

TRANSFORMATIVE CLASSROOM OBSERVATION INSTRUMENT (TCOI)

Teacher: _____ Grade Level: _____ Observer: _____

Date of Observation: _____ Content Area: _____ Lesson/Activity: _____

Indicators of Transformational Teacher Behaviors	Indicators of Transformational Student Behaviors	Perception of Quality of Instruction Lacking Adequate Exemplary	Commentary/Notes	Stretch Goal Step(s)
		What did teacher and/or students do?		
Facilitation ___ Guiding ___ Observing ___ Coaching ___ Inspiring/Empowering ___ Creating Connections ___ Developing	___ Engaging ___ Questioning ___ Exploring/Seeking ___ Producing ___ Participating ___ Interpreting ___ Reflecting ___ Other- (See Comments)			
Instructional Design/Assessment ___ Evidence of flexible instruction ___ Offers variety in learning style instruction ___ Allows for variable student pacing ___ Provides course corrections based on student needs ___ Uses different mediums when teaching: digital, print, graphics, realia, media ___ Teacher offers choice in time, team, task and technique	___ Input by students is evident ___ Observed use of a variety of tools/resources interchangeably ___ Demonstrates understanding of how to use various modalities for learning ___ Takes the role of the teacher ___ Shows enthusiasm about learning ___ Demonstrates initiative ___ Utilizes choices of time, team, task and technique ___ Other- (See Comments)			

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		What did teacher and/or students do?		
<p>Engagement Practices</p> <p>___Presents lessons innovatively</p> <p>___Fosters an element of surprise when instructing students</p> <p>___Involves students in authentic, hands-on assignments</p> <p>___Connects students to lesson with a high-level of student talk and interaction</p> <p>___Monitors learning through quality formative assessments</p> <p>___Uses teacher created scales and rubrics in kid-friendly language to measure student learning</p>	<p>___Demonstrates high level of motivation</p> <p>___Makes a sincere attempt to understand assignment and learn from it</p> <p>___Produces Project Materials that meet assignment targets</p> <p>___Demonstrates that can develop a quality learning product</p> <p>___Perseveres in completing tasks/ or solving problems</p> <p>___Shows initiative and willingness to complete tasks</p> <p>___Takes risks and learns from mistakes</p> <p>___Establishes interim and long-term academic goals using teacher and other feedback to improve achievement</p> <p>___Other- (See Comments)</p>			

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<p>Critical Thinking Development</p> <p>___ Asks students higher level questions</p> <p>___ Models for students how to ask higher level questions</p> <p>___ Poses problems which challenge thinking</p> <p>___ Accepts multiple approximations for answers/solutions with supporting evidence</p> <p>___ Rewards students for "Universal Fundamental Skills"</p> <p>___ Promotes different perspectives and points of view</p> <p>___ Teaches students how to use Meta-cognition to explain their thinking</p> <p>___ Designs lessons that have authentic content</p>	<p>___ Responds to and develops thought-provoking questions for peers to ponder</p> <p>___ Demonstrates innovative methods for problem-solving</p> <p>___ Listens and responds with supporting evidence to problems</p> <p>___ Displays "Universal Fundamental Skills" behaviors in problem-solving</p> <p>___ Responds to multiple perspectives and ideas of others with interest and wonder</p> <p>___ Uses Meta-Cognition" effectively in problem explanation and articulation of information</p> <p>___ Student connects learning with prior knowledge and experiences in authentic contexts</p> <p>___ Other- (See Comments)</p>			

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<p>Collaboration</p> <p>___ Develops leadership and collaboration skills by assigning learning in collaborative groups</p> <p>___ Monitors the development of student collaboration skills</p> <p>___ Models roles of effective collaboration in groups</p> <p>___ Assigns virtual and face-to-face collaborative assignments and presentations</p> <p>___ Teaches communication modes in collaborative structures</p>	<p>___ Demonstrates collaboration characteristics and leadership skills</p> <p>___ Shows that can perform roles as assigned in a collaborative group</p> <p>___ Shows willingness to collaborate with peers for a positive outcome for group assignments</p> <p>___ Works with others collaboratively in order to produce quality project assignments and products in collaboration groups</p> <p>___ Utilizes digital communication platforms skillfully to participate in virtual collaboration groups</p> <p>___ Develops, presents and quality research information in collaborative structures</p> <p>___ Other- (See Comments)</p>			

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<p>*Use of Technology</p> <p>___Leverages classroom technology to best meet the goals of the lesson</p> <p>___Demonstrates selective uses of technology to help students learn information literacy skills</p> <p>___Uses available digital tools appropriately</p> <p>___Offers digital assignments that are intended to show evidence of expected creative learning outcomes</p> <p>___Assigns productive projects that promote research skills using digital medium</p> <p>___Finds and implements authentic ways to have students collaborate and communicate virtually</p> <p>___Utilizes paradigm shifts in classroom instructional design including Flipped, Blended, or Online Learning</p>	<p>___Engages in lessons utilizing a variety of available digital tools</p> <p>___Chooses appropriate digital tools for assignments</p> <p>___Uses digital tools effectively to influence audiences through presentations of learning</p> <p>___Develops skills and talents in researching information that show progressively deeper levels of understanding content</p> <p>___Demonstrates methods to build rapport virtually with collaborative experts, peers, or individuals</p> <p>___Students use feedback from teacher to improve achievement in Flipped, Blended, or Online Learning venues</p> <p>___Other- (See Comments)</p>			

*Please note that the authors are aware that classrooms sometimes have limited resources to purchase and/or maintain up-to-date technology in many public schools. Therefore, a classroom observer or principal leader should take this in mind when using this instrument.