**Classroom Observation Rubric**

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| **ETLP 1-2** |
| **Classroom Expectations, Rules, Procedures, & Routines** |
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| **Date:** | **Grade/Teacher:** | **# of Students:** | **# of Staff:** |

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| **Type of Instruction:** Whole Group  Small Group with teacher  Peer Groups One on One with Teacher  Independent Work Other  | **Type of Activity:**Experiment Technology Seat-Work Lecture Centers/Stations Test/Quiz TransitionOther  | **Subject:** Math  ELA  Science  Social Studies   Specials Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **1** | **2** | **3** | **4** |
| Classroom expectations are not observed or referenced. | Classroom expectations are inconsistent with school-wide expectations and/or are not specific descriptions of how students can meet the expectations. | Some classroom expectations are consistent with school-wide expectations and are somewhat descriptive of how students can meet the expectations. | Classroom expectations are consistent with school-wide expectations and are specific descriptions of how students can meet the expectations. |
| Language is not appropriate for the context and culture of the classroom. | Language is inconsistent for the context and culture of the classroom. | Some language is consistent for the context and culture of the classroom. | Language is appropriate for the context and culture of the classroom. |
| Expectations and procedures are not observable and have not become routine for all students and staff. | Minimal evidence that expectations and procedures have become routine for students and staff. | Some evidence that expectations and procedures have become routine for students and staff. | Expectations and procedures are observable and have become routine for all students and staff. |

*\*This tool is intended for use with the 8 Effective Teaching & Learning Practices (Pre/Post Assessment)*