Technology Classroom Observation Tool

Teacher: _____ Date: _____ Time: _____

Room: _____ Year Level: _____

Room environment... **Comments...**

Can you see information, images and/or news about technology in the world? (e.g. inventions, careers, history of technology)	Y / N
Can you see general technology terminology? (e.g. need, brief, attributes, function, prototype)	Y / N
Can you see terminology specific to the room? (e.g. food = fold, electronics = circuit, LED hard materials = file, coping saw)	Y / N

Teacher/Team planning...

Is there a team wide programme that ensures broad coverage of the technology curriculum strands?	Y / N
Does the unit planning describe what technology achievement objectives are being focused on?	Y / N
Is daily planning linked to Learning Intentions? (i.e. LIs related to the technology curriculum)	Y / N
Can you see links between the team programme, unit planning, daily planning and student work?	Y / N
Does planning explore aspects of the two new technology strands? (e.g. Nature of Technology and Technological Knowledge)	Y / N
Are there reflective comments in the daily planning for the different classes/groups within each day?	Y / N
Is there evidence of differentiation? (e.g. grouping, individual programmes)	Y / N

Teaching and learning...

Is the learning intention shared and discussed with students? (i.e. LIs related to the technology curriculum)	Y / N
Are success criteria created with the students? (i.e. related to the technology curriculum)	Y / N
Is there a deliberate act of teaching a concept (not a procedure) related to the new technology strands? (e.g. Nature of Technology and Technological Knowledge)	Y / N
Are students working on personal projects? (possibly individually, in pairs or in small teams)	Y / N
Can students talk about how their project meets their stakeholder's needs? (they might be the stakeholder)	Y / N

Paul Neveldsen and Selena Hinchco, June 2010

Student's folders/booklets...

Comments...

Do the students have a need or opportunity that encourages them to create a project that is unique to each student/group?	Y / N
Do students have a planning folder/booklet?	Y / N

At a minimum, the students planning folder/booklet should support students to...

• show their own design ideas? (e.g. drawings, recipes, descriptions, circuit diagrams)	Y / N
• write their own design brief describing what they are making, who it is for and why they are making it? (a *conceptual statement*)	Y / N
• write their own attributes for their project? (e.g. "My sports bag will be portable, small and light")	Y / N
• plan for their resources and time?	Y / N
• record and reflect on their goals?	Y / N
• evaluate their project?	Y / N
• Show what they are learning about from the two new strands? (e.g. Nature of Technology and Technological Knowledge)	Y / N

Assessment...

Are assessment criteria clearly displayed and talked about?	Y / N
Are the assessment criteria about aspects of the technology curriculum, not just the project?	Y / N
Is there a clear link between unit planning, daily planning and the assessment criteria?	Y / N
Is there evidence of formative assessment? (e.g. tracking throughout the cycle, goal setting, feed-back, feed-forward, comments, self assessment)	Y / N
Can the students talk about the assessment criteria and their own learning?	Y / N