



Elements of Observation for Classical Teachers

Purpose: The purpose of this tool is to help identify and document observable evidence of classroom environments that are conducive to student learning. Circle the number that corresponds with your observation of each learning environment item descriptor. As needed and appropriate, make inquiries with learners and add comments regarding specifics.

	Every Evident	Evident	Somewhat Evident	Not Observed
A. Classical Learning Environment				
1. Upon entering the room, the observer is greeted by a student ambassador who welcomes and presents information on what is being studied.	4	3	2	1
2. Learners engage in direct instruction, guided practice, and individual practice/homework	4	3	2	1
3. Learners have equal access to classroom discussions, activities, resources, and support.	4	3	2	1
4. Learners are treated in a fair, clear, and consistent manner. Teacher does not practice sarcasm.	4	3	2	1
5. Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for difference in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions.	4	3	2	1
	Every Evident	Evident	Somewhat Evident	Not Observed
B. High Expectations Environment				
1. Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	4	3	2	1
2. Learners engage in activities and learning that are challenging but attainable. Songs and chants	4	3	2	1
3. Learners demonstrate and/or are able to describe high quality work.	4	3	2	1
4. Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g. analyzing, applying, evaluating, synthesizing).	4	3	2	1
5. Learners take responsibility for and are self-directed (responsible) in their learning.	4	3	2	1

	Every Evident	Evident	Somewhat Evident	Not Observed
C. Supportive Learning Environment				
1. Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	4	3	2	1
2. Learners take risks in learning (without fear of negative feedback).	4	3	2	1
3. Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	4	3	2	1
4. Learners demonstrate a congenial and supportive relationship with their teacher.	4	3	2	1
	Every Evident	Evident	Somewhat Evident	Not Observed
D. Active Learning Environment				
1. Learner's discussions/dialogues/exchanges with each other and the teacher predominate.	4	3	2	1
2. Learners make connections from content to real-life experiences to provide embodiment.	4	3	2	1
3. Learners are actively engaged in the learning activities.	4	3	2	1
4. Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments.	4	3	2	1
	Every Evident	Evident	Somewhat Evident	Not Observed
E. Progress Monitoring and Feedback Environment				
1. Learners monitor their own learning progress or have mechanisms whereby learning progress is monitored.	4	3	2	1
2. Learners receive/respond to feedback (from teachers/peers/other) to improve understanding and/or revise work.	4	3	2	1
3. Learners demonstrate narration or recitation of the lesson content.	4	3	2	1
4. Learners understand and/or are able to explain how their work is assessed.	4	3	2	1
	Every Evident	Evident	Somewhat Evident	Not Observed
F. Well-Managed Learning Environment				
1. Learners speak and interact respectfully with their teacher(s) and each other.	4	3	2	1
2. Learners demonstrate knowledge of and/or follow classroom courtesies and behavioral expectations and work well with others.	4	3	2	1

3. Learners transition smoothly and efficiently from one activity to the other.	4	3	2	1
4. Learners use class time purposefully with minimal wasted time or disruptions.	4	3	2	1
	Every Evident	Evident	Somewhat Evident	Not Observed
G. Lesson Development/Rigor/Vigor/Depth				
1. Lesson objective is present on the board.	4	3	2	1
2. Teacher presents information in an easily understood way that is appropriate for the grade and engages mimetic and socratic methods.	4	3	2	1
3. Teacher allows for “wait time” and allows students to struggle to a point of success.	4	3	2	1
4. Teacher is well prepared for the lesson and can answer questions posed by students intelligently.	4	3	2	1
5. Teacher demonstrates classical virtues in the teaching of students’ content.	4	3	2	1
6. Lesson includes a tie to any one of the classical virtues to be taught within the content.	4	3	2	1
7. Teacher presents as dressed in a neat and professional manner (i.e.: Tie for men, Dress or dress slacks for women)	4	3	2	1
8. Classroom presents as neat and organized. The floors and work areas are clean. Beauty is present in posters/wall postings. Virtues are present as well as motto	4	3	2	1
9. Teacher uses a strong and supportive voice. Students are able to understand direction.	4	3	2	1
10. Teacher is confident and well versed in content being taught.	4	3	2	1
11. Teacher recognizes and leverages Golden Moments	4	3	2	1
12. Teacher includes checks for understanding, scholastic time, note booking time, assessment	4	3	2	1

Comments: