Classroom Observation Form (preview)

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This Classroom Observation Form is designed to capture evidence that URI's student teachers meet the Rhode Island Beginning Teacher Standards (RIBTS) and can, at the completion of student teaching, be recommended for certification. University Supervisors must complete both portfolio observation forms prior to completion of student teaching

◉ Check Performance Levels ○ Type in Points

Element	Levels of Performance						
1. **Evaluator's Name:**							
2. **Relationship to Student Teacher:**							
3. **Content Area:**							
4. **Date:**							
5. **Time:**							
6. **Duration:**							
7. **District:**							
8. **School:**							
9. **Class Grade:**							
10. **Content Pedagogy: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of**	○ **Little Evidence (0-1)**: • No attempt is made to connect the lesson to other disciplines. (1.1, 1.2) • The lesson content shows no attempt at alignment to the development of	○ **Approaching the Standard(2)**: • An attempt is made to connect to other disciplines but the connection is not appropriate or supported in the lesson. (1.1, 1.2) • The lesson content is not clearly aligned to	○ **Meets the Standard(3)**: • The lesson includes some connections to other disciplines, some of which are significant. (1.1, 1.2) • The lesson content has some alignment to the	○ **Above the Standard(4)**: • The lesson includes connections to other disciplines. (1.1, 1.2) • The lesson content is aligned to the development of one or more sets	○ **Well Above the Standard(5)**: • Lesson includes multiple and significant connections to other disciplines. (1.1, 1.2) • The lesson content is explicitly and clearly aligned to	◉ **N/A**	

the nature of the world in which we live. *Reflect a variety of academic, social, and cultural experiences in their teaching. (1.1)* *Use a broad knowledge base to create interdisciplinary learning experiences. (1.2)* **Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach.** *Design instruction that addresses the core skills, concepts, and ideas of the disciplines to help students meet the goals of the Rhode Island Common Core of Learning. (2.2)* *Select instructional materials and resources based on their*	one or more sets of core skills, concepts and ideas of the discipline identified in the Rhode Island Common Core of Student Learning goals and/or other relevant local, state, and national standards for the discipline. (2.2) • The teacher's demonstration of content knowledge includes several inaccuracies. (2.3) • Materials and resources are not well linked to lesson objectives and may only illustrate the ideas or concepts in superficial or inaccurate ways. (2.3) • There is no (or inappropriate) use of technology. (2.4) • No attempt is made to use examples, representations, or explanations to illuminate the concept. (2.5)	the development of one or more sets of core skills, concepts and ideas of the discipline identified in the Rhode Island Common Core of Student Learning goals and/or other relevant local, state, and national standards for the discipline. (2.2) • The teacher's demonstration of content knowledge is generally accurate, but with more than one minor error. (2.3) • The lesson includes materials and resources that concretely model ideas and concepts that link to some of the lesson's objectives, missing significant objectives. (2.3) • The lesson includes technology that models ideas and concepts that links to some of the lesson's objectives, missing significant objectives. (2.4) • The teacher planned for and delivered in-class a	development of one or more sets of core skills, concepts and ideas of the discipline identified in the Rhode Island Common Core of Student Learning goals and/or other relevant local, state, and national standards for the discipline but this alignment could be made more clear. (2.2) • The teacher's demonstration of content knowledge is consistently accurate, with perhaps a single minor error. (2.3) • The lesson includes materials and resources that concretely model ideas and concepts that links to most of the lesson's objectives. (2.3) • The lesson includes technology that models ideas and concepts that links to most of the lesson?s objectives. (2.4) • The teacher missed a few planned or in-class	of core skills, concepts and ideas of the discipline identified in the Rhode Island Common Core of Student Learning goals and/or other relevant local, state, and national standards for the discipline. (2.2) • The teacher's demonstration of content knowledge is consistently accurate. (2.3) • The lesson includes materials and resources that concretely model ideas and concepts that link to most of the lesson's objectives, perhaps missing one minor objective. (2.3) • The lesson includes technology that supports student exploration or models ideas and concepts that link to lesson's objectives, perhaps missing one minor objective. (2.4) • The teacher planned for and utilized multiple	the development of one or more sets of core skills, concepts and ideas of the discipline identified in the Rhode Island Common Core of Student Learning goals and/or other relevant local, state, and national standards for the discipline. (2.2) • The teacher's demonstration of content knowledge is always accurate. (2.3) • The lesson includes a variety of materials and resources that models ideas and concepts clearly linked to the lesson's objectives. (2.3) • The lesson includes technology that supports student exploration or concretely models ideas and concepts clearly linked to the lesson's objectives. (2.4) • The teacher planned for and successfully utilized all opportunities to		

comprehensive, accuracy, and usefulness for representing particular ideas and concepts. (2.3) Incorporate appropriate technological resources to support student exploration of the disciplines. (2.4) Use a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help students develop conceptual understanding. (2.5)		few opportunities to provide rich explanations, examples, or representations to illustrate new and high level concepts, missing many opportunities. (2.5)	opportunities to provide rich explanations, examples, or representations to illustrate new and high level concepts, but used generally successful explanations, examples, and representations. (2.5)	opportunities to provide a rich explanation, example, or representation to illustrate new and/ or high level concepts, perhaps missing one opportunity. The candidate also utilized unplanned opportunities during implementation of the lesson (2.5)	provide rich explanations, examples, and representations to illustrate new and high level concepts. The candidate successfully utilized all unplanned opportunities during implementation of the lesson. (2.5)		
11. **Learner Specific:** **Teachers create instructional opportunities that reflect an understanding of how children learn and develop.** *Understand how*	○ **Little Evidence (0-1)**: • The lesson tasks and teacher's questions and scaffolding do not connect new knowledge to students existing knowledge, nor ensure all students of various skill levels and	○ **Approaching the Standard(2)**: • The lesson tasks and teacher's questions and scaffolding connect new knowledge to students' existing knowledge, to ensure some students of various skill levels and	○ **Meets the Standard(3)**: • The lesson tasks and teacher's questions and scaffolding connect new knowledge to students' existing knowledge, to ensure all students of various skill levels and	○ **Above the Standard(4)**: • The lesson tasks and teacher's questions and scaffolding connect new knowledge to students' existing knowledge, to ensure all students of various skill levels and	○ **Well Above the Standard(5)**: • The lesson tasks and teacher's questions and scaffolding connect new knowledge to students' existing knowledge, to ensure all students of various skill levels and	⦿ **N/A**	

students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. (3.1) *Design instruction that meets the current cognitive, social, and personal needs of the students. (3.2)* ***Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.*** *Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in*	prerequisite knowledge achieve lesson objectives. (3.2, 4.2) • The lesson does not attempt to connect to student's individual interests or cultural experiences. (4.2) • The candidate does not plans for or utilize differentiated strategies and accommodations to support identified individual student instructional needs and exceptionalities (such as ESL) or exceptionalities (such as ADHD) and does not differentiate or make instructional accommodations for specific individual. 2,4.1, 4.4)	prerequisite knowledge can achieve lesson objectives. (3.2, 4.2) • The lesson provides a developmental task and/or questioning that provides only surface level connections to individual student interests or cultural experiences. (4.2) • The candidate plans for and utilizes differentiated strategies and accommodations to support generalized categories of identified need (such as ESL) or exceptionalities (such as ADHD) but infrequently differentiates or makes instruction accommodations for specific individual needs. (3.2,4.1, 4.4)	prerequisite knowledge can achieve the primary lesson objectives. (3.2, 4.2) • The lesson provides a developmental task and/or questioning that connects to some individual student interests or cultural experiences. (4.2) • The candidate plans for and utilizes differentiated strategies and accommodations to support the categories of instructional needs and exceptionalities of students in the class, but accommodations and differentiated instruction only partially accommodate specific, individual needs. (3.2,4.1, 4.4)	prerequisite knowledge can achieve most lesson objectives. (3.2, 4.2) • The lesson provides a developmental task and/or questioning that connects to some individual student interests and cultural experiences. (4.2) • The candidate plans for and utilizes differentiated strategies and accommodations to support many identified individual instructional needs and exceptionalities of students in the class. (3.2,4.1, 4.4)	prerequisite knowledge achieve lesson objectives. (3.2, 4.2) • The lesson provides a developmental task and/or questioning that connects to many individual student interests and cultural experiences. (4.2) • The candidate plans for and effectively utilizes differentiated strategies and accommodations to fully support all identified individual instructional needs and exceptionalities of students in the class. (3.2, 4.1, 4.4) • The teacher always redirects problems to students, scaffolding their learning, but allowing them time to explore a problem. (5.3) • The lesson focuses and supports inquiry by students in all of the following		

approaches to learning. (4.1) Use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. (4.2) Make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs. (4.4)					ways, including (but not limited to) question and hypothesis-generation, hypothesis-testing, analysis of data, formulation and/or revision of explanations, and communicating and defending knowledge based on evidence. (5.4, 5.5)		
12. **Critical Thinking / Performance Skills:** **Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance**	○ **Little Evidence (0-1)**: • Tasks and questions within the lessons generally call for students to memorize, repeat, or replicate activities with no opportunity for higher order thinking. (5.1, 5.4, 5.5) • All tasks and	○ **Approaching the Standard(2)**: • Tasks and questions primarily call for students to memorize, repeat, or replicate activities with a minimal opportunity for higher order thinking or are not logically sequenced. (5.1, 5.4, 5.5)	○ **Meets the Standard(3)**: • Some lesson tasks and questions call for students to demonstrate higher order thinking beyond information retrieval. (5.1, 5.4, 5.5) • Some tasks and questions within the intervention	○ **Above the Standard(4)**: • The majority of the lesson consists of tasks and questions that guide students to use higher order thinking that extends beyond information retrieval. (5.1, 5.4, 5.5) • Most tasks and questions allow for	○ **Well Above the Standard(5)**: • The lesson is part of a logically structured learning sequence in which all tasks and most questions call for students to use higher order thinking beyond information retrieval (e.g., to analyze, synthesize or	⦿ **N/A**	

skills. *Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. (5.1) Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. (5.2) Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle with a difficulty. (5.3) Engage students in generating knowledge, testing hypothesis, and exploring methods of inquiry and standards of evidence. (5.4) Use tasks that engage students in exploration, discovery, and*	questions converge on a single approach or answer, with occasional opportunity for multiple approaches. (5.2) • Teacher is the source of answers when students encounter difficulty and always gives an answer rather than supporting learning through follow-up questioning or some scaffolded activity. (5.3) • There is little evidence that the lesson supports the development of the skills of inquiry or will lead to active student inquiry. (5.4, 5.5)	• Most tasks and questions converge on a single approach or answer, with occasional opportunity for multiple approaches. (5.2) • Teacher is the source of answers when students encounter difficulty and typically gives an answer rather than supporting learning through follow-up questioning or some scaffolded activity. (5.3) • The lesson supports the development of one or two inquiry skills, but does not appear to engage students in active inquiry. (5.4, 5.5)	allow for multiple approaches. (5.2) • The teacher occasionally redirects problems to students, scaffolding their learning, but many times provides the right answer and moves on. (5.3) • The lesson focuses and supports inquiry by students in at least one way, including (but not limited to) question and hypothesis-generation, hypothesis-testing, analysis of data, formulation and/or revision of explanations, and communicating and defending knowledge based on evidence. (5.4, 5.5)	multiple approaches. (5.2) • The teacher often redirects problems to students, scaffolding their learning, but allowing them time to explore a problem. (5.3) • The lesson focuses and supports inquiry by students in many ways, including (but not limited to) question and hypothesis-generation, hypothesis-testing, analysis of data, formulation and/or revision of explanations, and communicating and defending knowledge based on evidence. (5.4, 5.5)	evaluate). (5.1, 5.4, 5.5) • All tasks and questions allow for multiple approaches. (5.2) • The teacher always redirects problems to students, scaffolding their learning, but allowing them time to explore a problem. (5.3) • The lesson focuses and supports inquiry by students in all of the following ways, including (but not limited to) question and hypothesis-generation, hypothesis-testing, analysis of data, formulation and/or revision of explanations, and communicating and defending knowledge based on evidence. (5.4, 5.5)		

hands-on activities. (5.5)							
13. **Environment (Classroom Management):** **Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.** *Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. (6.1) Establish a safe and secure learning environment. (6.2) Organize and allocate the resources of materials and physical space to support active engagement of*	○ **Little Evidence (0-1)**: • It is not evident that standards of conduct have been established, and/ or the behavior of numerous students seems to interfere with their learning and may interrupt the learning of other students. (6.1) • Safety is not specifically addressed for the lessons activities when there are clearly safety concerns present. (6.2) • The use of resources and space interfere with instruction. (6.3) • Students are not productive. Instructional groups are not used or are not collaborative or productive. (6.5, 6.6) • Students do not monitor or take responsibility for their own learning. (6.5)	○ **Approaching the Standard(2)**: • Standards of conduct have not been clearly established, and/ or the behavior of several students seems to interfere with their learning and may interrupt the learning of other students. (6.1) • The candidate has not addressed some minor safety concerns posed by the lessons activities. (6.2) • The use of resources and space may impede or disrupt instructional flow. (6.3) • Student productivity varies and instructional groups are not used or are not consistently collaborative or productive. (6.5, 6.6) • The teacher does not implement strategies to ensure students monitor and take	○ **Meets the Standard(3)**: • The classroom environment is characterized by explicitly recognized and understood norms of behavior that generally ensure a safe and flexible learning environment with minor disruptions in learning.. (6.1) • The candidate often uses effective techniques to redirect inappropriate student behaviors and maintains a safe environment for learning. (6.1, 11.4) • The candidate takes all safety measures appropriate to the lesson's activities (6.2). • Occasional problems with resources or use of space may interfere with time or instructional issues. (6.3) • Students are mostly productive	○ **Above the Standard(4)**: • The classroom environment is characterized by explicitly recognized and generally implemented norms of behavior that enable a flexible, supportive and safe learning environment that results in occasional minor disruption of learning. (6.1) • The candidate consistently and fairly uses effective techniques to redirect inappropriate student behaviors and maintain an optimal learning environment. (6.1, 11.4) • The candidate takes all safety measures appropriate to the lesson's activities. (6.2). • Resources and space are generally used productively with	○ **Well Above the Standard(5)**: • The classroom environment is characterized by explicitly recognized and fully implemented norms of behavior that enable a flexible, supportive and safe learning environment, resulting in little or no disruption. (6.1) • The candidate consistently and fairly uses effective techniques to redirect inappropriate student behaviors and maintain an optimal learning environment. (6.1, 11.4) • Students exhibit curiosity, openness to new ideas, and a willingness to take intellectual risks during the course of the lesson (6.1, 6.2) • The candidate takes all safety measures appropriate to the	⊙ **N/A**	

students. (6.3) Provide the structure and time necessary to explore important concepts and ideas. (6.4) Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. (6.5) Create learning groups in which students learn to work collaboratively and independently. (6.6) Communicate clear expectations for achievement that allow students to take responsibility for their own learning (6.7)		responsibility for their own learning. (6.5)	when working independently and the teacher works to reengage students when necessary. When in groups most students are working collaboratively. (6.5, 6.6) • The teacher communicates expectations and encourages students to begin to take responsibility for their own learning with some success. (6.5)	little lost academic time. (6.3) • Students are productive when working independently and when in groups most work collaboratively. (6.5, 6.6) • Teacher communicates expectations and encourages students to take responsibility for their own learning and most students do so. (6.5)	lesson's activities • The teacher makes efficient and effective use of resources and space. (6.3) • Students are consistently productive when working independently and when in groups work collaboratively. (6.5, 6.6) • Teacher clearly communicates expectations and students are self-directed and show responsibility for learning. (6.5)		

14. **Communication Strategies:** **Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.** *use a variety of communication strategies (e.g., restating ideas, questioning, offering, counter examples) to engage students in learning (8.1)* *Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. (8.2)* *Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction.(8.4)*	○ **Little Evidence (0-1)**: • No attempt to vary communication strategies. (8.1) • No evidence of student communication in written or oral forms. (8.4)	○ **Approaching the Standard(2)**: • Teacher primarily lectures with little opportunity for students to write or interact orally. (8.1) • There is little or no use of discussion and/or written response to the ideas of others.	○ **Meets the Standard(3)**: • Teacher primarily uses one strategy (e.g., restating, questioning, using examples) to promote learning. (8.1) • Quality of the questioning varies. Some questions promote deeper understanding, while others do not promote higher levels of thinking or move discussion forward. 8.1, 8.2) • Students' provide some oral or written response to activities, however oral and written communication are not central to the lesson. (8.4)	○ **Above the Standard(4)**: • Teacher uses more than one strategy (e.g., restating, questioning, using multiple examples) to promote learning. (8.1) • Most questions promote deeper understanding and higher level thinking. (8.1, 8.2) • Students' provide oral or written response to activities. (8.4)	○ **Well Above the Standard(5)**: • Teacher uses multiple strategies (restating, questioning, using multiple examples) to communicate ideas as they engage students in learning. (8.1) • Teacher uses high quality questions, summaries, and counter examples to help students develop a deeper understanding of the subject matter. (8.1, 8.2) • Students' share their ideas and respond to the ideas of others through oral and written discourse. (8.4)	⊙ **N/A**	

15. **Assessment Standards:** **Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.** *Gather information about their students (e. g., experiences, interests, learning styles, and prior knowledge) from parents/ guardians, colleagues and the students themselves. (9.1)* *Use a variety of assessment strategies and instruments (e.g., observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology. (9.2)* *Encourage students to evaluate their*	○ **Little Evidence (0-1)**: • The lesson does not elicit student prior knowledge. (9.1) • Teacher does not adequately assess student learning, assessment is inadequately aligned with instructional objectives. (9.2) • There does not appear to be clear criteria for evaluating student work, and students are not able to engage in self-assessment. (9.3)	○ **Approaching the Standard(2)**: • The lesson elicits student prior knowledge, but is limited in its depth, focus, or alignment with the lessons objectives. (9.1) • Teacher uses assessments that are partially aligned with the instructional objectives (e.g., not all objectives assessed) or instructional methodology. (9.2) • Criteria for assessment are not always clear, students infrequently evaluate their own work, and feedback may be limited. (9.3)	○ **Meets the Standard(3)**: • Teacher uses assessment techniques (e. g., questioning and review of student work) and these assessments are aligned with the teacher's primary instructional objectives and instructional methodology. (9.2) • Teacher provides some criteria for assessment, may allow students to self-assess, and provides feedback. (9.3) • The lesson provides a developmental task and questioning that elicits some examination of student thinking (existing knowledge, solution strategies, etc.). (9.1, 9.5)	○ **Above the Standard(4)**: • Teacher uses assessment techniques (e. g., questioning and review of student work) and these assessments are aligned with the most of the teacher's instructional objectives and instructional methodology. (9.2) • Teacher provides criteria for assessment, allows students to self-assess, and provides feedback. (9.3) • The lesson provides a developmental task and questioning that elicits examination of student thinking (existing knowledge, solution strategies, etc.). (9.1, 9.5)	○ **Well Above the Standard(5)**: • Teacher uses multiple assessment techniques (e.g., questioning and review of student work) and these assessments are aligned with the teacher's instructional objectives and instructional methodology. (9.1, 9.2) • Teacher provides clear criteria for assessment, appropriately allows students to self-assess, and provides detailed feedback. (9.3) • The lesson provides a developmental task and questioning that elicits a thorough examination of student thinking across multiple domains (existing knowledge, solution strategies, etc.) (9.1, 9.5)	⦿ **N/ A**	

own work and use the results of this self-assessment to establish individual goals for learning. (9.3) *Maintain records of student learning and communicate student progress to students, parents/ guardians, and other colleagues. (9.4)* *Use information from their assessment of students to reflect on their own teaching and to modify their instruction. (9.5)*							

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