

Classroom Observation

Teacher Name:				
School Name:			Implementation Level Rating Scale:	
Date:	Time In: Time Out:	Grade-level & Subject:	0 - Not applicable (did not apply during the observation period) 1 - Not observed (insufficient and/or no evidence of implementation) 2 - Somewhat evident (emerging level of implementation) 3 - Evident (proficient level of implementation) 4 - Very evident (exemplary level of implementation)	
#	Structure Indicators		Look Fors	Ratings (0, 1, 2, 3, or 4)
1	CI2: The instructor implements a clear, subject-area appropriate instructional framework with a sense of urgency about how time is used and incorporates smooth transitions.		The lesson clearly and effectively moves through each element of an appropriate instructional framework with a sense of urgency and smooth transitions. Examples include: Opening, Work Session, Closing in ELA and social studies; Engage, Explore, Apply, Reflect in mathematics; or Engage, Explore, Explain, Elaborate, and Evaluate in science.	
2	CI-2: The instructor communicates clear learning targets aligned to the rigor and intent of the standard addressed.		Verbalized and posted learning targets for mastery of the lesson; referred to often are used and are aligned to the rigor and intent of the standard. Academic vocabulary is used and highlighted.	
3	CI-2: The instructor communicates success criteria aligned to the rigor and intent of the standard addressed.		Verbalized and posted success criteria so students understand how to master the lesson are referred to often and are aligned to the rigor and intent of the standard.	
4	CI-2: The instructor uses high- yield instructional practices explicitly aligned to the rigor and intent of the standard addressed.		Examples are: identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, practice, non linguistic representations, cooperative learning, leverages prior knowledge, generating and testing hypotheses, cues, questions, or advance organizers, provides examples, explanations, representations, or models.	
5	CI-3: The instructor uses formative assessments (oral or written) to monitor learning and to inform instruction.		Effective Q & A session, quizzes, ticket-out-door slips, think-pair share, journaling, clickers, interactive assessments activities that drive the instruction, or the distributive use of success criteria is utilized.	
6	SLE-1: The instructor establishes and implements rules, schedules, practices, and procedures within the classroom to maximize student learning.		Classroom rules & procedures are evident, resulting in a positive learning environment for all students. Transitions, routines, and procedures are executed in an orderly and efficient manner, promoting positive relationships and classroom culture.	
7	CI-2: The students are actively engaged.		75% or more of students are engaged in independent or collaborative learning from start to finish. Student engagement can look like: students reading critically (with pen in hand), writing to learn, creating, planning, discussing, debating, asking questions, performing, presenting, exploring, explaining, evaluating, experimenting, actively thinking, investigating problems, or problem solving.	

8	CI-2: The instructor implements strategies to meet specific learning needs of students during the lesson.	Differentiated, personalized learning, tiered assignments or scaffolding strategies for individual students, tiered activities, varied tasks/products, or varied reading level materials are evident.	
9	CI-2: The instructor provides personalized, standards based instructional feedback to support proficient or distinguished learning.	The teacher deliberately checks for understanding throughout the lesson, provides interactive and rich dialogue and standards-based feedback that stimulates better and deeper student understanding. Feedback is specific to the standard, clearly stated to ensure student understanding, and goal-oriented or growth-minded to ensure learning moves forward	

10	SLE-3: Students function in a supportive learning environment created by the teacher, their peers, and other pro-social resources.	During the lesson, supportive dialogue and behavior occurs among the teacher and students to facilitate high levels of student learning and classroom morale.	
----	--	---	--

Comments: