

The Classroom Environment

	1	2	3	4
Environment	<p>Teacher is disrespectful or insensitive towards students</p> <p>Students' body language indicate feelings of hurt, discomfort, or insecurity</p> <p>Teacher displays no familiarity with or caring about individual students</p> <p>Teacher disregards disrespectful interactions</p>	<p>Quality of interactions is uneven</p> <p>Teacher attempts to respond to disrespectful behavior with uneven results</p> <p>Teacher attempts to connect with individual students but is not entirely successful</p>	<p>Talk between teacher and students is uniformly respectful</p> <p>Teacher successfully responds to disrespectful behavior</p> <p>Students participate willingly but are hesitant</p> <p>Teacher makes general connections with students</p> <p>Students exhibit respect for the teacher</p> <p>Interactions are generally polite and respectful, but impersonal.</p>	<p>Teacher demonstrates knowledge about individual student</p> <p>No disrespectful behavior</p> <p>Students respectfully correct</p> <p>Students do not fear ridicule</p> <p>Teacher respects and encourages effort</p>
Attitude for	<p>Evident lack of teacher's commitment to learning</p> <p>Teacher little or no purpose for the work</p> <p>Teacher conveys to at least some students the work is too challenging</p> <p>Students exhibit little or no pride in their own work</p> <p>Students use language incorrectly; Teacher does not correct them</p>	<p>Teacher's energy for the work is neutral</p> <p>Teacher conveys high expectations for only some students</p> <p>Students exhibit a limited commitment to working on their own; Students look for an "easy path"</p> <p>Teacher's primary concern appears to be to complete the task</p> <p>Teacher urges but does not insist students use precise language</p>	<p>Teacher communicates importance of content and hard work</p> <p>Teacher demonstrates high regard for students' abilities</p> <p>Teacher conveys expectation of high levels of student effort</p> <p>Students expend good effort to complete high quality work</p> <p>Teacher insists on precise use of language by students</p>	<p>Teacher communicates personal satisfaction of a deep understanding</p> <p>Students indicate through their work to understand</p> <p>Students assist classmates with content</p> <p>Students take initiative to work</p> <p>Students correct one another and language</p>
Organization	<p>Students not working with teacher are not productively engaged</p> <p>Transitions are disorganized with much loss of instructional time</p> <p>No apparent established procedures for distributing and collecting materials</p> <p>Considerable time is spent off task because of unclear procedures</p>	<p>Students not working directly with the teacher are only partially engaged</p> <p>Procedures for transitions seem to have been established but operation is not smooth resulting in some loss of instructional time.</p> <p>Possible established routines for distribution and collection, but students are confused</p> <p>Classroom routines function unevenly</p>	<p>Students are productively engaged during small-group or independent work</p> <p>Transitions between activities are smooth</p> <p>Routines for distribution and collection work efficiently</p> <p>Classroom routines function smoothly</p>	<p>With minimal prompting students ensure time is used</p> <p>Students take initiative to work</p> <p>Students collect materials efficiently</p> <p>Students themselves ensure routines are accomplished</p>
Control	<p>Classroom environment is chaotic with no standards of conduct evident</p> <p>Teacher does not monitor behavior</p> <p>Some students disrupt the classroom without apparent teacher awareness or with ineffective response</p>	<p>Teacher attempts to maintain order in the classroom, referring to rules but with uneven success.</p> <p>Teacher attempts to monitor student behavior but with no apparent system</p> <p>Teacher's response to student misbehavior is inconsistent</p>	<p>Standards of conduct appear to be established and implemented successfully</p> <p>Overall, student behavior is generally appropriate</p> <p>Teacher frequently monitors student behavior</p> <p>Teacher's response to student misbehavior is effective</p>	<p>Student behavior is entirely appropriate</p> <p>minor misbehavior is swiftly corrected</p> <p>Teacher silently and subtly monitors behavior</p> <p>Students respectfully interact with classmates to ensure correct standards of conduct</p>

Instruction

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

Observation Notes

Observer	Evidence	Feedback
	<p>Essential question- How can literature affect change in society? Essential Unit question- Why is redemption important in a society? Essential D (?) question- Can a society be redeemed for their crimes? Bell ringer on the board 2 questions on the book. Allotted 8-10 min. to complete then discussed for an additional 10-15 min. Teacher then had a class discussion which allowed him and classmates to elaborate . The questions came from multiple student confusion of the section of book that they are reading or watching. Teacher connects and explains that the story is about the French Revolution Student were tasked to watch 45 min. Of the movie, Teacher referred to the last lesson where he point out, "this is important" and then explains why Some students are engaged, some are not paying attention, and one was falling asleep Discussion was rich and teacher would give good pointers about characters for those that were writing about them. Teacher illustrates by drawing a picture of a tower to help students visualize Turning in bell ringer, notes and paper to demonstrate compare and contrast Assessed students by putting up the video and pausing it, then asked the students "What's going on in this seen?" Teacher uses many open-ended questions Same few students respond Teacher gives the expectations while watching the movie (computers put away and notes out) Teacher stops the video and asks questions to analyze During the movie, all students are engaged watching and taking notes Teacher asked how the scene connects to something they have seen in current movies or how is relates to current events Analyze why he through his drink in the fire and not drink it, Teacher did ask for students that have not responded yet. Pacing was on track</p>	<p>I liked that you have your EQ's on visible to students. It would have b to ask them how does ____ relate EQ? Basically helping them make connections.</p> <p>Having your bellringer tied into you helps the flow of the class.</p> <p>Your discussions questions and re were rich and thought provoking</p> <p>I definitely saw depth in this lessor</p> <p>You used mastery language with y students (compare, contrast, analy</p> <p>Pausing during the Movie to analy: great to see.</p> <p>Overall, I felt your lesson meets Co Expectations. Great Job!</p> <p><u>Food for Thought</u></p> <p>If you know that you will be doing a good discussion during the movie, up activity could include a different where there is movement/total clas engagement.</p> <p>Personalize it a bit, How would you respond if you had to live in those What if you were (choose a charac would you handle this situation?</p> <p>Another warm up could be to take from the book and ask the student research if it is still used today or v substitute for it? Letting them do s discovery can broaden their unde</p> <p>Thanks for letting me observe toda</p>