APPENDIX II – 20

TUCSON UNIFIED
SCHOOL DISTRICT

Time in: _____   Time out:_____

Classroom Observation Form

School:_____   Subject:_____   Observer:_____

Teacher:_____   Classroom:_____   # Students:_____

Observation Indicator - Instruction	Rating	Evidence
1. Evidence of the purpose for student learning; *[3a] Communicating with student* ○ It is evident that students understand what they are learning ○ Objective posted/articulated/aligned to lesson ○ Objectives clearly state behavior and measure of success ○ Success criteria present/articulated by students ○ Essential questions are evident in instruction		
2. Instructional outcomes and interactions convey high expectations for all students; *[3b] Using questioning/prompts and discussion* ○ Questions of high cognitive challenge, formulated by students and teacher ○ Questions with multiple correct answers ○ Questioning strategies promote deeper conversations or rigorous cognitive engagement ○ Opportunities for student/student conversation about the learning are provided ○ Teacher acting as facilitator/mediator ○ Focus on reasoning and give and take during discussions ○ High level of student participation in discussions ○ Conversations are meaningful and student centered		
3. Engaging students in the learning; *[3c]Engagement* ○ Variety of active participation strategies observed ○ Students are enthusiastic and appear interested in all aspects of teaching and learning. ○ Learning tasks require high-level student thinking. ○ Students are actively "working," rather than watching while their teacher "works" ○ Student work is rigorous (requires creativity, originality, design or adaption) ○ Suitable pacing of the lesson: with time for closure and student reflection		
4. Monitoring student learning; *[3d] Using assessment in instruction* ○ Teacher overtly monitors student learning ○ Formative assessments are integrated and support instruction ○ Teacher feedback is specific and supports students in meeting objective ○ The teacher poses specifically created questions that include racial, ethnic, cultural, and linguistic referents to elicit evidence of student understanding		
5. Adjusting student learning *[3e] Demonstrating flexibility and responsiveness]* ○ Teacher targets lesson mastery via varied approaches ○ Teacher individualizes instruction or targets small groups to facilitate lesson mastery ○ Learning expectations apply to all students ○ Teacher incorporates students' interests, including racial, ethnic, cultural, and linguistic experiences and daily events beyond school into lesson ○ Teacher recognizes and seizes teachable moments ○ Teacher visibly adjusts when there is a lack of student understanding		

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Instrument Ratings (See Modified Danielson Framework Rubric)	
n/a =	Not observed/not applicable
1 =	Unsatisfactory
2 =	Basic
3 =	Proficient
4 =	Distinguished

Inclusion of The Classroom Environmental   Instrument is optional and will
be determined by CARE Team Leader and Principal.

Observation Indicator - Environment	Rating	Evidence
Component: Creating an environment of respect and rapport [2a] Indicators include: o Respectful talk, active listening, and turn-taking o Acknowledgement of students' racial, ethnic , cultural, and linguistic backgrounds and lives outside of the classroom o Body language indicative of warmth and caring shown by teacher and students is culturally sensitive to students as individuals and as members of racial, ethnic, cultural, and linguistic groups o Physical proximity o Politeness and encouragement		
Component: Establishing a culture for learning [2b] Indicators include: o Belief in the value of what is being learned o High expectations, supported through both verbal and nonverbal behaviors for both learning and participation o Expectation of high-quality work on the part of the students o Expectation and recognition of effort and persistence on the part of students o High expectations for expression and work products		
Component: Managing classroom procedures [2c] Indicators include: o Smooth functioning of all routines o Little or no loss of instructional time o Students playing an important role in carrying out the routines o Students knowing what to do, where to move		
Component: Managing student behavior [2d] Indicators include: o Clear standards of conduct, possibly posted, and possibly referred to during a lesson o Absence of acrimony between teacher and students concerning behavior o Teacher awareness of student conduct o Preventive action when needed by the teacher o Absence of misbehavior o Reinforcement of positive behavior		
Component: Organizing physical space [2e] Indicators include: o Pleasant, inviting atmosphere o Safe environment o Accessibility for all students o Furniture arrangement suitable for the learning activities o Effective use of physical resources, including computer technology, by both teacher and students		

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