

Classroom Culture and Management				Warm Welcome; Reframing
1. Classroom climate is characterized by clear routines, respectful relationships, behaviors, tone and discourse.				Conflict
<i>0 – No evidence</i>	<i>1 – Limited evidence</i>	<i>2 – Sufficient Evidence</i>	3– Consistent Evidence	
<ul style="list-style-type: none"> Rules are unclear or not followed/enforced Lack of routines and procedures Students do not do what is expected by the teacher Respectful interactions activity facilitator[s]↔student[s]↔student [s] are not observed. 	<ul style="list-style-type: none"> Classroom rules and routines are somewhat established Mix of positive and negative interactions Some students do what is expected, some don't Some respectful tone and discourse/ some disrespectful. 	<ul style="list-style-type: none"> Classroom rules and routines are clearly established. Most interactions and relationships, behaviors, tone and discourse are positive and respectful. Most students do what is expected by the activity facilitator 	<ul style="list-style-type: none"> Classroom rules & routines are established & internalized by students All interactions and relationships, behaviors, tone and discourse are positive and respectful. All students do what is expected. 	
2. Learning time is maximized for all students.				Active Engagement
<i>0 – No evidence</i>	<i>1 – Limited evidence</i>	<i>2 – Sufficient Evidence</i> 2.5	3– Consistent Evidence	
<ul style="list-style-type: none"> No relationship between activities and learning goals, or relationship is unclear Significant time is spent on behavior management, transitions, and other details that are not related to learning goals Little to no classroom time is used for instruction. 	<ul style="list-style-type: none"> Less than half the lesson activities relate to and support learning goals Time spent on behavior management, transitions, and other details not directly related to learning goals clearly reduces learning time. All of the observed instructional time is devoted to instruction. 	<ul style="list-style-type: none"> Activities relate to and support learning goals Learning time is not substantially reduced by time spent on transitions and other details not directly related to learning goals. Most of the observed instructional time is used for instruction. 	<ul style="list-style-type: none"> Activities directly and clearly relate to/ support learning goals Transitions are quick, seamless, and conducted without disruption to instruction. Less than half of classroom time is used for instruction. 	
3. Classroom practices foster student engagement.				Active Engagement
<i>0 – No evidence</i>	<i>1 – Limited evidence</i>	<i>2 – Sufficient Evidence</i> 2.5	3– Consistent Evidence	
<ul style="list-style-type: none"> Activity Facilitator provides no opportunities for students to participate or engage in the lesson. Students do not take responsibility for their work without teacher direction Student behavior appears to indicate disinterest in the lesson (poor posture, lack of eye contact, persistence, level of participation) 	<ul style="list-style-type: none"> Activity Facilitator provides limited opportunities for student engagement Less than half of students in class take responsibility for their work without teacher direction Student behavior indicating interest in the lesson (posture, eye contact, persistence, level of participation) is limited. 	<ul style="list-style-type: none"> Activity Facilitator provides ample opportunities for student engagement Most students take responsibility for their work without teacher direction Most student behavior indicates interest in the lesson most of the time (posture, eye contact, persistence, level of participation) 	<ul style="list-style-type: none"> Student engagement is high throughout the class time. All students take responsibility for their work without teacher direction Students behavior indicates strong and sustained interest in the lesson (posture, eye contact, persistence, level of participation) 	

Classroom Observation Evidence Rubric

High Quality Instruction		Session Flow; Active Engagement		
4. Instructional practices are consistent with the programs’s description/model as described in policy manual, or by administrative staff.				
<i>0 – No evidence</i>	<i>1 – Limited evidence</i>	<i>2 – Sufficient Evidence</i> 2.5	<i>3– Consistent Evidence</i>	
<ul style="list-style-type: none"> Instructional practices are not consistent with what is expected given the programs’s educational model. 	<ul style="list-style-type: none"> Some, but not all, of the expected instructional practices described by the program were observed. 	<ul style="list-style-type: none"> Most instructional practices are consistent with programs’s description or model. 	<ul style="list-style-type: none"> All of the expected instructional practices were observed; Practices are consistent with other classroom observations 	
5. Instructional activities challenge all students to develop and use higher order thinking (analyzing, creating, evaluating). Skill Building				
NA	<i>0 – No evidence</i>	1 <i>– Limited evidence</i>	<i>2 – Sufficient Evidence</i>	<i>3– Consistent Evidence</i>
	<ul style="list-style-type: none"> Lower level questions and/or activities (recall, sharing knowledge, clarifying, simple comprehension, etc.) are predominant. Activity Facilitator→ student interactions focus on task completion, not on developing/ deepening understanding Students are not challenged to use higher order thinking 	<ul style="list-style-type: none"> Weak or limited probing questions/tasks challenge students to explore concepts/big ideas, analyze, create, or critically evaluate. Student responses are minimal, discussion is limited; few students share their thinking, or express opinions. Students rarely support their reasoning with evidence. 	<ul style="list-style-type: none"> Multiple instances of probing questions/tasks challenge students to explore concepts/big ideas, analyze, create, or critically evaluate. Students discuss or answer questions that express opinions; usually support their reasoning with evidence 	<ul style="list-style-type: none"> Frequent use of higher order thinking (creating, evaluating, analyzing, etc.) questions and/or activities Students formulate well-developed answers; express reasoned opinions; routinely support their reasoning with evidence. All students demonstrate complex knowledge and skills <p>Please note the ability level of student(s) will be taken into account.</p>
6. Activity Facilitator uses various checks for understanding throughout the lesson. Encouragement				
	<i>0 – No evidence</i>	<i>1 – Limited evidence</i>	2 <i>– Sufficient Evidence</i>	<i>3– Consistent Evidence</i>
	<ul style="list-style-type: none"> Students have no opportunity to express what they know or are able to do and to ask questions, or very few students have this opportunity. Activity Facilitator never checks for understanding. Student misconceptions are not corrected or addressed. 	<ul style="list-style-type: none"> Opportunities for students to express what they know or can do, or ask questions, are limited Limited use of quick, on the spot assessments (e.g. thumbs up/down, ticket to leave, etc.) to gauge student understanding Lesson progresses without a consistent or frequent means of gauging student understanding 	<ul style="list-style-type: none"> Most students have opportunities to express what they know or are able to do and to ask questions Routines use of systems (e.g. thumbs up/down, ticket to leave) inform the teacher of what each student knows/is able to do. Students receive explicit feedback to guide their learning. 	<ul style="list-style-type: none"> All students have opportunities to express what they know or are able to do and to ask questions Activity Facilitator interacts with all students to learn what each student knows/is able to do, including on-the-spot assessments. Students receive immediate and explicit feedback to guide their learning.

Classroom Observation Evidence Rubric

High Quality Instruction (continued)				
7. Instruction provides skill/content that is aligned to grade level standards and/or to all students educational needs, including needs of students with disabilities, advanced and struggling students. (See ACCOMMODATIONS definition/examples) Skill-Building				
NA	<i>0 – No evidence</i>	<i>1 – Limited evidence</i>	<i>2 – Sufficient Evidence</i>	3 – <i>Consistent Evidence</i>
	<ul style="list-style-type: none"> Student responses demonstrate that skills or content included in the lesson/activities may be too difficult or too easy for all students Lesson content or activities do not align to grade-level standards and/or learning objectives. 	<ul style="list-style-type: none"> Lesson expectations show a lower level of rigor, with limited alignment of skills/content to grade level standards. Student responses demonstrate that skills or content included in the lesson/activities are too easy or too difficult for most students. 	<ul style="list-style-type: none"> Lesson expectations demonstrate a level of rigor, somewhat aligning skills/content with grade level standards; Instruction provides skill/content somewhat aligned with student educational needs/ student differences. 	<ul style="list-style-type: none"> Lesson expectations show a level of rigor, strongly aligning skills/content with grade level standards. Skills/content is enriched or modified to meet the needs of identified advanced and remedial subgroups in the class. Instruction provides skill/content aligned with educational needs/student differences.
8. Activities/materials/strategies are differentiated to provide support for all learners. Active Engagment				
NA	<i>0 – No evidence</i>	<i>1 – Limited evidence</i>	<i>2 – Sufficient Evidence</i>	3 – <i>Consistent Evidence</i>
	<ul style="list-style-type: none"> All students use the same materials, engage in the same activities, using the same strategies. No differences in approach appropriate to support diverse learners are observed. 	<ul style="list-style-type: none"> Minimal or occasional differences in activities/materials/strategies support understanding for one or more learners. The mode of presentation of material is limited OR students all demonstrate their learning in approximately the same way. 	<ul style="list-style-type: none"> Different activities/materials/ strategies support understanding for different learners The lesson provides more than one way of presenting materials, and/or for students to demonstrate what has been learned. 	<ul style="list-style-type: none"> Learners use different materials or strategies to develop their understanding <u>based on their interests or learning preferences.</u> The lesson presents the same ideas or content in multiple ways; and/or students choose from a variety of ways to demonstrate what they have learned.

Notes:

- Routines are clear, most students show respect, behaviors and tone are positive.
- Transitions and instruction time were awesome. Activities could have related to learning goals better. Cause and effect not discussed.
- Most students were highly engaged. Some students did not participate much at all.
- This area is pretty good - just try to make sure that all students are engaged.
- The activity challenged the students somewhat, but the higher level thinking wasn't present. Make sure to ask critical thinking questions. Students should be able to look up the answers and supply evidence.
- ~~You asked how they were doing a few times, but try to ask questions about what they are doing and check for understanding using a system like thumbs up.~~
- Lesson adapts to all students
- You made sure to address students that needed a little extra push or assistance.