

Classroom Observation Tool

Visitor _____ Date _____ Grade _____ Course _____ Teacher Name _____

School _____ Time frame of visitation _____ Years in Grant 1 2 3

	1 No to Little Evidence	2 Limited Evidence	3 Some Evidence	4 Strong Evidence	N/A or Score
<i>Planning Instruction and Designing Learning for All Students</i>					
1. Classroom Structure	Desks are in rows. No evidence of driving questions and/or Student (S) inquiry. No evidence of opportunities Ss to research. Supplies for project are limited and prescribed. No opportunity for S's to design.	Environment is problematic for collaboration; Ss have to struggle to find space to work together and T limits/constricts Ss' collaboration. Lack of equipment prohibits ready access to research & resources. .No evidence that Ss' questions/wonderings are honored.	Environment is somewhat conducive to Ss' collaboration – they struggle with research but can get it done. Minimal evidence that Ss' questions are honored and/or attended to.	Environment is conducive to Ss' collaborating, researching, and inquiry. Ss have plenty of resources to engineer and design projects. Environment aligns with driving question/focus of PBL.	
<i>Engaging and Supporting All Students in Learning</i>					
2. Student Participation	Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable. Most students are not engaged or interested in lesson.	Students are given limited opportunities to express voice and choice, generally in less important matters (deciding how to divide tasks within a team or which website to use for research). Some students appear interested or engaged in lesson.	Students work independently from the teacher to some extent, but they could do more on their own. The majority of students are engaged or interested in lesson.	Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance. S's have opportunities to express voice and choice and are all engaged in the lesson.	
<i>Creating an Effective Environment for Student Learning</i>					
3. Learning Environment	Teacher only directs instruction through lecture, worksheets, audiovisuals, or other means. Limited connections to concepts. Teacher asks low level questions. No follow-up questions are asked. Students are passive learners. Students respond with 1-2 word answers. Students do not participate in interactions, are distracted, or avoid working through explorations.	Teacher provides limited opportunities for individual or group explorations that address conceptual understanding. Little time for student thought or investigation. Most teacher questions are factual, low-level, with limited follow-up questions. Few instructional strategies are used throughout lesson. Students work through explorations individually or in groups, responding with short sentences, and making limited connections to concepts.	Teacher provides some opportunity for S to S interaction. Lesson is designed with appropriate strategies that allow Ss to explore ideas and concepts (pairs, groups, individually). Levels of questions are varied and some follow-up questions are used to probe student thinking. Ss have opportunity to work in small groups to explore concepts; some S independence to form & test ideas, limited time to puzzle thru problems. Some student work is generated.	T encourages Ss to work together throughout investigation; observes/listens as Ss interact; asks a variety of levels of questions, probing and/or follow-on Qs that address student understanding of concepts. T uses appropriate and varied instructional strategies throughout lesson. Ss think creatively, explore, form, discuss, test ideas, make connections to their learning and concepts. Student work is generated that will demonstrate understanding of concepts.	

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Effective Solution to the Driving Question				
4. Challenging Problem or Question	The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. The central problem or question is not framed by a driving question. It is not engaging students.	The project is somewhat focused on a central problem or question but the level of challenge might be inappropriate for the intended students. The driving question meets some of the criteria but does not capture the central problem (it might be more like a theme).	The project shows evidence that it is focused on a central problem or question and meets most of the criteria for the appropriate level of S challenge. Most students seem to be engaged by developing more than one answer to the driving question.	The project is focused on a central problem or question, at the appropriate level of challenge. The central problem or question is framed by a driving question for the project. The project is open-ended, understandable and inspiring to students, aligned with learning goals, students will need to gain the intended knowledge, understanding and skills.
Using Critiques, Reflection and Assessments Effectively				
5. Critique, Revision, Reflection and Assessment	Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers. Rubrics have not been developed to assess student work. Type of assessments have not changed (quizzes, some writing, tests, etc.)	Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it. A quiz or even a test may be given as an assessment. Checking for understanding does occur but not often enough for T to see if students are truly understand the nature of their products.	Students are provided with opportunities to give and receive feedback about the quality of their work but need more time to effectively critique and revise work. Assessments could be more inquiry driven, not factually based. Structured protocols for critique and revision and other formative assessments are used occasionally; students are learning how to give and use feedback.	T encourages Ss to assess their understanding, seeks evidence of change in thinking, asks open-ended Qs, provides opportunities for all students to demonstrate understanding, Uses feedback to adjust instruction. Standards-aligned rubrics are used for assessment. Ss answer Qs using rubrics, observations, evidence; demonstrate knowledge; evaluate own progress/knowledge.
Type of Lesson	Teacher driven	Teacher driven with limited inquiry	Student driven with limited teacher support	Student driven with appropriate teacher support

Approximately how many minutes during the lesson were spent on the following:

Instructional activities _____ (minutes) Non-Instructional Activities (not related to lesson) _____ (minutes)

Of the instructional time of the lesson, approximately what percent of the time was spent in each of the following arrangements:

Whole class: _____% Pairs _____% Small groups _____% Individuals _____% (Total 100%)"

Adapted from Buck Institute for Education PBL rubric http://bie.org/object/document/project_design_rubric and the SJCOE Teachers College rubric model.