

Classroom Observation Tool V.3

Teacher Name:	Observer Name:
Class Period:	Date:

Strand	Ineffective	Minimally Effective	Effective	Highly Effective	Notes:
PLANNING & PREPARATION					
Learning Objective	Teacher develops a general student learning objective for her/his class OR does not develop a learning objective at all.	Teacher develops a measurable student learning objective for her/his class.	Teacher develops a measurable student learning objective for her/his class that is aligned with a data-based need.	Teacher develops an ambitious and measurable student learning objective for her/his class that is aligned with a data-based need.	
Articulation of Learning Objective	Less than half of the students can communicate (in a developmentally appropriate manner) the learning objective and how it will be assessed.	Half of the students can communicate (in a developmentally appropriate manner) the learning objective and how it will be assessed.	Most students can communicate (in a developmentally appropriate manner) the learning objective and how it will be assessed.	All or nearly all students can communicate (in a developmentally appropriate manner) the learning objective and how it will be assessed.	
Lesson/Unit Planning & Essential Concepts	Teacher does not plan by identifying the standards that her/his students will master OR does not articulate essential concepts.	The teacher plans by: 1) identifying the standards that her/his students will master; and 2) articulating essential concepts.	The teacher plans by: 1) identifying the standards that her/his students will master; 2) articulating essential concepts; and 3) creating well-designed assessments.	The teacher plans by: 1) identifying the standards that her/his students will master; 2) articulating essential concepts; 3) creating well-designed assessments; and 4) allocating an instructionally appropriate amount of time for learning activities.	
Articulation of Essential Concepts	For any given unit, less than half of the students can communicate (in a developmentally appropriate manner) the essential concepts.	For any given unit, half of the students can communicate (in a developmentally appropriate manner) the essential concepts.	For any given unit, most students can communicate (in a developmentally appropriate manner) the essential concepts.	For any given unit, all or nearly all students can communicate (in a developmentally appropriate manner) the essential concepts.	
Standards-Based Planning	Teacher has little or no evidence of lesson/unit planning based on the standards.	Teacher plans lessons/units by identifying learning objectives that are aligned to the standards.	Teacher plans lessons/units by: 1) identifying lesson objectives that are aligned to the standards and connected to prior learning ; and 2) matching instructional strategies to the learning objectives.	Teacher plans lessons/units by: 1) identifying lesson objectives that are aligned to the standards and connected to prior learning ; 2) matching instructional strategies to the learning objectives; and 3) designing formative assessments that measure progress towards mastery.	

Note: Language used in this rubric is adapted from The Danielson Group's (2013) *Framework for Learning*.

Strand	Ineffective	Minimally Effective	Effective	Highly Effective	Notes:
CLASSROOM INSTRUCTION					
Instructional Balance	There is an inappropriate balance between teacher-directed and student-centered learning. Students do not have adequate opportunities to practice, apply, and demonstrate what they are learning because the lesson is almost entirely teacher directed; or, opportunities are not meaningful because students are released to work before receiving appropriate instruction.	There is some balance between teacher-directed and student-centered learning. While students have some opportunities to practice, apply, and demonstrate what they are learning, these opportunities are not entirely meaningful because there is more teacher-directed instruction than appropriate or students are released to work before receiving appropriate instruction.	There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, and apply what they are learning.	There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that students have adequate opportunities to meaningfully practice, apply, and demonstrate what they are learning.	
Coherent Content Delivery	Explanation of content is unclear or incoherent . The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are generally ineffective in building student understanding.	Explanation of content is generally clear and coherent , with a few exceptions. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are not entirely effective in building student understanding.	Explanation of content is clear and coherent , and it builds student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.	Explanation of content is consistently clear and coherent , and it builds student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.	
Connection to Prior Knowledge	The teacher does not make connections with students' prior knowledge, students' experiences and interests, other content areas, or current events; or, connections are ineffective at building understanding of content.	The teacher makes few connections with students' prior knowledge, students' experiences and interests, other content areas, or current events, but connections are not entirely effective at building understanding of content.	The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively build understanding of content.	The teacher makes connections and asks students to make connections with their prior knowledge, experiences and interests, other content areas, or current events to effectively build understanding of content.	
Higher-Level Student Responses	Few or no students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-levels of understanding.	Some students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-levels of understanding.	Most students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-levels of understanding, showing that they are accustomed to being asked these kinds of questions.	Almost all students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-levels of understanding, showing that they are accustomed to being asked these kinds of questions.	
Check for Understanding	The teacher rarely or never gets an accurate "pulse" at key moments because checks do not gather information about the depth of understanding.	The teacher sometimes gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for select students.	The teacher almost always gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for a range of students .	The teacher always gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for all or nearly all students .	
Scaffolding Learning	When students demonstrate misunderstandings or partial understandings, the teacher rarely or never uses effective scaffolding techniques that enable students to construct their own understandings.	When students demonstrate misunderstandings or partial understandings, the teacher sometimes uses effective scaffolding techniques that enable students to construct their own understandings.	When students demonstrate misunderstandings or partial understandings, the teacher almost always uses effective scaffolding techniques that enable students to construct their own understandings.	When students demonstrate misunderstandings or partial understandings, the teacher always uses effective scaffolding techniques that enable students to construct their own understandings.	

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Strand	Ineffective	Minimally Effective	Effective	Highly Effective	Notes:
CLASSROOM ENVIRONMENT					
Routines & Procedures	Routines and procedures are not evident or are generally ineffective ; the teacher heavily directs activities and transitions, students are frequently unclear about what they should be doing, or students rarely follow the teacher's directions.	Routines, procedures, and transitions require significant teacher prompting and direction ; students are sometimes unclear about what they should be doing and frequently ask questions or require the teacher to repeat directions.	Routines, procedures, and transitions run smoothly with some prompting from the teacher; students generally know their responsibilities.	Routines, procedures, and transitions are orderly, efficient, and systematic with minimal prompting from the teacher; students know their responsibilities and some students share responsibility for leading the operations and routines in the classroom.	
Positive Rapport	There is little or no evidence of a positive rapport between the teacher and the students; or, there is evidence that the teacher has a negative rapport with some students.	The teacher has a positive rapport with some students but not others, but there is no evidence of negative rapport.	The teacher has a positive rapport with many students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.	The teacher has a positive rapport with all or nearly all students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.	
Safety & Risk-Taking	The classroom environment is not safe for students, such that students are frequently unwilling to take on challenges and risk failure.	The classroom environment is generally safe for students, such that students are willing to take on challenges and risk failure, but there are some exceptions .	The classroom environment is safe for many students, such that students are willing to take on challenges and risk failure.	The classroom environment is safe for all or nearly all students, such that students are willing to take on challenges and risk failure.	
Redirecting Unproductive Behavior	Inappropriate or off-task student behavior frequently interrupts or delays the lesson.	Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.	Inappropriate or off-task student behavior rarely interrupts or delays the lesson.	Inappropriate or off-task student behavior never interrupts or delays the lesson, because no such behavior occurs or because when such behavior occurs the teacher efficiently addresses it .	
Reinforcing Productive Behavior	The teacher rarely or never reinforces positive behavior and academic persistence; or, the teacher does so for only a few students .	The teacher sometimes reinforces positive behavior and academic persistence, but does not do so in a meaningful way.	The teacher consistently reinforces positive behavior and academic persistence, but does not do so in a meaningful way.	The teacher frequently reinforces positive behavior and academic persistence, and does so in a meaningful way.	

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