

**FORMATIVE OBSERVATION DATA INSTRUMENT**

Instructions: Use this sheet to record the events that occur during the classroom observation. Be sure to code each instance of a TPAI practice as follows: appropriate use of practice ( ); strong or positive use of practice (+); weak or negative use of practice (-).

Function/Practice	Time	Comments
<p><b>I. Instructional Time</b>            1.1 Materials ready            1.2 Class started quickly  <b>1.3 Time-on-task for learning</b></p> <p><b>II. Student Behavior</b>            2.1 Rules - Administrative matters            2.2 Rules – Verbal participation            2.3 Rules - Movement            2.4 Frequently monitors behavior            2.5 Stops inappropriate behavior  <b>2.6 Reflective practice – Student behavior</b></p> <p><b>III. Instructional Presentation</b>  <b>3.1 Links to prior learning.</b>  <b>3.2 Understands content; makes it meaningful</b>            3.3 Speaks fluently            3.4 Relevant examples            3.5 High rate of success on tasks            3.6 Brisk pace            3.7 Effective, smooth transitions            3.8 Assignment clear  <b>3.9 Adapts instruction to diverse learners</b>  <b>3.10 Develops critical thinking, problem solving, and performance skills</b>  <b>3.11 Uses technology to support instruction</b>  <b>3.12 Students engaged, responsible for learning</b></p> <p><b>IV. Instructional Monitoring</b>            4.1 Maintains deadlines, standards            4.2 Circulates to check students' performance            4.3 Uses varied work products to check progress            4.4 Questions clear, one at a time  <b>4.5 Uses responses to adjust teaching</b></p> <p><b>V. Instructional Feedback</b>            5.1 Feedback on in-class work            5.2 Prompt feedback on out-of-class work            5.3 Affirms correct response quickly            5.4 Sustaining feedback after incorrect response  <b>5.5 Fosters active inquiry supportive interaction</b></p> <p><b>VI. Facilitating Instruction</b>  <b>6.1 Aligned instructional plans</b>  <b>6.2 Uses diagnostic information, assessment</b>            6.3 Maintains accurate records  <b>6.4 Appropriate instructional activities</b>            6.5 Available resources support program</p> <p><b>VII. Communicating in Educational Environment</b>            7.1 Treats all students fairly  <b>7.2 Participates in development of school vision</b>            7.3 Relationships with colleagues, parents, community</p> <p><b>VIII. Performing Non-Instructional Duties</b>            8.1 Carries out non-instructional duties            8.2 Adheres to laws, policies, rules, and regulations            8.3 Plan for professional development  <b>8.4 Reflective practitioner</b></p>		

Teacher's Name \_\_\_\_\_

Date of Observation \_\_\_\_\_

## **FORMATIVE OBSERVATION DATA ANALYSIS (FODA)**

Based on your observations, address each function using statements which accurately reflect the quality of performance documented by your data.

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MANAGEMENT OF INSTRUCTIONAL TIME

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MANAGEMENT OF STUDENT BEHAVIOR

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INSTRUCTIONAL PRESENTATION

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INSTRUCTIONAL MONITORING

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INSTRUCTIONAL FEEDBACK

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FACILITATING INSTRUCTION

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COMMUNICATING WITHIN THE EDUCATIONAL ENVIRONMENT

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PERFORMING NON-INSTRUCTIONAL DUTIES

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From the classification of raw data on this sheet, list the strengths observed in this observation cycle and prioritize the areas for improvement.

Strengths:

Areas for Improvement (Prioritize):