

Teacher: _____

Observer: _____

Date: _____

<p>2A: Creating an environment of Respect and Rapport:</p> <ul style="list-style-type: none"> ✓ Teacher Interaction with students ✓ Student Interaction with each other 	<p>Notes:</p>		
<p><i>CIRCLE THE PERFORMANCE INDICATOR DEMONSTRATED BY THE OBSERVATION</i></p>			
<p>Ineffective</p>	<p>Developing</p>	<p>Accomplished</p>	<p>Exemplary</p>
<ul style="list-style-type: none"> • Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. • Teacher does not deal with disrespectful behaviors. 	<ul style="list-style-type: none"> • Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. • Students rarely demonstrate disrespect for one another. • Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. 	<ul style="list-style-type: none"> • Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. • Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. • Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal. 	<ul style="list-style-type: none"> • Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. • Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.

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<p>2B: Establishing a Culture for Learning:</p> <ul style="list-style-type: none"> ✓ Importance of the Content and Learning ✓ Expectations for Learning and Achievement ✓ Student Pride in Work 	<p>Notes:</p>		
<p><i>CIRCLE THE PERFORMANCE INDICATOR DEMONSTRATED BY THE OBSERVATION</i></p>			
<p>Ineffective</p>	<p>Developing</p>	<p>Accomplished</p>	<p>Exemplary</p>
<ul style="list-style-type: none"> • The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. • Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. 	<ul style="list-style-type: none"> • The classroom culture is characterized by little commitment to learning by teacher or students. • The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. • The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject. 	<ul style="list-style-type: none"> • The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. • The teacher conveys that with hard work students can be successful. • Students understand their role as learners and consistently expend effort to learn. • Classroom interactions support learning and hard work. 	<ul style="list-style-type: none"> • The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. • The teacher conveys high expectations for learning by all students and insists on hard work. • Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.

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<p>2C: Managing Classroom Procedures</p> <ul style="list-style-type: none"> ✓ Management of Instructional Groups ✓ Management of Transitions ✓ Management of Materials and Supplies ✓ Performance of Non- Instructional Duties 	<p>Notes:</p>		
<p><i>CIRCLE THE PERFORMANCE INDICATOR DEMONSTRATED BY THE OBSERVATION</i></p>			
<p>Ineffective</p>	<p>Developing</p>	<p>Accomplished</p>	<p>Exemplary</p>
<ul style="list-style-type: none"> • Much instructional time is lost through inefficient classroom routines and procedures. • There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines. 	<ul style="list-style-type: none"> • Some instructional time is lost through only partially effective classroom routines and procedures. • The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. • With regular guidance and prompting, students follow established routines. 	<ul style="list-style-type: none"> • There is little loss of instructional time because of effective classroom routines and procedures. • The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful. • With minimal guidance and prompting students follow established classroom routines 	<ul style="list-style-type: none"> • Instructional time is maximized because of efficient routine and procedures. • Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. • Routines are well understood and may be initiated by students.

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<p>2D: Managing Student Behavior</p> <ul style="list-style-type: none"> ✓ Expectations ✓ Monitoring of Student Behavior ✓ Response to Student Misbehavior 	<p>Notes:</p>		
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<p>Ineffective</p>	<p>Developing</p>	<p>Accomplished</p>	<p>Exemplary</p>
<ul style="list-style-type: none"> • There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. • Students challenge the standards of conduct. • Response to students' misbehavior is repressive or disrespectful of student dignity. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established, but their implementation is inconsistent. • Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the standards of conduct. 	<ul style="list-style-type: none"> • Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective. 	<ul style="list-style-type: none"> • Student behavior is entirely appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventative. • Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

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<p>2E: Organizing Physical Space</p> <ul style="list-style-type: none"> ✓ Safety and Accessibility ✓ Arrangement of Furniture and Use of Physical Resources 	<p>Notes:</p>		
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<p>Ineffective</p>	<p>Developing</p>	<p>Accomplished</p>	<p>Exemplary</p>
<ul style="list-style-type: none"> • The physical environment is unsafe, or many students don't have access to learning resources. • There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology. 	<ul style="list-style-type: none"> • The classroom is safe, and essential learning is accessible to most students. • The teacher's use of physical resources, including computer technology, is moderately effective. • Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success. 	<ul style="list-style-type: none"> • The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. • Teacher makes effective use of physical resources, including computer technology. 	<ul style="list-style-type: none"> • The classroom is safe, and learning is accessible to all students, including those with special needs. • Teacher makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities. • Students contribute to the use or adaptation of the physical environment to advance learning.

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<p>3A: Communicating with Students</p> <ul style="list-style-type: none"> ✓ Expectations for Learning ✓ Directions and Procedures ✓ Explanation of Content ✓ Use of Oral and Written Language 	<p>Notes:</p>		
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<p>Ineffective</p>	<p>Developing</p>	<p>Accomplished</p>	<p>Exemplary</p>
<ul style="list-style-type: none"> • The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. • The teacher’s explanation of the content contains major errors. • The teacher’s spoken or written language contains errors. • The teacher’s spoken or written language contains errors of grammar or syntax • The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. 	<ul style="list-style-type: none"> • The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. • The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. • The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement. • Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds. 	<ul style="list-style-type: none"> • The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly. • Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experiences. • During the explanation of content, the teacher invites student intellectual engagement. • Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests. 	<ul style="list-style-type: none"> • The teacher links the instructional purpose of the lesson to the students’ interests; the directions and procedures are clear and anticipate possible student misunderstanding. • The teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest. • Students contribute to extending the content and help explain concepts to their classmates. • The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.

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<p>3B: Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> ✓ Quality of Questions/Prompts ✓ Discussion Techniques ✓ Student Participation 	<p>Notes:</p>		
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<p>Ineffective</p>	<p>Developing</p>	<p>Accomplished</p>	<p>Exemplary</p>
<ul style="list-style-type: none"> • Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion. 	<ul style="list-style-type: none"> • Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. • Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. • Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. 	<ul style="list-style-type: none"> • Although the teacher may use some low- level questions, he or she asks the students questions designed to promote thinking and understanding. • Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. • Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. 	<ul style="list-style-type: none"> • Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. • Students formulate many questions, initiate topics, and make unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion.

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<p>3C: Engaging Students in Learning</p> <ul style="list-style-type: none"> ✓ Activities and Assignments ✓ Grouping of Students ✓ Instructional Materials and Resources ✓ Structure and Pacing 	<p>Notes:</p>		
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<p>Ineffective</p>	<p>Developing</p>	<p>Accomplished</p>	<p>Exemplary</p>
<ul style="list-style-type: none"> • The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. • The pace of the lesson is too slow or too rushed. • Few students are intellectually engaged or interested. 	<ul style="list-style-type: none"> • The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant. • The pacing of the lesson may not provide students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> • The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding. • The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. 	<ul style="list-style-type: none"> • Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. • In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. • The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. • Students may have some choice in how they complete tasks and may serve as resources for one another.

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<p>3D: Using Assessment in Instruction</p> <ul style="list-style-type: none"> ✓ Assessment Criteria ✓ Monitoring of Student Learning ✓ Feedback to Students ✓ Student Self- Assessment and Monitoring of Progress 	<p>Notes:</p>		
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<p>Ineffective</p>	<p>Developing</p>	<p>Accomplished</p>	<p>Exemplary</p>
<ul style="list-style-type: none"> • There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. 	<ul style="list-style-type: none"> • Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. • Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. • Questions, prompts, and assessments are rarely used to diagnose evidence of learning. 	<ul style="list-style-type: none"> • Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. • Students appear to be aware of the assessment criteria; some of them engage in self-assessment • Questions, prompts, assessments are used to diagnose evidence of learning. 	<ul style="list-style-type: none"> • Assessment is fully integrated into instruction through extensive use of formative assessment. • Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria • Students self-assess and monitor their progress. • A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. • Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

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<p>3E: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> ✓ Lesson Adjustment ✓ Response to Students ✓ Persistence 	<p>Notes:</p>		
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<p>Ineffective</p>	<p>Developing</p>	<p>Accomplished</p>	<p>Exemplary</p>
<ul style="list-style-type: none"> • Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. • Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment. 	<ul style="list-style-type: none"> • Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. • Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon. 	<ul style="list-style-type: none"> • Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. • Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. 	<ul style="list-style-type: none"> • Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. • Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.