Classroom Observation Rubric

Planning – Designing Instruction (1 = need training, 3 = adequate, 5 = mastered/strength)					
Skill-Knowledge	Evidence	1	3	5	Score
Course Design	• Pacing guide specific to class • Daily schedule for ELA, math, science/social studies adheres to recommended minutes				
Comprehensive units of study	• Small skills practice is incorporated into the larger unit				
Daily instruction planning	• Clear, descriptive lesson plans • Rigorous obtainable expectations • Systematic delivery • Incorporates multiple learning domains of Bloom's Taxonomy				
Language and Communication	• Plan developed to support each student in increasing communication skills • Monitoring, training, and assessment of student communication is scheduled and purposeful				
Engagement and access	• Individual IEP goals and/or objectives intervention integrated into lessons • All adults have any needed training to support student engagement				
Universal Design for Learning (UDL)	• The instruction is designed to ensure all students (universal) learning • All students can physically access the learning • All students have access to supports: visuals, tactiles, templates, prompts, etc.				

Classroom Observation Rubric

Teaching – Delivering Instruction (1 = need training, 3 = adequate, 5 = mastered/strength)					
Skill-Knowledge	Evidence	1	3	5	Score
Providing multi-sensory opportunities to learn	• Concepts taught using multiple forms of media, expression, perspectives • More than one way to an answer • Opportunities for exploration, questioning, wondering, and productive struggle				
Systematic learning	• Students are familiar with the routine so they are focused on the content • Strategies for when instruction is interrupted (e.g., fire drill, parent visit, etc.) • Lesson builds on prior learning and/or mastered skills • I Do, We Do, You Do • Productive struggle • Reinforce progress towards goal, not just perfection or mastery				
Embedding IEP goals within instruction	• All adults support individualized intervention within instruction • Students have unique opportunities within the lesson that will support IEP MAG/STO				
Developing content vocabulary	• Content vocabulary picture symbols/word cards • Observed direct teaching • Students using content vocabulary				

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Generalizing vocabulary	• Target vocabulary is used in more than one unit of study of course • Target vocabulary selected provides opportunities for students to express thoughts, opinions, ideas, connections • Vocabulary is available even when the unit of study is complete				
All students communicating	• Picture symbols/ communication boards available to all students • Symbols everywhere is the space • Visual prompts for sparking communication				
Content-rich lessons	• Content is the focus, not small skills • Collaboration with content specialists is available as needed/wanted				
Engagement	• Evidence of student work throughout the room/space • Students are purposefully using the learning materials • Students are questioning, commenting, etc. related to the lesson • Minimal cues required to focus students or re-direct them • Students are acknowledging their own successes/struggles • Students are engaged in productive struggle				
Supporting independence/ generalization	• Visual cues/supports, timers, reminders, etc. • Skills are applied and reinforced throughout multiple units of study and/or across content				

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Assessment – Measuring Learning (1 = need training, 3 = adequate, 5 = mastered/strength)					
Skill-Knowledge	Evidence	1	3	5	Score
Measuring student content mastery and learning—(newly acquired, practiced, and mastered)	• Grading, rating, or other data collection • Formal and informal assessments • Alignment of the assessment to what is being measured • Use of a variety of data measures to determine student needs and achievements • Daily measures of student understanding				
Gathering data on student strengths and needs	• Simple, individualized progress monitoring system accessible to all adults available • Measuring skills applied and integrated within the learning and engagement				
Utilizing strengths to overcome/compensate for areas of need	• Instructional delivery provides opportunities for students to use and hone strengths • Strengths are accessed in teaching compensatory strategies or needed skills				
Providing opportunities for self-directed learning	• Students are encouraged to wonder, ponder, question, research, and explore • Student questions and inquiry drives the instructional focus				
Progress monitoring IEP goals/objectives	• General outcome measures (GOM) guide instructional planning • Mastery measures (MM) guide intervention • Monitoring system that is easily integrated within content instruction • Monitoring occurs weekly • Student specific				

Classroom Observation Rubric

Refine and Reflect – Teacher Learning and Growth (1 = need training, 3 = adequate, 5 = mastered/strength)					
Skill-Knowledge	Evidence	1	3	5	Score
Refining instruction based on student performance	• Data drives the lesson plan • Lesson plans are altered each day/week based on the student progress • Strategies for engagement that are effective are increased • Barriers to engagement are reduced/eliminated				
Communication	• Back-up or troubleshooting plan to support any technology, assistive technology, or alternative augmentative communication systems needed for student communication				
Connecting learning across content areas	• Target vocabulary used across content areas • Concepts are reinforced in more than one content area/unit of study				
Connecting learning to home/work/other settings	• System for sharing student learning with parents including content themes, target vocabulary, successes, and previews of what will be taught next • Summer study guides to provide opportunities to reinforce/pre-teach vocabulary, develop questions and opinions, experience through video, webcasts, etc.				