

Walk-through Name	Site	Template Name
Preview Template		BCS Coaching and Mentoring Observation Rubric
Category	Start Date / Time	End Date / Time
<none>	Sep 09, 2019 10:45 AM	
Grade	Subject	Teacher

Instructional Delivery

1.1 Expectations/Goals		<ul style="list-style-type: none"> Limited or No Use (1) Some Use (2) Frequent Use (3)
<p>Limited or No Use (1) -The teacher does not clearly state and/or post objectives. -Students questioned cannot articulate what they are learning.</p>	<p>Some Use (2) -The teacher states the expectations and objectives of each lesson. -Students questioned can somewhat articulate what they are learning.</p>	<p>Frequent Use (3) -The teacher exudes high expectations. Lesson objective/s is posted. -Students questioned can clearly articulate what they are learning and the teacher' academic expectations.</p>
1.2 Delivery		<ul style="list-style-type: none"> Limited or No Use (1) Some Use (2) Frequent Use (3)
<p>Limited or No Use (1) The teacher presents the material in a way that may be confusing or inappropriate. -The teacher rarely hooks the students' interests.</p>	<p>Some Use (2) -The teacher communicates the instructional message. -A clear connection to the students' lives or real world may not be evident.</p>	<p>Frequent Use (3) The teacher presents material accurately, clearly and explicitly, with well-chosen examples and vivid, appropriate language to communicate the instructional message. -The teacher makes clear connections to real world or students' lives to show relevance.</p>
1.3 Strategies		<ul style="list-style-type: none"> Limited or No Use (1) Some Use (2) Frequent Use (3)
<p>Limited or No Use (1) -The teacher uses only one teaching strategy or instructional approach for the duration of the visit and fails to reach most students. (1 strategy in a 30 minute period)</p>	<p>Some Use (2) -The teacher uses limited range of classroom strategies and instructional approaches. (2 strategies in a 30 minute period)</p>	<p>Frequent Use (3) The teacher uses a wide variety of well-chosen, effective approaches and instructional strategies to accelerate student learning. (3 or more strategies in a 30 minute period)</p>
1.4 Engagement TPT Strategies IPI Strategies		<ul style="list-style-type: none"> Limited or No Use (1) Some Use (2) Frequent Use (3)
<p>Limited or No Use (1) -The teacher mostly lectures to passive students. -Teacher- led instruction dominates. -Majority of students are disengaged.</p>	<p>Some Use (2) -The teacher attempts to get students actively involved. -Over half but not the majority, of students are engaged.</p>	<p>Frequent Use (3) -The teacher gets virtually all students involved in focused activities, critical thinking, problem solving, and inquiry. -The teacher is facilitating the learning and the majority of students are engaged.</p>

Instructional Delivery		
2.1 Differentiation		<ul style="list-style-type: none"> Limited or No Use (1) Some Use (2) Frequent Use (3)
Limited or No Use (1) Differentiated groups and assignments are not clearly observed or made obvious through teacher explanation.	Some Use (2) Differentiated groups and/or assignments are present.	Frequent Use (3) Successful differentiation includes both grouping, & differentiated assignments.
2.2 Formative Assessment		<ul style="list-style-type: none"> Limited or No Use (1) Some Use (2) Frequent Use (3)
Limited or No Use (1) Summary or reflection on teaching effectiveness does not occur within 30 minutes.	Some Use (2) Summary or reflection on teaching effectiveness occurs at least 1 time within 30 minutes.	Frequent Use (3) Summary or reflection on teaching effectiveness occurs at least 2 times within 30 minutes.
2.3 Tools Technology, Hands-on Manipulatives, Graphic Organizers		<ul style="list-style-type: none"> Limited or No Use (1) Some Use (2) Frequent Use (3)
Limited or No Use (1) No use of instructional tools during the class to enhance instructional delivery. (0 tools utilized, primarily teacher-directed instruction.)	Some Use (2) -Occasional use of instructional tools during class to enhance instructional delivery. (At least 1 tool utilized within the 30-minute period)	Frequent Use (3) -Uses multiple, and appropriate instructional tools to enhance effective instruction for all students. (2 or more instructional tools effectively utilized within the 30-minute period)

Classroom Management

3.1 Respect and Relationships
Examples: Student shouting out, out of seat unnecessarily, argumentative with teacher, refusal to work, sleeping...etc.
(Tally disrespectful behavior. 1 tally for each occurrence.)

- Limited or No Use (1)
- Some Use (2)
- Frequent Use (3)

Limited or No Use (1)

Less than half of the students are acting respectfully causing regular or ongoing disruptions in the class. 5 or more instances of disrespectful behavior noted.

Some Use (2)

Teacher earns almost all students' respect and discipline problems are few and far between. 3-4 instances of disrespectful behavior noted.

Frequent Use (3)

Teacher creates a climate of respect so that disruption of learning is virtually unthinkable. 0-2 instances of disrespectful behavior noted.

3.2 Efficiency of Teacher
Examples: Materials are accessible, teacher is mobile, transitions are smooth, time is appropriate to the learning task
(Note transition times)

- Limited or No Use (1)
- Some Use (2)
- Frequent Use (3)

Limited or No Use (1)

Some loss of teaching time due to lack of preparedness, ineffective transitions, a stationary teacher, and off-task teacher behavior.

Less than 15 minutes is on-task.

Some Use (2)

Meets academic learning through coherence, lesson materials preparedness, appropriate time on task, teacher movement, and smooth transitions.

More than 15 minutes is on-task.

Frequent Use (3)

Maximizes academic learning through coherence, lesson materials preparedness, appropriate time on task, teacher movement around room, and smooth transitions.

Most of the 30 minutes is on-task.

3.3 Routines
Look-fors: Teacher begins and ends on bell, rules posted, daily agenda posted, learning objective posted, students exhibit familiarity with expectations

- Limited or No Use (1)
- Some Use (2)
- Frequent Use (3)

Limited or No Use (1)

Classroom routines have not been taught or are not being exhibited by students.

Classroom lacks posted rules, Agenda, and Objective.

Meaningful classroom instruction starts after 5 minutes of the beginning bell or ends earlier than 5 minutes for the last bell.

Some Use (2)

Classroom routines have been taught but students are not showing mastery of routines/expectations.

1-2 of Rules, Agenda, & Objective are posted.

Teacher begins and ends within 5 minutes of bell.

Frequent Use (3)

Classroom routines are taught and maintained.

All 3 are present:

- Routines and/or classroom rules
- Daily Agenda
- Objective

Bell to bell instruction present.

3.4 Additional Comments:

3.5 Goal area set by teacher: