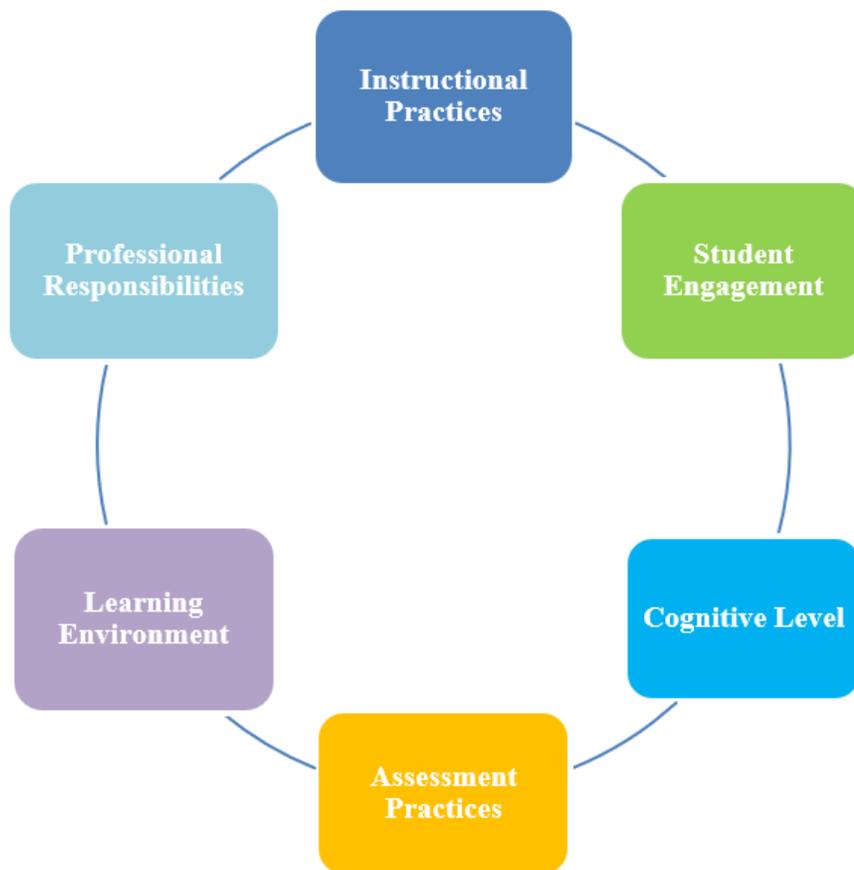


Altar Valley Classroom Observation Instrument



Instructional Practices to Support All Learners

	4	3	2	1
Make Learning Relevant	Teacher incorporates students' interests and questions into the lesson and seizes on teachable moments to enhance a lesson.	Teacher incorporates students' interest and questions into the lesson.	Teacher makes attempts to incorporate students' interests and questions into the lesson.	Teacher ignores student interest and/or questions. Teacher does not connect the lesson to the students' interests.
Content Knowledge	Teacher knows his/her content and articulates it in a grade appropriate manner. Teacher demonstrates awareness of possible student misconceptions and how they can be addressed.	Teacher incorporates important concepts of the skill and their relationship to one another. Teacher provides clear explanations of the content. Instructional strategies in lessons are suitable to the content.	Teacher's demonstration of the skill is incomplete. Teacher omits prerequisite skills. Teacher uses limited instructional strategies.	Teacher consistently makes content errors. Teacher uses inappropriate strategies for the skill.
Anticipatory Set	Anticipatory set is congruent to the objective, utilizes relevant prior student knowledge or past experiences and requires 100% student participation.	Anticipatory set is congruent to the objective, utilizes relevant prior student knowledge or past experiences and requires student participation.	Anticipatory set is congruent to the objective. The set is teacher driven with little student participation.	Anticipatory set is not congruent to the objective or none is given.
Provide Scaffolding to Assist and Support Student Understanding	Teacher uses scaffolding with students as needed to assist students in meeting the desired objective. There is evidence of teacher breaking down the lesson into manageable parts to assist students in helping them to achieve the desired objective. Teacher re-frames questions and or activities to ensure student success.	Teacher uses scaffolding with most students as needed.	Teacher uses scaffolding with some students as needed.	Teacher does not use scaffolding to support student understanding.

	4	3	2	1
Key Vocabulary Emphasized	Teacher uses academic vocabulary, defining where appropriate, and the students are able to define and use vocabulary correctly.	Teacher uses academic vocabulary correctly in the lesson. Vocabulary is defined and is occasionally used by students.	Teacher uses academic vocabulary but is unable to explain or define it for students	Teacher does not use academic vocabulary or uses it incorrectly.
	4	3	2	1
Bell Work	Bellwork is started immediately by students upon entering class. The teacher does not have to give a reminder. 100% of the students are on task. Students are expected to explain their thinking.	Bellwork is given and checked within 8-10 minutes (unless specified). Feedback is given. More than 85% of the students are on task. Bellwork is started without prompting, is part of the routine, and congruent to objective.	Bellwork is given. Several reminders are needed and /or too much time is taken. Teacher does not give feedback. Less than 85%of the students are on task.	Teacher does not give bellwork.
	4	3	2	1
Provide Specific and Immediate Feedback to Students	Teacher provides specific and immediate feedback to the students on a consistent basis.	Teacher provides immediate general feedback and occasionally provides specific feedback.	Teacher occasionally provides general feedback to the students.	Teacher provides little or no feedback to the students.
	4	3	2	1

Intermittent Closure	All students summarize learning after each segment as a means to scaffold to the next concept/skill. Teacher uses a variety of modalities to achieve this throughout the lesson. Teacher assesses and provides feedback to all students.	Students were provided ample opportunities to summarize learning. Teacher provides specific feedback. Teacher uses a minimum of two modalities.	Students were provided minimal opportunity to summarize learning. Teacher provides minimal feedback	Intermittent closure is incongruent or an incomplete summary.
Congruent and Relevant Evidence of Lesson Planning	4	3	2	1
	All components of the lesson are congruent to the objective. Relevant, real-world connections are made throughout the lesson. The lesson contains a well-articulated task analysis. Lessons include personalization for all students.	All components of the lesson are congruent to the objective. The teacher makes relevant, real-world connections at points in the lesson. The lesson contains a well-articulated task analysis. Differentiation is included.	The objective is stated. All elements are not congruent to the objective. Very few, if any, relevant, real-world connections are made. There is little evidence of task analysis.	The objective is unclear. The lesson consists of activities that may or may not be congruent to the objective. There are no relevant connections. There is no evidence of task analysis.
Communicate Selected Standards or Objectives to ALL Learners	4	3	2	1
	If asked, the students are able to explain what they are learning and where it fits into the larger curriculum content.	If asked, students are able to explain what they are learning. Teacher states clearly in student friendly language the standards and objectives the students will be learning.	Teacher provides little explanation about the standards and objectives the students will be learning.	Standards and objectives are not communicated to students and are not posted in the classroom.
Student Engagement				
	4	3	2	1

<p>Average Percentage of Students On Task (Actively Engaged in Academic Learning)</p>	<p>All of the students are actively engaged in the lesson.</p>	<p>A minimum of 85% of the students are actively engaged in the lesson</p>	<p>Between 50% and 84% of students are engaged in the lesson.</p>	<p>Less than 50% of students are engaged in the lesson.</p>
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<p>Facilitates Student-led Learning</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
	<p>Teacher poses open-ended questions for students to seek solutions. Students work in cooperative groups to solve problems. Students are expected to explain their thinking and to justify their responses. Students are asked to solve relevant, real-world problems.</p>	<p>Teacher poses open-ended questions. Work is often done in collaborative groups. Students are asked to explain their thinking or create relevant problems.</p>	<p>Learning is consistently teacher driven. Questions are seldom open-ended. Students work alone in most situations. Students may be asked to explain their thinking. Students are rarely asked to create relevant problems.</p>	<p>All teacher-directed questions have one solution or answer. Students consistently work independently with no collaboration. Students are only asked for answers with no explanation. Students are not asked to create problems.</p>

Cognitive Level of Questions and Activities

	4	3	2	1
Cognitive Level of Questions and Activities	Teacher's questions are at a higher cognitive level. Students are given adequate time to respond and discuss the questions. Teachers ensures all students are involved in the discussion.	Most of the questions are at higher cognitive levels. Wait time is provided for students to respond. Teacher successfully incorporates all students in the conversation.	Teacher's questions are at varied cognitive levels but few questions require a thoughtful response. Teacher attempts to involve all students in the discussion but with limited success.	Teacher's questioning is at the cognitive level of remember or understand. Only single correct responses are required. The classroom conversation is dominated by a few students.

Assessment Practices

Assessment Practices				
	4	3	2	1
Closure	<p>Closure provides students an opportunity to apply learning in new and relevant ways. All students summarize the learning. Teacher assesses mastery of learning objective and provides feedback to all students.</p>	<p>Closure is congruent. All the students summarize. Teacher assesses & provides feedback to students. Teacher can report the number of students mastering the objective.</p>	<p>Closure is congruent. Teacher provides minimal feedback.</p>	<p>Closure is incongruent or incomplete with no student summary.</p>
Use Formative Assessment to Determine Instructional Needs of Students	<p>Using multiple methods, the teacher consistently checks for understanding throughout the lesson. Based on feedback, the teacher adjusts instruction to clarify the learning objective for the students. Teacher uses formative assessments to determine which students need reteaching and which students need enrichment. The teacher uses closure to ensure the majority of the students have mastered the objective. Immediate feedback is given to the students.</p>	<p>Teacher consistently checks for understanding and adjusts instruction to assist as needed. Teacher uses informal formative assessments to determine if objectives need to be retaught and which students need reteaching. Teacher shares results of assessments with students in a timely manner.</p>	<p>Teacher uses informal formative assessments, but feedback is not given to students in a timely manner. Teacher only uses closure to determine student mastery.</p>	<p>Teacher does not consistently check for understanding. Student achievement data is not communicated to students.</p>
	4	3	2	1

Monitor and Adjust	Teacher actively monitors students learning throughout the lesson and makes adjustments to the lesson based on student performance.	Teacher makes adjustments to the lesson based on student performance.	Teacher attempts to adjust the lesson.	Teacher makes no attempt to adjust the lesson to respond to student confusion.
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Learning Environment				
Foster a Climate of Fairness, Caring, and Respect	4	3	2	1
	Teacher demonstrates knowledge and caring about the individual students' lives outside of the classroom. The teacher respects and encourages students' efforts. There is no disrespectful behavior among students. If necessary, students respectfully correct one another. Students engage and participate fully and without fear in classroom discussions.	Teacher and students speak to each other in a uniformly respectful manner. The teacher successfully addresses disrespectful behavior among students. The teacher makes connections with all students. Students show respect for the teacher.	Interactions between the teacher and students, or between students, are occasionally disrespectful or insensitive. The teacher attempts to respond to disrespectful behavior among students. The teacher makes successful connections with a few individual students.	Teacher is insensitive to students' ages, cultural backgrounds, and/or developmental level. Teacher is not familiar with students and does not appear to care about their needs. Students appear hurt and/or insecure. The teacher ignores disrespectful interactions among students.
Maintains Standards for Behavior, Routines, and Transitions	4	3	2	1
	Students take the initiative to follow the routines and standards for behavior at all times.	Transitions between activities are quick and effective. Procedures have become routines and all students follow them at all times.	Procedures seem to have been taught, but few students follow them or the students need constant reminders from the teacher. Rules are posted. Procedures and behavioral expectations are not consistently enforced.	Transitions are disorganized and take too long. Students seem unclear of procedures and behavioral expectations.
	4	3	2	1

<p>Reinforces Effort or Provides Recognition</p>	<p>Specific praise is given. Students feel safe to share their thinking or take risks and know they are expected to explain their reasoning or justify their answers. Students feel comfortable with reinforcing effort and providing recognition for each other.</p>	<p>Teacher has high expectations for student effort and feedback is provided. Responses to student answers may include clarifying questions, a restatement, or conversational response. Students are praised for their effort and participation. Students feel safe to share their thinking.</p>	<p>Teacher reinforces effort and provides recognition by giving generic feedback and praise. Teacher sometimes uses sarcasm to motivate students. Few students are willing to share their thinking.</p>	<p>Teacher seldom recognizes positive student behavior. Praise is given to select students who give the correct answer and effort is seldom reinforced. Students are hesitant to share their thinking and often respond “I don’t know.”</p>
<p>Materials Management</p>	<p>4</p> <p>Students take ownership of materials management.</p>	<p>3</p> <p>Routines for distribution and collection of materials work efficiently. Students show respect for materials.</p>	<p>2</p> <p>Procedures for distribution and collection of materials are evident, but students are confused about how to carry them out. Teacher does not have all materials readily available.</p>	<p>1</p> <p>No established procedures for distributing or collecting materials are apparent. Students are disrespectful with materials.</p>

Professional Responsibilities

	4	3	2	1
Engagement in Meaningful and Appropriate Professional Learning Opportunities	<p>Actively participates in and contributes meaningfully to required professional learning activities.</p> <p>Actively seeks out and participates in professional learning opportunities within and outside the school district.</p> <p>Contributes to the knowledge and skill of others (e.g., models effective practice for colleagues) and leads professional learning activities.</p>	<p>Actively participates in and contributes meaningfully to required professional learning activities.</p> <p>Actively seeks out and participates in professional learning opportunities within and outside the school district.</p>	<p>Actively participates in and contributes meaningfully to required professional learning activities.</p>	<p>Attends required professional learning activities.</p>
	4	3	2	1

<p>Collaboration with Colleagues</p>	<p>Actively engages with grade level or subject area colleagues in sharing responsibility for student learning, giving and receiving feedback on instruction, examining student work, and analyzing evidence of instructional effectiveness.</p> <p>Consistently seeks opportunities to share practices with colleagues and to learn from them.</p> <p>Relationships with colleagues are characterized by mutual support, respect, and cooperation.</p>	<p>Actively engages with grade level or subject area colleagues in sharing responsibility for student learning, giving and receiving feedback on instruction, examining student work, and analyzing evidence of instructional effectiveness.</p> <p>Occasionally seeks opportunities to share practices with colleagues and to learn from them.</p> <p>Relationships with colleagues are characterized by mutual support, respect, and cooperation.</p>	<p>Participates with grade level or subject area colleagues in sharing responsibility for student learning.</p> <p>Relationships with colleagues are cordial and respectful.</p>	<p>Participates with grade level or subject area colleagues.</p>
	<p>Engagement with Families</p>	<p>4</p> <p>Actively and regularly involves families in setting goals and expectations for individual student learning and development.</p> <p>Works with families on an ongoing basis to develop and monitor strategies at home to support students in achieving their goals.</p> <p>Shares results (e.g., assessment data, grades) to students' families.</p>	<p>3</p> <p>Involves families in setting goals and expectations for individual student learning and development.</p> <p>Works with families to develop and monitor strategies at home to support students in achieving their goals.</p> <p>Shares results (e.g., assessment data, grades) to students' families.</p>	<p>2</p> <p>Communicates expectations for academic achievement to students' families and works with them to develop and monitor strategies at home to support students in achieving their goals.</p> <p>Shares results (e.g., assessment data, grades) to students' families.</p>
		<p>4</p>	<p>3</p>	<p>2</p>

<p style="text-align: center;">Communication with Families</p>	<p>Uses a variety of communication tools and strategies to regularly communicate with families regarding individual student learning and progress.</p> <p>Responds fully to families' concerns about students, and follows up by providing information about progress or changes.</p> <p>Seeks information and feedback from families about students.</p> <p>Relationships with families are characterized by mutual support.</p>	<p>Regularly communicates with families regarding individual student learning and progress.</p> <p>Responds fully to families' concerns about students, and follows up by providing information about progress or changes.</p> <p>Relationships with families are characterized by mutual support.</p>	<p>Communicates with families regarding individual student learning and progress.</p> <p>Responds to families' concerns about students.</p> <p>Relationships with families are cordial and respectful.</p>	<p>Provides required information to families.</p> <p>Responds to families' concerns about students.</p> <p>Relationships with families are cordial and respectful.</p>
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	4	3	2	1
Leadership	<p>Understands and supports the district's goals and Strategic Plan.</p> <p>Seeks and accepts leadership roles within the school / district.</p> <p>Contributes to improvement efforts within the school.</p> <p>Engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor progress toward those goals.</p>	<p>Understands and supports the district's goals and Strategic Plan.</p> <p>Seeks and accepts leadership roles within the school / district.</p> <p>Contributes to improvement efforts within the school.</p>	<p>Understands and supports the district's goals and Strategic Plan.</p> <p>Participates in leadership opportunities when asked.</p>	<p>Understands and supports the district's goals and Strategic Plan.</p>