

Classroom Observation Tool for Accreditation - REACH 2.1

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Observation # \_\_\_\_\_

School's Name: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Cntry: \_\_\_\_\_

Observer's Name: \_\_\_\_\_

Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Lesson Beginning: \_\_\_\_\_ Middle: \_\_\_\_\_ End: \_\_\_\_\_ (15-20 min. required) Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

<b>Classroom Observation Tool for Accreditation Indicators from REACH 2.1</b>		<b>Clearly Evident</b>	<b>Minimally Evident</b>	<b>Not Observed</b>
<b>1 - Student Engagement/Instructional Practice</b>		<b>2</b>	<b>1</b>	<b>0</b>
a	The portion of the lesson observed appears to fit into a well-designed lesson/unit plan (evident in written plan or verbal cues). (5.2)			
b	Instructional strategies are effective in keeping students actively engaged in learning. (5.5)			
c	Instruction is motivational, interactive, and multi-sensory. (5.5)			
d	Classroom activities and discussions promote higher order thinking skills. (5.5)			
e	Instruction focuses on essential knowledge and skill development. (5.5)			
f	Instructional time is used effectively, including transitions from one activity to another. (5.15)			
<i>Poor (0-3.2) Fair (3.3-7.2) Good (7.3-10.6) Exc. (10.7-12) Score</i>				<b>0</b>
<b>2 - Instructional Resources/Technology</b>		<b>2</b>	<b>1</b>	<b>0</b>
a	Instructional resources are adequate in number, relevant, and appropriate for the learners and programs offered. (5.10, 5.11, 5.12)			
b	There is evidence of student use of technology for research, collaboration, or creation/presentation of new ideas. (5.10, 5.12, 5.13)			
c	Teachers use multi-media resources in ways that actively engage students in learning. (5.13)			
<i>Poor (0-1.65) Fair (1.66-3.65) Good (3.66-5.29) Exc. (5.3-6.0) Score</i>				<b>0</b>
<b>3 - Support for Learning</b>		<b>2</b>	<b>1</b>	<b>0</b>
a	Students receive developmentally appropriate instruction needed to accomplish learning tasks. (2.6, 3.9)			
b	Needs of individual students are taken into consideration such as struggling learners, gifted, ELL, or cultural differences. (2.6, 3.9)			
c	All students have opportunities to engage in the instructional activities. (5.5)			
d	The social, emotional, spiritual, physical, and academic needs of the whole child are addressed (evidence in classroom, materials, or interactions). (1.5, 5.2, 5.4)			
<i>Poor (0-2.1) Fair (2.2-4.87) Good (4.88-7.0) Exc. (7.1- 8.0) Score</i>				<b>0</b>
<b>4 - Classroom Management</b>		<b>2</b>	<b>1</b>	<b>0</b>
a	Students know and cooperate with classroom rules and procedures (5.14)			
b	Students know that classroom rules are fairly applied to all (5.14)			
c	Students show respect when interacting with the teacher and other students (7.2)			
<i>Poor (0-1.65) Fair (1.66-3.65) Good (3.66-5.29) Exc. (5.3-6.0) Score</i>				<b>0</b>
<b>5 - Teacher/Student Relationships</b>		<b>2</b>	<b>1</b>	<b>0</b>

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a	Student-to-student and student-to-staff relationships reflect the attitude of Christ in temperament, actions, and spoken words. (7.2, 7.4)			
b	Positive teacher-student relationships enhance the learning atmosphere in the classroom. (7.4)			
c	Students feel free to ask for help when needed. Help is given without criticism. (7.4)			
<i>Poor (0-1.65) Fair (1.66-3.65) Good (3.66-5.29) Exc. (5.3-6.0) Score</i>				<b>0</b>
<b>6 - Biblical Integration</b>		<b>2</b>	<b>1</b>	<b>0</b>
a	Instructional activities and resources include a clear path for students to develop a biblical worldview (5.1, 5.3, 5.10)			
b	Classroom discussions, interactions, and resources foster a greater understanding of God's truth in the subject being taught. (7.5)			
c	Instructional activities and resources promote personal application of biblical principles. (5.2, 5.3, 7.5)			
<i>Poor (0-1.65) Fair (1.66-3.65) Good (3.66-5.29) Exc. (5.3-6.0) Score</i>				<b>0</b>
<b>7 - Assessment Strategies</b>		<b>2</b>	<b>1</b>	<b>0</b>
a	Assessment includes progress monitoring (formative assessment), feedback, and opportunities to improve performance. (5.6)			
b	Expectations for activities and/or assessments are clear, having been communicated appropriately in advance. (5.2)			
c	Multiple assessment measures or strategies are used. (5.6)			
<i>Poor (0-1.65) Fair (1.66-3.65) Good (3.66-5.29) Exc. (5.3-6.0) Score</i>				<b>0</b>
<i>Poor (0-13.84) Fair (13.85-30.49) Good (30.5-44.4) Exc. (44.5.-50) Total Score</i>				<b>0</b>
<b>Briefly describe: (if observed)</b>				
	Values multiple, global, diverse perspectives? + -			
1				
	Assessment of/for learning? + -			
2				
	Use of technology? + - (by students? By teachers?)			
3				
<b>Briefly summarize:</b>				
	Highlight of the class period:			
4				
	Most needed improvement:			
5				