Observer Name: _____

Date: _____ Time of day: _____

Teacher: _____

Length of lesson:_____mins.   Lesson interrupted: Yes ☐   No ☐

Boys: _____ Girls:_____   Control Classroom ☐   Experimental Class ☐

Physical Context
Upstairs   ☐   Downstairs ☐

Computer Lab ☐   Whole class ☐   Station/Centre ☐

Physical Environment
Heating Appropriate ☐ Inappropriate ☐ _____
Lighting Appropriate ☐ Inappropriate ☐ _____
Space   Appropriate ☐ Inappropriate ☐ _____
Background noise   Appropriate ☐ Inappropriate ☐ _____
Unobstructed view of teacher   Appropriate ☐ Inappropriate ☐ _____
Unobstructed view of tools   Appropriate ☐ Inappropriate ☐ _____

Classroom Management
Organisation of classroom   Appropriate ☐ Inappropriate ☐ _____
Tone/approachability of teacher   Appropriate ☐ Inappropriate ☐ _____
Teacher's voice projection   Appropriate ☐ Inappropriate ☐ _____
Order in classroom   Appropriate ☐ Inappropriate ☐ _____
Clarity of expectations   Appropriate ☐ Inappropriate ☐ _____

Quality of Teaching
Clear instructions   Yes ☐ No ☐ _____
Logical activity sequence   Yes ☐ No ☐ _____
Appropriate feedback   Yes ☐ No ☐ _____
Ability level differentiation Yes ☐ No ☐ _____
Scaffolding effective   Yes ☐ No ☐ _____

Quality of Learning
Students are on-task   Yes ☐ No ☐ _____
Students complete activity Yes ☐ No ☐ _____

Affects of Technology
Software Loading time   Appropriate ☐ Inappropriate ☐ _____
Teacher's comfort level   Appropriate ☐ Inappropriate ☐ _____
Students' comfort level   Appropriate ☐ Inappropriate ☐ _____
Engagement of teacher   Appropriate ☐ Inappropriate ☐ _____
Engagement of students   Appropriate ☐ Inappropriate ☐ _____

Time taken before actual teaching began: _____ minutes

Actual time taken on teaching/learning activities: _____minutes

Observation Chart: Use of Electronic Portfolios

ABRA-Specific Activities Structure

I.   **Word Level Activities** (all alphabetic or phonics based activities i.e. blending, segmenting, etc…)

a. How much time is spent on word level activities?
    ___1-5 min
    ___5-10 min
    ___10-15 min
    ___More than 15

b. What type of word level activities did you see?

Technology used: Y   N
<u>Type of Technology</u>:
Computers ☐ How many? _____
Projector ☐
Other ☐

_____

_____

II.   **Text level Activities** (all fluency/comprehension types of activities)

a. How much time is spent on text level activities?
    ___1-5 min
    ___5-10 min
    ___10-15 min
    ___ More than 15

b. What type of text level activities did you see?

Technology used: Y   N
<u>Type of Technology</u>:
Computers ☐ How many? _____
Projector ☐
Other ☐

Other (please describe) _____

_____

iii. **Writing Activities**

a. How much time is spent on writing activities?
    ___1-5 min
    ___5-10 min
    ___10-15 min
    ___more than 15

b. What type of writing activities did you see?

Technology used: Y   N
<u>Type of Technology</u>:
Computers ☐ How many? _____
Projector ☐
Other ☐

_____

_____

Motivation/engagement/enthusiasm —

Are students engaged by the ABRA/ePEARL activities? How do they show this?

_____

_____

Are teachers enthusiastic about the ABRA/ePEARL activities? How does s/he show this?

_____

_____

Self-regulation

Are students engaging in the self-regulation process (i.e. setting goals, changing strategies to achieve goals, etc)? What are they doing?

_____

_____

Are students engaging in self-assessment (i.e. assessing own work, choosing pieces for the portfolio, justifying choices)? What are they doing?

_____

_____

Assessment

*Does teacher engage in informal or formal assessment? How?

_____

_____

*Do the students engage in informal or formal assessment? How?

_____

_____

On a scale of 1 to 5, where 1 means strongly agree and 5 means strongly disagree, rate the following items

Implementation Check

1. Students can effectively navigate the software. _____

2. Teaching support is adequate. _____

What support/scaffolding was provided as students used ABRA, ePEARL or both? _____

_____

_____

3. Do students provide appropriate support for each other?

_____

_____

Classroom Environment and Structure

4. The activity/activities are related to other activities. _____

5. The classroom would best be characterized as student-centered. _____

6. The classroom is performance-oriented -- students are concerned more with comparing their results than mastering the material. _____

7. Teacher provides clear directions. _____

8. Teacher groups students appropriately if applicable (ex ability level etc) _____

9. Teacher provides constructive feedback. _____

10. Teacher takes initiative to check on student understanding during instructional time. _____

11. Teacher takes initiative to check on progress during work time. _____

12. Teacher encourages student dialogue and discussion during activities. _____

13. Students provide constructive feedback. _____

*What types of student-to-student interactions are there?

_____

_____

*What kinds of techniques do teachers use to involve students? (i.e. questioning, etc.)

_____

_____

Overall Quality of Teaching and Student Engagement:

"When observing this classroom, I see the following happening…" (Circle the appropriate response)

1	Not at all	*- Students are not attending to the task at hand. They are distracted and off-task.* *- There is a lot of disruption and movement not related to the activity.* *- The teacher cannot get the children to remain on task.*
2	Occasionally	*- Students occasionally attend to the given task.* *- There is occasional disruption and movement not related to the activity.* *-Occasionally, when the students are off task the teacher is able to refocus the group with some effort.*
3	Somewhat	*- Some students are attending to the given task.* *- There is little off task behaviour.* *- The teacher is able to guide students through the lesson with minimal diversions from the task.*
4	Mostly	*- Most students are attending to the given task.* *- There is minimal or no off-task behaviour* *- The teacher is able to guide students through activities effectively.*
5	Adequately	*- All students are involved in the given task.* *- There is no off task behaviour.* *- The children are discussing the task on their own with little or no prompting from the teacher.* *- The students are providing the teacher with new directions in which to go by actively participating in the discussions and are providing the teacher with feedback.*

Other comments: _____

_____

_____

Inter-rater reliability: How often did my colleague and I score or note similar activities while watching the same lesson?
0-20% of the time ☐   20-40% ☐   40-60% ☐   60-80% ☐   80-100% ☐

Colleague's name: _____   Signature: _____

Date:_____