

Framework for the Observation of Effective Teaching

**DRAFT FOR NYSED REVIEW, REVISION
AND APPROVAL**

June 17, 2011

PROPRIETARY

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I. Organize the Lesson for Learning

Performance Indicators
1. begins the lesson by presenting clear, measurable learning objective(s) that state specifically what students should know and be able to do as a result of the lesson
2. periodically reviews progress toward meeting lesson objective(s) (i.e., summarizes what the class has accomplished so far in the lesson and what comes next)
3. refocuses the class as needed to maintain progress in completing the lesson and achieving the lesson objective(s)
4. links instructional concepts and activities to previously covered material and students' prior learning
5. breaks down complex lesson activities/skills into a series of manageable steps that aids students in mastering the learning objective(s)
6. incorporates direct instruction, guided practice, and opportunities for independent practice into the lesson
7. demonstrates or otherwise models activities for clarity to help students understand what they are expected to do
8. leads students in guided practice, reducing support as students are able to proceed independently
9. emphasizes students doing and thinking over passively watching and listening to the teacher
10. uses instructional groupings (e.g., student pairs, cooperative learning, homogeneous groups) to promote participation, cooperation, and learning

Category Rating

- 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.

II. Promote Student Interest and Engagement

Performance Indicators
I 1. conveys to students why knowledge of material addressed in the lesson is important
I 2. 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)
I 3. links what students are learning in the lesson to their lives and/or to real-world issues
I 4. employs strategies/activities in the lesson that encourage and require active student engagement
I 5. demonstrates enthusiasm for the content students are learning and the work they are doing
I 6. uses feedback and praise to reinforce student efforts and encourage learning
I 7. students are engaged and on-task during the lesson
I 8. students show persistence in achieving challenging learning goals

Category Rating

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.

III. Demonstrate High Expectations for Student Learning

Performance Indicators
19. communicates through words and/or behaviors the expectation that all students can do the work and learn the lesson content
20. shows persistence in helping students achieve lesson objective(s)
21. provides encouragement for each student to produce his/her best work
22. provides cues and other support (e.g., work with peers) to lead students to successful performance/responses
23. provides recognition of student progress and achievement of lesson goals
24. models and requires students to use higher-order thinking skills

Category Rating

- 4: Consistently uses skills and strategies to demonstrate high expectations for student learning.
- 3: Often uses skills and strategies to demonstrate high expectations for student learning.
- 2: Sometimes uses skills and strategies to demonstrate high expectations for student learning.
- 1: Rarely or never uses skills and strategies to demonstrate high expectations for student learning.

IV. Respond to Diverse Student Characteristics and Needs

Performance Indicators
25. uses varied curricular materials or adapts curricular materials to meet students' diverse learning needs
26. 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
27. responds to the needs of individual students as the lesson proceeds to help ensure a successful learning experience for all students
28. uses auditory, visual, and kinesthetic modalities when presenting material to the class
29. 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
30. accommodates varied student time needs by providing relevant, meaningful skill applications for students who complete work early
31. incorporates elements of students' cultural/community backgrounds into instruction

Category Rating

- 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.

V. Communicate to Promote Learning

Performance Indicators
32. uses multiple representations and explanations to promote all students' understanding of new concepts and skills
33. uses language that is accessible to students and appropriate to their level of development
34. uses content-specific language that extends students' language development
35. students use content-specific language with comprehension
36. adjusts communication (e.g., by restating, simplifying language, using graphic representations) in response to student needs
37. provides clarification for misconceptions and areas of student confusion
38. students understand what is being taught
39. provides clear and detailed directions for lesson activities and assignments

Category Rating

- 4: Consistently uses skills and strategies for communicating to promote learning.
- 3: Often uses skills and strategies for communicating to promote learning.
- 2: Sometimes uses skills and strategies for communicating to promote learning.
- 1: Rarely or never uses skills and strategies for communicating to promote learning.

VI. Ask Questions and Lead Discussion to Promote Learning

Performance Indicators
40. uses questioning periodically to check for student understanding
41. uses questioning practices that keep all students engaged (e.g., calls on students randomly, does not call only on students with hands raised)
42. uses questioning to promote different types and levels of thinking (e.g., recall, critical thinking, divergent thinking)
43. uses wait time appropriate to the goals of questioning and the types of questions asked
44. uses a continuum of questioning and cueing techniques to lead students to correct responses
45. uses follow-up questions to prompt students to explain their thinking and extend their knowledge
46. prompts students to interact with and react to one another during class discussion
47. uses students' comments, questions, and ideas to advance learning for the class

Category Rating

- 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.

VII. Maintain a Positive Emotional Climate

Performance Indicators
48. interacts respectfully with students (e.g., listens attentively, acknowledges comments, makes eye contact)
49. corrects student errors/misunderstandings in positive ways that reflect patience and caring
50. provides encouragement for students performing at all levels
51. circulates and interacts to maintain proximity with students
52. demonstrates rapport with the class through positive verbal and nonverbal interaction
53. students freely share their views and ideas
54. students demonstrate the belief that they can learn the lesson content
55. students work collaboratively with peers to promote learning
56. students demonstrate pride in their work and accomplishments
57. students are comfortable seeking support from teacher or peers when assistance is needed

Category Rating

- 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.

VIII. Maximize Productivity

Performance Indicators
58. maintains an instructional pace that reflects a sense of urgency and purpose
59. keeps students engaged in productive activity throughout the lesson
60. uses consistent routines, procedures, and cues to minimize time required for routine tasks (e.g., collecting homework assignments)
61. structures quick and efficient transitions (e.g., switching from individual to group work)
62. makes learning resources readily available to minimize instructional downtime
63. notices and responds quickly and efficiently to lack of understanding or other student problems

Category Rating

4: Consistently uses skills and strategies to maximize productivity.

3: Often uses skills and strategies to maximize productivity.

2: Sometimes uses skills and strategies to maximize productivity.

1: Rarely or never uses skills and strategies to maximize productivity.

IX. Manage the Classroom to Promote Learning

Performance Indicators
64. models behaviors expected of students
65. maintains ownership and control of the class through verbal and nonverbal communication and other behaviors
66. communicates the expectation that all students will follow directions and behave in accordance with class rules
67. uses proactive behavior management strategies (e.g., engaging in constant monitoring, maintaining physical proximity)
68. uses efficient and effective disciplinary responses that minimize disruption and instructional downtime
69. reinforces appropriate behavior exhibited by students
70. students understand and adhere to behavior expectations
71. students are attentive and actively listen to teacher and peers
72. students demonstrate a positive attitude toward teacher, peers, and learning
73. students demonstrate a sense of responsibility for their learning and appear to try their best to be successful

Category Rating

- 4: Consistently uses skills and strategies to manage the classroom to promote learning.
- 3: Often uses skills and strategies to manage the classroom to promote learning.
- 2: Sometimes uses skills and strategies to manage the classroom to promote learning.
- 1: Rarely or never uses skills and strategies to manage the classroom to promote learning.

X. Assess Student Performance and Progress

Performance Indicators
74. checks for understanding (e.g., through questioning, observation, discussion) and adjusts instruction as needed
75. provides students with frequent, targeted feedback (i.e., direct, specific, timely, constructive) on their performance
76. gives students opportunities to engage in self-assessment of their own work and learning
77. incorporates an activity at the end of the lesson to assess student learning

Category Rating

4: Consistently uses skills and strategies to assess student performance and progress.

3: Often uses skills and strategies to assess student performance and progress.

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