

FOCUSED OBSERVATION INSTRUMENT #3: Classroom Environment, Routines and Procedures, Culture	
✓ Environment ✓ Routines and Procedures ✓ Classroom Culture	✓ Managing Student Behavior ✓ Student Self-Directed Management ✓ Engagement of All Students in Relevant, Meaningful Learning

Name of Teacher: _____

Date of Observation: _____

Subject/Grade Level: _____

Time of Observation: Begin: _____

Specific Content/Activity: _____

End: _____

Number of Students in Class: _____

TIME	DESCRIPTION OF TEACHER/STUDENT BEHAVIOR	TEACHER RESPONSE/BEHAVIOR

**Evidence of Effective Practices for Classroom Environment,
Routines and Procedures, Culture**

Check any techniques that the teacher used to promote Effective Practices for Classroom Environment, Routines and Procedures, Culture. Checking the technique does not necessarily mean that the technique was used effectively — it simply means that the technique was used. Make any specific notes that will help you remember what the teacher did/failed to do.

- Implemented clear and efficient routines, procedures and transitions
- Created safe and accessible classroom
- Implemented campus/classroom behavior system
- Most students met expected classroom behavior standards
- Successfully and respectfully intervenes to stop/redirect off-task/inappropriate behavior
- Teacher uses high interest activities/questions/materials to maintain student engagement
- Used best practices instructional strategies so that most students engaged in relevant, meaningful learning
- Students worked respectfully in groups/individually
- Procedures were in place for students to manage supplies and equipment with very limited direction from teacher
- Materials were organized and managed in ways that consume very little instructional time
- All instructional time is used for learning
- Other techniques (specify _____)
- Other techniques (specify _____)
- Other techniques (specify _____)

**Summary of Data and Judgments About
Classroom Environment, Routines and Procedures**

Summary of Student Behavior

- ▶ _____ students were off-task/disengaged from the lesson
(number)
Describe: _____

- ▶ _____ students behaved inappropriately/disruptively
(number)
Describe: _____

- ▶ What was the learning/curriculum objective?

- ▶ What instructional materials, resources, and procedures were used in teaching this lesson?
How were they managed?

Based on the data, circle YES if the statement describes what you saw/heard. Circle NO if the statement does not describe what you saw/heard. If you have no data or insufficient data, do not circle anything. In making judgments, rely on the preponderance of the data/evidence.

All descriptions, unless otherwise noted, are based on the Proficient language of the Texas Teacher Evaluation and Support System (T-TESS). For corresponding language from the Professional Development and Appraisal System, see the correlation chart at the end of Chapter 4.

<p align="center">Classroom Environment, Routines and Procedures</p> <ul style="list-style-type: none"> • All procedures, routines and transactions were clear and efficient YES NO • Students actively participated in groups, manage supplies and equipment with very limited teacher direction YES NO • The classroom was safe and organized to support learning objectives and is accessible to most students YES NO • Other conclusions/judgments 	<p align="center">Classroom Culture</p> <ul style="list-style-type: none"> • Teacher led a mutually respectful and collaborative class of actively engaged learners YES NO • Engaged all students in relevant, meaningful learning YES NO • Students worked respectfully individually/in groups YES NO • Teacher interacted with students in respectful ways at all times (Standard 4: Learning Environment, Section 21.351 of the Education Code) YES NO • Other conclusions/judgments • Other conclusions/judgments
<p align="center">Managing Student Behavior</p> <ul style="list-style-type: none"> • The teacher established, communicated and maintained clear expectations for student behavior YES NO • Consistently implemented the campus and/or classroom behavior system efficiently YES NO • Most students met expected classroom behavior standards (e.g., are on task, behave appropriately, follow classroom rules/procedures—PDAS) YES NO • Teacher successfully stopped/redirectioned off-task, inappropriate/disruptive behavior (PDAS) YES NO • Other conclusions/judgments • Other conclusions/judgments 	