Classroom Observation Rubric based on Kentucky Framework for Teaching

Teacher _____   Subject/Grade _____   Observer _____   Date _____   Time _____ AM/PM

When observer came into the room the teacher was: ___ Lecturing ___ Seated at desk ___ Circulating the room/monitoring ___ On the phone ___ Facilitating ___ Modeling
___ Individual Instruction ___ Questioning/leading discussion

When observer came into the room the students were: ___ Working independently ___ Listening/following teacher's instructions ___ Working in small groups
___ Completing a whole-class activity ___ Presenting ___ Taking notes ___ Off-task ___ Answering questions

Component	Ineffective (1) *Critical Attributes*	Developing (2) *Critical Attributes*	Accomplished (3) *Critical Attributes*	Exemplary (4) *Critical Attributes*
2A. Creating an Environment of Respect and Rapport	☐ **Teacher** speaks or acts disrespectfully. ☐ **Teacher** demonstrates no familiarity/concern for students. ☐ **Teacher** ignores disrespectful behavior. ☐ **Students** appear hurt or insecure due to classroom interactions.	☐ **Teacher** unsuccessfully tries to connect with individual students. ☐ **Teacher** responds to disrespectful behavior with mixed results. ☐ **Students** display disrespectful behaviors.	☐ **Teacher** connects with students on a general level. ☐ **Teacher** appropriately responds to disrespectful behavior. ☐ **Students** hesitantly participate. ☐ **Students** speak and act respectfully.	☐ **Teacher** demonstrates knowledge of and care for students. ☐ **Teacher** encourages student efforts. ☐ **Students** show no evidence of disrespect. ☐ **Students** participate freely. ☐ **Students** politely correct each other.
2B. Establishing a Culture for Learning	☐ **Teacher** suggests work is too challenging for some students. ☐ **Teacher** fails to communicate purpose or importance of work. ☐ **Students** appear to lack pride in their work.	☐ **Teacher** communicates the importance of task at hand. ☐ **Teacher** conveys high expectations for only some students. ☐ **Students** appear to look for "easy route."	☐ **Teacher** communicates the importance of tasks and content. ☐ **Teacher** conveys high expectations and confidence in students. ☐ **Students** create high-effort, quality work.	☐ **Teacher** demonstrates passion and depth of understanding. ☐ **Students** ask questions and demonstrate initiative to improve. ☐ **Students** help and correct each other.
2C. Managing Classroom Procedures	☐ **Students** are not engaged unless working with teacher. ☐ **Students** are off task due to unclear routines. ☐ *Transitions are disorganized.* ☐ *No procedures/routines.*	☐ **Students** only partially engage. ☐ **Students** appear confused about transitions and routines. ☐ *Transitions/routines are rough.*	☐ **Students** appear productively engaged. ☐ **Students** transition smoothly, with guidance. ☐ *Classroom routines, including collection / distribution of materials, run smoothly.*	☐ **Students**, with little prompting, plan and use time productively. ☐ **Students** distribute and collect materials efficiently. ☐ **Students** ensure smooth transitions.
2D. Managing Student Behavior	☐ *Classroom is chaotic; no teacher awareness of misbehavior.* ☐ **Teacher** does not monitor or respond to problematic behavior.	☐ **Teacher** attempts to maintain order with mixed results. ☐ **Teacher** inconsistently responds to misbehavior.	☐ **Teacher** monitors and effectively corrects behavior. ☐ **Students** generally behave appropriately.	☐ **Teacher** silently monitors and quickly corrects misbehaviors. ☐ **Students** encourage each other to behave.
2E. Organizing Physical Space	☐ *Physical safety hazards present.* ☐ *Students cannot see/hear teacher.* ☐ *No use of available technology.*	☐ *Physical environment is safe.* ☐ *Physical environment does not prevent or enhance learning.* ☐ *Limited use of available technology.*	☐ *Classroom is safe and arranged to support learning.* ☐ *Appropriate use of available technology.*	☐ *Good use of technology.* ☐ *Physical environment is safe, organized, and accessible.* ☐ **Students** make appropriate adjustments to the physical environment as needed.

Component	Ineffective (1) _Critical Attributes_	Developing (2) _Critical Attributes_	Accomplished (3) _Critical Attributes_	Exemplary (4) _Critical Attributes_
3A. Communicating with Students	☐ **Teacher** does not convey what students will learn, ☐ **Teacher** makes serious errors in vocabulary or content. ☐ **Teacher** uses cultural and/or age-inappropriate vocabulary.	☐ **Teacher** provides little elaboration about what students will learn. ☐ **Teacher** does not elicit participation. ☐ **Teacher** makes minor content errors. ☐ **Teacher** uses unimaginative or age-inappropriate vocabulary and is only partially successful in explaining content and academic language.	☐ **Teacher** clearly states what students will be learning, explains content clearly and without errors, and uses some age-appropriate academic language. ☐ **Students** engage in learning and indicate their understanding.	☐ **Teacher**, using rich academic language, explains content clearly. ☐ **Teacher** points out potential areas of confusion and encourages students to explain content to classmates. ☐ **Students** use rich academic language, suggest strategies, and explain what they are learning and why.
3B. Using Questioning and Discussion Technique	☐ **Teacher** asks rapid-fire questions with single answers. ☐ **Teacher** does not ask students to explain their thinking. ☐ **Teacher** allows a few students to dominate discussion.	☐ **Teacher** asks students to explain reasoning, with mixed results. ☐ **Teacher** quickly calls on students, few of whom respond. ☐ **Teacher** asks questions designed to stimulate thinking, yet many have one answer.	☐ **Teacher** asks open-ended questions and requires justification. ☐ **Teacher** calls on most students. ☐ **Teacher** uses wait time effectively. ☐ **Students** actively engage in discussion.	☐ **Teacher** builds on student responses to deepen thinking. ☐ **Students** ask higher-order questions. ☐ **Students** extend and enrich discussions. ☐ **Students** invite classmate participation.
3C. Engaging Students in Learning	☐ **Teacher** provides tasks that only require recall or single "right" answers. ☐ **Teacher** provides unsuitable resources and instructional materials. ☐ **Teacher** rushes or drags the lesson. ☐ **Students** are not engaged or few (~10%) are engaged.	☐ **Teacher** provides tasks that mix thinking and recall. ☐ **Teacher** provides resources that rarely require students to think critically. ☐ **Teacher** unevenly paces lesson. ☐ **Students** are somewhat (~60%) engaged.	☐ **Teacher** provides resources that have multiple correct answers and require student thought. ☐ **Teacher** paces lesson appropriately. ☐ **Students** are mostly engaged (~80%+).	☐ _Lessons and activities require high levels of student thought._ ☐ **Teacher** offers opportunity for student reflection of their learning. ☐ **Students** are engaged (~100%) and adapt lesson by modifying activities.
3D. Using Assessment in Instruction	☐ **Teacher** does not assess or modify lesson based on student understanding ☐ **Teacher** does not provide feedback or examples of high-quality work. ☐ **Teacher** provides no opportunity for student self/peer evaluation.	☐ **Teacher** does not indicate how work will be evaluated. ☐ **Teacher** minimally monitors understanding. ☐ **Teacher** provides vague feedback. ☐ **Teacher** provides little opportunity for student self/peer evaluation.	☐ **Teacher** explains expected quality of work and monitors for understanding. ☐ **Teacher** encourages student self-assessment. ☐ _Feedback is specific and timely for some students._	☐ **Teacher** monitors learning and adjusts based on understanding. ☐ **Teacher** provides high quality feedback; encourages self/peer feedback. ☐ **Students** display understanding of expected quality of work.
3E. Demonstrating Flexibility and Responsiveness	☐ **Teacher** does not modify lesson in response to student need. ☐ **Teacher** ignores student questions.	☐ **Teacher** modifies lesson as needed with mixed success. ☐ **Teacher** displays limited repertoire of strategies to help students.	☐ **Teacher** adjusts lesson to accommodate student needs/interests. ☐ **Teacher** uses broad range of strategies to assist struggling students.	☐ **Teacher** takes opportunities to enhance or differentiate learning. ☐ **Teacher** uses extensive array of resources to assist students.
Comments				