Teacher Classroom Observation (Marzano Framework)

**Purpose:** This tool provides templates that can be used to conduct a teacher classroom observation based upon the Marzano Art and Science of Teaching Framework. The tool suggests a three-step process that is considered to be best practice. The classroom observation is recommended to include a pre-conference observation, and observation post-conference as well as the actual classroom observation.

* **Pre-Conference:** The evaluator and teacher discuss what will be observed during the classroom visitation. Information is shared about the characteristics of the learners and the learning environment. Specific information is also shared about the objectives of the lesson, and the assessment of student learning.

Note: During this conference, the evaluator should review the evaluation standards and indicators of performance for meeting the standards. The evaluator and teacher may choose to limit the elements of focus during the observation. Additionally, the teacher can discuss the instructional goals and strategies the teacher is using to meet these elements of focus.

* **Observation:**  This observation should be a minimum of thirty (30) minutes in length of a teacher in the classroom. It should be prearranged according to a mutual date/time, include a pre/post observation conference, and any documentation is shared with the teacher in writing.
* **Post-Conference:**  The evaluator and teacher meet to discuss the strengths and weaknesses of the teacher’s performance during the observed lesson. The post conference provides an opportunity for the evaluator and teacher to have a reflective discussion about the lesson and effective teaching. A post-conference should include performance concerns, if there are any.

**Directions:** Use the following as templates to design your district’s teacher classroom observation. These templates provide the Content Standards for teachers that are applicable to the observation process. Additional information can be provided during the pre-conference and post-conference sessions.

* The Teacher Pre-conference Observation Guiding Questions is a template that can be used during the pre-conference. The guiding questions provided are linked to the Marzano Art and Science of Teaching Framework. A lesson plan for the observation is recommended to be provided in advance; as lessons observed may not reflect all of elements. The evaluator and teacher should determine which elements will be of focus during the observation.
* The Teacher Observation Notes is a template with Marzano’s domains with the design questions and elements. Those elements of focus should be indicated in the left column. The right column can be used to document the observations that demonstrate these elements.
* The Teacher Observation Post-Conference is a template that can be used after an observation. The questions are provided as a guide to encourage the teacher to reflect on the lesson and to consider changes needed for more effective teaching. The evaluator may choose to provide the questions to the teacher following the lesson in preparation for the post-conference particularly if the meeting will not occur within a short period.

The Teacher Observation Post-Conference template provides an opportunity to determine a level of performance on the components. The last part of this template is not to be used in lieu of the Summary Rating Form and Level of Support document that considers all components of the Evaluation System including information such as community input, and student learning data.

Educator Name: Click here to enter text. Date Click here to enter text.

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| **DOMAIN 1: Classroom Strategies and Behaviors** *Design Questions:*  **DQ1** – Communicating Learning Goals and Feedback (Standards 2 and 5) **DQ6** – Establishing Rules and Procedures (Standard 6)  **DQ2** – Helping Students Interact with New Knowledge (Standard 4) **DQ3** – Helping Students Practice and Deepen New Knowledge (Standards 2, 3 and 4)  **DQ4** – Helping Students Generate and Test Hypothesis (Standards 2 and 4)  **DQ5** – Engaging Students (Standards 3 and 6)  **DQ7** – Recognizing Adherence to Rules and Procedures (Standard 6)  **DQ8** – Establishing and Maintaining Effective Relationships (Standard 3)  **DQ9** – Communicating High Expectations for all Students (Standards 2 and 3)  NOTE: Please refer to *Marzano Art and Science of Teaching Framework* as a supplemental resource. |
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| 1. Involving Routine Events |
| **Briefly describe the students in your classroom (e.g. number of students, gender, special needs).** |
| Click here to enter text. |
| **What will you do to establish learning goals, track student progress and celebrate success?** |
| Click here to enter text. |
| **What will you do to establish or maintain classroom rules and procedures?** |
| Click here to enter text. |
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| 1. Addressing Content |
| **What will you do to help students effectively interact with the new knowledge?** |
| Click here to enter text. |
| **What will you do to help students practice new knowledge?** |
| Click here to enter text. |
| **What will you do to help students generate and test hypothesis about new knowledge?** |
| Click here to enter text. |

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| 1. Enacted on the Spot |
| **What will you do to engage students in the lesson?** |
| Click here to enter text. |
| **What will you do to recognize and acknowledge lack of adherence to classroom rules and procedures?** |
| Click here to enter text. |
| **What will you do to establish and maintain effective relationships with students during this lesson?** |
| Click here to enter text. |

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| **DOMAIN 2: Planning and Preparing**  *Elements:*  Planning and Preparing for Lessons and Units (Standards 4 and 5)  Planning and Preparing for Resources and Technology and Special Populations (Standards 4 and 5)  Note: Please refer to *Marzano Art and Science of Teaching Framework* as a supplemental resource. |
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| 1. Planning and Preparing for Lessons and Units |
| **How will you scaffold the content within the lesson?** |
| Click here to enter text. |
| **How does this lesson progress within the unit over time?** |
| Click here to enter text. |
| **How will you align this lesson with established content standards identified by the district and the manner in which the content should be sequenced?** |
| Click here to enter text. |
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| 1. Planning and Preparing for Resources and Technology and Special Populations |
| **How will the resources and materials that you select be used to enhance students’ understanding of the content?** |
| Click here to enter text. |
| **How do you plan to address the special needs of your students to include special education, ELL and students who come from home environments that offer little support for schooling?** |
| Click here to enter text. |

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| Educator Name: | Click here to enter text. | Date: | Click here to enter text. |  |
| Subject(s): | Click here to enter text. | Time: | Click here to enter text. |  |
| Grade Level(s): |  | Evaluator: |  |  |

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| **Domain 1: Classroom Strategies and Behaviors – Lesson Segments Involving Routine Events** | |
| **DQ1 -** Communicating Learning Goals and Feedback (Standards 2 and 5) | Observations: |
| Elements of Focus: |  |
| Providing Clear Learning Goals and Scales (Rubric)   * A specific learning goal is apparent |  |
| Tracking Student Progress   * Uses formative assessment * Students track own progress toward a learning goal |  |
| Celebrating Success   * Celebrates student’s progress toward the learning goal |  |
| **DQ6 -** Establishing Rules and Procedures (Standard 6) | Observations: |
| Elements of Focus: |  |
| Establishing Classroom Routines   * Establishes rules and/or procedures and ensures effective implementation |  |
| Organizing the Physical Layout of the Classroom   * Organizes materials, traffic patterns, and displays to enhance learning |  |

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| **Domain 1: Classroom Strategies and Behaviors – Lesson Segments Addressing Content** | |
| **DQ2** - Helping Students Interact with New Knowledge (Standard 4) | Observations: |
| Elements of Focus: |  |
| Identifying Critical Information   * Provides cues to important information |  |
| Organizing Students to Interact with New Knowledge   * Uses flexible grouping to facilitate processing of new information |  |
| Previewing new Content   * Breaks content into small chunks that are easily processed by students |  |
| Chucking Content into “Digestible Bites”   * Breaks content into small chunks that are easily processed by students |  |
| Processing of New Information   * All students summarize and clarify new information individually or in groups |  |
| Elaborating on New Information   * Uses critical questioning strategies so that all students make inference and defend their thinking |  |
| Recording and Representing Knowledge   * Summarizing, taking notes, utilizing thinking maps, or using non-linguistic representations |  |
| Reflecting on Learning   * Students engage in metacognition around new learning |  |
| **DQ3** – Helping Students Practice and Deepen New Knowledge (Standards 2, 3 and 4) | Observations: |
| Elements of Focus: |  |
| Reviewing Content   * Reviews critical content and activates prior knowledge |  |
| Organizing Students to Practice and Deepen Knowledge   * Uses intentional, deliberate, and varied groups |  |
| Using Homework   * To deepen students’ knowledge of content, or to practice a skill, strategy, or process |  |
| **DQ3** – Helping Students Practice and Deepen New Knowledge (Standards 2, 3 and 4)  Examining Similarities and Differences   * Comparing, classifying, creating analogies and metaphors |  |
| Examining Errors in Reasoning   * Logical fallacies, propaganda, bias |  |
| Practicing Skills, Strategies, and Processes   * Developing fluency |  |
| Revising Knowledge   * Students reflect on knowledge to make revisions to their thinking |  |
| **DQ4** – Helping Students Generate and Test Hypothesis (Standards 2 and 4) | Observations: |
| Elements of Focus: |  |
| Organizing Students for Cognitively Complex Tasks   * The teacher engages students in cognitively complex tasks to synthesize recently learned knowledge or skill |  |
| Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing   * Decision making, problem solving, problem generating, experimental inquiry, and investigations |  |
| Providing Resources and Guidance |  |

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| **Domain 1: Classroom Strategies and Behaviors – Lesson Segments Enacted on the Spot** | |
| **DQ5** – Engaging Students (Standards 3 and 6) | Observations: |
| Elements of Focus: |  |
| Noticing When Students are Not Engaged |  |
| Using Academic Games |  |
| Managing Response Rates   * All students actively respond |  |
| Using Physical Movement   * Uses strategies that require students to move physically to maintain engagement |  |
| Maintaining a Lively Pace |  |
| Demonstrating Intensity and Enthusiasm |  |
| **DQ5** – Engaging Students (Standards 3 and 6)  Using Friendly Controversy   * Appropriately uses techniques that require students to take and defend a position about content |  |
| Providing Opportunities for Students to Talk about Themselves |  |
| Presenting Unusual or Intriguing Information |  |
| **DQ7** – Recognizing Adherence to Rules and Procedures (Standard 6) | Observations: |
| Elements of Focus: |  |
| Demonstrating “Withitness” |  |
| Applying Consequences for Lack of Adherence to Rules |  |
| Acknowledging Adherence to Rules and Procedures |  |
| **DQ8** – Establishing and Maintaining Effective Relationships (Standard 3) | Observations: |
| Elements of Focus: |  |
| Understanding Students’ Interests and Backgrounds |  |
| Using Verbal and Nonverbal Behaviors that Indicate Affection for Students |  |
| Displaying Objectivity and Control   * Behaves in ways that indicate he or she does not take infractions personally |  |
| **DQ9** – Communicating High Expectations for all Students (Standards 2 and 3) | Observations: |
| Elements of Focus: |  |
| Demonstrating Value and Respect for Low Expectancy Students   * Understands how his/her behaviors communicate to students and monitors own biases |  |
| Asking Questions of Low Expectancy Students   * Asks questions of low expectancy students with the same frequency and level of difficult as with high expectancy students |  |
| Probing Incorrect Answers with Low Expectancy Students   * Inquires into incorrect answers with all students with the same depth and rigor |  |

Educator Name: Click here to enter text. Date Click here to enter text.

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| **Questions for discussion:** |
| 1. Overall, how do you think the lesson went and why? (Standard 8) |
| Click here to enter text. |
| 1. In what ways did students meet or not meet the learning goals you established for the lesson? How did you assessments inform your understanding of student learning? (DQ 1 - Standard 5) |
| Click here to enter text. |
| 1. To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning? (DQ 6 - Standard 6) |
| Click here to enter text. |
| 1. How did the strategies you used to introduce new content to students support student learning? (DQ2 - Standard 4) |
| Click here to enter text. |
| 1. How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning? (DQ 3 - Standards 2, 3 and 4) |
| Click here to enter text. |
| 1. How did the strategies you used to help students generate and test hypothesis about new knowledge support student learning? (DQ4 – Standard 2 and 4) |
| Click here to enter text. |
| 1. Which techniques for engaging students were most successful? Which techniques were not successful? (DQ5 – Standards 3 and 5) |
| Click here to enter text. |
| 1. How did the use of positive and negative consequences impact student adherence or lack of adherence to rules and procedures? (DQ7 – Standard 6) |
| Click here to enter text. |
| 1. What specific actions did you take during this lesson to build student relationships with your students? What impact did these actions have on your relationship with students? (DQ8 – Standard 3) |
| Click here to enter text. |
| 1. What specific actions did you take to communicate high expectations for students? How did these impact students learning? (DQ0 – Standards 2 and 3) |
| Click here to enter text. |
| 1. How will this lesson inform changes to your instructional plan? (Standard 8) |
| Click here to enter text. |

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| **Domain 1: Classroom Strategies and Behavior – Involving Routine Events**  **-Addressing Content**  **-Enacted on the Spot** | Unsatisfactory | Basic | Proficient | Exemplary |
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| Evidence: | | | | |
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| **Domain 2: Planning and Preparation**  **-Lessons and Units**  **-Resources and Technology**  **-Planning for ELL students**  **-Planning for Special Education students**  **-Planning for students who lack support** | Unsatisfactory | Basic | Proficient | Exemplary |
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| Evidence: | | | | |
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| **Domain 3: Reflecting on Teaching**  **-Evaluating Personal Performance**  **-Developing and Implementing a Professional Growth Plan** | Unsatisfactory | Basic | Proficient | Exemplary |
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| Evidence: | | | | |

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| Educator’s signature: |  | Date: |  |
| Administrator’s signature: |  | Date: |  |