Rossier Classroom Observation Rubric

INTELLECTUAL CHALLENGE

Higher-order Thinking

Appropriate Content

Contextual Relevance

1 Recall basic facts **2** Summary **3** Analysis **4** Extensive Analysis

LEARNING ENVIRONMENT

Affective

Physical

Management

1 Uncaring **2** Polite **3** Individuals are Valued **4** Students Take Intellectual Risks

DISCOURSE

Learners as Partners in Conversation

Discipline-Specific Language

1 Recitation **2** Open-Ended Qs **3** "Say more ." **4** Student-Focused Dialogue

ASSESSMENT

Learning Goals

Assessments

Feedback

1 No Feedback **2** "Good job." **3** Moves student to learning goal **4** Extensive, Useful Feedback

LESSON CYCLE

Prior Knowledge

Instruction and Practice

Shared Reflection

Learner Responsibility

1 Instructor Presentation **2** No Shared Reflection, No Accountability **3** No Accountability **4** All Parts of Cycle

Classroom Observation Rubric

Dimensions	Levels			
	1	2	3	4
Intellectual Challenge This dimension captures cognitive complexity or academic rigor of learning activities during instruction. Quality of intellectual challenge is determined by both learner and activity. Higher levels of intellectual challenge are associated with the following: 1. **Higher order thinking**:[a] Skills such as communicating understanding of concepts, analyzing information, applying concepts, evaluating, or making connections (i.e., higher levels of Anderson and Krathwohl's taxonomy), 2. **Appropriate content**: Learning activities that reflect a developmentally appropriate knowledge core (e.g., course content and professional standards), and 3. **Contextual relevance**: Teaching that helps learners transfer content to application in real life settings.	Learners engage primarily in low-level thinking tasks (e.g., memorization or recall of basic facts) and spend less time* on higher order thinking tasks (e.g., analysis, synthesis, evaluation). Learning activities are not aligned with discipline-specific content. Neither task nor Instructor helps learners transfer learning to real life settings.	Learners spend some time* on higher order thinking tasks (e.g., analysis, synthesis, evaluation). Learners may be asked to describe, summarize, apply procedures. Learning activities align in a general way to content. Instructor sets out general expectation that learners transfer their learning to real life settings, but there is no specific discussion about how to do so.	Learners spend a significant amount of time* on higher order thinking tasks (e.g., analysis, synthesis, evaluation). They may explain, justify with examples, or make inferences. Tasks align in some specific ways to content. There is some discussion for how learners should transfer their learning to real life settings, but these directions may be incomplete.	Learners spend most of their time* on higher order thinking skills (e.g., analysis, synthesis, evaluation). Tasks align specifically and comprehensively to content. Instructor translates abstract learning to learners' real life settings in an explicit and complete way.

Learning Environment				
This dimension examines the context of learning, including classroom cultural practices and norms as well as physical and interactional spaces that foster learning. This dimension considers the following: 1. **Affective**:[a] Emotional safety (trust, respect, norms and opportunities for collaboration, encouraging learners to take intellectual risks); Valuing learner identities (integrating learners' experiences into instruction in a positive manner, respect for cross-cultural differences, helping learners value and make learning relevant, treating all learners fairly); High expectations (Instructor communicates that all learners can learn, improve, and engage in behaviors that foster learning and learners communicate high expectations for themselves and others), 2. **Activity management** (classroom management) and organization: Evidence of routines. Transitions from activity to activity are smooth. Time is not wasted. Instructor ensures all learners are on-task and instills responsibility for self- and peer-management among learners, and	Environment is primarily negative, with no safety for learners to express themselves and no support from Instructor. Instructor does not appear to know or appreciate individual learners (e.g., does not bring in their backgrounds). Instructor may communicate low expectations (e.g., "I know many of you won't do the reading."). Time and activities may be poorly managed (e.g., wasted time, learner inappropriate behavior left unchecked, too much time spent disciplining learners) or overly controlled by Instructor (e.g., learners are stifled).	Environment is generally safe in that there is no hostile behavior (there may even be a generally polite tone), but learners are not encouraged to voice their thoughts. Instructor makes general references to learners' backgrounds or to their experiences outside the learning setting. Instructor does not communicate expectations to motivate learners. Routines may be followed rigidly. There may be a few instances of unchecked off-task behavior. Instructor occasionally monitors learners' completion of learning tasks.	Environment encourages spontaneous and supportive sharing of ideas among learners. Instructor refers in positive ways to learners' cultures and experiences, knows individual learners' interests. Instructor communicates high expectations to some learners. Learners rely on well-established routines. Instructor regularly monitors learners' completion of learning tasks.	Learners are comfortable giving each other critical feedback and taking intellectual risks. Instructor brings learners' experiences outside of learning setting into instruction in positive ways and connects these experiences to the content. Instructor communicates to all learners that they are capable of mastering the learning at hand and of engaging in behaviors that foster learning. Activities well organized and learners monitor their own work habits as well as those of their peers.

Discourse				
This dimension is the quality of dialogue Instructor promotes and facilitates. In an instructional setting, high quality dialogue occurs when the following features are in place: 1. Opportunities for all learners to participate as **partners in conversation**:[a] Instructor facilitates learner-to-learner interactions, takes up learners' contributions, enables all learners to speak, asks questions that activate prior knowledge, probes for elaboration and evidence, and models language and strategies that facilitate discussion (e.g., Socratic dialogue and clarifying questions), 2. Fostering use of **discipline-specific language** and academic language (e.g., through modeling).	Learners do not engage in dialogue, or they have recitation-style exchanges controlled by the Instructor. If Instructor asks questions, they are mostly closed-ended, known-answer, directed at few learners. Instructor does not allow sufficient wait time for learners to respond. Instructor does not foster (e.g., model) use of discipline-specific language or academic language.	Instructor asks open-ended questions (e.g., what do you already know about this topic?) but does not follow up with probes for further understanding (e.g., moves to a different learner or interprets learner's response). Instructor may not allow sufficient time after posing an open-ended question. Instructor models discipline-specific language or academic language, but does not require learners to use it.	Instructor asks learners to expand their responses to open-ended questions through probes such as, "Why?" "Say more about that," or "Explain your answer." Instructor frequently asks questions intending to discover what learners know and to guide them to more refined and well-articulated understandings. Instructor models discipline-specific language and academic language and expects learners to use it.	Instructor and learners engage in conversations and challenge each other to elaborate on their initial responses, such as by prompting, "Why?" "Say more about that," or "Explain your answer." Learners initiate this type of interaction. Instructor consistently asks questions intending to discover what learners know and to guide them to more refined and well-articulated understandings. Learners consistently use discipline-specific language and academic language.

Assessment	Instructor does not provide learning goals or assessment criteria or provides these as activities (e.g., "we will have a discussion"). Instructor does not assess what learners are actually learning (e.g., through questioning, tests, tasks, work product). Instructional feedback is either not provided or else does not support learning goals. It may be inappropriate (e.g., humiliating, punitive).	While they may be broadly stated (e.g. "to improve our understanding of leadership"), learning goals and assessment criteria are not clearly articulated. Feedback is provided, but it only signals to learners that they are making or not making progress (e.g. "that's right") but does not indicate how.	Learning goals and assessment criteria are articulated specifically (e.g., "I expect to see you use APA first level heading formats"). Instructor assesses learners' performance and tailors instruction appropriately. Instructor provides feedback that explains what is good or bad about a learners' performance. Learners understand how to improve their work.	Instructor articulates clear learning goals and assessment criteria and reinforces these throughout the lesson. Learners demonstrate understanding of assessment criteria and their progress towards learning goals. Instructor monitors the progress of learners and provides feedback to inform the improvement of their work.

This dimension measures how Instructor uses information about learner performance to drive instruction and provides feedback to learners to support learning goals.

1. Communication of **clear learning goals and assessment criteria**,

2. Use of information from formal and informal **assessments** (e.g., Instructors' questioning learners to gauge what they are learning versus what the Instructor is teaching) to alter instruction when necessary, and

3. **Feedback**:[a] Instructor and peers provide information to learners about their performance compared to a standard (e.g., use of rubric).

[a] Indicates most important component.

Lesson Cycle

This measures the coherence of a goal-directed process that includes a logical progression of activities. That is, the lesson contains a clear beginning, middle, and end and maps onto the following phases of an instructional cycle:

1. **Accessing prior knowledge** (beginning of the lesson - to motivate students and engage them in content of learning related to learning goals),

2. Direct, explicit **instruction** or opportunities for students to engage in inquiry, using guided and/or independent **practice** and move toward learning goals (middle of the lesson),

3. **Shared reflection**: Articulating shared understanding of what was learned, (end of the lesson) and

4. Fostering **learners' responsibility** to evaluate, monitor, and adjust their own learning (versus engaging in activity for activity's sake). This should occur throughout the lesson.

The only aspect of lesson cycle that is evident is direct and explicit instruction and/or opportunities for learners to engage in inquiry, opportunities for guided or independent practice. Instructor does not access prior knowledge and there is no shared reflection with learners at the end of a lesson. Learners are not held accountable for evaluating, monitoring, and adjusting their own participation and learning.	Instructor asks learners about their prior understanding. Instructor provides direct, explicit instruction or opportunities for learners to engage in inquiry, opportunities for guided and/or independent practice. However, there is no shared reflection with learners at the end of a lesson, nor are learners held accountable for evaluating, monitoring, and adjusting their own participation and learning.	Instructor asks learners about their prior understanding, provides direct, explicit instruction or opportunities for learners to engage in inquiry, opportunities for guided and/or independent practice. Instructor helps learners make connections between activities and gives learners opportunities to reflect on what they learned, but Instructor does not hold learners accountable to evaluate, monitor, and adjust their own participation and learning.	Instructor determines learners' prior knowledge by asking them what they know at the beginning of the lesson, provides direct, explicit instruction, and/or opportunities to engage in inquiry, guided practice, or independent practice. It is clear what learners are supposed to learn throughout the lesson. Instructor and learners co-construct a summary of what they learned. Instructor holds learners accountable to evaluate, monitor, and adjust their own participation and learning.