

Observer # _____

Campus/Room# _____

Grade Level _____

Content Area/Course _____

of Students _____

w/o laptops _____

Room Arrangement _____

Classroom Observation Checklist

x

Time Segments in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
1. Class Organization – How are students working? (mark all that apply)												
① Individual students working alone	①	①	①	①	①	①	①	①	①	①	①	
② Pairs of students	②	②	②	②	②	②	②	②	②	②	②	
③ Small groups (3+ students)	③	③	③	③	③	③	③	③	③	③	③	
④ Whole class	④	④	④	④	④	④	④	④	④	④	④	
⑤ Student presentations	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	
⑥ off task	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	

Time Segments in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
2. Teacher Role – What is the teacher's role?												
① Directing whole group (telling, lecturing)	①	①	①	①	①	①	①	①	①	①	①	
② Interactive whole group	②	②	②	②	②	②	②	②	②	②	②	
③ Modeling whole group	③	③	③	③	③	③	③	③	③	③	③	
④ Facilitating / coaching	④	④	④	④	④	④	④	④	④	④	④	
⑤ Managing behavior or materials	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	
⑥ Administrative tasks (gradebook, attendance, etc..)	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	

Time Segments in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
3. Student use of eCommunication tools (mark all that apply)												
① Word processing	①	①	①	①	①	①	①	①	①	①	①	
② Creating presentations	②	②	②	②	②	②	②	②	②	②	②	
③ Email	③	③	③	③	③	③	③	③	③	③	③	
④ Discussion boards/listserves	④	④	④	④	④	④	④	④	④	④	④	
⑤ Chat	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	
⑥ Blog	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	
⑦ Podcast	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	
⑧ Other _____	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	

Time Segments in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
4. Student creation of projects/products (mark all that apply)												
① Web authoring (Frontpage, Mozilla, NVU, DreamWeaver, etc.)	①	①	①	①	①	①	①	①	①	①	①	
② Brochures/Fliers/Desktop Publishing	②	②	②	②	②	②	②	②	②	②	②	
③ Video production/editing	③	③	③	③	③	③	③	③	③	③	③	
④ Multimedia authoring (HyperStudio, eZedia, PowerPoint)	④	④	④	④	④	④	④	④	④	④	④	
⑤ NoteTaker Notebooks	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	
⑥ Graphics & Images (Photoshop, Graphic Converter, cameras, etc.)	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	
⑦ Other _____	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	

Time Segments in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
5. Student use of Inquiry tools (mark all that apply)												
① Online searching	①	①	①	①	①	①	①	①	①	①	①	
② Internet web sites	②	②	②	②	②	②	②	②	②	②	②	
③ Teacher bookmarks, launch page, link list	③	③	③	③	③	③	③	③	③	③	③	
④ CD Rom (encyclopedias)	④	④	④	④	④	④	④	④	④	④	④	
⑤ Social Bookmarking (Furl, etc.)	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	
⑥ Automated library system (Lexus Nexus)	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	
⑦ Concept mapping tools (Inspiration, OmniGraffle, etc.)	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	
⑧ Other _____	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	

Time Segments in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
6. Student use of content specific learning tools (mark all that apply)												
① WebQuest	①	①	①	①	①	①	①	①	①	①	①	
② Simulation/modeling software	②	②	②	②	②	②	②	②	②	②	②	
③ Probes/data gathering tools	③	③	③	③	③	③	③	③	③	③	③	
④ Data analysis software (spreadsheet, charts, graphs, etc.)	④	④	④	④	④	④	④	④	④	④	④	
⑤ Virtual manipulatives	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	
⑥ Robotics (LEGO, etc.)	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	
⑦ Other _____	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	

Time Segments in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
7. Student use of electronic content and instruction (mark all that apply)												
① Online Texts	①	①	①	①	①	①	①	①	①	①	①	
② Drill and practice tutorials	②	②	②	②	②	②	②	②	②	②	②	
③ Computer Learning Systems	③	③	③	③	③	③	③	③	③	③	③	
④ Textbook-linked software	④	④	④	④	④	④	④	④	④	④	④	
⑤ Learning assessment software	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	
⑥ Streaming Video	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	
⑦ Other _____	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	

Time Segments in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
8. Student level of technical skills (mark one)												
① Need lots of help (more than 20% are unable to proceed)	①	①	①	①	①	①	①	①	①	①	①	
② Somewhat skilled (10-20% need some assistance from teacher)	②	②	②	②	②	②	②	②	②	②	②	
③ Independent (fewer than 10% need assistance from teacher)	③	③	③	③	③	③	③	③	③	③	③	

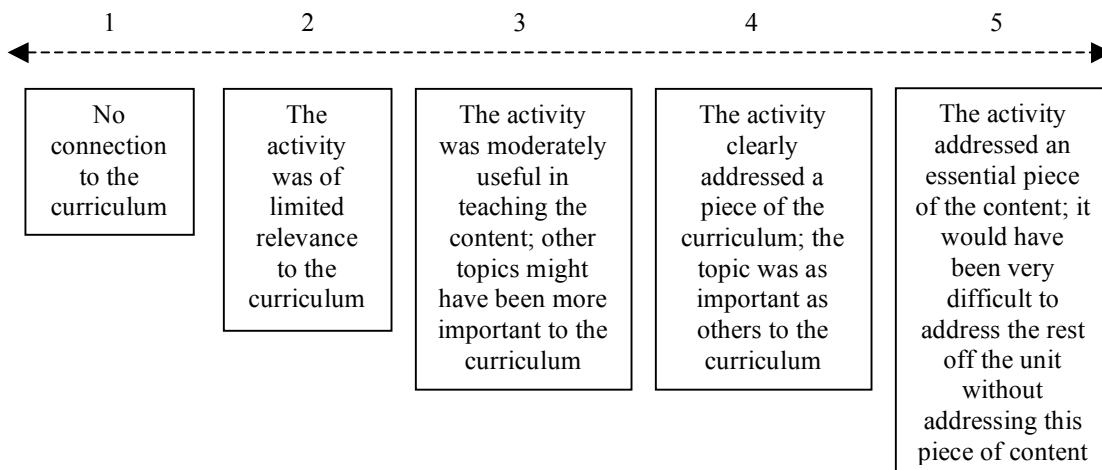
Time Segments in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
9. Learning Styles used (mark all that apply)												
① Verbal/Linguistic	①	①	①	①	①	①	①	①	①	①	①	
② Logical/Mathematical	②	②	②	②	②	②	②	②	②	②	②	
③ Visual/Spatial	③	③	③	③	③	③	③	③	③	③	③	
④ Bodily Kinesthetic	④	④	④	④	④	④	④	④	④	④	④	
⑤ Musical	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	
⑥ Interpersonal	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	
⑦ Intrapersonal	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	
⑧ Naturalistic	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	

Time Segments in Minutes	5	10	15	20	25	30	35	40	45	50	55	Notes
10. Cognitive Level - Bloom's Taxonomy (mark all that apply)												
① Remember	①	①	①	①	①	①	①	①	①	①	①	
② Understand	②	②	②	②	②	②	②	②	②	②	②	
③ Apply	③	③	③	③	③	③	③	③	③	③	③	
④ Analyze	④	④	④	④	④	④	④	④	④	④	④	
⑤ Evaluate	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	
⑥ Create	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	

11. Briefly describe the lesson.

12. Note any off task or inappropriate behavior:

13. Curriculum Fit: How would you rate the relevance of the technology activity to unit objectives/curriculum? (circle one)



14. Level of Technology Integration: How would you rate the integration of technology as it relates to the lesson objectives? (circle one)

←	1	2	3	4	5	→
No technology used	Technology was irrelevant to the content	The technology was moderately useful in teaching the content; other approaches might have been as effective	The technology clearly enhanced the lesson content; other approaches would not have been as effective	The technology was essential to the content; it would have been very difficult to present the lesson by other means		

15. Student Engagement Indicators – Make notes on your overall impression of the lesson:

Hands-on Work	Tied Into Interests & Made Interesting
Students Given Choices	Learning Put In Context