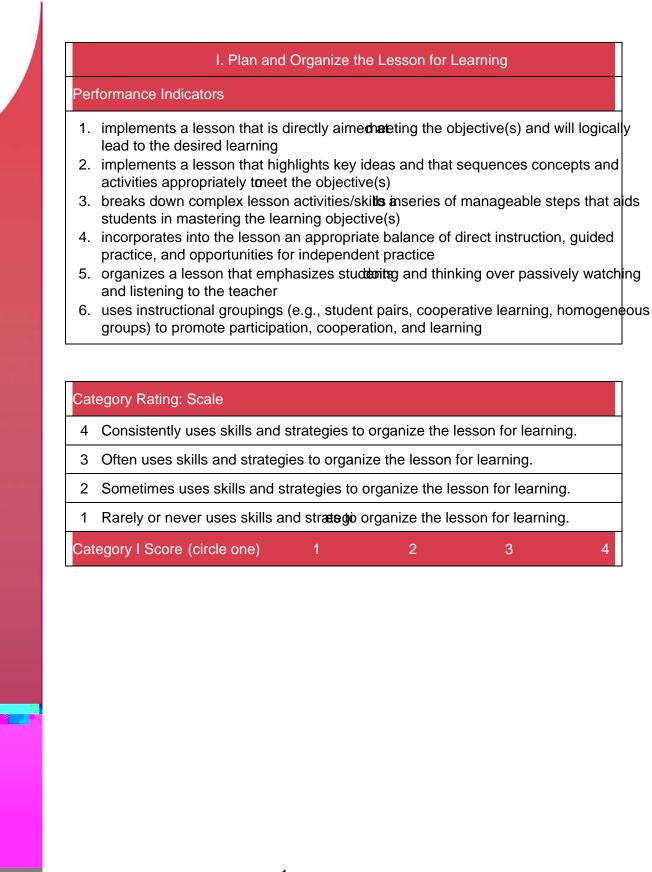


Framework for the Observation of Effective Teaching

Draft as of October 21, 2011





II. Promote Student Interest and Engagement

Performance Indicators

- 7. conveys to students why knowledge of materialdressed in the lesson is important
- 8. provides an introduction that capture sudents' interest and attention (e.g., asks a question that motivates students to wantlearn, tells an engaging story that leads to lesson content)
- 9. links what students are learning in the lestsotheir lives and/or to real-world issues
- 10. employs strategies/activities in the lestroat encourage and require active student engagement
- 11. demonstrates enthusiasm for the content **setuts** are learning and the work they are doing
- 12. uses feedback and praise to reinfostedent efforts and encourage learning
- 13. students are engaged and on-task during the lesson
- 14. students show persistence in appling challenging learning goals

Category Rating: Scale

- 4 Consistently uses skills and strategiesrtomote student interest and engagement.
- 3 Often uses skills and strategies to promote student interest and engagement.
- 2 Sometimes uses skills and strategies to promote student interest and engagement.
- 1 Rarely or never uses skills and stratetopique or never uses skills and stratetopique of the student interest and engagement.

2

3

Category II Score (circle one)

1



IV. Respond to Diverse Student Characteristics and Needs

Performance Indicators

- 22. uses a variety of explanatory devices.(engodeling thinking aloud, using visual imagery) to make ideas cleardaaccessible to all students
- 23. uses varied curricular materials or adaptsricular materials to meet students diverse learning needs
- 24. scaffolds learning activities to addrested int student needand readiness (e.g., providing reminders, breaking a problem into steppe, viding examples) and to promote students' independence as learners
- 25. responds to the needs of individual stutseans the lesson proceeds to help ensure a successful learning expensive for all students
- 26. uses auditory, visual, and kinesthetic modalities presenting material to the class
- 27. adjusts the pace of instruction, the fscoof instruction, and/or the method of delivery based on student response and progress as the lesson proceeds
- 28. accommodates varied student time netwysproviding relevant, meaningful skill applications for students who complete work early
- 29. incorporates elements of students' cual/community backgrounds into instruction

Category Rating: Scale

- 4 Consistently uses skills and strategiesetopond to diverse student characteristics and needs.
- 3 Often uses skills and strategies to response to diverse student characteristics and needs.
- 2 Sometimes uses skills and strategies **spoe**d to diverse student characteristics and needs.
- 1 Rarely or never uses skills and stratetopienespond to diverse student characteristics and needs.

Category IV Score (circle one)	1	2	3	4
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VI. Ask Questions and Lead Discussions to Promote Learning

Performance Indicators

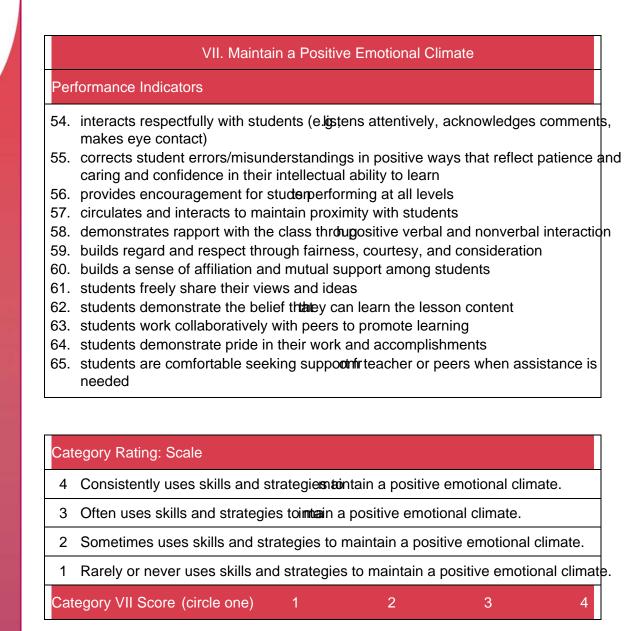
- 45. uses questioning practices that keep all students engaged (e.g., calls on students randomly, does not call only students with hands raised)
- uses questioning to promote different typesdaevels of thinking (e.g., recall, critical thinking, divergent thinking)
- 47. uses wait time appropriate to the goalsquifestioning and the types of questions asked
- 48. uses a continuum of questioning and cueing techniques to lead students to correct responses
- 49. uses follow-up questions to prompt students to explain their thinking and extend their knowledge
- 50. perseveres and returns to stendts who give partial answetos state the full answer in correct academic language
- 51. prompts students to interact with and retato one another during class discussion
- 52. engages students in interactive talk **thrat** mpts them to explain their thinking and comment on other students' thinking
- 53. uses students' comments, questions, interast to advance learning for the class

Category Rating: Scale

- 4 Consistently uses skills and strate fire squestioning and leading discussion to promote learning.
- 3 Often uses skills and strategies for **diaming** and leading discussion to promote learning.
- 2 Sometimes uses skills and strategies for questioning and leading discussion to promote learning.
- 1 Rarely or never uses skills and strate fpiesquestioning and leading discussion to promote learning.

Category VI Score (circle one)	1	2	3	4
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