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| Massachusetts Department of Elementary and Secondary Education Logo | Full Criteria Classroom Observation Form | School name: |
| Please attach any worksheets, lesson plans, or other resource materials provided. | Date:  Observer name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**School Instructions**: The information provided in this form will guide the members of the site visit team as they collect and assess evidence related to classroom instruction. In the highlighted sections of the form, please add information that is specific to your school. ***Include only what you would expect site visit team members to be able to observe in most or all classrooms during a 15-20 minute visit.***

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| **Subject** |  | **Grade** |  | **Type of Class** | 🗖 Gen Ed 🗖 SEI 🗖 Pull Out 🗖 Other: | **Observation start time:** |  |
| **Observation end time:** |  |

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| **Mission and Key Design Elements in Classrooms** | | **Describe evidence related to the school’s mission and implementation of key design elements.** | | | | | | | |
| What will site visitors ***observe in classrooms*** related to the school’s mission and key design elements? | |  | | | | | | | |
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| **Supports for All Learners:** *Instructional practices address the strengths and needs of all students, across all subgroups.* | | | | | | | | | |
| **Expected Practices/Strategies** | | **Describe observed supports for all learners.** | | | | | | | **Rating** |
| * Instruction, materials, and assessments are adapted to support/challenge all learners * Classroom staff and additional resources support diverse learning needs of students * SEI practices are evident (as applicable)   List key practices teachers are expected to use to meet the academic needs of all students.       **Examples of supports for all learners:**  Groupings, modalities, ratio of student voice, curricula, different types and amount of work, support and reference materials, technology, extension activities, seating arrangements, language objective, presentation of materials, reading/writing/speaking/listening, previewing/connecting information to prior knowledge, multiple ways to show understanding, etc. | | **Number of students** | | |  | | **Number of adults** |  | Exceeds  Meets  Partially Meets  Falls Far Below |
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| **Instructional Practices:***Observed instructional practices are aligned with the school’s common understanding of high-quality instruction.* | | |
| **Expected Common Practices** | **Describe the implementation of the common instructional practices.** | **Rating** |
| List school-wide common instructional practices. |  | Exceeds  Meets  Partially Meets  Falls Far Below |

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| **High Expectations:***Instructional practices are based on high expectations for all students.* | | |
| **Instructional Practices Based on High Expectations** | **Describe observed instructional practices that either reflect**  **or do not reflect high expectations for students.** | **Rating** |
| * Teacher clearly communicates high standards for student work, effort, and behavior. * Teacher consistently reinforces the expectation that all students can meet high standards through effective effort, rather than innate ability.   **Examples of practices based on high expectations:**  type of instructional task, teacher corrections, teacher questioning techniques, depth and quality of work/responses, higher order thinking, academic vocabulary, students taking academic risks, students challenging themselves to learn, self-assessment, work is improved through revisions, evidence is used to support claims, student participation expectations, students apply information to new situations or to create original work, etc. |  | Exceeds  Meets  Partially Meets  Falls Far Below |

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| **Cultural Proficiency:** *Instructional practices reflect cultural proficiency.* | |
| **Expected Indicators/Practices** | **Describe observed instructional practices that either reflect or do not reflect cultural proficiency.** |
| * Teacher actively creates and maintains an environment in which teachers and students demonstrate respect for and affirm their own and others’ differences related to background, identity, language, strengths, and challenges. * Teachers and students respond appropriately if/when conflicts or misunderstandings arise related to differences.   List key examples of instructional practices that reflect cultural proficiency. |  |

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| **Student Engagement:** *Instruction fosters student engagement.* | | |
| **Expected Indicator/Strategies** | **Describe observed instructional practices that are used to motivate and engage students (if any).** | **Rating** |
| * Teacher consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.   Percentage of students that appear to be on task and/or participating during most/all of the lesson.  □ Less than 25% □ 25% to 75%  □ 75% to 99% □ 100% |  | Exceeds  Meets  Partially Meets  Falls Far Below |

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| **Learning Environment:** *Classroom environment is conducive to learning.* | | |
| **Expected Indicators/Practices** | **Describe evidence that supports how the classroom is or is not conducive to learning.** | **Rating** |
| * Teacher uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. * Teacher develops students’ relationships and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse. * Teacher regularly creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks; and challenge themselves to learn.   List key elements of the school’s behavior system that would be visible to site visitors. |  | Exceeds  Meets  Partially Meets  Falls Far Below |

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| **Notes on Instruction** | | | |
| **Part of class observed** | beginning middle end | **Instructional Task** |  |
| **What are the teacher(s) and students doing?** | | | |