

Observer:

Grade Level:

Date:

Observation Duration:

The Climate and Culture Observation tool provides indicators of a positive and supportive learning environment required for students to engage in academically rigorous instruction **AND** develop appropriate social and emotional skills. The tool **is not** an exhaustive list of indicators, but does provide specific, concrete look-fors while allowing the observer to capture additional information not reflected in the observation tool.

Classroom Indicators (to be included in Math and ELA look-fors and with observations conducted in CIR/UIR schools):

Observer Actions	Look-Fors	Teacher 1 (Y/N)	Teacher 2 (Y/N)	Teacher 3 (Y/N)
Indicator 1: Students have opportunities to collaborate and engage with one another during learning.	A. The classroom arrangement is flexible to support different structures to learn and encourage movement (i.e. desks are in pairs or groups; the room has extra tables and/or moveable furniture, sufficient space for movement). If yes, indicate the setup/structure.			
	B. Students have many opportunities to actively contribute in the learning process and/or build on the ideas of others, via small groups or whole group. If yes, indicate the frequency to contribute during the observation.			
	C. Students communicate with one another and with adults in a positive manner and using appropriate social behaviors			
	D. The classroom provides other opportunities, not captured above, for students to engage with one another during learning. Use the space to the right to explain further:			

Observer Actions	Look-Fors	Teacher 1 (Y/N)	Teacher 2 (Y/N)	Teacher 3 (Y/N)
<p>Indicator 2: Teachers build positive relationships with students.</p>	<p>A. The teacher frequently engages all students to confirm understanding, and provide extra support. If yes, please indicate the frequency observed.</p>			
	<p>B. The teacher demonstrates respect, compassion and positive communication towards students (i.e. thank you, please, using names, warm and calm voice, eye contact, etc.). If yes, please indicate the demonstration used by the teacher.</p>			
	<p>C. The teacher effectively addresses and redirects misbehavior calmly, with a neutral affect, and by making use of appropriate intervention to prompt students towards appropriate behavior and not take time away from learning. If yes, please indicate the approach used to redirect.</p>			
	<p>D. The observer sees evidence, not captured above, of the teacher building a positive relationship with students (i.e. smiling, social conversation, positive expectations). Please list evidence not captured above.</p>			

School Indicators: The school indicators should be discussed with the principal and leadership team during debrief of the observation visit.

Observer Actions	Look-Fors	Indicate Y/N , along with additional information
<p>Indicator 1: Students have opportunities outside of the classroom to engage with their peers, and to self-regulate appropriately.</p>	<p>A. The school provides freedom of movement within the day that allows students to socialize with one another (i.e. common lunchtime, recess, etc.). If yes, indicate the opportunities provided</p>	<p><input type="checkbox"/> NO <input type="checkbox"/> YES</p>
	<p>B. Students communicate with one another and with adults in a positive manner and using appropriate social behaviors.</p>	<p><input type="checkbox"/> NO <input type="checkbox"/> YES</p>
	<p>C. An adult effectively addresses and redirects misbehavior calmly, discreetly and by making use of appropriate interventions to prompt students toward appropriate behavior and to avoid anticipated problems. If yes, please indicate the approach used to redirect.</p>	<p><input type="checkbox"/> NO <input type="checkbox"/> YES</p>
	<p>D. The observer sees evidence, not captured above, of students engaging outside of the classroom with their peers, and self-regulating appropriately.</p>	<p><input type="checkbox"/> NO <input type="checkbox"/> YES</p>
<p>Indicator 2: Adults in the school have formal and structured roles to support students building social and emotional skills.</p>	<p>A. The school provides a formal structure (with dedicated time, space, and staff) for students to have an advisor/mentor for multiple years that supports addressing academic, social, and emotional areas. (middle and high school particularly)</p>	<p><input type="checkbox"/> NO <input type="checkbox"/> YES</p>
	<p>B. The school counselor is able to spend appropriate time (at least four hours daily) counseling individual or small groups of students.</p>	<p><input type="checkbox"/> NO <input type="checkbox"/> YES</p>
	<p>C. The observer sees evidence, not captured above, of adults in the school assigned to support students to building social and emotional skills. If yes, please indicate what is observed or offered by the school.</p>	<p><input type="checkbox"/> NO <input type="checkbox"/> YES</p>