

Classroom Observation Rubric [BuffSci/RocSci]

Domain 1 - Planning & Curriculum

Lesson Planning

Mastery (4) - The teacher follows the Lesson Plan Policy & Template, and all components are represented in the lesson plan. The teacher's lesson plans are extremely detailed and specific, summarizing what students will do and how the teacher will interact with them throughout the class. The lesson plans provide students with interesting and engaging learning opportunities and are creative yet well-structured.

Growing (3) - The teacher follows the Lesson Plan Policy & Template, and all components are represented in the lesson plan. The teacher's lesson plans are well-organized and informative, and include specific details for each component of the lesson.

Developing (2) - The teacher includes some elements of the Lesson Plan Policy & Template, but not all components are represented. Lesson plans are basic and lack detail or insight; it is difficult to tell what will happen during the lesson.

In Need of Support (1) - The teacher does not follow the Lesson Plan Policy & Template. The teacher often has lesson plans with no information or insufficient information.

Curriculum

Mastery (4) - The teacher developed a complete lesson using the school's Core Curriculum. (AND) The teacher included supplemental resources and unique learning activities to better meet the needs of their students and promote engagement.

Growing (3) - The teacher developed a complete lesson using the school's Core Curriculum. The teacher attempts to better meet the needs of their students.

Developing (2) - The teacher has included some components of the school's Core Curriculum in the lesson. The majority of instruction is derived from another source, not the core curriculum.

In Need of Support (1) - The teacher does not use the school's Core Curriculum. The lesson includes components derived from inappropriate or non-instructional sources.

Instructional Alignment

Mastery (4) - The learning objective and lesson content is directly aligned with a Common Core Learning Standard or NYS Learning Standard. The lesson reinforces prior knowledge. The lesson reinforces critical academic vocabulary. The lesson includes differentiation components for all students.

Growing (3) - The learning objective and lesson content is directly aligned with a Common Core Learning Standard or NYS Learning Standard. The lesson includes differentiation components for all students.

Developing (2) - The lesson has a learning objective. The lesson content is not aligned with the learning objective. The learning objective is not aligned to the Common Core Learning Standard or NYS Learning Standard represented in the lesson.

In Need of Support (1) - The lesson does not have a learning objective. The lesson is not aligned with a Common Core Learning Standard or NYS Learning Standard. The lesson does not correctly fit within the scope and sequence of the course.

Domain 2 - Learning Environment

Classroom Management & Behavior

Mastery (4) - Ten or more management TLC practices are implemented by the teacher:

Presence in the Hallway, Do it Again, Threshold/Door Check, Circulate, Strong Start, Timers, Tight Transitions, Consequences, 100%, What to Do Directions, Least Invasive Intervention, Precise Praise.

Growing (3) - Seven to Nine management TLC practices are implemented by the teacher:

Presence in the Hallway, Do it Again, Threshold/Door Check, Circulate, Strong Start, Timers, Tight Transitions, Consequences, 100%, What to Do Directions, Least Invasive Intervention, Precise Praise.

Developing (2) - Five to six management TLC practices are implemented by the teacher:

Presence in the Hallway, Do it Again, Threshold/Door Check, Circulate, Strong Start, Timers, Tight Transitions, Consequences, 100%, What to Do Directions, Least Invasive Intervention, Precise Praise.

In Need of Support (1) - Less than five management TLC practices are implemented by the teacher:

Presence in the Hallway, Do it Again, Threshold/Door Check, Circulate, Strong Start, Timers, Tight Transitions, Consequences, 100%, What to Do Directions, Least Invasive Intervention, Precise Praise.

Classroom Climate

Mastery (4) - The classroom is safe. The physical layout of the class promotes learning and interaction (e.g., rich resources, encourages collaboration). Classroom interactions demonstrate caring for each other, and students self-regulate with support from peers and teachers.

Growing (3) - The classroom is safe. The physical layout of the class promotes learning and interaction. Classroom interactions are consistently polite and respectful.

Developing (2) - The classroom is generally safe. The physical layout of the class occasionally promotes learning (e.g., rooms are tidy, but resources are scarce). Classroom interactions occasionally demonstrate disrespect.

In Need of Support (1) - The classroom is generally unsafe. The physical layout of the class does not promote learning (e.g., rooms are cluttered and messy). Classroom interactions are uncaring or disrespectful.

Pacing & Organization

Mastery (4) - Students take a role in the pacing and organization of the class. Students are self-sufficiently in acquiring materials and supplies. Students are following routines and procedures with minimal prompting from the teacher. Lesson transitions are tight, minimal, and smooth.

Growing (3) - The teacher is prepared and organized. The teacher has established routines and procedures to maximize instruction and learning time in class. Tight transitions are represented throughout the lesson.

Developing (2) - The teacher has prepared what is needed for the lesson. Individual components of the lesson are well-timed; however, inconsistencies in pacing may exist.

In Need of Support (1) - The teacher is unorganized and unprepared. Pacing is inconsistent and between lesson transitions, there is wasted time.

Domain 3 - Instructional Strategies

Data-Based Feedback

Mastery (4) - The teacher constantly takes the pulse of the class. The teacher offers positive reinforcement and feedback. The teacher provides ample opportunities for students to have peer-to-peer interactions within the class.

Growing (3) - The teacher provides regular positive feedback to students while checking for understanding throughout the class. The teacher incorporates at least one opportunity for students to have peer-to-peer interactions within the class.

Developing (2) - The teacher acknowledges students' responses, but the feedback is lacking depth. Feedback to students is inconsistent. No opportunities for students to have peer-to-peer interactions existed within the class.

In Need of Support (1) - The teacher provides non-constructive and/or discouraging feedback to students. The teacher compares student work to an ambiguous or unrealistic standard. The teacher responds to students in a negative or un-supportive way.

Teaching & Learning

Mastery (4) - Advanced Instructional Strategies implemented by the teacher:

Habits of Discussion, Turn and Talk, Batch Process, Everybody Writes, Art of the Sentence, Show Call, Build Stamina, Front the Writing

Growing (3) - Five or more instructional TLC practices are implemented by the teacher:

Do Now, Name the Steps, Questioning, Board=Paper, Strong Voice, No Opt Out, Affirmative Checking, Radar, Exit Ticket, Bell to Bell, Sweat the Details, At Bats.

Developing (2) - Three to four instructional TLC practices are implemented by the teacher:

Do Now, Name the Steps, Questioning, Board=Paper, Strong Voice, No Opt Out, Affirmative Checking, Radar, Exit Ticket, Bell to Bell, Sweat the Details, At Bats.

In Need of Support (1) - One to two instructional TLC practices are implemented by the teacher:

Do Now, Name the Steps, Questioning, Board=Paper, Strong Voice, No Opt Out, Affirmative Checking, Radar, Exit Ticket, Bell to Bell, Sweat the Details, At Bats.

Culture of Learning

Mastery (4) - Three or more of the following are observed:

Engages students in higher-order thinking, Challenges students to support with evidence, Uses effective questioning and recognition techniques, Encourages discussion, dialogue, and debate, Uses technology as a learning tool, Encourages the use of academic vocabulary

Growing (3) - At least two of the following are observed:

Engages students in higher-order thinking, Challenges students to support with evidence, Uses effective questioning and recognition techniques, Encourages discussion, dialogue, and debate, Uses technology as a learning tool, Encourages the use of academic vocabulary

Developing (2) - One of the following is observed:

Engages students in higher-order thinking, Challenges students to support with evidence, Uses effective questioning and recognition techniques, Encourages discussion, dialogue, and debate, Uses technology as a learning tool, Encourages the use of academic vocabulary

In Need of Support (1) - The teacher does not promote a culture of thinking and learning in the classroom.

Domain 4 - Student Engagement

Active Learning

Mastery (4) - All students are authentically and actively engaged in the learning process nearly all of the time. Technology use is efficient and effective, and students are on task. Technology management software is used (Blocksi). Learning is student-centered, and students are asked to make the most of the decisions about a task, activity, or work associated with an outcome.

Growing (3) - All students are independent and actively engaged in the majority of the learning process. Technology is incorporated into the lesson, most students are on task, and technology management software is not used (Blockski). Learning is student-centered. Students are asked to make most decisions.

Developing (2) - All students are independently and actively engaged in the learning process occasionally. Technology use is inefficient, some students are off task, and technology management software is not used (Blocksi). Students are occasionally asked to make decisions.

In Need of Support (1) - All students are not independently and actively engaged in the learning process. Learning is only teacher-directed. Technology use is counterproductive to learning. Students are not asked to make decisions.

Questioning

Mastery (4) - The teacher uses a variety of series of questions or prompts to challenge students cognitively. The teacher uses questioning to guide the students. Students formulate questions, initiate topics, and challenge one another's thinking.

Growing (3) - The teacher uses some low-level questions; they pose questions designed to promote student thinking and understanding. The teacher asks questions relevant to the content. The teacher prompts students to justify their thinking and successfully engages most students in the discussion

Developing (2) - The teacher's questions lead students through a single path of inquiry. The answers to questions are determined in advance, with no room for discussion. The teacher attempts to ask some questions to engage students, but only a few students are involved.

In Need of Support (1) - The teacher's questions are of low cognitive challenge, with a single correct response. The teacher re-asks questions in rapid succession. The interaction between the teacher and students is a recitation style, with the teacher mediating all questions and answers.

Lesson Delivery & Support

Mastery (4) - The teacher is engaging and responsive and uses appropriate eye contact and non-verbal communication. The teacher is constructive in both tone and content of their speech. The teacher differentiates the visual, verbal, and engaging support for students of all learning levels throughout the lesson.

Growing (3) - The teacher incorporates appropriate eye contact and effective non-verbal communication. The teacher avoids distracting speech patterns such as filler words. The teacher has varied forms of lesson interaction, including visual and verbal support.

Developing (2) - The teacher's volume and diction allow the lesson to be followed; however, it is unengaging. The teacher provides some visual support for the lesson to clarify the content.

In Need of Support (1) - The teacher uses inappropriate gestures and/or speech during the lesson. The teacher displays a negative attitude. The teacher does not use any form of visual support for the lesson.