

Rubric for Classroom Observation Based on the Five Standards for Effective Teaching

Name of Observer _____

Name of Teacher Observed _____

Date of _____

	NOT OBSERVED	EMERGING	DEVELOPING	ENACTING	INTEGRATING
EVALUATION	(20%)	(40%)	(60%)	(80%)	(100%)
General Definition	The standard is not observed	One or more elements of the standard are enacted.	The teacher designs and enacts activities that demonstrate a partial enactment of the standard	The teacher designs and enacts activities that demonstrate a complete enactment of the standard	The teacher designs, enacts, and assists in activities that demonstrate skillful integration of multiple standards simultaneously.
Joint Productive Activity Teacher and Students Producing Together	Joint Productive Activity is not observed.	Students are seated with a partner or group, AND (a) collaborate or assist one another, or (b) are instructed in how to work in groups, OR (c) contribute individual work, not requiring collaboration, to a joint product.	Students collaborate on a joint product.	Students work in small-group or fully inclusive whole-class activities in which teacher and students collaborate on a joint product.	The teacher designs, enacts, and collaborates in joint productive activities that demonstrate skillful integration of multiple standards simultaneously.

Language & Literacy Develop-ment Developing Language and Literacy Across	Language & Literacy Development is not observed.	The teacher (a) listens and responds to student talk in ways that are comfortable for students, (b) questions, (c) rephrases, (d) connects student comments to	The teacher assists student language expression and development through incidental use of questioning, listening, rephrasing or modeling,	The teacher assists student language expression and development through questioning, listening, rephrasing or modeling throughout much of instruction;	The teacher designs, enacts, and assists in language development activities that demonstrate skillful integration of multiple standards simultaneously.
the Curriculum		(e) explicitly models appropriate language; OR (f) students engage in reading, writing, or speaking activities using content vocabulary.	AND there are structured opportunities throughout much of instruction for student written or verbal language expression and development.	AND instructional activities generate language expression and development of content vocabulary.	
Contextualization Making Meaning — Connecting School to Students' Lives	Contextualization is not observed.	(a) The teacher inquires about students' knowledge and experiences from outside school, or (b) parents or community members participate in activities or instruction, OR (c) classroom activities are connected only by topic.	The teacher makes incidental connections between students' prior experience/ knowledge from home, school, or community and the new activity/ information, OR some aspect of students' everyday experience or prior knowledge is included in instruction.	The teacher integrates the new activity/ information with what students already know from home, school, or community.	The teacher designs, enacts, and assists in contextualized activities that demonstrate skillful integration of multiple standards simultaneously.

Challenging Activities Teaching Complex Thinking	Challenging Activity is not observed.	The teacher (a) sets and presents standards for student performance, (b) accommodates students' varied ability levels, (c) connects instructional elements to academic concepts, OR (d) provides students with feedback on their performance.	The teacher designs and enacts activities that advance student understanding to more complex levels, OR connects instructional elements to academic concepts.	The teacher presses, assists, and uses challenging standards to advance student understanding to more complex levels; connects instructional elements to academic concepts; AND provides students with feedback on their performance.	The teacher designs, enacts, and assists in challenging activities that demonstrate skillful integration of multiple standards simultaneously.
Instructional Conversation Teaching Through Conversation	Instructional Conversation is not observed.	The teacher (a) converses with students, OR (b) uses questioning, listening, rephrasing or modeling to elicit student talk.	The teacher converses with a small group of students on an academic topic AND elicits student talk with questioning, listening,	The teacher: designs and enacts an instructional conversation with a clear academic goal; listens carefully to assess and assist student understanding;	The teacher designs, enacts, and assists in instructional conversations that demonstrate skillful integration of multiple standards simultaneously.
			rephrasing, or modeling.	AND questions students on their views, judgments, and rationales. Also, all students are included in the IC, and student talk occurs at higher rates than teacher talk.	

Signature of Observer

Signature of Teacher being Observed