Framework for the Observation of Effective Teaching

Draft as of October 21, 2011

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I. Plan and Organize the Lesson for Learning
Performance Indicators

1. implements a lesson that is directly aimed at meeting the objective(s) and will logically lead to the desired learning
2. implements a lesson that highlights key ideas and that sequences concepts and activities appropriately to meet the objective(s)
3. breaks down complex lesson activities/skills in a series of manageable steps that aids students in mastering the learning objective(s)
4. incorporates into the lesson an appropriate balance of direct instruction, guided practice, and opportunities for independent practice
5. organizes a lesson that emphasizes students doing and thinking over passively watching and listening to the teacher
6. uses instructional groupings (e.g., student pairs, cooperative learning, homogeneous groups) to promote participation, cooperation, and learning
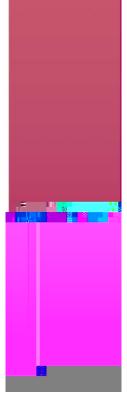
Category Rating: Scale			
4 Consistently uses skills and strategies to organize the lesson for learning.			
3 Often uses skills and strategies to organize the lesson for learning.			
2 Sometimes uses skills and strategies to organize the lesson for learning.			
1 Rarely or never uses skills and strategies to organize the lesson for learning.			
Category I Score (circle one)	1	2	3	4

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II. Promote Student Interest and Engagement

Performance Indicators

7. conveys to students why knowledge of material addressed in the lesson is important
8. provides an introduction that captures students' interest and attention (e.g., asks a question that motivates students to want to learn, tells an engaging story that leads to lesson content)
9. links what students are learning in the lesson to their lives and/or to real-world issues
10. employs strategies/activities in the lesson that encourage and require active student engagement
11. demonstrates enthusiasm for the content students are learning and the work they are doing
12. uses feedback and praise to reinforce student efforts and encourage learning
13. students are engaged and on-task during the lesson
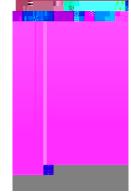14. students show persistence in achieving challenging learning goals

Category Rating: Scale			
4	Consistently uses skills and strategies to promote student interest and engagement.		
3	Often uses skills and strategies to promote student interest and engagement.		
2	Sometimes uses skills and strategies to promote student interest and engagement.		
1	Rarely or never uses skills and strategies to promote student interest and engagement.		
Category II Score (circle one)	1	2	3	4

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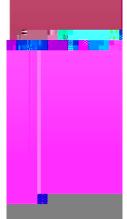| IV. Respond to Diverse Student Characteristics and Needs |
|---|
| **Performance Indicators** |
| 22. uses a variety of explanatory devices (e.g., modeling, thinking aloud, using visual imagery) to make ideas clear and accessible to all students |
| 23. uses varied curricular materials or adapts curricular materials to meet students' diverse learning needs |
| 24. scaffolds learning activities to address different student needs and readiness (e.g., providing reminders, breaking a problem into steps, providing examples) and to promote students' independence as learners |
| 25. responds to the needs of individual students as the lesson proceeds to help ensure a successful learning experience for all students |
| 26. uses auditory, visual, and kinesthetic modalities when presenting material to the class |
| 27. adjusts the pace of instruction, the focus of instruction, and/or the method of delivery based on student response and progress as the lesson proceeds |
| 28. accommodates varied student time needs by providing relevant, meaningful skill applications for students who complete work early |
| 29. incorporates elements of students' cultural/community backgrounds into instruction |

Category Rating: Scale
4   Consistently uses skills and strategies to respond to diverse student characteristics and needs.
3   Often uses skills and strategies to respond to diverse student characteristics and needs.
2   Sometimes uses skills and strategies to respond to diverse student characteristics and needs.
1   Rarely or never uses skills and strategies to respond to diverse student characteristics and needs.

Category IV Score (circle one)	1	2	3	4

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VI. Ask Questions and Lead Discussions to Promote Learning
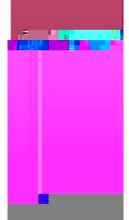
Performance Indicators

45. uses questioning practices that keep all students engaged (e.g., calls on students randomly, does not call only on students with hands raised)
46. uses questioning to promote different types and levels of thinking (e.g., recall, critical thinking, divergent thinking)
47. uses wait time appropriate to the goals of questioning and the types of questions asked
48. uses a continuum of questioning and cueing techniques to lead students to correct responses
49. uses follow-up questions to prompt students to explain their thinking and extend their knowledge
50. perseveres and returns to students who give partial answers to state the full answer in correct academic language
51. prompts students to interact with and react to one another during class discussion
52. engages students in interactive talk that prompts them to explain their thinking and comment on other students' thinking
53. uses students' comments, questions, ideas to advance learning for the class

Category Rating: Scale

4	Consistently uses skills and strategies for questioning and leading discussion to promote learning.
3	Often uses skills and strategies for questioning and leading discussion to promote learning.
2	Sometimes uses skills and strategies for questioning and leading discussion to promote learning.
1	Rarely or never uses skills and strategies for questioning and leading discussion to promote learning.

Category VI Score (circle one)	1	2	3	4

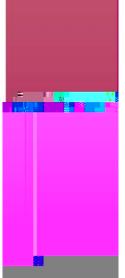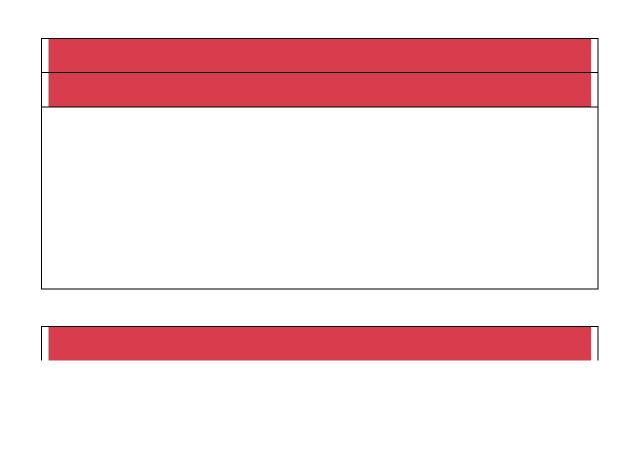| VII. Maintain a Positive Emotional Climate |
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| **Performance Indicators** |
| 54. interacts respectfully with students (e.g., listens attentively, acknowledges comments, makes eye contact) |
| 55. corrects student errors/misunderstandings in positive ways that reflect patience and caring and confidence in their intellectual ability to learn |
| 56. provides encouragement for students performing at all levels |
| 57. circulates and interacts to maintain proximity with students |
| 58. demonstrates rapport with the class through positive verbal and nonverbal interaction |
| 59. builds regard and respect through fairness, courtesy, and consideration |
| 60. builds a sense of affiliation and mutual support among students |
| 61. students freely share their views and ideas |
| 62. students demonstrate the belief that they can learn the lesson content |
| 63. students work collaboratively with peers to promote learning |
| 64. students demonstrate pride in their work and accomplishments |
| 65. students are comfortable seeking support from teacher or peers when assistance is needed |

Category Rating: Scale
4   Consistently uses skills and strategies to maintain a positive emotional climate.
3   Often uses skills and strategies to maintain a positive emotional climate.
2   Sometimes uses skills and strategies to maintain a positive emotional climate.
1   Rarely or never uses skills and strategies to maintain a positive emotional climate.
Category VII Score (circle one)   1   2   3   4

IX. Manage the Classroom to Promote Learning
Performance Indicators
73. models behaviors expected of students 74. maintains order in the class through verbal and nonverbal communication and other behaviors 75. communicates the expectation that all students will follow directions and behave in accordance with class rules 76. uses proactive behavior management strategies, engaging in constant monitoring, maintaining physical proximity) 77. uses effici2Tw 2.04tai6.175. usesreinancche ap2 (n)2.iat aecthibiof sbydents will -0.0022 T

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