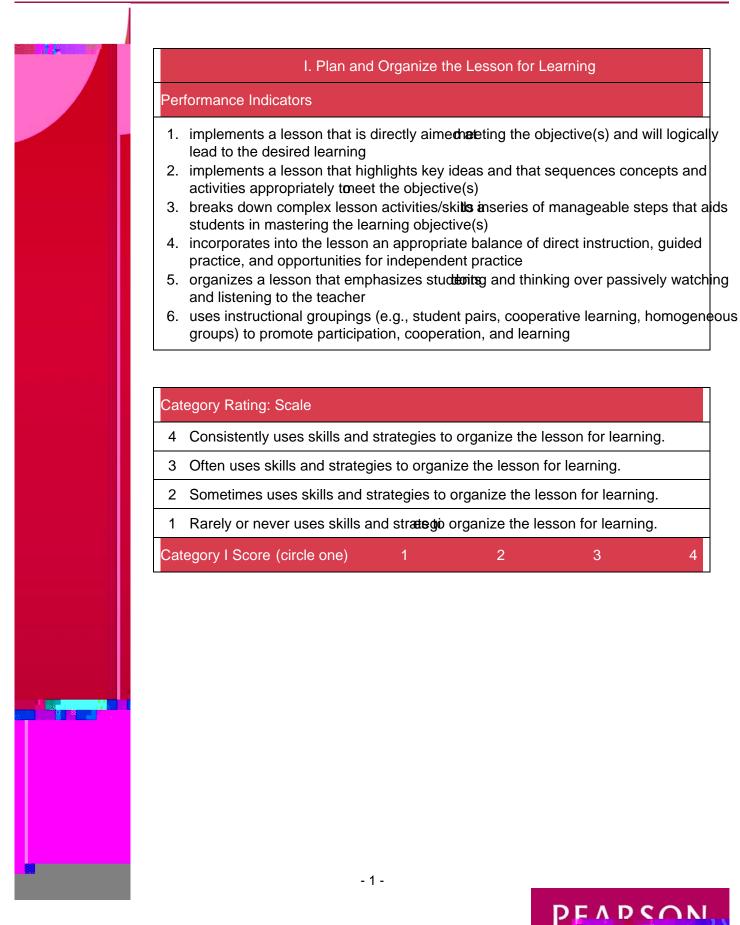
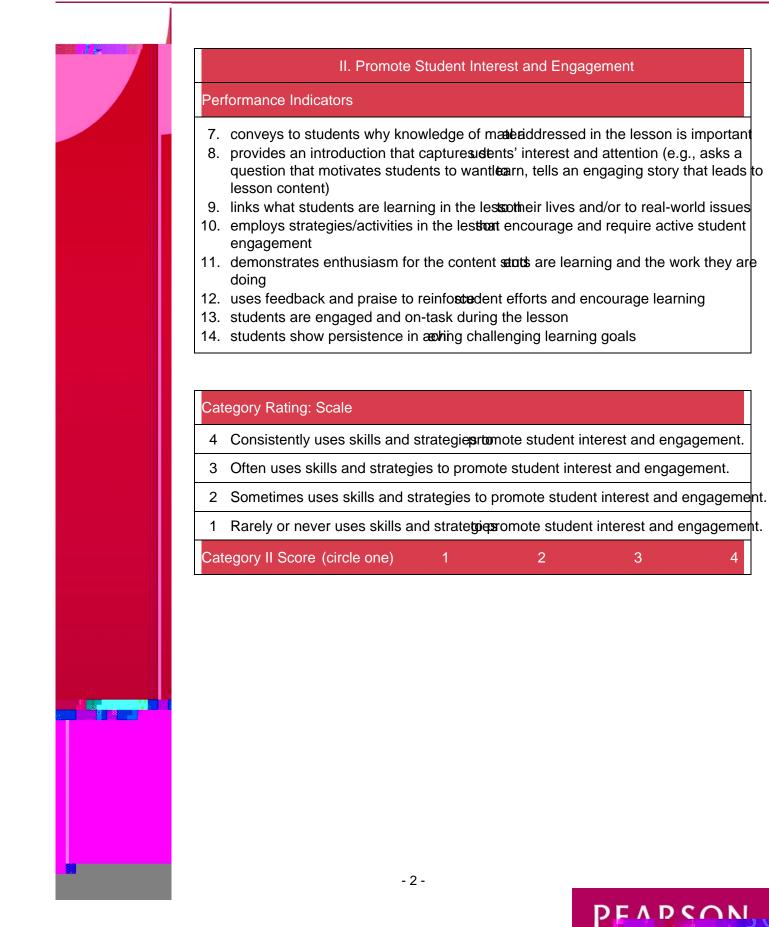


Framework for the Observation of Effective Teaching

Draft as of October 21, 2011



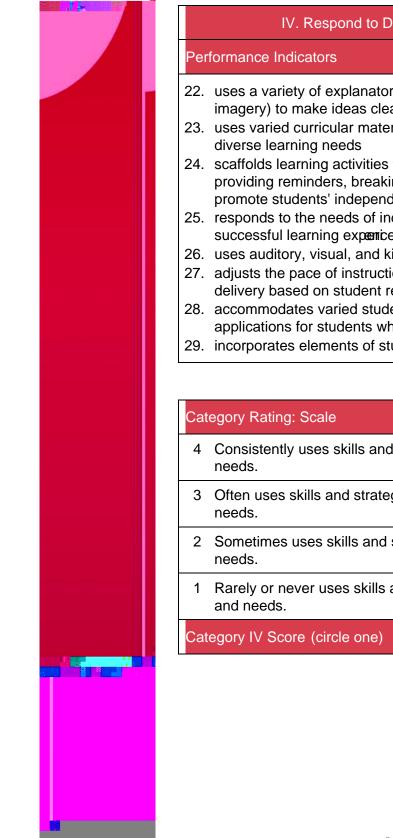






2

3

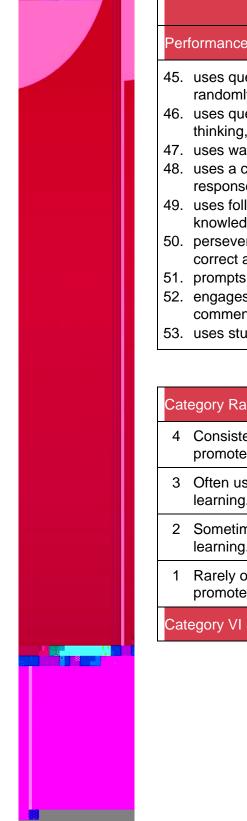


IV. Respond to Diverse Student Characteristics and Needs

- 22. uses a variety of explanatory devices.(engodeling thinking aloud, using visual imagery) to make ideas cleardaaccessible to all students
- 23. uses varied curricular materials or adaptsricular materials to meet students diverse learning needs
- 24. scaffolds learning activities to addrested int student need and readiness (e.g., providing reminders, breaking a problem into steppe, viding examples) and to promote students' independence as learners
- 25. responds to the needs of individual stutseans the lesson proceeds to help ensure a successful learning expensive for all students
- 26. uses auditory, visual, and kinesthetic modalitiben presenting material to the class
- 27. adjusts the pace of instruction, the food instruction, and/or the method of delivery based on student response and progress as the lesson proceeds
- 28. accommodates varied student time netwysproviding relevant, meaningful skill applications for students who complete work early
- 29. incorporates elements of students' cual/community backgrounds into instruction
- 4 Consistently uses skills and strategiesetopond to diverse student characteristics and needs.
- 3 Often uses skills and strategies to resp to diverse student characteristics and needs.
- 2 Sometimes uses skills and strategies **spoe**d to diverse student characteristics and needs.
- 1 Rarely or never uses skills and stratetoiersespond to diverse student characteristics and needs.

Category IV Score (circle one) 1 2 3	4
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VI. Ask Questions and Lead Discussions to Promote Learning

Performance Indicators

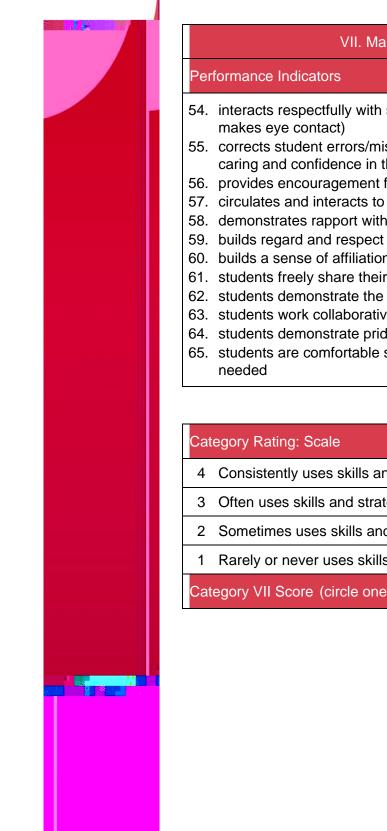
- 45. uses questioning practices that keep all students engaged (e.g., calls on students randomly, does not call only ostudents with hands raised)
- 46. uses questioning to promote different typesdaevels of thinking (e.g., recall, critical thinking, divergent thinking)
- 47. uses wait time appropriate to the goalsqueestioning and the types of questions asked
- 48. uses a continuum of questioning and cueing techniques to lead students to correct responses
- 49. uses follow-up questions to prompt students to explain their thinking and extend their knowledge
- 50. perseveres and returns to stend ts who give partial answetres state the full answer in correct academic language
- 51. prompts students to interact with and reato one another during class discussion
- 52. engages students in interactive talk that most sthem to explain their thinking and comment on other students' thinking
- 53. uses students' comments, questions, interactions advance learning for the class

Category Rating: Scale

- 4 Consistently uses skills and strate fire squestioning and leading discussion to promote learning.
- 3 Often uses skills and strategies for **diaming** and leading discussion to promote learning.
- 2 Sometimes uses skills and strategies for questioning and leading discussion to promote learning.
- 1 Rarely or never uses skills and strate tipes guestioning and leading discussion to promote learning.

Category VI Score (circle one)	1	2	3	4
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VII. Maintain a Positive Emotional Climate

- 54. interacts respectfully with students (e.ligstens attentively, acknowledges comments,
- 55. corrects student errors/misunderstandings in positive ways that reflect patience and caring and confidence in their intellectual ability to learn
- 56. provides encouragement for studeperforming at all levels
- 57. circulates and interacts to maintain proximity with students
- 58. demonstrates rapport with the class throrugositive verbal and nonverbal interaction
- 59. builds regard and respect through fairness, courtesy, and consideration
- 60. builds a sense of affiliation and mutual support among students
- 61. students freely share their views and ideas
- 62. students demonstrate the belief thatey can learn the lesson content
- 63. students work collaboratively with peers to promote learning
- 64. students demonstrate pride in their work and accomplishments
- 65. students are comfortable seeking support freacher or peers when assistance is
- 4 Consistently uses skills and strategies staintain a positive emotional climate.
- 3 Often uses skills and strategies tointain a positive emotional climate.
- 2 Sometimes uses skills and strategies to maintain a positive emotional climate.
- Rarely or never uses skills and strategies to maintain a positive emotional climate.

Category VII Score (circle one) 2 3

