

## The Classroom Environment

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<b>2a: Creating an Environment of Respect and Rapport</b>	Teacher is disrespectful or insensitive towards students Students' body language indicate feelings of hurt, discomfort, or insecurity Teacher displays no familiarity with or caring about individual students Teacher disregards disrespectful interactions	Quality of interactions is uneven <b>Teacher attempts to respond to disrespectful behavior with uneven results</b> Teacher attempts to connect with individual students but is not entirely successful	<b>Talk between teacher and students is uniformly respectful</b> Teacher successfully responds to disrespectful behavior Students participate willingly but are hesitant Teacher makes general connections with students Students exhibit respect for the teacher Interactions are generally polite, respectful, and business-like.	<b>Teacher demonstrates knowledge and caring about individual students</b> No disrespectful behavior Students respectfully correct one another Students do not fear ridicule from others <b>Teacher respects and encourages student effort</b>
<b>2b: Establishing a Culture for Learning</b>	Evident lack of teacher's commitment to learning Teacher little or no purpose for the work Teacher conveys to at least some students the work is too challenging Students exhibit little or no pride in their own work Students use language incorrectly; Teacher does not correct them	Teacher's energy for the work is neutral Teacher conveys high expectations for only some students <b>Students exhibit a limited commitment to working on their own; Students look for an "easy path"</b> Teacher's primary concern appears to be to complete the task Teacher urges but does not insist students use precise language	Teacher communicates importance of content and hard work <b>Teacher demonstrates high regard for students' abilities</b> Teacher conveys expectation of high levels of student effort Student expend good effort to complete high quality work <b>Teacher insists on precise use of language by students</b>	<b>Teacher communicates passion and satisfaction of a deep understanding</b> Students indicate through questions a desire to understand Students assist classmates in understanding content Students take initiative to improve their own work Students correct one another in their use of language
<b>2c: Managing Classroom Procedures</b>	Students not working with teacher are not productively engaged Transitions are disorganized with much loss of instructional time No apparent established procedures for distributing and collecting materials Considerable time is spent off task because of unclear procedures	Students not working directly with the teacher are only partially engaged Procedures for transitions seem to have been established but operation is not smooth resulting in some loss of instructional time. Possible established routines for distribution and collection, but students are confused <b>Classroom routines function unevenly</b>	<b>Students are productively engaged during small-group or independent work</b> <b>Transitions between activities are smooth</b> Routines for distribution and collection work efficiently Classroom routines function smoothly	With minimal prompting by teacher, students ensure time is used productively Students take initiative to distribute and collect materials efficiently Students themselves ensure transitions and routines are accomplished smoothly
<b>2d: Managing Student Behavior</b>	Classroom environment is chaotic with no standards of conduct evident Teacher does not monitor behavior Some students disrupt the classroom without apparent teacher awareness or with ineffective response	Teacher attempts to maintain order in the classroom, referring to rules but with uneven success. Teacher attempts to monitor student behavior but with no apparent system Teacher's response to student misbehavior is inconsistent	<b>Standards of conduct appear to be established and implemented successfully</b> <b>Overall, student behavior is generally appropriate</b> <b>Teacher frequently monitors student behavior</b> Teacher's response to student misbehavior is effective	Student behavior is entirely appropriate; minor misbehavior is swiftly handled Teacher silently and subtly monitors student behavior Students respectfully intervene with classmates to ensure compliance with standards of conduct

## Instruction

	1	2	3	4
<b>3a: Communicating with Students</b>	<ul style="list-style-type: none"> <li>Teacher does not convey to students what they will be learning</li> <li>Students indicate through body language or questions they don't understand the content</li> <li>Teacher makes serious content error(s) that affect understanding</li> <li>Students indicate through questions they are confused about learning tasks</li> <li>Teacher's communications include errors of vocabulary or usage</li> <li>Teacher's vocabulary is inappropriate for students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides little explanation about what students will learn</li> <li>Teacher's explanation of content elicits minimal participation or intellectual engagement by students</li> <li>Teacher may make minor content errors</li> <li>Teacher's explanation of content is purely procedural without indicating how students can think strategically</li> <li>Teacher must clarify learning task for students</li> <li>Teacher's vocabulary and usage are unimaginative</li> <li>Teacher's attempts to explain vocabulary are only partially successful</li> <li>Teacher's vocabulary is too advanced or too juvenile for students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher states clearly what students will be learning</li> <li>Teacher's explanation of content is clear and invites student participation and thinking</li> <li>Teacher makes no content errors</li> <li>Teacher describes specific strategies students might use inviting interpretation</li> <li>Students engage with learning task indicating understanding</li> <li>Teacher models process</li> <li>Teachers' vocabulary and usage are correct and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Students can explain what they are learning and can make connections to other content areas</li> <li>Teacher explains content clearly and imaginatively to bring content to life</li> <li>Teacher points out possible areas for misunderstanding</li> <li>Teacher invites students to explain content to other students</li> <li>Students suggest other strategies to be used</li> <li>Teacher uses rich language and vocabulary</li> </ul>
<b>3b: Using Questioning and Discussion Techniques</b>	<ul style="list-style-type: none"> <li>Teacher uses rapid-fire questions with only a single correct answer</li> <li>Questions do not invite student thinking</li> <li>Discussion is between teacher and students</li> <li>Students are not invited to speak to one another</li> <li>Teacher does not ask students to explain their thinking</li> <li>Only a few students dominate discussion</li> </ul>	<ul style="list-style-type: none"> <li>Teacher frames some questions that promote student thinking and calls on students quickly</li> <li>Teacher invites students to respond to each other but few students respond</li> <li>Teacher calls on many students but only a few participate</li> <li>Teacher asks students to explain their reasoning but only some attempt to do so</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses open-ended questions</li> <li>Teachers uses wait time effectively</li> <li>Students discuss without ongoing teacher mediation</li> <li>Teacher calls on most students</li> <li>Many students are actively engaged</li> <li>Teacher asks students to justify reasoning and most students attempt to do so</li> </ul>	<ul style="list-style-type: none"> <li>Students initiate higher-order questions</li> <li>Teacher builds on student responses to deepen understanding</li> <li>Students extend the discussion enriching it</li> <li>Students invite comments and challenge one another's thinking</li> <li>Virtually all students are engaged in discussion</li> </ul>
<b>3c: Engaging Students in Learning</b>	<ul style="list-style-type: none"> <li>Few students are intellectually engaged</li> <li>Learning tasks require only recall with a single answer</li> <li>Instructional materials are unsuitable</li> <li>Lesson drags or is rushed</li> </ul>	<ul style="list-style-type: none"> <li>Some students are intellectually engaged</li> <li>Learning tasks require some thinking but some recall</li> <li>Student engagement is passive, based on facts, or procedural</li> <li>Few tasks require student thinking or explanations of their thinking</li> <li>Pacing is uneven – rushed or dragging</li> </ul>	<ul style="list-style-type: none"> <li>Most students are intellectually engaged</li> <li>Most learning tasks have multiple correct responses and encourage higher-order thinking</li> <li>Students are invited to explain their thinking</li> <li>Lesson requires intellectual engagement</li> <li>Pacing supports intellectual engagement</li> </ul>	<ul style="list-style-type: none"> <li>Several opportunities for total class participation are intentionally built into the lesson.</li> <li>Virtually all students are intellectually engaged</li> <li>Activities require high-level student thinking and explanations of their thinking</li> <li>Students take initiative to adapt the lesson</li> <li>Students have opportunity for reflection and closure on the lesson</li> </ul>
<b>3d: Using Assessment in Instruction</b>	<ul style="list-style-type: none"> <li>Teacher gives no indication of what high-quality work looks like</li> <li>Teacher makes no effort to determine student understanding</li> <li>Students receive no feedback or feedback is global or directed to only one student</li> <li>Teacher does not ask students to self/peer evaluate</li> <li>Teacher makes no attempt to adjust lesson in response to student confusion</li> </ul>	<ul style="list-style-type: none"> <li>There is little evidence students understand how work will be evaluated</li> <li>Teacher monitors understanding through a single method or without eliciting evident from students</li> <li>Feedback is vague and not oriented toward improvement</li> <li>Teacher makes only minor attempts to engage students in self/peer assessment</li> <li>Teacher's attempts to adjust lesson are partially successful</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes standards of high-quality work clear</li> <li>Teacher elicits evidence of student understanding</li> <li>Students are invited to assess their own work and make improvements</li> <li>Feedback is specific and timely for groups of students</li> <li>When improvising is necessary, teacher makes adjustments to lesson</li> </ul>	<ul style="list-style-type: none"> <li>Students indicate understanding of high-quality work and help establish evaluation criteria</li> <li>Teacher constantly monitors individual student understanding with sophisticated and continuous assessments</li> <li>Students monitor their own understanding</li> <li>High-quality feedback comes from many sources including students and focuses on improvement</li> <li>Teacher's adjustments to lesson are designed to meet individual student needs</li> </ul>

Observation Notes			
Date	Observer	Evidence	Feedback
4/23/19	Greg Cordero	<p>Teacher had new seating assignments on the board for students            Direction of get out a piece of paper was given            Reminder of how the test will be graded:            4= No Notes            3-3.75= Using Hand Written Notes            2-2.75= Using Notes and the Book            1-1.75= Using Notes, Book, and had to ask the teacher for help with the questions.</p> <p>Question was asked, "what if I used just the book?" Teacher reiterated the max score would be a 2.75            Teacher started with an assessment.            Note taking was the standard which the assessment is graded.            Students worked diligently and independently on the test.            Teacher walked around observing students            Teacher would give a countdown of time remaining 25, 20, etc.            Direction was given on what to do once assessment was completed, Work on M.U.G.s            During the assessment teacher realized the outside activities might be a distraction, thus he closed the blinds.            Following the test Teacher asked questions referencing the questions and had an open discussion.            Several students respond to the questions.            Not all students are engaged in the discussion some are working on their computers working on another assignment (MUG).            Teacher explains why it's called extentson tasks.            Teacher redirects students because several students were talking while he was giving directions.            Teacher gave several choices for students to choose as an assessment. Comment, "most of you will probable choose this one," it was the comic/drawing method-Students exhibit a limited commitment to working on their own; Students look for an "easy path"            Rubric and assignment is available on Schoology            Talk to your neighbor on which assignment they will be doing</p>	<p><b><u>Classroom Management</u></b>            The class is very talkative and several like to blurt out. Several times you had to tell them to stop. This is an indication to me that a the expectation of not talking while you are instructing is not consistently enforced.</p> <p>Your movement around the classroom was a good indicator of your awareness and ability to monitor students.</p> <p>Changing seating is a good practice but it seemed as though there was not a routine in place for such an activity.</p> <p>I got the feel that the classroom environment seem to be lacking more structure.</p> <p><b><u>Classroom Instruction</u></b>            Overall your classroom instructions was engaging and challenging.</p> <p>You clearly stated which standard was being covered on the assessment, note taking.</p> <p>You provided a clear understanding of how you were going to administer the test in regards to proficiency levels. I liked it! How did the students perform?</p> <p>You provided several options for students to use as it pertained to the assignment.</p> <p>You successfully communicated the expectations, provided feedback, and challenged their thinking.</p> <p><b><u>Transitions</u></b>            When the students entered the room, they were quite talkative and confused about there seating. It would be best to have best practices established for each of your activities.</p> <p>The transition between the test and the discussion seem seamless and established.</p>
