**Classroom Observation Rubric**

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

| **ETLP** | **1** | **2** | **3** | **4** |
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| **ETLP 5-**  [**Active Supervision**](https://pbismissouri.org/wp-content/uploads/2017/06/ECP5.1-Teacher-Tool-Classroom-Active-Supervision-1.pdf) | Teacher seldomly moves around, scans the classroom, or interacts with students. | Teacher occasionally moves around, scans the classroom, and interacts with students. | Teacher frequently moves around, scans the classroom, and interacts with students. | Teacher frequently moves around, scans the classroom, positively & proactively interacts with students. |
| Teacher may be engaged in activity other than student monitoring. | Some areas of the room are visible & monitored. | Most areas of the room are visible & monitored. | All areas of the room are visible & continuously monitored. |
| **ETLP 6-**  [**Opportunities to Respond**](https://pbismissouri.org/wp-content/uploads/2017/06/ECP6.1-Teacher-Tool-Classroom-OTR-1.pdf) | Opportunities for students to respond verbally or nonverbally are not overtly observed. | Teacher provides minimal opportunities for students to respond verbally or nonverbally. | Teacher provides multiple opportunities for most (not all students) to respond verbally or nonverbally using a variety of strategies. | Teacher provides multiple opportunities for ALL students to respond verbally or nonverbally using a variety of strategies. |
| Wait time is not observed. | Wait time is less than 3 seconds. | Teacher provides appropriate wait time for sharing (3-5 seconds). | Teacher provides appropriate wait time for sharing (3-5 seconds). |
| Teacher talk is the main instructional method. | Opportunities to respond are limited, and teacher talk was greater than 50% of instruction. | Teacher uses opportunities to respond; however, teacher talk was greater than 50% of instruction. | Teacher talk is limited to 50% or less of instruction. |
| **ETLP 7-**  [**Activity Sequencing & Choice**](https://pbismissouri.org/wp-content/uploads/2017/06/ECP7.1-Teacher-Tool-Classroom-Activity-Sequencing-1.pdf) | Student choice is not observed. | Student choice is limited.  *(ex: Minimal opportunities for choice)* | The lesson incorporates student choice, but not in a variety of ways.  *(ex: Multiple opportunities for choice; however, the choice is the same--choose a partner)* | Lesson incorporates student choices in a **variety** of ways (order,  materials, partners, location, type of task). |
| Activity sequencing is not observed. | Lesson is sequenced to promote student success using 1 of the following–pacing, differentiation, or alternating easy with challenging tasks. | Lesson is sequenced to promote student success using 2 of the following–pacing, differentiation, or alternating easy with challenging tasks. | Lesson is intentionally sequenced to promote student success using all of the following–pacing, differentiation, alternating easy with challenging tasks. |
| **ETLP 8-**  [**Task Difficulty**](https://pbismissouri.org/wp-content/uploads/2017/06/1.8_Teacher_Tool_Task_Difficulty_120114-2.pdf) | Scaffolding of instruction and instructional materials are not observed. | There is minimal evidence of scaffolding observed. | Teacher scaffolds instruction, instructional materials, **or** student tasks/assignments.  *(ex: Anchor charts, questioning, differentiated materials and instruction, time allotted for activities)* | Teacher scaffolds instruction, instructional materials, **and** student tasks/assignments.  *(ex: Anchor charts, questioning, differentiated materials and instruction, time allotted for activities)* |

*Teacher Tool Link*: <https://pbismissouri.org/tier-1-effective-classroom-practices/> [Updated versions of Teacher tools](https://docs.google.com/document/d/1hTT2DriCW_GzM7_Q9eD0qREfzIhDvJsyuV12xBkfykI/edit) 2022