

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: _____

When observer came into the room the students were: _____

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

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