

TNTP Core Classroom Observation Rubric and Report

Sears – 11th Grade ELA



Culture of Learning

Are all students engaged in the work of the lesson from start to finish?

1. Ineffective	2. Minimally Effective	3. Developing	4. Proficient	5. Skillful
Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.	Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.	Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.	All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.	<i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i>
Very few or no students follow behavioral expectations and/or directions	Some students follow behavioral expectations and/or directions	Most students follow behavioral expectations and/or directions	All or almost all students follow behavioral expectations and/or directions.	Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.
Students do not execute transitions, routines and procedures in an orderly manner.	Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.	Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.	Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.	Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.
Students are left without work to do for a significant portion of the class period.	Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.	Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.	

Evidence Summary:

- In Ms. Sears' 11th grade ELA class with approximately 12 students, all students are engaged in the work of the lesson from start to finish. All students complete the instructional tasks of preparation work, participation in class discussion, and typing a response to an analysis question. For example, when Ms. Sears asks students to spend the last 10 minutes responding to an analysis question, 100% of students begin their responses immediately.
- All students follow behavioral directions and expectations throughout the class. Students participate in a guided discussion on a shared text; they wait their

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turn to talk, listen to their peers, and build on each other's ideas as a part of the seminar expectations. Almost all students engage in the group discussion by snapping in agreement, responding verbally to each other and to specific questions, or referencing their notes on the computer.

- Students transitions quickly and efficiently with minimal teacher direction. For example, the transition from whole group to the seminar circle takes less than one minute to execute and students begin the discussion promptly when seated. The teacher simply provides a cue to move and a 40 second window to transition and students move quickly and quietly to the circle. The teacher supports students as they transition from one part of the criteria for success to the next and from one segment of the discussion to the next, which creates a quick pace and promotes engagement and focus during the discussion. Each part of the lesson has a specific time allotted to its completion and the teacher reminds students how much time remains to complete each task. Students are engaged in the work of the lesson from start to finish.

Culture of Learning Rating

4

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Essential Content

Are all students working with content aligned to the appropriate standards for their subject and grade?

1. Ineffective	2. Minimally Effective	3. Developing	4. Proficient	5. Skillful
The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.	<i>All descriptors for Level 4 are met, and the following evidence is demonstrated:</i>
Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.	Only some activities students engage in are aligned to the stated or implied learning goal(s).	Most activities students engage in are aligned to the stated or implied learning goal(s) are well-sequenced and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).	All activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.	Students make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives.
Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).	Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).	Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.	All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality and appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).	Students independently connect lesson content to real-world situations.

Evidence Summary:

The objective is stated as: scholars will be able to analyze literary devices and themes that impact the reader's understanding of the text (paraphrased by observer based on what was audible during the video).

Aligned CCSS 11th grade ELA Standards include:

- Primary:

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- CCSS.ELA-LITERACY.RL.11-12.2
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Secondary:
 - CCSS.ELA-LITERACY.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- All activities students engage in are aligned to the stated or learning goal and are well-sequenced, building on each other to move students toward mastery of the listed standards. Students have prepared for a seminar discussion by responding to questions about specific literary devices, historical context, and themes they find within the text. They participate in a seminar discussion, which includes sharing their responses and building on each other's ideas to address specific criteria for success, which are aligned with the lesson's objective and the RL 11-12.1 standard specifically focusing on theme. Students conclude the discussion by independently responding to a question that pushes them to analyze the text and reference notes they take during the seminar. Expectations for both the discussion and written responses include explicit use of text to support and strengthen claims.
- Instructional materials include the text, "The Story of an Hour," by Kate Chopin (Lexile 900-1000), a shared document used during discussion for notes and reflections, and an analysis question used to demonstrate mastery of the objective. Instructional materials are appropriately demanding for 11th grade English and support student mastery of the above 11th grade ELA standards. NOTE: While the Lexile level of the Chopin short story is technically lower than 11th grade, the complex qualitative features of this text make it appropriate for this discussion.
- Additionally, students independently make connections to real-world issues (marriage) and their historical context to further understand the plight and actions of the protagonist. This additional evidence pushes the rating to a 5.

Essential Content Rating

5

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Academic Ownership

Are all students responsible for doing the thinking in this classroom?

1. Ineffective	2. Minimally Effective	3. Developing	4. Proficient	5. Skillful
Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work.	Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work.	Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson the teacher completes some of the cognitive work (i.e.: expands on student responses) that students could own.	All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.	<i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i>
Very few or no students provide meaningful oral or written evidence to support their thinking.	Some students provide meaningful oral or written evidence to support their thinking.	Most students provide meaningful oral or written evidence to support their thinking.	All or almost all students provide meaningful oral or written evidence to support their thinking.	Students synthesize diverse perspectives or points of view during the lesson.
Very few or no students are using knowledge and evidence to form, articulate, and defend their answers and opinions.	Some students are using knowledge and evidence to form, articulate, and defend their answers and opinions	Most students are using knowledge and evidence to form, articulate, and defend their answers and opinions.	All or almost all students are using knowledge and evidence to form, articulate, and defend their answers and opinions.	Students independently show enthusiasm and interest in taking on advanced or more challenging content.
Students respond negatively to their peers' thinking, ideas, or answers.	Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.	Students respond to their peers' thinking, ideas or answers, and provide feedback to their classmates.	Students respond to and build on their peers' thinking, ideas or answers.	
No students or very few students try hard to complete challenging academic work or answer questions.	Some students try hard to complete challenging academic work and answer questions.	Most students try hard to complete academic work and answer questions, even if the work is challenging.	Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do	

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			<p>not agree with the response.</p> <p>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p>	
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Evidence Summary:

- All students are responsible for doing the thinking in this classroom. Most students complete an appropriately challenging amount of the cognitive work during the lesson, including previously reading the text and responding to questions in preparation for the seminar discussion, participating in the discussion both verbally and by taking notes, and independently responding to an analysis question at the end of the discussion to measure learning mastery. However, a few students did not actively participate in the group discussion.
- The teacher serves as a facilitator of the learning, providing time limits, referencing the criteria for success, asking clarifying questions throughout the discussion. She ensures the cognitive lift falls on the students and pushes them to think deeply, respond to each other, and analyze the themes, historical context, and use of figurative language throughout the discussion.
- Almost all students provide meaningful oral and written evidence to support their thinking throughout the lesson. Nearly all students participate in the discussion by responding directly to the written questions or to each other’s’ ideas. Students reference evidence from the text and background knowledge to support their verbal responses during the seminar, but there are some missed opportunities for the teacher to push them for more specific text evidence. Ms. Sears notes that she sees students using varied examples of literary devices (symbolism, juxtaposition, etc) as she circulates during independent response time.
- Students respond to and build on each other’s ideas and responses. Students say, “I agree with…” and build on their peers’ ideas, clarifying their own understanding of the text and its themes and literary devices. Students listen to each other’s responses and reference points their peers make in creating their own responses to discussion questions.
- All students consistently try hard to complete academic work throughout the lesson, even when they are unclear about what the exact themes are. One student, for example, has difficulty in completing her thought but keeps trying and receives support from her peers; she is ultimately able to successfully formulate her response.

Academic Ownership Rating	3
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Demonstration of Learning

Do all students demonstrate that they are learning?

1. Ineffective	2. Minimally Effective	3. Developing	4. Proficient	5. Skillful
Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.	<i>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</i>
Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language.	Students have few opportunities to express learning through academic writing and/or explanations using academic language.	Students have some opportunities to express learning through academic writing and/or explanations using academic language.	Students have extensive opportunities to express learning through academic writing and/or explanations using academic language.	Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher.
Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.	Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.
Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade- level and/or IEP aligned learning goals.	Students monitor their own progress, identify their own errors and seek additional opportunities for practice.

Evidence Summary:

- Most students demonstrate that they are learning throughout the lesson. Questions and tasks from oral discussion and written responses yield data that allow the teacher to assess student progress and identify where understanding breaks down. Questions push students to identify theme, historical context, and use of figurative language throughout the text, which match with the criteria for success used during the discussion. The teacher listens to the discussion carefully and provides feedback to keep the students on track. She also circulates during the independent response time and verbally highlights effective examples of figurative language.

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- Student opportunities to express learning include written responses to seminar preparation questions, participation in the seminar discussion, and a typed response to an analysis question at the conclusion of the discussion. The teacher pushes students to use text-based evidence either in paraphrasing the text or in including partial quotes to strengthen their answers.
- Most students demonstrate in group discussion demonstrate how well they understand the lesson content and their progress towards the goals of analyzing themes, the author's purpose, and use of figurative language throughout the text. Some students do not participate verbally in the discussion, which fails to offer data on their understanding of the content.
- Student responses indicate that most students are on track to being able to examine the historical context of the text and to identify at least one literary device used by the author. It is unclear that students are able to effectively identify themes of the text and analyze them per the demands of the standard.

Demonstration of Learning Rating

3

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Observation Notes: