

Classroom Observation Rubric

The Standards-Focused Project Based Learning Classroom	✓*	Standard	Evident
Teacher Role		Teacher moves about classroom, working with groups and individuals and monitoring student performance and understanding of key concepts and skills.	
		Teacher listens to students as much as he/she talks.	
		Teacher safely relies on students to monitor their own behavior.	
		Teacher safely relies on students to take responsibility for coming to class prepared.	
		Teacher responds to students' needs and goals and changing social conditions by modifying timing, content and style of instruction.	
		Teacher models appropriate behaviors to build relationships to support Quadrant D learning and assessment in ICLE Rigor and Relevance Framework.	
		Teacher asks more questions than provides answers.	
		Teacher makes student tasks relevant	
Student Role		Students help create and maintain appropriate norms for behavior and learning (these norms are posted).	
		Students work effectively in groups. Student groups operate under the guidelines of a contract written by the group.	
		Students voice understanding of classroom, school, community and professional expectations and goals.	
		Students connect learning with real-world applications.	
		Students extend learning beyond minimum requirements of task.	

Comments:

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Dialogue & Discussion		Students deliver meaningful information/skills to each other.	
		Students respond to each other in elaborated communication and feedback that demonstrates a commitment to sharing information	
		Students adhere to polite norms of spoken communication.	
		Teacher provides multiple opportunities for students to learn from each other (peer teaching and communication).	
		Teacher facilitates, not dominates, discussion.	
Instruction & Learning		Students frequently work in groups; students are in meaningful motion; desks and room setup facilitate inquiry and group work.	
		Seatwork constitutes mix of independent and group work focused on both short-term and long-term objectives.	
		Assignments reveal/require real-world connections and applications.	
		Rubric-based authentic assessments are used to measure multiple skills (critical thinking, collaboration, oral presentation, etc.).	
		At any moment, different students are engaged in different meaningful tasks.	
		Teacher taps multiple sources of knowledge, including outside speakers from community/industry.	
		Curriculum focuses on expansive definition of rigor, relevance and application that integrates the content, learning skills and technology tools standards and objectives.	