APPENDIX V – 275

TUCSON UNIFIED
SCHOOL DISTRICT

Time in: _____   Time out:_____

Classroom Observation Form

Teacher:_____   **Classroom:**_____   **Observer:**_____

School: _____   **Subject:** _____   **# Students:** _____

Observation Indicator - Instruction	Rating	Evidence
1. Establishing the purpose for the learning *[3a] Communicating with students* ○ Objective posted/articulated/aligned to lesson ○ Objectives clearly state behavior and measure of success ○ Success criteria present/articulated by students ○ It is evident that students understand what and why they are learning		
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 ○ Discussion with the teacher acting as facilitator/mediator ○ Focus on reasoning and give and take during discussions ○ High level of student participation in discussions		
3. Engaging students in the learning *[3c]* ○ Variety of active participation strategies observed ○ Students are actively participating in the lesson ○ Students are enthusiastic and appear interested ○ 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: Neither dragged out nor rushed, 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 into instruction ○ Formative assessments are used to support instruction ○ Teacher feedback is specific ○ Teacher feedback 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 ○ The teacher circulates to monitor student learning		
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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Observation Indicator - Environment	Rating	Evidence
6. Creating an environment of respect and rapport [2a] Indicators include: ○ Respectful talk, active listening, and turn-taking ○ Acknowledgement of students' racial, ethnic , cultural, and linguistic backgrounds and lives outside of the classroom ○ 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 ○ Physical proximity ○ Politeness and encouragement		
7. Establishing a culture for learning [2b] Indicators include: ○ Belief in the value of what is being learned ○ High expectations, supported through both verbal and nonverbal behaviors for both learning and participation ○ Expectation of high-quality work on the part of the students ○ Expectation and recognition of effort and persistence on the part of students ○ High expectations for expression and work products		
8.Managing classroom procedures [2c] Indicators include: ○ Smooth functioning of all routines ○ Little or no loss of instructional time ○ Students playing an important role in carrying out the routines ○ Students knowing what to do, where to move		
9. Managing student behavior [2d] Indicators include: ○ Clear standards of conduct, possibly posted, and possibly referred to during a lesson ○ Absence of acrimony between teacher and students concerning behavior ○ Teacher awareness of student conduct ○ Preventive action when needed by the teacher ○ Misbehavior handled with little or no disruption to learning process ○ Reinforcement of positive behavior		
10. Organizing physical space [2e] Indicators include: ○ Pleasant, inviting atmosphere ○ Safe environment ○ Accessibility for all students ○ Furniture arrangement suitable for the learning activities ○ Effective use of physical resources, including computer technology, by both teacher and students		

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

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