



AVID's Classroom Observation Form

What do you look for when you visit a [classroom](#)? Below is a sample classroom observation form used by administrators at AVID partner schools. Observers can capture evidence of rigor, high expectations, social and emotional learning, and college and career readiness with this tool. This is just one of many tools AVID provides to help educators take best practices schoolwide. Visit our [Showcases page](#) to see an AVID classroom in your area. If you'd like to know more, please [connect with us](#)! We're happy to discuss ways we can help support you and your educators.

Note: This form may be used in its entirety for a comprehensive classroom observation, or selected sections of the form may be used for a shorter, more focused observation.

Teacher: _____

Content Area: _____

Period: _____

Grade Level: _____

Number of Students: _____

Date: _____

Learning Environment

EXPECTATIONS	THINGS TO LOOK FOR	OBSERVATION NOTES
<p>COLLEGE-READINESS ENVIRONMENT</p> <p><i>Guiding Question</i></p> <p><i>To what extent do you see symbolic reinforcements of a college-readiness environment?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> College banners/pennants/posters <input type="checkbox"/> Graduation requirements, testing notices <input type="checkbox"/> College entrance requirements <input type="checkbox"/> Student samples of rigorous coursework <input type="checkbox"/> Evidence of teacher's college experiences 	
<p>PHYSICAL EVIDENCE OF LEARNING STRATEGIES</p> <p><i>Guiding Question</i></p> <p><i>How do the classroom arrangement and visual materials maximize the use of learning strategies?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Opportunities for collaborative grouping <input type="checkbox"/> Students seated at tables (dyads, triads) <input type="checkbox"/> Student-centered seating arrangement <input type="checkbox"/> Evidence of behavioral norms <input type="checkbox"/> Print-rich environment (exemplars, strategic word walls, learning activity guidelines) <input type="checkbox"/> Student binders to organize student work 	

OVERALL COMMENDATIONS ON LEARNING ENVIRONMENT

OVERALL RECOMMENDATIONS ON LEARNING ENVIRONMENT

Instructional Techniques and Learning Strategies – Inquiry

INQUIRY	THINGS TO LOOK FOR	OBSERVATION NOTES
<p>Guiding Questions</p> <ol style="list-style-type: none"> 1. <i>What evidence do you see that students understand and apply the critical thinking process?</i> 2. <i>How do students demonstrate their questioning skills?</i> 3. <i>How do students challenge themselves, their classmates, and their teachers to think critically?</i> 	<p>Teachers ask questions so that students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze an academic task and articulate the expectations <input type="checkbox"/> Process information and make connections <input type="checkbox"/> Synthesize information into new understandings <input type="checkbox"/> Evaluate information and hypothesize <input type="checkbox"/> Extend/apply learning <p>Students ask questions to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seek clarification <input type="checkbox"/> Probe for additional information <input type="checkbox"/> Problem-solve <input type="checkbox"/> Self-regulate* and self-advocate <input type="checkbox"/> Reflect and act upon essential questions, concepts, and academic tasks <input type="checkbox"/> Defend point of view and decisions <input type="checkbox"/> Articulate multiple perspectives <input type="checkbox"/> Extend/apply learning <p>*Self-regulate: The ability to self-assess one's thinking process to determine strengths, areas of need, and gaps of learning (metacognition)</p>	

Instructional Techniques and Learning Strategies – Collaboration

COLLABORATION	THINGS TO LOOK FOR	OBSERVATION NOTES
<p>Guiding Questions</p> <ol style="list-style-type: none"> 1. <i>What activities or structures are evident that demonstrate students' collaborative interaction versus students' cooperation?</i> 2. <i>What evidence do you see of students working collaboratively as active and engaged learners?</i> 	<p>Students collaborate in the classroom by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrating a strong sense of mutual respect and support <input type="checkbox"/> Developing products and solving problems together <input type="checkbox"/> Engaging in rigorous academic discourse <input type="checkbox"/> Challenging one another to think deeply about the task at hand <input type="checkbox"/> Focusing on the content and building on each other's thoughts <p>Collaborative learning activities include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Socratic Seminar and questioning <input type="checkbox"/> Philosophical Chairs <input type="checkbox"/> Jigsaw activities <input type="checkbox"/> Collaborative research projects <input type="checkbox"/> Collaborative "processing" and checks for understanding <p>Collaborative structures include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Numbered Heads Together <input type="checkbox"/> Think-Pair-Share <input type="checkbox"/> Think-Write-Pair-Share <input type="checkbox"/> Carousel <input type="checkbox"/> Fishbowl <input type="checkbox"/> Inside/Outside Circles 	

Instructional Techniques and Learning Strategies – Organization

ORGANIZATION	THINGS TO LOOK FOR	OBSERVATION NOTES
<p>Guiding Questions</p> <p>1. <i>What evidence is available that suggests students use organizational skills to manage their academic lives?</i></p> <p>2. <i>What evidence do you observe that suggests there are classroom procedures that promote organization in the classroom?</i></p>	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintain organized, up-to-date binders and organizational tools <input type="checkbox"/> Keep calendars, planners, and/or agendas up to date <input type="checkbox"/> Use a focused note-taking system <input type="checkbox"/> Plan short-term and long-term projects <input type="checkbox"/> Use SMART goals to achieve personal and academic goals <input type="checkbox"/> Use writing-to-learn strategies to organize their thoughts <p>Teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate binders and organizational tools <input type="checkbox"/> Assist students in using time management strategies <input type="checkbox"/> Evaluate and maintain high expectations for student note-taking <input type="checkbox"/> Develop procedures for classroom activities, such as tutorials/study groups <input type="checkbox"/> Assist students in planning for projects 	

Instructional Techniques and Learning Strategies – Reading

READING	THINGS TO LOOK FOR	OBSERVATION NOTES
<p>Guiding Questions</p> <ol style="list-style-type: none"> 1. <i>What evidence exists that students comprehend and think critically about a variety of types of reading?</i> 2. <i>What evidence do you see that students can explain their strategies to read effectively?</i> 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read expository and persuasive texts <input type="checkbox"/> Mark the text: number, circle, underline, and chart (Interact With the Text) <input type="checkbox"/> Use focused notes/SQ5R (Interact With the Text) <input type="checkbox"/> Understand and use reciprocal teaching (Interact With the Text) <input type="checkbox"/> Engage in metacognitive discussion (Extend Beyond the Text) <input type="checkbox"/> Summarize and reflect (Extend Beyond the Text) <p>Teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set reading purpose task/prompt (Plan for Reading) <input type="checkbox"/> Determine pre-reading activities, such as KWL, that build or tap into prior knowledge, while engaging and motivating students (Plan for Reading) <input type="checkbox"/> Utilize concept mapping (Build Vocabulary) 	

Instructional Techniques and Learning Strategies – Writing

WRITING	THINGS TO LOOK FOR	OBSERVATION NOTES
<p>Guiding Questions</p> <ol style="list-style-type: none"> <i>In your observation of writing-to-learn strategies, how do they develop students' critical thinking skills and enhance their writing?</i> <i>What evidence have you observed that students are able to differentiate and produce both summaries and reflections?</i> <i>What evidence do you have that students can use the steps of the writing process to develop a polished piece of writing? Do the students demonstrate the steps in the writing process?</i> 	<p>Students use:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A variety of writing types <input type="checkbox"/> Focused note-taking <input type="checkbox"/> Pre-writing activities, such as quickwrites, to develop thinking <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Timed or “on-demand” writing <input type="checkbox"/> Summaries and reflections <input type="checkbox"/> The writing process <input type="checkbox"/> Relevant reading materials to stimulate writing 	

OVERALL COMMENDATIONS ON CONTENT CLASSROOM OBSERVATION

OVERALL RECOMMENDATIONS ON CONTENT CLASSROOM OBSERVATION

To learn how to create a culturally relevant classroom, click [here](#).