Protocol for the Observation of Instructional Practices

Framework For The Observation Of Effective Teaching

Organize The Lesson For Learning	(4) Highly Effective	(3) Effective	(2) Somewhat Effective	(1) Not Effective	(0) N/A or N/O
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.					
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).					
Refocuses the class as needed to maintain progress in completing the lesson and achieving the lesson objective(s)					
Links instructional concepts and activities to previously covered material and students' prior learning.					
Breaks down complex lesson activities/skills into a series of manageable steps that aids students in mastering the learning objective(s)					
Incorporates direct instruction, guided practice, and opportunities for independent practice into the lesson.					
Demonstrates or otherwise models activities for clarity to help students understand what they are expected to do.					
Leads students in guided practice, reducing support as students are able to proceed independently.					
Emphasizes students doing and thinking over passively watching and listening to the teacher.					
Uses instructional groupings (e.g., student pairs, cooperative learning, homogeneous groups) to promote participation, cooperation, and learning.					
Promote Student Interest and Engagement	(4) Highly Effective	(3) Effective	(2) Somewhat Effective	(1) Not Effective	(0) N/A or N/O
Conveys to students why knowledge of material addressed in the lesson is important					
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)					
Links what students are learning in the lesson to their lives and/or to real-world issues					
Employs strategies/activities in the lesson that encourage and require active student engagement					
Demonstrates enthusiasm for the content students are learning and the work they are doing					

	(4) Highly Effective	(3) Effective	(2) Somewhat Effective	(1) Not Effective	(0) N/A or N/O
Uses feedback and praise to reinforce student efforts and encourage learning					
Students are participating and on-task during the lesson					
Students show persistence in achieving challenging learning goals					
Communicates through words and/or behaviors the expectation that all students can do the work and learn the lesson content					
Shows persistence in helping students achieve lesson objective(s)					
Provides encouragement for each student to produce his/her best work.					
Provides cues and other support (e.g., work with peers) to lead students to successful performance/responses.					
Provides recognition of student progress and achievement of lesson goals.					
Models and requires students to use higher-order thinking skills.					
Demonstrates High Expectations for Student Learning	**(4) Highly Effective**	**(3) Effective**	**(2) Somewhat Effective**	**(1) Not Effective**	**(0) N/A or N/O**
Communicates through words and/or behaviors the expectation that all students can do the work and learn the lesson content.					
Shows persistence in helping students achieve lesson objective(s).					
Provides encouragement for each student to produce his/her best work.					
Provides cues and other support (e.g., work with peers) to lead students to successful performance/responses.					
Provides recognition of student progress and achievement of lesson goals.					
Models and requires students to use higher-order thinking skills.					
Respond to Diverse Student Characteristics and Needs	**(4) Highly Effective**	**(3) Effective**	**(2) Somewhat Effective**	**(1) Not Effective**	**(0) N/A or N/O**
Uses varied curricular materials or adapts curricular materials to meet students' diverse learning needs.					

Protocol for the Observation of Instructional Practices

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.					
Responds to the needs of individual students as the lesson proceeds to help ensure a successful learning experience for all students, providing examples) and to promote students' independence as learners					
Uses auditory, visual, and kinesthetic modalities when presenting material to the class.					
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.					
Accommodates varied student time needs by providing relevant, meaningful skill applications for students who complete work early.					
Incorporates elements of students' cultural/community backgrounds into instruction.					
Communicate To Promote Learning	**(4) Highly Effective**	**(3) Effective**	**(2) Somewhat Effective**	**(1) Not Effective**	**(0) N/A or N/O**
Uses multiple representations and explanations to promote all students' understanding of new concepts and skills.					
Uses language that is accessible to students and appropriate to their level of development.					
Uses content-specific language that extends students' language development.					
Students use content-specific language with comprehension.					
Adjusts communication (e.g., by restating, simplifying language, using graphic representations) in response to student needs.					
Provides clarification for misconceptions and areas of student confusion.					
Students understand what is being taught.					
Provides clear and detailed directions for lesson activities and assignments.					
Ask Questions And Lead Discussion To Promote Learning	**(4) Highly Effective**	**(3) Effective**	**(2) Somewhat Effective**	**(1) Not Effective**	**(0) N/A or N/O**
Uses questioning periodically to check for student understanding.					
Uses questioning practices that keep all students engaged (e.g., calls on students randomly, does not call only on students with hands raised).					

3

March 1, 2015. All other versions are obsolete.

	(4) Highly Effective	(3) Effective	(2) Somewhat Effective	(1) Not Effective	(0) N/A or N/O
Uses questioning to promote different types and levels of thinking (e.g., recall, critical thinking, divergent thinking).					
Uses wait time appropriate to the goals of questioning and the types of questions asked.					
Uses a continuum of questioning and cueing techniques to lead students to correct responses.					
Uses follow-up questions to prompt students to explain their thinking and extend their knowledge.					
Prompts students to interact with and react to one another during class discussion.					
Uses students' comments, questions, and ideas to advance learning for the class.					
Maintain a Positive Emotional Climate	**(4) Highly Effective**	**(3) Effective**	**(2) Somewhat Effective**	**(1) Not Effective**	**(0) N/A or N/O**
Interacts respectfully with students (e.g., listens attentively, acknowledges comments, makes eye contact).					
Corrects student errors/misunderstandings in positive ways that reflect patience and caring.					
Provides encouragement for students performing at all levels.					
Circulates and interacts to maintain proximity with students.					
Demonstrates rapport with the class through positive verbal and nonverbal interaction.					
Students freely share their views and ideas.					
Students demonstrate the belief that they can learn the lesson content.					
Students work collaboratively with peers to promote learning.					
Students demonstrate pride in their work and accomplishments.					
Students are comfortable seeking support from teacher or peers when assistance is needed.					
Maximize Productivity	**(4) Highly Effective**	**(3) Effective**	**(2) Somewhat Effective**	**(1) Not Effective**	**(0) N/A or N/O**

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Maintains an instructional pace that reflects a sense of urgency and purpose.					
Keeps students engaged in productive activity throughout the lesson.					
Uses consistent routines, procedures, and cues to minimize time required for routine tasks (e.g., collecting homework assignments).					
Structures quick and efficient transitions (e.g., switching from individual to group work).					
Makes learning resources readily available to minimize instructional downtime.					
Notices and responds quickly and efficiently to lack of understanding or other student problems.					
Manage the Classroom to Promote Learning	**(4) Highly Effective**	**(3) Effective**	**(2) Somewhat Effective**	**(1) Not Effective**	**(0) N/A or N/O**
Models behaviors expected of students.					
Maintains ownership and control of the class through verbal and nonverbal communication and other behaviors.					
Communicates the expectation that all students will follow directions and behave in accordance with class rules.					
Uses proactive behavior management strategies (e.g., engaging in constant monitoring, maintaining physical proximity).					
Uses efficient and effective disciplinary responses that minimize disruption and instructional downtime.					
Reinforces appropriate behavior exhibited by students.					
Students understand and adhere to behavior expectations.					
Students are attentive and actively listen to teacher and peers.					
Students demonstrate a positive attitude toward teacher, peers, and learning.					
Students demonstrate a sense of responsibility for their learning and appear to try their best to be successful.					
Assess Student Performance And Progress	**(4) Highly Effective**	**(3) Effective**	**(2) Somewhat Effective**	**(1) Not Effective**	**(0) N/A or N/O**

Checks for understanding (e.g., through questioning, observation, discussion) and adjusts instruction as needed.					
Provides students with frequent, targeted feedback (i.e., direct, specific, timely, constructive) on their performance.					
Gives students opportunities to engage in self-assessment of their own work and learning.					
Incorporates an activity at the end of the lesson to assess student learning.					

4- (Highly Effective) - Consistently uses the skills and/or strategies.
3- (Effective) - Often uses the skills and/or strategies.
2- (Somewhat Effective) - Sometimes uses the skills and/or strategies.
1- (No Effective) - Rarely or never uses the skills and/or strategies.