

# CSSE CLASSROOM OBSERVATION CHECKLIST: DEFINITION OF TERMS B38a

This checklist is to be used by CSSE observers in classrooms.

The response scale is a 4-point scale.

m - - a e.g. very modern; somewhat modern; somewhat antiquated; very antiquated

N - - Y e.g. no text orientation; a bit; a lot; exclusive orientation to text

0 - - M e.g. no reference, 1-2 references, several references, sustained attention

	<u>DESCRIPTION OF ROOM</u>
modern-antiquated:	The room itself and its furnishings: are they up-to-date and serviceable? Do they have the newer materials and equipment?
mobile-fixed eqpmt:	Is the room flexible; can desks, chairs, displays, etc. be changed to accommodate to different purposes:
open-regulated:	Is there freedom of movement and visual expression: Do spaces invite the student's own aims, interests, and tempo?
formal-casual:	Is the room neatly organized? Is there more a sense of regimentation or relaxation?
active-still:	Is there evidence of much activity: Are there background noises, movements, distractions? Is this a busy place?
• learning place:	Is this a place to learn? to study? Do books, materials tell you that learning is taken seriously here?
• science place:	Is this a resource center for science, math or social studies? Equipment here for exercises, lab work? Reference works, charts?
• library place:	Is this a special place for reading, browsing, quiet study? Is the world's "abundance of knowledge" apparent here?
• competition place:	Is this a place to compete, to excel? Are there performance charts here? Does work get rated as to its quality? People too?
	<u>PEDAGOGY</u>
text orientation:	Is there evidence of considerable use of one (or more) textbook in teaching? Is text sequence followed?
test orientation:	Is there evidence of considerable awareness of tests, Is there emphasis on forthcoming tests?
experience based:	Are students' personal experiences a basis for approaching new understandings? Do teachers "honor" events of their own experience?
objectives based:	Are learning activities oriented around instructional objectives? Are students expected to master well specified tasks?
problem oriented:	Are concepts drawn from practical applications? Is the teaching inductive, proceeding from problems to solutions to generalizations?
operations, drill:	Is there considerable emphasis on drill, memorizing definitions? Do students repeat basic operations time and time again?
rules, examples:	Are rules studied first then examples to illustrate and emphasize the principles? Is the teaching deductive?
integrated subj m:	Are concepts networked across disciplines? Are students encouraged to apply learnings to different situations. Is deliberate effort made to teach more than one subj. matter at the same time?
diversions:	Are the unexpected and unplanned allowed to take over? Do discussions meander? Is there spontencity here?
	<u>TEACHER AIM</u>

didactic:	Is the teaching mode one of conveying information? imparting knowledge; building skills? Is the aim for the students "to remember?"
heuristic:	Is the teaching mode one of serving to guide, to discover, to reveal; to solve problems? Is the aim for students "to know how to learn?"
philetic:	Does the teaching mode evidence a concern for pupil's development, both intellectually and as a person? Is the aim for students "to know themselves,
	<u>KNOWLEDGE USE</u>
replicative:	Is there an emphasis on recall, recognition of facts; Are students expected to duplicate, repeat learning?
associative:	Is there an emphasis on a readiness to respond to cue or stimulus by bringing to consciousness ideas, images, analogues, contracts, and elaborations?
applicative:	Is content in one area used to solve problems in another area; Are Techniques viewed as a way to "use" a theory?
interpretive:	Is there an emphasis on understanding, ability to explain? Are students encouraged to restate essential ideas in their own ways?
	<u>REFERENCE MADE TO:</u>
meaning of science:	Is there any mention of science as a thing; Is any attempt made to define it?
role of scientist:	Are the roles scientists mentioned: discoverers, explainers, authorities, etc?
science vs technology	What of the difference between discovery of new knowledge and putting it to practical use?
scientific methods:	Is there mention of a systematic procedure of formulating problems, testing hypotheses; observing and analyzing data, building theories
science as value free:	Is there any reference to claims either that science is or cannot be value free
community, national:	Is there reference to community or national problems, such as pollution, poverty, crime, inadequate social services noting their seriousness and persuasiveness.
ethics, morality, religion:	Is there any mention of what is morally right. Is God mentioned? Is any reference made to ethical responsibility? Etc.
ecology,:	Is any mention made of the environment, the changing ecology, pollution, conservation?
courses yet to come:	Any mention made of relevance of present learnings for learnings in courses yet to come?
science clubs, fairs, etc.:	Is there mention of these extra curricular science, math, and social studies activities for students?
rdg, math skills needs;	Are there references to a lack of skills in reading and math? Is there reference to need for more emphasis on "basic skills".
school budget:	Any reference to lack of materials, supplies, equipment; or generally to financial need?
	<u>TIME ALLOCATION</u>
lesson:	Percent of total class time allotted to the current instructional topic, broadly considered, including study time?
other education:	Percent of total class time allotted to learnings of an educational nature but not related to current topics?
Admin and Other non-education	Time spent taking roll, collecting monies, handing in homework, handing out exams, discussing "rules", disciplining students, announcing school related activities, shooting the bull.