CLASSROOM OBSERVATION SCALE

City & Area: _____   Name of School: _____   Shift: _____

Name of Teacher: _____   Emp. #:_____   Class: _____   Section (If applicable): _____

Total children enrolled: _____   Children present today: _____   (In case of co-ed) # boys present: _____   # girls present: _____

Topic being taught: _____   Lesson started at: _____   Lesson ended at: _____

Date of the observation: _____   Name of the observer: _____

ELEMENTS	GUIDELINES	RATING			
Indoor space	Observe general maintenance of the classroom including space, cleanliness, and safety. If necessary, ask the teacher (*before or after the class*), "Are these learning materials used by children? How and when?"	☐ **1** Classroom is untidy and space is not sufficient for the number of children enrolled. Classroom is not safe [e.g. broken wires, broken windows and, or door(s), damaged roof, floors and walls].	☐ **2** Classroom is generally clean (e.g. floor swept and dustbin emptied). Space is not sufficient for the number of children enrolled (mostly children sit comfortably but furniture hinders teacher's and children's movement). Classroom is usually safe (e.g. no broken wires but few broken windows, or scratched floors and walls).	☐ **3** Classroom is generally clean (e.g. floor swept and dustbin emptied) and safe. Sufficient space for number of children enrolled (all children sit comfortably, furniture does not hinder teacher's and children's movement). Classroom is safe (e.g. no broken wires, windows and doors and, no damaged floors and walls).	☐ **4** Ample space in classroom (spacious area for indoor activities that need physical movement).
		Comments:			
Classroom Arrangement	Observe the arrangement of the classroom, including furniture.	☐ **1** Traditional style (teacher at front, children sitting in rows), though topic demands group-like setting.	☐ **2** Traditional style (teacher at front, children sitting in rows) because of lecture method relevant to the topic in progress, but children have access to each other for classroom discussion.	☐ **3** An arrangement where children are seated facing each other (e.g. children sitting in a group-like setting).	☐ **4** An arrangement that can be used in different ways for different activities (e.g. reading/writing, activities).

ELEMENTS	GUIDELINES	RATING			
		Comments:			
Classroom Display	Take a quick observation around the room subject-related classroom display. Note nature of displays and if it is appropriate for children (socially, developmentally, and contextually). Focus only on the subject related display. In the quick glance around the room, did you see much of children's work prominently on display?	☐ **1** No subject-related materials displayed for children, or inappropriate materials displayed (e.g. material designed for higher secondary school children, written material uses lots of jargon).	☐ **2** Few subject-related materials on display are appropriate for children. Some work done by children is displayed (e.g. picture, drawing, illustration).	☐ **3** Most of the subject-related materials on display are appropriate for children. Some work done by children is displayed (e.g. picture, drawing, illustration).	☐ **4** Almost all the materials on display are appropriate for children. Much of the display is work done by children (individual or group work).
		Comments:			
Use of material	Look for materials that stimulate children's activities **Basic material** includes writing board and chalk **Supplementary material** includes: *Languages*- story books, dictionary, language games, pictures, flashcards, etc. *Mathematics*-shapes, tools for measurements, puzzles, board games, flashcards, etc. *Science*- models, pictures/ drawings, magnifying glass, magnets, plants, etc. Observe how and when these materials are used.	☐ **1** No learning material was used (e.g. no use of green board or any other material) OR the material was not used appropriately.	☐ **2** Basic learning material was used appropriately (e.g. green board work was visible for all children, drawing on the board to explain concept).	☐ **3** Basic learning material was used appropriately (e.g. green board work was visible for all children, drawing on the board to explain concept). Some supplementary was used (e.g. relevant flash cards, games and tools) etc.	☐ **4** Enough supplementary material was used appropriately for different classroom activities (e.g. group work and/or individual task).
		Comments:			

ELEMENTS	GUIDELINES	RATING			
		☐ **1** Teacher and child interactions are generally unpleasant (e.g. teacher seems overly controlling, rejects children's ideas, requests, and questions). The teacher is not responsive to or involved with children (e.g. ignores children).	☐ **2** Teacher responds inconsistently (e.g. sometime pleasant and sometime unpleasant, favour or dislike particular children).	☐ **3** Teacher usually responds to children in a supportive manner (e.g. teacher and most of the children seem relaxed, voices cheerful). Mutual respect exists among teacher and most of the children (e.g. teacher listens attentively, treats fairly; most of the children listen while teacher speaks).	☐ **4** Teacher responds to children in a supportive manner (e.g. teacher and children seem relaxed, voices cheerful). Mutual respect exists among teacher and children (e.g. teacher listens attentively, treats fairly, children listen while teacher speaks).
Teacher-child interactions	Does the teacher interact with children in a supportive manner? 'Supportive' includes support given by the teacher in words as well as through gesture and body language, for example, listen to children's talk/questions attentively, exhibit calm tone, do not discriminate.	*Comments:*			
		☐ **1** Interactions between children are non-existent OR generally negative (e.g. bullying, teasing, making fun, calling names, fighting).	☐ **2** Interactions between children are inconsistently positive. Most of their interactions are generally negative (e.g. teasing and, or making fun).	☐ **3** Interactions between children are generally positive; however it includes some children.	☐ **4** Interactions between children are generally positive and inclusive of majority of children. Teacher plays an active role in encouraging positive interactions (e.g. involve children through structured activities).
Child-child interactions	Do children have opportunities to interact with each other? If yes, are these interactions generally negative/positive? Some examples of **positive interaction** include: sharing material during group work, taking turns to share ideas during pair/group work. Does teacher include most children? Look for children being excluded from teaching/learning activities. Are teachers involved in helping children to interact positively through structured tasks such as group/pair work?	*Comments:*			

ELEMENTS	GUIDELINES	RATING			
		☐ **1**	☐ **2**	☐ **3**	☐ **4**
Discipline	Does the teacher use punishment (e.g., scolds with harsh words/uses a strict approach, threaten, corporal punishment, blame or label the child)? Or does the teacher use appropriate techniques to enforce positive behaviour (e.g. praising for positive behaviour)? *Note: Give credit when children are not apparently on-task i.e. socialising with others, reading something totally irrelevant, day-dreaming. You cannot enter into the child's mind so credit what is visible.*	Harsh discipline techniques are used (e.g. physical punishment, shouting, excluding children from activities for a long period). Discipline is so lax that there is little order or control.	The teacher uses mild punishment techniques (e.g. limit seating) and usually maintains enough control to prevent major disruptions.	The teacher uses positive discipline enforcing techniques (e.g. praise for positive behaviour). Most of the children are on-task.	The teacher uses positive discipline enforcing techniques (e.g. praise for positive behaviour, empathise on disrespectful behaviour and reinforce class norms). Almost all the children are on-task.
		Comments:			
		☐ **1**	☐ **2**	☐ **3**	☐ **4**
Supervision	Supervision does not mean 'patrolling' the class, or telling students what to do but to draw on their skills and expertise as much as possible. While children should have ownership of their learning, teacher's role is to facilitate the process by giving constructive feedback on children's work, acknowledging their efforts, clarifying tasks and ensuring correct content as well as locating resources.	No supervision of children during the lesson (e.g. only petrol in the class, does not pay attention to children while they work in group).	Some supervision of children during the whole class teaching and/or group work (e.g. facilitates outspoken children only).	Careful supervision of majority of children including facilitation of outspoken as well as most of the shy children during whole class teaching and/or group work.	Careful supervision of almost the whole class (e.g. shy children were supervised more closely). Teacher provides assistance and show appreciation of children's efforts and accomplishment.
		Comments:			

Variety of Teaching Strategies

Which of the following teaching strategies were used?

> *Note: The teacher is not expected to use all these strategies in one lesson or even in several lessons. The teacher may find some methods easier to use than the others according to the age of the children, content and resources available. Whole class discussion, questioning and group work are treated as separate items in this profile because these methods are more likely to be a part of almost all lessons as independent teaching strategies or part of other active methods to involve children in communication, thinking and decision making.*

TEACHING STRATEGIES	YES	NO	TEACHING STRATEGIES	YES	NO
1. Questioning/discussion			7. Drama/role-play		
2. Investigation/inquiry			8. Songs/poems		
3. Stories			9. Games		
4. Pictures/drawings			10. Models		
5. Demonstration			11. Others (describe)		
6. Observations					

Variety of Classroom Management Strategies

Which of the following classroom management strategies were used?

CLASSROOM MANAGEMENT STRATEGIES	YES	NO
1. Whole class teaching only		
2. Group/pair work only		
3. Combination of both		

ELEMENTS	GUIDELINES	RATING			
		☐ **1**	☐ **2**	☐ **3**	☐ **4**
Active involvement of children	Active involvement DOES NOT mean mere physical involvement in an activity but it includes children's involvement in asking and answering questions, reasoning, concrete experiences, problem solving, and decision making and that they also demonstrate a certain level of creativity. **Some sort of:** less than one-fourth **Some:** one-fourth **Most:** three-fourth	The teacher uses rote methods to teach the subject (e.g. dictates facts for children to memorise), even though the topic demands interactive method of teaching.	The teacher involves children in activities, which elicit some sort of thinking (e.g. children participated in question answer session and a role play as instructed by the teacher). Only a few active children were involved actively for some time.	The teacher involves children in activities, which elicit some thinking (e.g. children participated in a range of collaborative tasks; role play, pair and, or group work in which they used concrete experiences and reasoning as instructed by the teacher). A combination of active and shy children was involved actively for some time, though only a few shy children were involved.	The teacher involves children in a range of activities, which elicit multi-level thinking (e.g. children participated in a range of collaborative tasks; role play, pair and, or group work in which they used a combination of concrete experiences, reasoning, problem solving, and decision making etc. as instructed by the teacher). Most of the children were involved actively most of time (e.g. children were involved actively for three-fourth of the lesson duration).
		Comments:			
		☐ **1**	☐ **2**	☐ **3**	☐ **4**
Questioning	How does the teacher use questions to make her/his lesson interactive and thought provoking? Does s/he primarily ask questions that can be answered through memorization of facts? Does s/he encourage children to ask questions, comment, and explore new ideas?	Teacher either does not ask question throughout the lesson OR asks a few questions that have one correct answer or require rote memorization of facts.	Sometimes the teacher asks questions whose answers are not memorized by rote, and that can have more than one correct answer. The teacher shows interest in children's statements or questions.	Often the teacher asks questions whose answers are not memorized by rote, and that can have more than one correct answer. The teacher encourages children to express and elaborate on their ideas, through which their learning is stimulated.	Throughout the lesson teacher asks questions whose answers are not memorized by rote, and that can have more than one correct answer. The teacher encourages and facilitates children to express and elaborate on their ideas, through which their learning is stimulated.
		Comments:			

ELEMENTS	GUIDELINES	RATING			
Peer learning / group work	Do children have opportunities to work in pairs/small groups where they collaborate to complete a shared task? Peer learning does not mean children simply sitting together in a group and complete their work individually. It means children are working together on a task and learning from each other. To assess this you should try to sit closer to groups during activity to get wider picture of group dynamics. You should not interfere in any way.	☐ **1** No opportunities for peer learning. Almost all activity is in large groups or assigned to children to complete individually. Children sit in pair/group but work individually (e.g. children sat together but were restricted to share ideas or material).	☐ **2** Limited opportunities for peer learning. Most of the activity is in large groups or assigned to children to complete individually. Children sit in pair/group but mostly work individually (e.g. children sat together but had limited opportunity to share ideas or material).	☐ **3** Children work in small groups (e.g. 4-5 children) or pairs to maximise individual accountability. Teacher set academic task to promote interdependence (e.g. shared material, common task).	☐ **4** Group task encourage children's thinking. Children collaborate in small groups on shared tasks. Teacher monitors most of the groups and give feedback on children's work where required.
		Comments:			
Start and closure of the lesson	Observe the whole lesson carefully to see whether the lesson has clear introduction and ending. In order to get highest credit the teacher should use innovative methods either in the beginning or at the end.	☐ **1** The teacher does not make any effort to introduce (e.g. no recap, no questioning) and close (e.g. no sum up) the lesson OR the teacher introduces lesson (e.g. recap previous lesson), but does not close (e.g. no sum up) the lesson, and vice versa.	☐ **2** The teacher introduces lesson (e.g. recap previous lesson) and close (e.g. summarises) the lesson.	☐ **3** The teacher makes efforts to introduce (e.g. recap previous lesson) and close (e.g. summarises, asks questions to review the content) the lesson.	☐ **4** The teacher uses innovative methods to introduce and/or close the lesson (e.g. games, pictures, and quiz).
		Comments:			

ELEMENTS	GUIDELINES	RATING			
		☐ **1** The teacher does not give clear instructions (e.g. ambiguous, too many, incomplete) during lesson or hardly gives any (e.g. lesson is read to children, no activities).	☐ **2** The teacher gives clear instruction during the lesson but inconsistently (e.g. sometimes clear and sometime ambiguous).	☐ **3** The teacher gives clear instructions most of the time during the lesson.	☐ **4** The teacher gives clear instructions throughout the lesson.
Teacher's Instructions	Look for use of clear instruction where the teacher uses simple language, are in logical order, written and/or oral. Children seem to understand and follow the instruction.	*Comments*:			

Any Other Comment or Concern