**Use of this workbook is optional.**

The Compass observation workbook is designed to make it easier to collect, record, and rate evidence from teacher observations. The goal of the workbook is to help evaluators focus on the most important aspects of the observed lesson and use evidence to generate fair and accurate ratings using the Compass Teacher Rubric. Evaluators may also use this workbook to discuss the observation and ratings with the teacher. Please feel free to update or customize this workbook.

**OBSERVATION NOTES**

|  |  |  |  |
| --- | --- | --- | --- |
| Period: |  | School: |  |
| Teacher: |  | Grade & Subject: |  |
| evaluator: |  | FORMAL/INFORMAl? |  |
| Start Time: |  | End Time: |  |

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| --- |
| 1. What is the teacher’s goal for students in this classroom? |
| goal |
|  |

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| --- |
| 1. What is the objective of today’s lesson? |
| objective |
|  |
| 1. Will today’s objective help students make progress toward the goal? Is the objective rigorous? |
| Evidence |
|  |
| 1. Are students achieving the objective? How many/what percentage? |
| Evidence |
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| 1. what teacher actions are leading students to attain or not attain the objective? |
| Evidence |
|  |

**OBSERVATION ANALYSIS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PLANNING AND PREPARATION COMPETENCY 1C: SETTING INSTRUCTIONAL OBJECTIVES | | | | |
| Ineffective   * Outcomes lack rigor. * Outcomes do not represent important learning in the discipline. * Outcomes are not clear or are stated as activities. * Outcomes are not suitable for many students in the class. | Effective: Emerging   * Outcomes represent a mixture of low expectations and rigor. * Some outcomes reflect important learning in the discipline. * Outcomes are suitable for most of the class. | Effective: Proficient   * Outcomes represent high expectations and rigor. * Outcomes are related to “big ideas” of the discipline. * Outcomes are written in terms of what students will learn rather than do. * Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. * Outcomes are suitable to groups of students in the class, differentiated where necessary. | Highly Effective:  In addition to the characteristics of “proficient,”   * Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. * Teacher connects outcomes to previous and future learning * Outcomes are differentiated to encourage individual students to take educational risks. | |
| Evidence | | | | |
|  | | | | |
| comments/suggestions: | | | | Performance Level |
|  |

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| --- | --- | --- | --- | --- |
| CLASSROOM ENVIRONMENT COMPETENCY 2c: Managing Classroom Procedures | | | | |
| Ineffective   * Students not working with the teacher are disruptive to the class. * There are no established procedures for distributing and collecting materials. * Procedures for other activities are confused or chaotic. | Effective: Emerging   * Small groups are only partially engaged while not working directly with the teacher. * Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough. * Classroom routines function unevenly. | Effective: Proficient   * The students are productively engaged during small group work. * Transitions between large and small group activities are smooth. * Routines for distribution and collection of materials and supplies work efficiently. * Classroom routines function smoothly. | Highly Effective:  In addition to the characteristics of “proficient,”   * Students take the initiative with their classmates to ensure that their time is used productively. * Students themselves ensure that transitions and other routines are accomplished smoothly. * Students take initiative in distributing and collecting materials efficiently. | |
| Evidence | | | | |
|  | | | | |
| comments/suggestions: | | | | Performance Level |
|  |

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| --- | --- | --- | --- | --- |
| INSTRUCTION COMPETENCY 3b: Using Questioning and Discussion Techniques | | | | |
| Ineffective   * Questions are rapid‐fire, and convergent, with a single correct answer. * Questions do not invite student thinking. * All discussion is between teacher and students; students are not invited to speak directly to one another. * A few students dominate the discussion. | Effective: Emerging   * Teacher frames some questions designed to promote student thinking, but only a few students are involved. * The teacher invites students to respond directly to one another’s ideas, but few students respond. * Teacher calls on many students, but only a small number actually participate in the discussion. | Effective: Proficient   * Teacher uses open‐ended questions, inviting students to think and/or have multiple possible answers. * The teacher makes effective use of wait time. * The teacher builds on uses student responses to questions effectively. * Discussions enable students to talk to one another, without ongoing mediation by the teacher. * The teacher calls on most students, even those who don’t initially volunteer. * Many students actively engage in the discussion. | Highly Effective:  In addition to the characteristics of “proficient,”   * Students initiate higher‐order questions. * Students extend the discussion, enriching it. * Students invite comments from their classmates during a discussion. | |
| Evidence | | | | |
|  | | | | |
| comments/suggestions: | | | | Performance Level |
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| --- | --- | --- | --- | --- |
| INSTRUCTION COMPETENCY 3c: Engaging Students in Learning | | | | |
| Ineffective   * Few students are intellectually engaged in the lesson. * Learning tasks require only recall or have a single correct response or method. * The materials used ask students only to perform rote tasks. * Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. * Instructional materials used are unsuitable to the lesson and/or the students. * The lesson drags, or is rushed. | Effective: Emerging   * Some students are intellectually engaged in the lesson. * Learning tasks are a mix of those requiring thinking and recall. * Student engagement with the content is largely passive, learning primarily facts or procedures. * Students have no choice in how they complete tasks. * The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. * The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. * The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. | Effective: Proficient   * Most students are intellectually engaged in the lesson. * Learning tasks have multiple correct responses or approaches and/or demand higher‐order thinking. * Students have some choice in how they complete learning tasks. * There is a mix of different types of groupings, suitable to the lesson objectives. * Materials and resources support the learning goals and require intellectual engagement, as appropriate. * The pacing of the lesson provides students the time needed to be intellectually engaged. | Highly Effective:  In addition to the characteristics of “proficient,”   * Virtually all students are highly engaged in the lesson. * Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. * Students suggest modifications to the grouping patterns used. * Students have extensive choice in how they complete tasks. * Students suggest modifications or additions to the materials being used. * Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. | |
| Evidence | | | | |
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| comments/suggestions: | | | | Performance Level |
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| INSTRUCTION COMPETENCY 3d: Using Assessment in Instruction | | | | |
| Ineffective   * The teacher gives no indication of what high quality work looks like. * The teacher makes no effort to determine whether students understand the lesson. * Feedback is only global. * The teacher does not ask students to evaluate their own or classmates’ work. | Effective: Emerging   * There is little evidence that the students understand how their work will be evaluated. * Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. * Teacher requests global indications of student understanding. * Feedback to students is not uniformly specific, not oriented towards future improvement of work. * The teacher makes only minor attempts to engage students in self‐ or peer‐assessment. * The teacher’s attempts to adjust the lesson are partially successful. | Effective: Proficient   * Students indicate that they clearly understand the characteristics of high quality work. * The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements. * Feedback includes specific and timely guidance for at least groups of students. * The teacher attempts to engage students in self‐ or peer‐assessment. * When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. | | Highly Effective:  In addition to the characteristics of “proficient,”   * There is evidence that students have helped establish the evaluation criteria. * Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class. * Teacher makes frequent use of strategies to elicit information about individual student understanding. * Feedback to students is specific and timely, and is provided from many sources, including other students. * Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.   The teacher’s adjustments to the lesson are designed to assist individual students. |
| Evidence | | | | |
|  | | | | |
| comments/suggestions: | | | Performance Level | |
|  | |

**OBSERVATION RATING SUMMARY**

|  |  |
| --- | --- |
| Component | Rating |
| 1C: SETTING INSTRUCTIONAL OBJECTIVES |  |
| 2C: MANAGING CLASSROOM PROCEDURES |  |
| 3B: USING QUESTIONING AND DISCUSSION TECHNIQUES |  |
| 3C: ENGAGING STUDENTS IN LEARNING |  |
| 3D: USING ASSESSMENT IN INSTRUCTION |  |
| average |  |

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| --- |
| OBservation Comments |
|  |

**TEACHER CONFERENCE NOTES**

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| dATE: |  |
| tIME: |  |
| evaluator: |  |
| OTHER PARTICIPANTS: |  |

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| --- |
| NOTES |
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