

TPR 6.0

Teacher: _____ Observer: _____ Date: _____

CONTEXTUAL ITEMS

Grade level: Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 13+

Classroom Assignment: Regular, SPED – Resource, SPED – Self-Contained, SPED-Inclusion

Subject: Math, English/LA, Science, Social Studies, ESL, Foreign Language, PE, Art, Music, Other

If "other," please specify _____

Number of students: _____ **Context Demands:** 1 2 3 4 **Activity level:** 1 2

PLANNING ITEMS

Does the teacher define the purpose or objectives of the lesson?

- As they relate to state standards
- Differently according to student interest, ability, or instructional needs
- In terms of learner behaviors or performances
- As they relate to planned instruction
- In terms of pre-assessment data
- Related to characteristics of learner (e.g., culture, gifted, disability)

Does plan include any of the following teacher activities?

- Introductory motivational activity
- Plans to reinforce learning through homework
- Plans for guided practice
- Plans for independent practice
- Plans to integrate technology into student work
- Allocate available time to instructional goals
- Allocate time to develop content in depth

INTERACTIVE ITEMS (4 Minutes)

1 2 3 (Cycle number)

Beginning

- Begins lesson/activity promptly
- Conveys purpose of the lesson/activity at the beginning
- Stimulates student thinking at the beginning
- Begins lessons/activity with a review
- Has material ready

Involve

- Checks to see what students are doing
- Gives explicit instructions during the lesson
- Asks closed questions
- Asks open questions
- Redirects a question to another student
- Probes students' thinking
- Uses wait time
- Encourages students to think critically
- Summarizes during the lesson
- Encourages students to make connections
- Encourages students to explain content in their own words
- Encourages students to speculate how information is usable in other contexts

Does the teacher describe learner activities, such as?

- One or more changes of activity (e.g., listening, writing)
- Two or more options so learner can choose
- Provision for learner who finishes early
- Provision for learner who needs special help
- Challenges for learners
- Rewards or incentives

Does the teacher describe plans for evaluating the lesson, in terms of?

- Achievement of objectives or goals
- State standards
- Curriculum-based assessment
- Group project with individual accountability
- Learner involvement
- Learner interest
- Participation in class discussion
- Homework or other individual assignment
- Maintaining and using organized student records of progress
- Evaluation that fits what was taught
- Performance evaluations that call for higher order thinking
- Performance expectations that fit students' needs and abilities

Affect

- Acknowledges students' feelings
- Encourages group to cooperate
- Uses students' ideas
- Praises student effort or accomplishment
- Gives reason for praise
- Encourages students to ask questions
- Encourages students to do their best
- Provides opportunities for students to help one another
- Helps students as they complete seatwork
- Uses humor
- Communicates support
- Displays friendliness

Feedback

- Punishes appropriately
- Punishes inappropriately
- Indicates whether or not a response is correct
- Answers questions about assignment
- Provides constructive criticism
- Criticizes inappropriately
- Treats mistakes as part of the learning process

