Quality Urban Classrooms 2.0: Observation Protocol—**Student Focus**

20 minutes suggested observation time

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### Domains and indicators to look for during observation (Check box if indicator occurred)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) <strong>Students take an active role in creating and maintaining classroom norms and protocols.</strong></td>
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<tr>
<td>1.1</td>
<td>Students know how to <strong>use/access resources (materials &amp; one another)</strong> and know <strong>where</strong> to get materials, whether provided by the teacher or within the larger learning space.</td>
</tr>
<tr>
<td>1.2</td>
<td>Students have <strong>internalized and follow classroom/activity norms and expectations</strong>, and prompt and <strong>remind one another</strong> when necessary.</td>
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<tr>
<td>1.3</td>
<td>Students appear to be <strong>self-directed</strong>, and <strong>engage productively in the learning task</strong> without waiting for continual teacher direction.</td>
</tr>
<tr>
<td>2) <strong>Students generate and/or participate in the process of how to meet learning goals and assignments.</strong></td>
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<tr>
<td>2.1</td>
<td>Students have appropriate <strong>options in how to meet learning goals or fulfill learning tasks</strong>, e.g., multiple ways to represent, solve, and/or respond to a problem or question, and/or appropriate choices within the context of the lesson.</td>
</tr>
<tr>
<td>2.2</td>
<td>Students <strong>ask one another questions</strong> regarding learning activities to clarify expectations or assignment procedures.</td>
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<tr>
<td>2.3</td>
<td>Students can <strong>monitor their individual and collective</strong> progress toward learning objective(s).</td>
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<tr>
<td>3) <strong>Students participate in learning and support each other in building understanding or knowledge.</strong></td>
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</tr>
<tr>
<td>3.1</td>
<td>Students volunteer relevant background knowledge and/or experiences.</td>
</tr>
<tr>
<td>3.2</td>
<td>Students <strong>seek out opportunities to extend</strong> their understanding of the content (e.g., asking questions beyond those posed by teacher, bring in outside materials or references to academic topic).</td>
</tr>
<tr>
<td>3.3</td>
<td>Students <strong>use their first language and/or vernacular</strong> ways of speaking to support their peers <strong>academically</strong>, to clarify their thinking, and to build bridges to academic ways of talking.</td>
</tr>
<tr>
<td>3.4</td>
<td>Students are <strong>productively, actively, and appropriately engaged</strong> in learning activities most of the time (not just behavior compliance, but active engagement in learning).</td>
</tr>
<tr>
<td>3.5</td>
<td>In general, students have <strong>opportunities to collaborate</strong> with peers and are <strong>actively engaged in academic talk</strong>.</td>
</tr>
</tbody>
</table>

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Observer Notes:
Observer: ____________________________________________________ Date: __________________

Subject: __________________ School: __________________ Teacher Candidate: __________________

Internship: __________________ Lesson Scale: (Individual, Small group, Whole Class)

Quality Urban Classrooms 2.0: Observation Protocol—**Teacher Focus**

20 minutes suggested observation time

### Domains and indicators to look for during observation (Check box if indicator occurred)

#### 1) Focuses on clear and challenging learning goals.
- **1.1** Sets and **conveys** clear content and skill objectives.
- **1.2** Sets and **conveys** clear **language objectives**.
- **1.3** Learning objectives include **higher order thinking** language (e.g. apply knowledge, engage in dialogue, make predictions, synthesize, evaluate, and analyze).
- **1.4** Refers to “big ideas” and **key learning**, and emphasizes/reminds students of these **throughout the lesson/unit**.
- **1.5** Selects **appropriate learning materials and tasks** for learning objectives.

#### 2) Engages students in content and learning activities in a responsive way.
- **2.1** Makes lesson’s **content relevant/useful** to the lives of their students.
- **2.2** Shows regard for student experiences and integrates **multiple perspectives/lenses** to encourage students to think critically (optional ways to solve/think, divergent thinking, look at it from a different viewpoint).
- **2.3** Engages in **feedback loops** (more than one back-and-forth interaction with substance) that include higher order thinking questions to probe and gain knowledge of students’ understanding.
- **2.4** Fosters and pushes students to engage in **metacognition** (e.g., thinking aloud, discussing thought processes).
- **2.5** Responsive to student questions/concerns, and takes advantage of “teachable moments” to clarify students’ understandings of learning goals of lesson/unit.

#### 3) Supports students in their academic progress.
- **3.1** Paces instruction based on student learning needs.
- **3.2** **Scaffolds** information/tasks to meet students needs, so all students can access information and meet goals (e.g., breaks projects/tasks down, differentiates).
- **3.3** Builds varied and engaging opportunities for **meaningful application** of content (e.g., projects, thematic instruction, connections to community and/or culture outside of school).
- **3.4** Permits/supports meaningful peer interactions and conversations with regard to academic content.
- **3.5** Facilitates development of increased student responsibility for learning (e.g., goal setting, note taking, peer and self assessment with rubrics).

#### 4) Strategies are present for supporting culturally and linguistically diverse learners.
- **4.1** Links vernacular to academic language/discipline-area terms.
- **4.2** Makes **strategic use** of students’ first language or oral traditions.
- **4.3** Integrates instructional strategies to **support language development** (English language learners as well as transitions from vernacular to academic language).

Observer Notes:
Domain and indicators to look for during observation (Check box if indicator occurred)

1) Physical characteristics of the classroom support academic learning.
   - 1.1 Learning and language objectives visibly displayed in room, including nonlinguistic representations.
   - 1.2 Student work respectfully and thoughtfully displayed.
   - 1.3 A resource-rich environment has been created that supports student learning (e.g., word walls, charts and pictures of key content learning, book centers, paper or other materials needed for learning tasks, etc.).
   - 1.4 Teacher strategically uses the space to be conducive to learning (e.g., desk arrangements for different groupings, organization of materials and resources in classroom).
   - 1.5 Teacher moves around the classroom, attends to most students (may include students with unique learning needs).

2) Socio-emotional climate of the classroom supports student engagement and belonging.
   - 2.1 Teacher-student and student-student interactions seem cohesive, supportive, safe, and often characterized by humor and warmth.
   - 2.2 Teacher communicates a belief that students can succeed both academically and personally, and the teacher won’t give up on students.
   - 2.3 Regarding students’ culture and use of native language, teacher is sensitive, responsive, and accepting.
   - 2.4 Teacher demonstrates and promotes caring interactions, e.g., personal knowledge of students (names, families, learning needs), greeting students, fostering a climate where students know one another.
   - 2.5 There is an absence or intolerance of bullying and teasing.

3) Classroom management reflects a commitment to fairness, justice, and promotes a low-conflict environment.
   - 3.1 Teacher has established positive relationships, effective routines, and norms of conduct that foster a positive learning community.
   - 3.2 Teacher is respectfully assertive and attends to behavior issues promptly and appropriately.
   - 3.3 In the presence of disruptive behavior, there is evidence of an established progressive discipline plan that consistently and respectfully reinforces expectations and/or consequences.
   - 3.4 Conflict (teacher-student and student-student) is mediated respectfully with a resolution maintaining everyone’s dignity.
   - 3.5 Absence of teacher-student power struggles or harmful confrontations with or in front of students.
   - 3.6 Teacher shows no bias, favoritism, or preferential treatment

Observer Notes: