

Framework for the Observation of Effective Teaching

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I. Plan and Organize the Lesson for Learning	
Performance Indicators	
	<ol style="list-style-type: none"> 1. implements a lesson that is directly aimed at meeting the objective(s) and will logically lead to the desired learning 2. implements a lesson that highlights key ideas and that sequences concepts and activities appropriately to meet the objective(s) 3. breaks down complex lesson activities/skills into a series of manageable steps that aids students in mastering the learning objective(s) 4. incorporates into the lesson an appropriate balance of direct instruction, guided practice, and opportunities for independent practice 5. organizes a lesson that emphasizes students doing and thinking over passively watching and listening to the teacher 6. uses instructional groupings (e.g., student pairs, cooperative learning, homogeneous groups) to promote participation, cooperation, and learning

Category Rating: Scale				
4	Consistently uses skills and strategies to organize the lesson for learning.			
3	Often uses skills and strategies to organize the lesson for learning.			
2	Sometimes uses skills and strategies to organize the lesson for learning.			
1	Rarely or never uses skills and strategies to organize the lesson for learning.			
Category I Score (circle one)	1	2	3	4



II. Promote Student Interest and Engagement	
Performance Indicators	
7.	conveys to students why knowledge of material addressed in the lesson is important
8.	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)
9.	links what students are learning in the lesson to their lives and/or to real-world issues
10.	employs strategies/activities in the lesson that encourage and require active student engagement
11.	demonstrates enthusiasm for the content students are learning and the work they are doing
12.	uses feedback and praise to reinforce student efforts and encourage learning
13.	students are engaged and on-task during the lesson
14.	students show persistence in achieving challenging learning goals

Category Rating: Scale				
4	Consistently uses skills and strategies to promote 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 strategies to promote student interest and engagement.			
Category II Score (circle one)	1	2	3	4

III. Demonstrate High Expectations for Student Learning	
Performance Indicators	
15.	implements a lesson sufficiently rigorous and demanding to challenge students
16.	communicates through words and/or behaviors the expectation that all students can do the work and learn the lesson content
17.	shows persistence in helping students achieve lesson objective(s)
18.	builds student capacity to be persistent and exert effective effort
19.	provides encouragement for each student to produce his/her best work and recognition of student progress and achievement of lesson goals
20.	provides cues and other support (e.g., work with peers) to lead students to successful performance/responses
21.	models and requires students to use higher-order thinking skills

Category Rating: Scale				
4	Consistently uses skills and strategies to demonstrate high expectations for student learning.			
3	Often uses skills and strategies to demonstrate high expectations for student learning.			
2	Sometimes uses skills and strategies to demonstrate high expectations for student learning.			
1	Rarely or never uses skills and strategies to demonstrate high expectations for student learning.			
Category III Score (circle one)	1	2	3	4

IV. Respond to Diverse Student Characteristics and Needs	
Performance Indicators	
22.	uses a variety of explanatory devices (e.g., modeling thinking aloud, using visual imagery) to make ideas clear and accessible to all students
23.	uses varied curricular materials or adapts curricular materials to meet students' diverse learning needs
24.	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
25.	responds to the needs of individual students as the lesson proceeds to help ensure a successful learning experience for all students
26.	uses auditory, visual, and kinesthetic modalities when presenting material to the class
27.	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
28.	accommodates varied student time needs by providing relevant, meaningful skill applications for students who complete work early
29.	incorporates elements of students' cultural/community backgrounds into instruction

Category Rating: Scale				
4	Consistently uses skills and strategies to respond to diverse student characteristics and needs.			
3	Often uses skills and strategies to respond to diverse student characteristics and needs.			
2	Sometimes uses skills and strategies to respond to diverse student characteristics and needs.			
1	Rarely or never uses skills and strategies to respond to diverse student characteristics and needs.			
Category IV Score (circle one)				
1	2	3	4	

V. Make Ideas Clear, Connected, and Accessible to Students

Performance Indicators

- 30. begins the lesson by presenting clear, measurable learning objective(s) in student friendly language that states specifically what students should know and be able to do as a result of the lesson; then checks to see that students understand the objective(s)
- 31. 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)
- 32. refocuses the class as needed to maintain progress in completing the lesson and achieving the lesson objective(s)
- 33. links instructional concepts and activities to previously covered material and students' prior learning
- 34. demonstrates or otherwise models steps in student tasks for clarity to help students understand what they are expected to do
- 35. teaches for transfer beyond the school context
- 36. leads students in guided practice, reducing support as students are able to proceed independently
- 37. uses multiple representations and explanations to promote all students' understanding of new concepts and skills
- 38. uses language that is accessible to students and appropriate to their level of development
- 39. uses content-specific language that extends students' language development
- 40. students use content-specific language with comprehension
- 41. adjusts communication (e.g., by restating, simplifying language, using graphic representations) in response to student needs
- 42. anticipates and identifies student misconceptions and provides clarification
- 43. students understand what is being taught
- 44. provides clear and detailed directions for lesson activities and assignments

Category Rating: Scale

- 4** Consistently uses skills and strategies for communicating to promote learning.
- 3** Often uses skills and strategies for communicating to promote learning.
- 2** Sometimes uses skills and strategies for communicating to promote learning.
- 1** Rarely or never uses skills and strategies for communicating to promote learning.

Category V 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 on students with hands raised)
46.	uses questioning to promote different types and levels of thinking (e.g., recall, critical thinking, divergent thinking)
47.	uses wait time appropriate to the goals of questioning 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 students who give partial answers to state the full answer in correct academic language
51.	prompts students to interact with and react to one another during class discussion
52.	engages students in interactive talk that prompts them to explain their thinking and comment on other students' thinking
53.	uses students' comments, questions, and ideas to advance learning for the class

Category Rating: Scale				
4	Consistently uses skills and strategies for questioning and leading discussion to promote learning.			
3	Often uses skills and strategies for questioning 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 strategies for questioning and leading discussion to promote learning.			
Category VI Score (circle one)				
	1	2	3	4

VII. Maintain a Positive Emotional Climate	
Performance Indicators	
54.	interacts respectfully with students (e.g., listens attentively, acknowledges comments, makes eye contact)
55.	corrects student errors/misunderstandings in positive ways that reflect patience and caring and confidence in their intellectual ability to learn
56.	provides encouragement for students performing at all levels
57.	circulates and interacts to maintain proximity with students
58.	demonstrates rapport with the class through positive verbal and nonverbal interaction
59.	builds regard and respect through fairness, courtesy, and consideration
60.	builds a sense of affiliation and mutual support among students
61.	students freely share their views and ideas
62.	students demonstrate the belief that they can learn the lesson content
63.	students work collaboratively with peers to promote learning
64.	students demonstrate pride in their work and accomplishments
65.	students are comfortable seeking support from teacher or peers when assistance is needed

Category Rating: Scale				
4	Consistently uses skills and strategies to maintain a positive emotional climate.			
3	Often uses skills and strategies to maintain a positive emotional climate.			
2	Sometimes uses skills and strategies to maintain a positive emotional climate.			
1	Rarely or never uses skills and strategies to maintain a positive emotional climate.			
Category VII Score (circle one)				
	1	2	3	4

VIII. Manage the Classroom to Maximize Productivity	
Performance Indicators	
66.	maintains an instructional pace that reflects a sense of urgency and purpose
67.	arranges space to facilitate the type of instruction in progress and access to materials
68.	keeps students engaged in productive activity throughout the lesson
69.	uses consistent routines, procedures, and cues to minimize time required for routine tasks (e.g., collecting homework assignments)
70.	structures quick and efficient transitions (e.g., switching from individual to group work)
71.	makes learning resources readily available to minimize instructional downtime
72.	notices and responds quickly and efficiently to lack of understanding or other student problems

Category Rating: Scale				
4	Consistently uses skills and strategies to maximize productivity.			
3	Often uses skills and strategies to maximize productivity.			
2	Sometimes uses skills and strategies to maximize productivity.			
1	Rarely or never uses skills and strategies to maximize productivity.			
Category VIII Score (circle one)	1	2	3	4

IX. Manage the Classroom to Promote Learning	
Performance Indicators	
73.	models behaviors expected of students
74.	maintains order in the class through verbal and nonverbal communication and other behaviors
75.	communicates the expectation that all students will follow directions and behave in accordance with class rules
76.	uses proactive behavior management strategies (e.g., engaging in constant monitoring, maintaining physical proximity)
77.	uses efficient and effective disciplinary responses that minimize disruption and instructional downtime
78.	reinforces appropriate behavior exhibited by students
79.	students understand and adhere to behavior expectations
80.	gives students voice and choice in shaping aspects of classroom life
81.	students are attentive and actively listen to teacher and peers
82.	students demonstrate a positive attitude toward teacher, peers, and learning
83.	students demonstrate a sense of responsibility for their learning and appear to try their best to be successful

Category Rating: Scale				
4	Consistently uses skills and strategies to manage the classroom to promote learning.			
3	Often uses skills and strategies to manage the classroom to promote learning.			
2	Sometimes uses skills and strategies to manage the classroom to promote learning.			
1	Rarely or never uses skills and strategies to manage the classroom to promote learning.			
Category IX Score (circle one)				
	1	2	3	4

X. Assess Student Performance and Progress	
Performance Indicators	
84.	checks for understanding frequently and broadly across the class (e.g., through questioning, observation, discussion)
85.	uses in-class formative assessment to adjust instruction as needed
86.	provides students with frequent, targeted feedback (i.e., direct, specific, timely, constructive) on their performance
87.	gives students opportunities to engage in self-assessment of their own work and learning
88.	has students set realistic, specific, and attainable learning goals based on their self-assessments and plan steps to achieve their goals
89.	incorporates an activity at the end of the lesson to assess student learning

Category Rating: Scale				
4	Consistently uses skills and strategies to assess student performance and progress.			
3	Often uses skills and strategies to assess student performance and progress.			
2	Sometimes uses skills and strategies to assess student performance and progress.			
1	Rarely or never uses skills and strategies to assess student performance and progress.			
Category X Score (circle one)	1	2	3	4