

Observer Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time of day: \_\_\_\_\_

Teacher: \_\_\_\_\_

Length of lesson: \_\_\_\_\_ mins. Lesson interrupted: Yes  No

Boys: \_\_\_\_\_ Girls: \_\_\_\_\_ Control Classroom  Experimental Class

**Physical Context**

Upstairs  Downstairs   
 Computer Lab  Whole class  Station/Centre

**Physical Environment**

Heating Appropriate  Inappropriate  \_\_\_\_\_  
 Lighting Appropriate  Inappropriate  \_\_\_\_\_  
 Space Appropriate  Inappropriate  \_\_\_\_\_  
 Background noise Appropriate  Inappropriate  \_\_\_\_\_  
 Unobstructed view of teacher Appropriate  Inappropriate  \_\_\_\_\_  
 Unobstructed view of tools Appropriate  Inappropriate  \_\_\_\_\_

**Classroom Management**

Organisation of classroom Appropriate  Inappropriate  \_\_\_\_\_  
 Tone/approachability of teacher Appropriate  Inappropriate  \_\_\_\_\_  
 Teacher's voice projection Appropriate  Inappropriate  \_\_\_\_\_  
 Order in classroom Appropriate  Inappropriate  \_\_\_\_\_  
 Clarity of expectations Appropriate  Inappropriate  \_\_\_\_\_

**Quality of Teaching**

Clear instructions Yes  No  \_\_\_\_\_  
 Logical activity sequence Yes  No  \_\_\_\_\_  
 Appropriate feedback Yes  No  \_\_\_\_\_  
 Ability level differentiation Yes  No  \_\_\_\_\_  
 Scaffolding effective Yes  No  \_\_\_\_\_

**Quality of Learning**

Students are on-task Yes  No  \_\_\_\_\_  
 Students complete activity Yes  No  \_\_\_\_\_

**Affects of Technology**

Software Loading time Appropriate  Inappropriate  \_\_\_\_\_  
 Teacher's comfort level Appropriate  Inappropriate  \_\_\_\_\_  
 Students' comfort level Appropriate  Inappropriate  \_\_\_\_\_  
 Engagement of teacher Appropriate  Inappropriate  \_\_\_\_\_  
 Engagement of students Appropriate  Inappropriate  \_\_\_\_\_

Time taken before actual teaching began: \_\_\_\_\_ minutes

Actual time taken on teaching/learning activities: \_\_\_\_\_ minutes

**Observation Chart: Use of Electronic Portfolios**

**ABRA-Specific Activities Structure**

I. **Word Level Activities** (all alphabetic or phonics based activities i.e. blending, segmenting, etc...)

a. How much time is spent on word level activities?

- 1-5 min
- 5-10 min
- 10-15 min
- More than 15

b. What type of word level activities did you see?

Technology used: Y N

Type of Technology:

Computers  How many? \_\_\_\_\_

Projector

Other

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II. **Text level Activities** (all fluency/comprehension types of activities)

a. How much time is spent on text level activities?

- 1-5 min
- 5-10 min
- 10-15 min
- More than 15

b. What type of text level activities did you see?

Technology used: Y N

Type of Technology:

Computers  How many? \_\_\_\_\_

Projector

Other

Other (please describe) \_\_\_\_\_

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iii. **Writing Activities**

a. How much time is spent on writing activities?

- 1-5 min
- 5-10 min
- 10-15 min
- more than 15

b. What type of writing activities did you see?

Technology used: Y N

Type of Technology:

Computers  How many? \_\_\_\_\_

Projector

Other

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**Motivation/engagement/enthusiasm —**

Are students engaged by the ABRA/ePEARL activities? How do they show this?

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Are teachers enthusiastic about the ABRA/ePEARL activities? How does s/he show this?

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**Self-regulation**

Are students engaging in the self-regulation process (i.e. setting goals, changing strategies to achieve goals, etc)? What are they doing?

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Are students engaging in self-assessment (i.e. assessing own work, choosing pieces for the portfolio, justifying choices)? What are they doing?

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**Assessment**

\*Does teacher engage in informal or formal assessment? How?

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\*Do the students engage in informal or formal assessment? How?

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**On a scale of 1 to 5, where 1 means strongly agree and 5 means strongly disagree, rate the following items**

**Implementation Check**

1. Students can effectively navigate the software. \_\_\_\_\_

2. Teaching support is adequate. \_\_\_\_\_

What support/scaffolding was provided as students used ABRA, ePEARL or both? \_\_\_\_\_

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3. Do students provide appropriate support for each other?

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**Classroom Environment and Structure**

4. The activity/activities are related to other activities. \_\_\_\_\_

5. The classroom would best be characterized as student-centered. \_\_\_\_\_

6. The classroom is performance-oriented -- students are concerned more with comparing their results than mastering the material. \_\_\_\_\_

7. Teacher provides clear directions. \_\_\_\_\_

8. Teacher groups students appropriately if applicable (ex ability level etc) \_\_\_\_\_

9. Teacher provides constructive feedback. \_\_\_\_\_

10. Teacher takes initiative to check on student understanding during instructional time. \_\_\_\_\_

11. Teacher takes initiative to check on progress during work time. \_\_\_\_\_

12. Teacher encourages student dialogue and discussion during activities. \_\_\_\_\_

13. Students provide constructive feedback. \_\_\_\_\_

\*What types of student-to-student interactions are there?

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\*What kinds of techniques do teachers use to involve students? (i.e. questioning, etc.)

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**Overall Quality of Teaching and Student Engagement:**

“When observing this classroom, I see the following happening...” (Circle the appropriate response)

1	Not at all	<ul style="list-style-type: none"> <li>- Students are not attending to the task at hand. They are distracted and off-task.</li> <li>- There is a lot of disruption and movement not related to the activity.</li> <li>- The teacher cannot get the children to remain on task.</li> </ul>
2	Occasionally	<ul style="list-style-type: none"> <li>- Students occasionally attend to the given task.</li> <li>- There is occasional disruption and movement not related to the activity.</li> <li>- Occasionally, when the students are off task the teacher is able to refocus the group with some effort.</li> </ul>
3	Somewhat	<ul style="list-style-type: none"> <li>- Some students are attending to the given task.</li> <li>- There is little off task behaviour.</li> <li>- The teacher is able to guide students through the lesson with minimal diversions from the task.</li> </ul>
4	Mostly	<ul style="list-style-type: none"> <li>- Most students are attending to the given task.</li> <li>- There is minimal or no off-task behaviour</li> <li>- The teacher is able to guide students through activities effectively.</li> </ul>
5	Adequately	<ul style="list-style-type: none"> <li>- All students are involved in the given task.</li> <li>- There is no off task behaviour.</li> <li>- The children are discussing the task on their own with little or no prompting from the teacher.</li> <li>- The students are providing the teacher with new directions in which to go by actively participating in the discussions and are providing the teacher with feedback.</li> </ul>

Other comments: \_\_\_\_\_

\_\_\_\_\_

Inter-rater reliability: How often did my colleague and I score or note similar activities while watching the same lesson?  
 0-20% of the time  20-40%  40-60%  60-80%  80-100%

Colleague's name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_