L | | M | | Н | | | | | | |
| C. | SOCIOEMO | TIONAL SKILLS | | | | | | | | | | | | | | |
| 7. | AUTONOMY | | | | | | | 1 | 2 | 3 | 1 | 4 5 | Т | | | |
| 7.1 | The teacher pro | vides students with | choices | | | | | L | | М | | Н | | | | |
| 7.2 | The teacher pro | vides students with | opportunities to take on | roles in the classroom | | | | L | | М | | Н | | | | |
| 7.3 | The students vo | olunteer to participate | e in the classroom | | | | | L | | М | | Н | | | | |
| 8. | PERSEVERA | NCE | | | | | | 1 | 2 | 3 | | 4 5 | | | | |
| 8.1 | | knowledges students | s' efforts | | | | | L | | M | | Н | | | | |
| 8.2 | | | owards students' challe | nges | | | | L | | M | | Н | | | | |
| 8.3 | The teacher en | courages goal setting | g | | | | | L | | М | | Н | | | | |
| 0 | SUCIVI & CO | | SKILLS | | | | | 4 | 0 | 0 | | 4 - | | | | |
| 9.9.1 | | OLLABORATIVE S | aboration through peer | nteraction | | | | 1 | 2 | 3 M | | 4 5 H | | | | |
| 9.2 | | | | Hieraction | | | | L | | M | | <u>п</u> Н | - | | | |
| | The teacher promotes students' interpersonal skills | | | | | | IVI | | - 11 | | | | | | | |





Teacher ID: SEGMENT 1

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OBSERVATION SHEET

| IE | each Primary | | | | | C | BS | SER | VA | TIC | ON S | SHE | EΤ | |
|------|--|---|-----------------|----------------|------------|-----|-----------|---------|-----|-------|---------|---------|--------|--|
| SCH | ID: TEACHER ID: CODER ID: GRADE: SUBJECT: | | | | | | SEGMENT 2 | | | | | | | |
| CLA | CLASS SIZE: girls boys SCHEDULED TIME: | | | | :t | | | | | | | | min | |
| TIME | E ON TASK | | | | | | | | | | | | | |
| 0. | TIME ON LEARNING | | | | | | | ot (9m) | | 3rd S | Snapsho | t (14m) |) | |
| 0.1 | Teacher provides learning activity to most students | eacher provides learning activity to most students Y | | | | Y | | | N Y | | | N | | |
| 0.2 | Students are on task | | N/A L | М | Н | N/A | L | М | Н | N/A | A L | М | Н | |
| QUA | LITY OF TEACHING PRACTICES | | | | | | | | | | | | | |
| Area | as / Elements / Behaviors | | | | Scoring | 9 | | | | | | Final . | Scores | |
| Α. | CLASSROOM CULTURE | | | | | | | | | | | | | |
| 1. | SUPPORTIVE LEARNING ENVIRONMENT | | | | | 1 | 2 | 3 | | 4 | 5 | | | |
| 1.1 | The teacher treats all students respectfully | | | | | L | | N | 1 | | Н | | | |
| 1.2 | The teacher uses positive language with students | | | | | L | L N | | | И Н | | | | |
| 1.3 | The teacher responds to students' needs | | | | N/A | L I | | | М Н | | | | | |
| 1.4 | The teacher does not exhibit bias and challenges stereotypes in the classroom a. Gender b. Disability | L M H L M H Sub-sco | res ▷ | Detern scor | mine re | L | | N | 1 | | Н | | | |
| 2. | POSITIVE BEHAVIORIAL EXPECTATIONS | | | | | 1 | 2 | 3 | | 4 | 5 | | | |
| 2.1 | The teacher sets clear behavioral expectations for classroom a | activities | | | | L M | | | 1 | | Н | | | |
| 2.2 | The teacher acknowledges positive student behavior | | | | | L N | | | 1 | | Н | | | |
| 2.3 | The teacher redirects misbehavior and focuses on the expected l | behavior, rather than the | undesired behav | vior | | L | | N | 1 | | Н | | | |
| В. | INSTRUCTION | | | | | | | | | | | | | |
| 3. | LESSON FACILITATION | | | | | 1 | 2 | 3 | | 4 | 5 | | | |
| 3.1 | The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives | | | | | L | _ | N | | | H | | | |
| 3.2 | The teacher explains content using multiple forms of representation | | | | | L | | N | 1 | | Н | | | |
| 3.3 | The teacher makes connections in the lesson that relate to other content knowledge or students' daily lives | | | | | L | | N | 1 | | Н | | | |
| 3.4 | The teacher models by enacting or thinking aloud | | | | | L | | N | 1 | | Н | | | |
| 4. | CHECKS FOR UNDERSTANDING | | | | | 1 | 2 | 3 | | 4 | 5 | | | |
| 4.1 | The teacher uses questions, prompts or other strategies to dete | ermine students' level of | understanding | | | L | | N | 1 | | Н | | | |
| 4.2 | The teacher monitors most students during independent/group | work | | | N/A | L | | N | 1 | | Н | | | |
| 4.3 | The teacher adjusts teaching to the level of students | | | | | L | | N | 1 | | Н | | | |
| 5. | FEEDBACK | | | | | 1 | 2 | 3 | | 4 | 5 | | | |
| 5.1 | The teacher provides specific comments or prompts that help clarify students' misunderstandings | | | | | L | | N | 1 | | Н | | | |
| 5.2 | The teacher provides specific comments or prompts that help identify students' successes | | | | L | | N | 1 | | Н | | | | |
| 6. | CRITICAL THINKING | | | | | 1 | 2 | 3 | | 4 | 5 | | | |
| 6.1 | The teacher asks open-ended questions | | | | | L | | N | 1 | | Н | | | |
| 6.2 | The teacher provides thinking tasks | | | | | L | | N | 1 | | Н | | | |
| 6.3 | The students ask open-ended questions or perform thinking task | sks | | | | L | | N | 1 | | Н | | | |
| C. | SOCIOEMOTIONAL SKILLS | | | | | | | | | | | | | |
| 7. | AUTONOMY | | | | | 1 | 2 | 3 | | 4 | 5 | | | |
| 7.1 | The teacher provides students with choices | | | | | L | | N | | | ာ H | | | |
| 7.2 | The teacher provides students with opportunities to take on role | es in the classroom | | | | L | | N | | | Н | | | |
| 7.3 | The students volunteer to participate in the classroom | | | | | L | | N | | | Н | | | |
| 8. | PERSEVERANCE | | | | | 1 | 2 | 3 | | 4 | 5 | | | |
| 8.1 | The teacher acknowledges students' efforts | | | | | L | _ | N | | | H | | | |
| 8.2 | The teacher has a positive attitude towards students' challenge | es | | | | L | | N | | | Н | | | |
| 8.3 | The teacher encourages goal setting | | | | | L | | N | | | Н | | | |
| 9. | SOCIAL & COLLABORATIVE SKILLS | | | | | 1 | 2 | 3 | | 4 | 5 | | | |
| 9.1 | The teacher promotes students' collaboration through peer inte | eraction | | | | L | _ | N | | | Н | | | |
| 9.2 | The teacher promotes students' interpersonal skills | | | | | L | | N | 1 | | Н | | | |
| 9.3 | Students collaborate with one another through peer interaction | | | | | L | | N | 1 | | Н | | | |





Teacher ID: SEGMENT 2

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