

Greenbush Classroom Observation Process (GCOP)

$\underline{\pmb{C}} lassroom \ \underline{\pmb{O}} bservation \ \underline{\pmb{F}} orm$



District: School:	Date:	Time In:	Time Out:	Subject/Grade:	Teacher:	
No. of Students: Standard/Topic:					Observer:	
Objective/Task students demonstrate by end of lesson (link to thinking level below)					Beginning Middle End of class/lesson	
TEACHING PRACTICES				STUDENT LEARNING PRACTICES		
1. E=ENVIRONMENT/MANAGEMENT: a. Orderly/Clean/Well-Managed/Safe/Conducive to learning b. Positive teacher-student interactions c. Evidence of student work is displayed d. Technology			2. E=ENVIRONMENT/RESOURCES USED: a. Textbooks b. Supplemental materials (tools) c. Manipulatives d. Technology: e. Worksheets (circle types: multiple-choice, fill-in, open-ended, graphic organizers)			
3. D=DESIGN/INSTRUCTIONAL PI a. Standards/skill-based less b. Activating Prior Knowledg c. Explicit instruction/teache d. Modeling/Demonstrated 6	son communicated	Checking understanding Guided Practice under s Independent practice/H Evaluation of learning p	upervision omework	 a. Asks/answers quest b. Engages in active re c. Actively participates d. Investigates and sol e. Demonstrates expect f. Receives feedback of g. Demonstrates self-e 	vinteraction with Learning: ions to promote higher level thinking/understanding eading, note taking or constructed response tasks in class discussion/group work about the learning task lives problems cted learning independently on performance (teacher or peer) evaluation of or reflection on learning progress actively engaged: (circle range: 0-60%; 60-85%; 85-100%)	
b. Incorporate culturally rescribed by the control of the control	ng styles (circle all that apply: a sponsive readings/perspectives ge needs bractices that accelerate learning arities & differences at take notes orts & provide recognition ork & practice opportunities nowledge using linguistic/non-ling rning in groups; cooperative leas s & provide immediate/continue	s/materials ng nguistic forms of informa arning/pairs/small group	ation	interpersonal, intrape logistical-mathematic musical- rhythmic) b. Experiences differen modified content processes/activities products/assignmen environment (flexible learnin	ledge in multiple ways (circle all that apply): ersonal, verbal-linguistic, cal, visual-spatial, bodily-kinesthetic, attiated instruction (circle all that apply):	

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