## Checklist: Critical Thinking Skills

### Directions

The teacher and the observer should each complete a copy of this form (total of two forms). When the observation is finished, they can sit down together, compare results, and come up with an agreed upon plan of action as needed.

A) For each of the points listed below, **circle** the appropriate response to…

- **Question:** Do you see this in the lesson?
- **Answer:** YES, NO, ?? (not sure), or NA (not applicable).

B) When you are finished, put a check √ by the three items that are most important to you.

<table>
<thead>
<tr>
<th>1. The lesson includes the use of critical thinking skills.</th>
<th>YES</th>
<th>NO</th>
<th>??</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Clear learning goals are in evidence at all times.</td>
<td>YES</td>
<td>NO</td>
<td>??</td>
<td>NA</td>
</tr>
<tr>
<td>3. There are student-centered learning practices (the teacher guides rather than “spoon feeds”).</td>
<td>YES</td>
<td>NO</td>
<td>??</td>
<td>NA</td>
</tr>
<tr>
<td>4. The lesson is flexible and allows students to make choices in their learning.</td>
<td>YES</td>
<td>NO</td>
<td>??</td>
<td>NA</td>
</tr>
<tr>
<td>5. Students are motivated, enthusiastic, and on task.</td>
<td>YES</td>
<td>NO</td>
<td>??</td>
<td>NA</td>
</tr>
<tr>
<td>6. There is evidence of higher order thinking and learning (predict, imagine, analyze, synthesize, etc.).</td>
<td>YES</td>
<td>NO</td>
<td>??</td>
<td>NA</td>
</tr>
<tr>
<td>7. The teacher allows an appropriate amount of time and pacing for students to complete the task(s).</td>
<td>YES</td>
<td>NO</td>
<td>??</td>
<td>NA</td>
</tr>
<tr>
<td>8. More than one “right” answer is possible, so there is more than one way for students to succeed.</td>
<td>YES</td>
<td>NO</td>
<td>??</td>
<td>NA</td>
</tr>
<tr>
<td>9. Students complete tasks in a timely manner.</td>
<td>YES</td>
<td>NO</td>
<td>??</td>
<td>NA</td>
</tr>
<tr>
<td>10. Transitions between activities are smooth and efficient.</td>
<td>YES</td>
<td>NO</td>
<td>??</td>
<td>NA</td>
</tr>
<tr>
<td>11. Type(s) of assessment (peer, self, portfolio, etc.) are appropriate for the learning goals.</td>
<td>YES</td>
<td>NO</td>
<td>??</td>
<td>NA</td>
</tr>
</tbody>
</table>
Observation Focus: Critical Thinking Skills

Date: 
Name of teacher: 
Name of observer: 
School: 
Students
  • Age (grade):
  • Number in class:
  • Language level:
  • Other: 

Teacher comments: 

Observer comments and questions: 

Agreed on plan of action and timeline: 

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L. Opp-Beckman and K. Westerfield, University of Oregon, http://oelp.uoregon.edu/shaping.html