**Name:** _____ **Date:** _____ **Time:** _____

**Lesson:** _____ **Grade Level:** _____ **Observer:** _____

**Rating Scale** **A** – **Accomplished** **P** - **Proficient,** **L** - **Limited/Beginning,** **I** - **Inadequate**

**Questions for Planning, Classroom Observation and Reflection focused on the Instructional Core:**

(1) Look at the **content** of the lesson (standards-based and **rigorous**; what do the learners need to know, understand and be able to do?)

(2) Look at the **role of the student** in the learning process (Is the work **relevant** to the student? Are students **engaged**? Are students doing the **work**? What are they **learning?** Is the task easy, hard and why? Is each child being taught?)

(3) Look at the **role of the teacher** in the learning process (Has the teacher established a **relationship** with students necessary to **engage** them and assess their learning? What **methods** is the teacher using? How does the teacher know if the students have learned? [**evidence of progress monitoring**])

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|---|---|
| **Planning for Active Learning that is rigorous and relevant** | |
| **Rating** | **Description: Designing a learning environment based on a comprehensive understanding of the needs and multiple points of reference of the learners in order to engage them in rigorous and relevant learning that promotes an intrinsic curiosity about their learning and the world** |
| | **Learning objective and expectations for student learning**<br>☐ Are aligned with Common Core Standards and Grade Level Expectations (GLEs)<br>☐ Are clearly articulated, posted and include *Building Blocks for Student Engagement* (BBSE): The Big Idea, Essential Question/Enduring Understanding, and specifically address *what learners need to know/remember, understand and be able to Do (evidence.)*<br>☐ **Assessments – evidence (Do)** are specific, measurable, achievable, relevant, timely (SMART goals) |
| | **Schema Activator -** used to engage learners as soon as they enter the classroom<br>☐ Includes use of prior knowledge and links to standards-based learning objective(s)<br>☐ Promotes and deepens application of skills with conceptual understanding and meaning |
| | **Planning questions for instruction and assessments - Taxonomy levels (simple/concrete to complex/abstract)**<br>Know& Remember - Understanding - Do: (Application ~ Analysis ~ Synthesis ~ Evaluation ~ Create) |
| | **Texts/materials used for resources** are culturally responsive to the learners, developmentally appropriate and based on needs, interests, readiness, and experiences; technology supports and extends student involvement |
| **Instruction for Active Learning and Assessment for Learning** | |
| **Rating** | **Description: Teacher understands and applies essential skills, central concepts and tools of inquiry; activities are aligned to objective(s), strategies are evidence-based and engage all learners, includes accommodations and differentiated instruction; frequent feedback and multiple measures are used to analyze student performance/progress monitoring toward meeting the objective(s) and to adjust and inform planning and instruction** |

☐ **Instructional strategies** support varied learning styles and diverse cultural perspectives          ☐ **Accommodations and differentiated instruction** for ELL and/or students with special needs

**High-yield strategies** (check all used)

| Creating the Environment for Learning | Helping Students Develop Understanding | Helping Students Extend and Apply Knowledge |
|---|---|---|
| ☐ Setting objectives and providing feedback | ☐ Cues, questions, and advance organizers | ☐ Identifying similarities and differences |
| ☐ Reinforcing effort and providing recognition | ☐ Nonlinguistic representations | ☐ Generating and testing hypotheses |
| ☐ Cooperative learning | ☐ Summarizing and note-taking | ☐ Non-fiction writing |
| | ☐ Providing purposeful practice and homework | ☐ Infusion of literacy    ☐ Other_____ |
| | | ☐ Infusion of numeracy |

**Integration of 21st c. skills** (check all used)

☐ Solve problems/Critical thinking            ☐ Flexibility and Adaptability
☐ Self direction/Initiate                     ☐ Curiosity and Imagination
☐ Collaboration and Interpersonal leadership  ☐ Accessing and Analyzing Information
☐ Effective Communication (written & oral)    ☐ Infusion of literacy and numeracy
                                              ☐ News literacy

**Makes connections (real world, career, global, interdisciplinary)**
☐ That enhance learners' ability to construct meaning and sense (brain-based learning techniques)
☐ By putting facts into context to make meaning or tell a story

| | **Sequences learning tasks to promote achievement of learning objective(s)** |
|---|---|
| ☐ | Uses scaffolding and purposeful transitions |
| ☐ | Uses feedback that is specific, immediate, appropriate ,meaningful |
| ☐ | Maximizes time for learning by effectively managing  well established routines and procedures, pacing, and momentum |

| | **Assessment for (formative) and of (summative) learning (progress monitoring to meet the objective(s))** |
|---|---|
| ☐ | Uses pre-assessment data or diagnostic evidence in planning and instruction, including accommodations and differentiation where needed |
| ☐ | Monitors student understanding at appropriate intervals, including evidence of student learning and progress toward meeting objective(s) in work samples, and adjusts teaching as necessary |
| ☐ | Designs closure of a lesson that is student centered and involves all students in reinforcing the objective(s) of what students need to know, understand, and be able to do |
| ☐ | Collects and analyzes formative assessment data  to monitor student progress at a particular point or over time |
| ☐ | Uses formative and summative assessment results to analyze teaching and inform further instruction |

## Classroom Environment, Student Engagement and Commitment to Learning (Culture and Climate)

| **Rating** | **Description: Promotes student engagement, independence and interdependence in learning in a positive learning community that is responsive to and respectful of learning needs of all students with diverse backgrounds, interests, and performance levels** |
|---|---|
| | **Well-managed and highly engaged classroom evidenced by:** |
| ☐ | Learning environment  is emotionally inviting |
| ☐ | Positive rapport and relationships with students using fair and consistent practices |
| ☐ | Student engagement in relevant and rigorous work; students doing the work |
| ☐ | Students working collaboratively |
| ☐ | Students' ability to articulate what they are learning and why |
| ☐ | Students  investment in their learning and initiation of their own questions and inquiries |
| ☐ | Reinforcement of expected  social skills that develop students' social competence, responsible and ethical behavior |
| ☐ | Students monitor and self-regulate their progress toward achievement. |
| ☐ | Resources to support learning (materials, technology, space arrangements, grouping) are prepared and in place |
| ☐ | Personnel to support students with accommodations and differentiation are actively engaged with learners |

## Professional Responsibilities and Teacher Leadership

| **Rating** | **Description: Effective teaching requires a command of subject matter and pedagogical skills combined with caring deeply about students and their successes; a deep commitment to student achievement and the belief that all students should be challenged to achieve; a willingness to work in collaboration with colleagues and families to meet the diverse needs of all students; and a commitment to analysis of one's teaching and continuous professional development** |
|---|---|
| | **Dispositions (values, attitudes, skills) are evidenced by** |
| ☐ | Demonstrating  mastery of  subject knowledge, major concepts and skills |
| ☐ | Modeling a passion for learning and ability to ignite curiosity of their students by communicating enthusiasm, interest, initiative, and confidence; using oral and written language skills to communicate clearly and logically |
| ☐ | Engaging in reflection of own performance and its effect on student learning (reflective practitioner), including receiving feedback with a professional attitude |
| ☐ | Engaging in collaboration with colleagues and administrators to examine student learning data and professional development to enhance understandings of content, pedagogical skills, resources, and the impact of their actions on student learning and achievement |
| ☐ | Collaborating with colleagues, administrators, students and families to develop and sustain a positive school culture |
| ☐ | Collaborating with parents in a culturally respectful way to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning |
| ☐ | Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan (IEP) process |
| ☐ | Demonstrating professional judgments, integrity and ethical behavior |

__NOTES:__