Framework for the Observation of Effective Teaching

Draft as of October 21, 2011



I. Plan and Organize the Lesson for Learning

Performance Indicators

- 1. implements a lesson that is directly aimednateting the objective(s) and will logically lead to the desired learning
- 2. implements a lesson that highlights key ideas and that sequences concepts and activities appropriately tmeet the objective(s)
- 3. breaks down complex lesson activities/ski**lls i**nseries of manageable steps that a ds students in mastering the learning objective(s)
- 4. incorporates into the lesson an appropriate balance of direct instruction, guided practice, and opportunities for independent practice
- 5. organizes a lesson that emphasizes studewits and thinking over passively watching and listening to the teacher
- 6. uses instructional groupings (e.g., student pairs, cooperative learning, homogeneous groups) to promote participation, cooperation, and learning

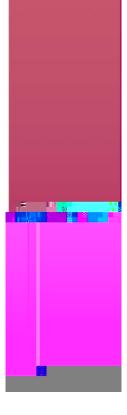
Category Rating: Scale

- 4 Consistently uses skills and strategies to organize the lesson for learning.
- 3 Often uses skills and strategies to organize the lesson for learning.
- 2 Sometimes uses skills and strategies to organize the lesson for learning.
- 1 Rarely or never uses skills and strætegio organize the lesson for learning.

Category I Score (circle one)

2

3





II. Promote Student Interest and Engagement

Performance Indicators

- 7. conveys to students why knowledge of material dressed in the lesson is important
- 8. provides an introduction that capturesudents' interest and attention (e.g., asks a question that motivates students to wantlearn, tells an engaging story that leads to lesson content)
- 9. links what students are learning in the lestsotheir lives and/or to real-world issues
- 10. employs strategies/activities in the lestoat encourage and require active student engagement
- 11. demonstrates enthusiasm for the content satuts are learning and the work they are doing
- 12. uses feedback and praise to reinfostedent efforts and encourage learning
- 13. students are engaged and on-task during the lesson
- 14. students show persistence in aeving challenging learning goals

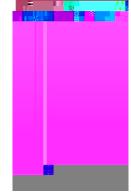
Category Rating: Scale

- 4 Consistently uses skills and strategies romote student interest and engagement.
- 3 Often uses skills and strategies to promote student interest and engagement.
- 2 Sometimes uses skills and strategies to promote student interest and engagement.
- 1 Rarely or never uses skills and stratetpies omote student interest and engagement.

2

Category II Score (circle one)

3





IV. Respond to Diverse Student Characteristics and Needs

Performance Indicators

- 22. uses a variety of explanatory devices. (emgodeling thinking aloud, using visual imagery) to make ideas clearchaccessible to all students
- 23. uses varied curricular materials or adapts ricular materials to meet students diverse learning needs
- 24. scaffolds learning activities to addressed int student need and readiness (e.g., providing reminders, breaking a problem into stepps, viding examples) and to promote students' independence as learners
- 25. responds to the needs of individual stutseas the lesson proceeds to help ensure a successful learning expertice for all students
- 26. uses auditory, visual, and kinesthetic modaliwien presenting material to the class
- 27. adjusts the pace of instruction, the fscoof instruction, and/or the method of delivery based on student response and progress as the lesson proceeds
- 28. accommodates varied student time needsproviding relevant, meaningful skill applications for students who complete work early
- 29. incorporates elements of students' cutal/community backgrounds into instruction

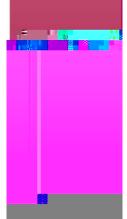
Category Rating: Scale

- 4 Consistently uses skills and strategies spond to diverse student characteristics and needs.
- 3 Often uses skills and strategies to resopt to diverse student characteristics and needs.
- 2 Sometimes uses skills and strategies **spoe**d to diverse student characteristics and needs.
- 1 Rarely or never uses skills and stratetoiers spond to diverse student characteristics and needs.

Category IV Score (circle one)

2

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VI. Ask Questions and Lead Discussions to Promote Learning

Performance Indicators

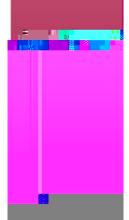
- 45. uses questioning practices that keep all students engaged (e.g., calls on students randomly, does not call only smudents with hands raised)
- 46. uses questioning to promote different typesdalevels of thinking (e.g., recall, critical thinking, divergent thinking)
- 47. uses wait time appropriate to the goalsopplestioning and the types of questions asked
- 48. uses a continuum of questioning and cueing techniques to lead students to correct responses
- 49. uses follow-up questions to prompt students to explain their thinking and extend their knowledge
- 50. perseveres and returns to stendts who give partial answetres state the full answer in correct academic language
- 51. prompts students to interact with and retato one another during class discussion
- 52. engages students in interactive talk **that**mpts them to explain their thinking and comment on other students' thinking
- 53. uses students' comments, questions, intended to advance learning for the class

Category Rating: Scale

- 4 Consistently uses skills and strate@esquestioning and leading discussion to promote learning.
- 3 Often uses skills and strategies for **qiæsi**ng and leading discussion to promote learning.
- 2 Sometimes uses skills and strategies for questioning and leading discussion to promote learning.
- 1 Rarely or never uses skills and strate to esquestioning and leading discussion to promote learning.

Category VI Score (circle one)

- 3





VII. Maintain a Positive Emotional Climate

Performance Indicators

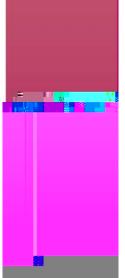
- interacts respectfully with students (e.ligstens attentively, acknowledges comments, makes eye contact)
- 55. corrects student errors/misunderstandings in positive ways that reflect patience and caring and confidence in their intellectual ability to learn
- 56. provides encouragement for studemerforming at all levels
- 57. circulates and interacts to maintain proximity with students
- 58. demonstrates rapport with the class througositive verbal and nonverbal interaction
- 59. builds regard and respect through fairness, courtesy, and consideration
- 60. builds a sense of affiliation and mutual support among students
- 61. students freely share their views and ideas
- 62. students demonstrate the belief thatey can learn the lesson content
- 63. students work collaboratively with peers to promote learning
- 64. students demonstrate pride in their work and accomplishments
- 65. students are comfortable seeking supportnirteacher or peers when assistance is needed

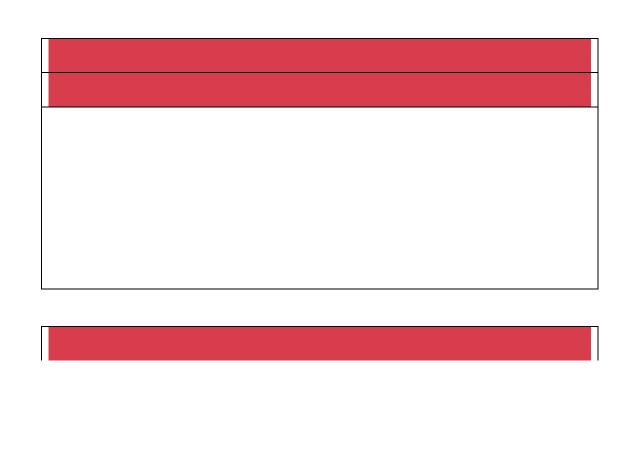
Category Rating: Scale

- 4 Consistently uses skills and strategies staintain a positive emotional climate.
- 3 Often uses skills and strategies to intain a positive emotional climate.
- 2 Sometimes uses skills and strategies to maintain a positive emotional climate.
- 1 Rarely or never uses skills and strategies to maintain a positive emotional climate.

Category VII Score (circle one)

3





IX. Manage the Classroom to Promote Learning

Performance Indicators

- 73. models behaviors expected of students
- 74. maintains order in the class through verbal and nonverbal communication and other behaviors
- 75. communicates the expectationathall students will followirections and behave in accordance with class rules
- 76. uses proactive behavior management strate@es, engaging in constant monitoring, maintaining physical proximity)
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