

The William and Mary Classroom Observation Scales Revised

Classroom Observation Scales Development Team:

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**The College of William and Mary
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The William and Mary Classroom Observation Scales, Revised
Teacher Observation

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Directions: Please employ the following scale as you rate each of the checklist items. Rate each item according to how well the teacher characteristic or behavior was demonstrated during the observed instructional activity. Each item is judged on an individual, self-contained basis, regardless of its relationship to an overall set of behaviors relevant to the cluster heading.

3=Effective	2=Somewhat Effective	1=Ineffective	N/O = Not Observed
The teacher evidenced careful planning and classroom flexibility in implementation of the behavior, eliciting many appropriate student responses. The teacher was clear, and sustained focus on the purposes of learning.	The teacher evidenced some planning and/or classroom flexibility in implementation of the behavior, eliciting some appropriate student responses. The teacher was sometimes clear and focused on the purposes of learning.	The teacher evidenced little or no planning and/or classroom flexibility in implementation of the behavior, eliciting minimal appropriate student responses. The teacher was unclear and unfocused regarding the purpose of learning.	The listed behavior was not demonstrated during the time of the observation. (NOTE: There must be an obvious attempt made for the certain behavior to be rated "ineffective" instead of "not observed".)

General Teaching Behaviors

<i>Curriculum Planning and Delivery</i>	3	2	1	N/O
The teacher...				
1. set high expectations for student performance.				
2. incorporated activities for students to apply new knowledge.				
3. engaged students in planning, monitoring or assessing their learning.				
4. encouraged students to express their thoughts.				
5. had students reflect on what they had learned.				

Comments:

Differentiated Teaching Behaviors

<i>Accommodations for Individual Differences</i>	3	2	1	N/O
The teacher...				
6. provided opportunities for independent or group learning to promote depth in understanding content.				
7. accommodated individual or subgroup differences (e.g., through individual conferencing, student or teacher choice in material selection and task assignments.)				
8. encouraged multiple interpretations of events and situations.				
9. allowed students to discover key ideas individually through structured activities and/or questions.				

Comments:

<i>Problem Solving</i>	3	2	1	N/O
The teacher...				
10. employed brainstorming techniques.				
11. engaged students in problem identification and definition				
12. engaged students in solution-finding activities and comprehensive solution articulation.				

Comments:

<i>Critical Thinking Strategies</i>	3	2	1	N/O
The teacher...				
13. encouraged students to judge or evaluate situations, problems, or issues				
14. engaged students in comparing and contrasting ideas (e.g., analyze generated ideas)				
15. provided opportunities for students to generalize from concrete data or information to the abstract.				
16. encouraged student synthesis or summary of information within or across disciplines.				
Comments:				
<i>Creative Thinking Strategies</i>	3	2	1	N/O
The teacher...				
17. solicited many diverse thoughts about issues or ideas.				
18. engaged students in the exploration of diverse points of view to reframe ideas.				
19. encouraged students to demonstrate open-mindedness and tolerance of imaginative, sometimes playful solutions to problems.				
20. provided opportunities for students to develop and elaborate on their ideas.				
Comments:				
<i>Research Strategies</i>	3	2	1	N/O
<i>(It is atypical for these to be observed in one session. Some teachers, however, may use Items #21-25 within a single period to illustrate the full research process to students. Please note those observations in the comments section.)</i>				
The teacher...				
21. required students to gather evidence from multiple sources through research-based techniques (e.g., print, non-print, internet, self-investigation via surveys, interviews, etc.).				
22. provided opportunities for students to analyze data and represent it in appropriate charts, graphs, or tables.				
23. asked questions to assist students in making inferences from data and drawing conclusions.				
24. encouraged students to determine implications and consequences of findings.				
25. provided time for students to communicate research study findings to relevant audiences in a formal report and/or presentation.				
Comments:				

Additional Comments: