

School Observation Template

*Reminder: refrain from using individual's real names, for anonymity.

What is the Context?

School Observations

Date Conducted:

School Name:

Time of Day:

Grade Level:

Classroom Subject/Activity:

Number of Students in Classroom:

Number of Staff in Classroom:

Layout of room (e.g., How are the desks arranged? Where is the teacher in relation to the students?):

School Meeting

Date Conducted:

School Name:

Time of Day:

Stakeholder(s) involved (e.g., principal, social studies 8th grade teacher, social worker):

Type of Meeting (e.g., professional development meeting, advisory planning meeting, one-on-one meeting):

Observe (Classrooms, School Spaces, Meetings)

What's happening or being discussed? What is the teacher doing? What are the students doing?

Please consider the additional guiding questions:

- How is the emotional connection and relationship among teachers/staff and/or students? Is there warmth, respect and enjoyment communicated? How is it communicated?
 - Ex: Does the teacher identify a student's/educator's emotion, perspective, or SE behavior as normal or equal?
 - **Ex: Does the teacher affirm (e.g., celebrated, elaborated) a student's/educator's emotion or perspective?**
 - **Ex: Does the teacher express their own emotion, perspective, or SE behavior with one or multiple students/educators?**
 - Ex. Do educators collaborate with one another, engage in respectful discussion/disagreement, center other staff/student's opinions, display a growth mindset toward students/staff's SEL efforts/DEIB efforts, or advocate for one another?
 - Ex. Do educators/students notice or show care and concern to other students/staff?
- Is the teacher demonstrating timely responsiveness to academic, social and emotional, behavioral, and developmental needs of individual students and the class?
 - Ex: Does the teacher acknowledge or notice (e.g., observed, repeated back) a student's emotion or perspective?
 - Ex: Does the teacher ignore a student's emotion or perspective?
- To what degree is the educator able to meet and capitalize on the social and developmental needs and goals of the adolescents. Are they providing opportunities for leadership and autonomy? Are student/teacher ideas and opinions valued? Is the content of the lesson relevant to adolescents/educators?
 - Ex: Does the teacher connect or prompt student(s) to connect an SE skill or concept to their own life experience?

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- Ex: Does the teacher prompt students to practice an SE skill or concept and varies support based on demonstrated skill?
 - Ex: Does the teacher prompt student(s) to engage in collaborative discussion about an SE skill or concept?
- Is the teacher using effective methods to encourage desirable behavior and prevent and redirect misbehavior. What methods are you observing?
 - Ex: Does the teacher model an SE skill or concept while drawing student's attention to it (e.g., pointing it out, acting it out, narrating, or exaggerating)?
 - Ex: Does the teacher model an SE skill or concept without drawing students' attention to it (e.g., pointing it out, acting it out, narrating, or exaggerating)?
- How well is the teacher managing time and routines so that instructional time is maximized? Do the students know what to do? Is time wasted in transitions or are there clear rules for transitions? Is the teacher prepared for the activity with all materials? Are the students prepared?

Your observation here.

Reflect

- How do you feel? What are your biggest takeaways from this observation?
- How do you think the students felt?
- How do you think the educators felt? Any lingering thoughts or questions related to the observation/meeting?

Document your reflections and any conversations that you may have with an educator after an observation here.