# **TS NISHTHA Assessment Study 2022: Classroom Observation Tool**

**Observer Name:**

**Time: from \_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_**

1. **General Information**

| **1.1** | **Name of Teacher** |  |
| --- | --- | --- |
| **1.2** | **Name of School** |  |
| **1.3** | **District** |  |
| **1.4** | **Location of School** | Urban / Semi-Urban / Rural / Other |
| **1.5** | **Class Observed** |  |
| **1.6** | **Number of Students on Register** |  |
| **1.7** | **Number of Students in Class** |  |
| **1.8** | **Medium of Instruction** |  |
| **1.9** | **Subject** |  |
| **1.10** | **Lesson / Topic** |  |
| **1.11** | **Physical Structure of the Classroom**(Could take pictures of the classroom from various angles)***Points to Consider:***Is the classroom well-lit and ventilated? Open windows?Noise disturbance?Space for students and teacher to move (Allows for group work?)Teachers’ voice carries to the backBlackboard is clearly visible at the back and in corners? |  |
| **1.12** | **Any Visual Displays in the classroom**  |  |

| **2. TIME ON TASK** |
| --- |
|  | **Time Spent on Learning** | **1** **Low** | **2Low Medium** | **3****Medium** | **4****Medium High** | **5****High** | **Not Applicable** |
| **2.1** | Teacher provides learning activity to most students(group work or such may allow passive participation) |  |  |  |  |  |  |
| **2.2** | Students are on task most of the time (85-90%) |  |  |  |  |  |  |

**QUALITY of TEACHING PRACTICES**

| **Areas/Elements/ Behaviours** | **Overall Scoring** |
| --- | --- |

| **A. Classroom Culture** |
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| **3** | **SUPPORTIVE LEARNING ENVIRONMENT** | **1** **Low** | **2Low Medium** | **3****Medium** | **4****Medium High** | **5****High** | **NA** |
| **3,1** | The teacher treats all students respectfully |  |  |  |  |  |  |
| **3.2** | The teacher uses positive language with students |  |  |  |  |  |  |
| **3.3** | The teacher responds to students’ needs |  |  |  |  |  |  |
| **3.4** | The teacher does not exhibit gender bias and challenges stereotype biases in the classroom. |  |  |  |  |  |  |
| **4** | **POSITIVE BEHAVIORAL EXPECTATIONS** | **1** | **2** | **3** | **4** | **5** | **NA** |
| **4.1** | The teacher sets clear behavioral expectations for classroom activities |  |  |  |  |  |  |
| **4.2** | The teacher acknowledges positive student behavior |  |  |  |  |  |  |
| **4.3** | The teacher redirects misbehavior and focuses on the expected behavior, rather than the undesired behavior |  |  |  |  |  |  |

| **B. Instruction** |
| --- |
| **5** | **LESSON FACILITATION** | **1** | **2** | **3** | **4** | **5** | **NA** |
| **5.1** | The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives |  |  |  |  |  |  |
| **5.2** | The teacher’s explanation of content is clear |  |  |  |  |  |  |
| **5.3** | The teacher makes connections in the lesson that relate to other content knowledge or students’ daily lives  |  |  |  |  |  |  |
| **5.4** | The teacher models by enacting or thinking aloud |  |  |  |  |  |  |
| **5.5** | The teacher uses and allows for local language / local ways of informal speech |  |  |  |  |  |  |
| **5.6** | The teacher is aware of and includes all students in the learning process. (Eg. Calls them by their names always) |  |  |  |  |  |  |
| **5.7** | Teacher uses teaching aids (Mention aid/s) pictures/maps/videos,  |  |  |  |  |  |  |
| **6** | **CHECKS FOR UNDERSTANDING** | **1** | **2** | **3** | **4** | **5** | **NA** |
| **6.1** | The teacher uses questions, prompts or other strategies to determine students’ level of understanding |  |  |  |  |  |  |
| **6.2** | The teacher monitors most students during independent/group work  |  |  |  |  |  |  |
| **6.3** | The teacher adjusts teaching to the level of students |  |  |  |  |  |  |
| **7** | **FEEDBACK** | **1** | **2** | **3** | **4** | **5** | **NA** |
| **7.1** | The teacher provides specific comments or prompts that help clarify students’ misunderstandings |  |  |  |  |  |  |
| **7.2** | The teacher provides specific comments or prompts that help identify students’ successes |  |  |  |  |  |  |
| **8** | **CRITICAL THINKING** | **1** | **2** | **3** | **4** | **5** | **NA** |
| **8.1** | The teacher asks open-ended questions  |  |  |  |  |  |  |
| **8.2** | The teacher provides thinking tasks |  |  |  |  |  |  |
| **8.3** | The students ask open-ended questions or perform thinking tasks |  |  |  |  |  |  |

| **C. SOCIOEMOTIONAL SKILLS** |
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| **9** | **AUTONOMY** | **1** **Low** | **2Low Medium** | **3****Medium** | **4****Medium High** | **5****High** | **Not Applicable** |
| **9.1** | The teacher provides students with choices |  |  |  |  |  |  |
| **9.2** | The teacher provides students with opportunities to take on roles in the classroom |  |  |  |  |  |  |
| **9.3** | The students volunteer to participate in the classroom |  |  |  |  |  |  |
| **10** | **PERSEVERANCE** | **1** | **2** | **3** | **4** | **5** | **NA** |
| **10.1** | The teacher acknowledges students’ efforts |  |  |  |  |  |  |
| **10.2** | The teacher has a positive attitude towards students’ challenges |  |  |  |  |  |  |
| **10.3** | The teacher encourages goal setting / learning from mistakes |  |  |  |  |  |  |
| **11** | **SOCIAL & COLLABORATIVE SKILLS** | **1** | **2** | **3** | **4** | **5** | **NA** |
| **11.1** | The teacher promotes students’ collaboration through peer interaction |  |  |  |  |  |  |
| **11.2** | The teacher promotes students’ interpersonal skills |  |  |  |  |  |  |
| **11.3** | Students collaborate with one another through peer interaction |  |  |  |  |  |  |
| **11.4** | The tone of the classroom environment was positive (cheerful / motivated / cooperative / respectful / inclusive) |  |  |  |  |  |  |

**12. ANY OTHER REMARKS**