Teacher Observation Tool

| Date | Teacher Name | School | State/ Province | Country | Grade Level(s) |

| Time In | Time Out | Lesson Beg. | Lesson Middle | Lesson End | Subject Observed | Observer Name |

Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident
Culture/Climate Dimension				
The teacher:				
1. Fosters an environment that embraces all learners	4	3	2	1
2. Treats each learner equitably	4	3	2	1
3. Encourages learners to share their opinions without fear of negative comments from their peers	4	3	2	1
4. Creates enthusiasm for the learning at hand	4	3	2	1
Learning Dimension				
The teacher:				
1. Communicates clear explanations about the activities or tasks	4	3	2	1
2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills	4	3	2	1
3. Delivers lessons that are relatable to the learners or aligned to their interests	4	3	2	1
4. Monitors learners' understanding of the content and/or the acquisition of skills	4	3	2	1
5. Adapts instruction and/or activities that meet individual learner's needs	4	3	2	1
6. Provides learners with purposeful feedback about their progress and/or needs	4	3	2	1
Essentials Dimension				
The teacher:				
1. Delivers and/or facilitates the lesson with knowledge and confidence	4	3	2	1
2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being	4	3	2	1
3. Facilitates use of resources that support learners' needs	4	3	2	1
4. Implements instructional strategies that actively engage learners	4	3	2	1
5. Manages the learning time in an efficient and optimal manner	4	3	2	1

Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident
Agency Dimension				
The teacher:				
1. Empowers learners to be responsible for the learning at hand	4	3	2	1
2. Gives learners choices about the learning activities or tasks	4	3	2	1
3. Provides assistance for learners to navigate and monitor their learning progress	4	3	2	1
4. Encourages learners to persevere with or seek challenging activities or tasks	4	3	2	1
5. Builds learners' growth mindset and self-efficacy	4	3	2	1
Relationship Dimension				
The teacher:				
1. Promotes respectful and caring interactions toward and between learners	4	3	2	1
2. Cultivates learner cooperation, collaboration, and inclusivity	4	3	2	1
3. Preserves learners' dignity while attending to their individual needs	4	3	2	1

Teacher Observation Tool Rating Guide

When observing in classrooms, consider the following factors as you determine the rating for each item:

- *Implementation of Practices* refers to the degree a teacher implements each observable action with quality, fidelity, and rigor.
  - The teacher adjusts actions or practices to meet learners' needs.
  - The teacher demonstrates a deep understanding of best practices.
  - The teacher demonstrates the ability and wisdom to change actions or practices based on learners' cues.

- *Authenticity of Practices* refers to the degree a teacher embeds each observable action in the classroom environment.
  - The practices appear familiar to the learners.
  - The practices appear to occur regularly rather than sporadically.
  - The practices are regular, effective, and meet the needs of learners.

- *Effect on Learners* refers to the degree a teacher's practice(s) influence the learners in the classroom.
  - The learners respond positively.
  - The learners make adjustments.
  - The learners participate/engage in learning.

Each item on the observation tool is to be assessed against each factor on the rubric and the degree each item is *Evident* during an observation. Use this rating guide and your professional knowledge and judgment to determine each item's final rating.

Factors to consider when using this tool:	Very Evident (4)	Evident (3)	Somewhat Evident (2)	Not Evident (1)
Implementation of Practices	Practices are fully implemented.	Practices are mostly implemented.	Practices are minimally implemented.	Implementation of practices is not evident.
Authenticity of Practices	Practices are fully embedded into the classroom environment.	Practices are mostly embedded into the classroom environment.	Practices are implemented but not embedded into the classroom environment.	Authenticity of practices is not evident.
Effect on Learners	Practices consistently effect all learners.	Practices consistently effect most learners.	Practices consistently effect some learners.	Effect on learners is not evident.