

Admin Code: \_\_\_\_\_

School \_\_\_\_\_

Date: \_\_\_\_\_

Observation Code \_\_\_\_\_

**2A Creating an Environment of Respect and Rapport**

	RUBRIC	CRITICAL ATTRIBUTES	Examples
<b>Unsatisfactory</b> <input type="checkbox"/>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-down, or conflict.	1. The teacher uses disrespectful talk toward students. 2. Student body language indicates feelings of hurt or insecurity. 3. The teacher does not address disrespectful interactions among students. 4. The teacher displays no familiarity with or caring about individual students' interests or personalities. 5. Students use disrespectful talk toward one another with no response from the teacher.	. A student slumps in his/her chair following a comment by the teacher. 2. Students roll their eyes at a classmate's idea; the teacher does not respond. 3. Many students talk when the teacher and other students are talking; the teacher does not ask them to stop. 4. The teacher does not call students by their names. 5. Some students refuse to work with other students
<b>Basic</b> <input type="checkbox"/>	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	1. The quality of interactions between the teacher and students, or among students, is uneven, with occasional disrespect. 2. The teacher attempts to respond to disrespectful behavior among students, with uneven results. 3. The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual	1. Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. 2. A few students do not engage with others in the classroom, even when put together in small groups. 3. Students applaud halfheartedly following a classmate's presentation to the class. 4. The teacher says, "Don't talk that way to your classmates," but.
<b>Proficient</b> <input type="checkbox"/>	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	1. Talk between the teacher and students and among students is uniformly respectful. 2. The teacher makes general connections with individual students. 3. Students exhibit respect for the teacher. 4. The teacher responds to disrespectful behavior among students	1, The teacher greets students by name as they enter the class or during the lesson. 2. The teacher gets on the same level with students, such as kneeling beside a student working at a desk. 3. Students attend fully to what the teacher is saying. 4. Students wait for classmates to finish speaking before beginning to talk. 5. Students applaud politely following a classmate's presentation to the class. 6. Students help each other and accept help from each other. 7. The teacher and students use courtesies such as please/thank you, excuse me. 8. The teacher says, "Don't talk that way to your classmates," and the insults stop.
<b>Distinguished</b> <input type="checkbox"/>	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.	In addition to the characteristics of a level of performance 3, 1. The teacher demonstrates knowledge and caring about individual students' lives beyond school. 2. When necessary, students correct one another in their conduct toward classmates. 3. The teacher's response to a student's incorrect response respects the student's dignity	1. The teacher inquires about a student's soccer game last weekend. 2. Students say "Shhh" to classmates while the teacher or another student is speaking. 3. Students clap enthusiastically for one another's presentations for a job well done. 4. The teacher says, "That's an interesting idea, Student J, but you're forgetting...."

**2B Establishing a Culture for Learning**

	<b>RUBRIC</b>	<b>CRITICAL ATTRIBUTES</b>	<b>Examples</b>
<b>Unsatisfactory</b> <input type="checkbox"/>	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	<ol style="list-style-type: none"> <li>1. The teacher conveys that the reasons for the work are external.</li> <li>2. The teacher conveys to at least some students that the work is too challenging for them.</li> <li>3. The teacher trivializes the learning goals and assignments.</li> <li>4. Students exhibit little or no pride in their work.</li> <li>5. Class time is devoted more to socializing than to learning</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district-directed.</li> <li>2. The teacher says to a student, "Why don't you try this easier problem?"</li> <li>3. Students turn in sloppy or incomplete work.</li> <li>4. Students don't engage in work, and the teacher ignores it.</li> <li>5. Students have not completed their homework, and the teacher does not respond.</li> <li>6. Almost all of the activities are busy work</li> </ol>
<b>Basic</b> <input type="checkbox"/>	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	<ol style="list-style-type: none"> <li>1. The teacher's energy for the work is neutral, indicating neither a high level of commitment nor "blowing it off."</li> <li>2. The teacher conveys high expectations for only some students.</li> <li>3. Students comply with the teacher's expectations for learning, but don't indicate commitment or their own initiative for the work.</li> <li>4. Many students indicate that they are looking for an easy path to completing the work</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher says, "Let's get through this."</li> <li>2. The teacher says, "I think most of you will be able to do this."</li> <li>3. Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.</li> <li>4. The teacher does not encourage students who are struggling.</li> <li>5. Some students get to work after an assignment is given or after entering the room</li> </ol>
<b>Proficient</b> <input type="checkbox"/>	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	<ol style="list-style-type: none"> <li>1. The teacher communicates the importance of learning and that with hard work all students can be successful in it.</li> <li>2. The teacher demonstrates a high regard for student abilities.</li> <li>3. The teacher expects student effort and recognizes it.</li> <li>4. Students put forth good effort to complete work of high quality.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."</li> <li>2. The teacher says, "This idea is really important! It's central to our understanding of history."</li> <li>3. The teacher says, "Let's work on this together. It's hard, but you all will be able to do it well."</li> <li>4. The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.</li> <li>5. Students get to work when an assignment is given or after entering the room.</li> </ol>
<b>Distinguished</b> <input type="checkbox"/>	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.	<p align="center"><b>In addition to the characteristics of a level of performance 3,</b></p> <ol style="list-style-type: none"> <li>1. The teacher communicates a genuine passion for the subject.</li> <li>2. Students indicate that they are not satisfied unless they have complete understanding.</li> <li>3. Student questions and comments indicate a desire to understand the content rather than, for example, simply learning a procedure for getting the correct answer.</li> <li>4. Students recognize the efforts of their classmates.</li> <li>5. Students take initiative in improving the quality of their work</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher says, "It's really fun to find the patterns for factoring polynomials."</li> <li>2. A Student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.</li> <li>3. Students question one another on answers.</li> <li>4. A Student asks the teacher whether she can redo a piece of work since she now sees how it could be strengthened.</li> <li>5. Students work even when the teacher isn't working with them or directing their efforts</li> </ol>

## 2c Managing Classroom Procedures

	RUBRIC	CRITICAL ATTRIBUTES	Examples
<b>Unsatisfactory</b> □	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties. Students not working with the teacher are not productively engaged in learning. Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time	<ol style="list-style-type: none"> <li>1. Students not working with the teacher are not productively engaged or are disruptive to the class.</li> <li>2. There are no established procedures for distributing and collecting materials.</li> <li>3. Procedures for other activities are confused or chaotic</li> </ol>	<ol style="list-style-type: none"> <li>1. When moving into small groups, students ask questions as to where they are supposed to go, whether they should take their chairs, etc.</li> <li>2. There are long lines for materials and supplies, or distributing supplies is time-consuming.</li> <li>3. Students bump into one another while lining up or sharpening pencils.</li> <li>3. Roll-taking consumes a lot of time at the beginning of the lesson and students are not working on anything else in the meantime</li> </ol>
<b>Basic</b> □	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective. Students in only some groups are productively engaged in learning while unsupervised by the teacher. Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	<ol style="list-style-type: none"> <li>1. Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough.</li> <li>2. Small groups are only partially engaged while not working directly with the teacher.</li> <li>3. Classroom routines function unevenly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Some students not working with the teacher are off task.</li> <li>2. Transition between large and small group activities requires five minutes, but it is accomplished.</li> <li>3. Students ask what they are to do when materials are being distributed or collected.</li> <li>4. Students ask some clarifying questions about procedures.</li> <li>5. Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.</li> </ol>
<b>Proficient</b> □	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly. Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. Volunteers and paraprofessionals are productively and independently engaged during the entire class	<ol style="list-style-type: none"> <li>1. The students are productively engaged during small-group work.</li> <li>2. Transitions between large- and small-group activities are smooth.</li> <li>3. Routines for distribution and collection of materials and supplies work efficiently.</li> <li>4. Classroom routines function smoothly</li> </ol>	<ol style="list-style-type: none"> <li>1. Students get started on an activity while the teacher takes attendance.</li> <li>2. Students move directly between large- and small-group activities.</li> <li>3. The teacher has an established timing device, such as counting down, to signal students to return to their desks.</li> <li>4. The teacher has an established attention signal, such as raising a hand or dimming the lights.</li> <li>5. One member of each small group collects materials for the table.</li> <li>6. There is an established color-coded system indicating where materials should be stored.</li> <li>7. In small-group work, students have established roles; they listen to one another, summarize different views, etc.</li> <li>7. Clean-up at the end of a lesson is fast and efficient.</li> </ol>
<b>Distinguished</b> □	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. Volunteers and paraprofessionals make a substantive contribution to the classroom environment.	<p style="text-align: center;"><b>In addition to the characteristics of level of performance 3,</b></p> <ol style="list-style-type: none"> <li>1. Students take the initiative with their classmates to ensure that their time is used productively.</li> <li>2. Students themselves ensure that transitions and other routines are accomplished smoothly.</li> <li>3. Students take initiative in distributing and collecting materials efficiently</li> </ol>	<ol style="list-style-type: none"> <li>1. Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</li> <li>2. A student reminds classmates of the roles that they are to play within the group.</li> <li>3. A student redirects a classmate to the table she should be at following a transition.</li> <li>4. Students propose an improved attention signal.</li> <li>5. Students independently check themselves into class on the attendance board</li> </ol>

## 2d Managing Student Behavior

	RUBRIC	CRITICAL ATTRIBUTES	Examples
<b>Unsatisfactory</b> <input type="checkbox"/>	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to student misbehavior is repressive, or disrespectful of student dignity.	<ol style="list-style-type: none"> <li>1. The classroom environment is chaotic, with no apparent standards of conduct.</li> <li>The teacher does not monitor student behavior.</li> <li>2. Some students violate classroom rules, without apparent teacher awareness.</li> <li>3. When the teacher notices student misbehavior, she/he appears helpless to do anything about it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are talking among themselves, with no attempt by the teacher to silence them.</li> <li>2. An object flies through the air without the teacher appearing to notice.</li> <li>3. Students are running around the room, resulting in chaos.</li> <li>4. Students are using their phones and other electronics; the teacher doesn't do anything</li> </ol>
<b>Basic</b> <input type="checkbox"/>	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	<ol style="list-style-type: none"> <li>1. The teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</li> <li>2. The teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>3. The teacher's response to student misbehavior is inconsistent: sometimes very harsh, other times lenient.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom rules are posted, but neither teacher nor students refer to them.</li> <li>2. The teacher repeatedly asks students to take their seats; some ignore him or her.</li> <li>3. To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</li> </ol>
<b>Proficient</b> <input type="checkbox"/>	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. The teacher's response to student misbehavior is consistent, appropriate and respectful to students, and effective.	<ol style="list-style-type: none"> <li>1. Standards of conduct have been established.</li> <li>2. Student behavior is generally appropriate.</li> <li>3. The teacher frequently monitors student behavior.</li> <li>4. The teacher's response to student misbehavior is effective.</li> <li>5. The teacher acknowledges good behavior</li> </ol>	<ol style="list-style-type: none"> <li>1. Upon a nonverbal signal from the teacher, students correct their behavior.</li> <li>2. The teacher moves to every section of the classroom, keeping a close eye on student behavior.</li> <li>3. The teacher gives a student a hard look, and the student stops talking to her neighbor</li> </ol>
<b>Distinguished</b> <input type="checkbox"/>	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects student dignity	<p style="text-align: center;"><b>In addition to the characteristics of level of performance 3,</b></p> <ol style="list-style-type: none"> <li>1. Student behavior is entirely appropriate; there is no evidence of student misbehavior.</li> <li>2. The teacher monitors student behavior without speaking, just moving about the classroom.</li> <li>3. Students respectfully intervene with classmates as appropriate to ensure compliance with standards of conduct</li> </ol>	<ol style="list-style-type: none"> <li>1. A student suggests a revision to one of the classroom rules.</li> <li>2. The teacher notices that some students are talking among themselves and, without a word, moves nearer to them; the talking stops.</li> <li>3. The teacher asks to speak to a student privately about misbehavior.</li> <li>3. A student reminds his classmates of the class rule about chewing gum.</li> </ol>