Brockton Avenue School
Self-Evaluation Observation Questions
LAUSD Teaching and Learning Framework

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STANDARD 2: CLASSROOM ENVIRONMENT			
2.a.1. Teacher interaction with students	**Yes**	**No**	**Area of Concern**
Teacher interacts with students in a way that projects respect and creates a safe and supportive learning environment.			
Teacher-student interactions are friendly and demonstrate caring and respect for class as a whole			
Interactions are appropriate to the age and cultures of the students			
Students exhibit respect for e the teacher.			
Teacher demonstrates understanding for individuals			
Students appear to trust the teacher with sensitive information and have mutual respect and open dialogue in a variety of contexts.			
2.a.3. Classroom Climate	**Yes**	**No**	**Area of Concern**
Classroom environment is safe and supportive			
Risk taking is encouraged			
Students freely share their ideas or opinions and take risks in learning.			
Student mistakes are treated as learning opportunities by the teacher			
2.b.2. Expectations for Learning and Achievement	**Yes**	**No**	**Area of Concern**
Classroom environment conveys a culture of high expectations.			
Instructional outcomes, activities, assignments and classroom interactions convey high expectations for all students.			
Teacher demonstrates clear and high expectations about what is expected of students in order for them to learn and achieve.			
Overall learning expectations are clear to all students and consistently related to standards			
Students appear to have internalized these expectations.			
There is a celebration of growth and achieving personal best for students and the teacher			
2.c.1. Management of Routines, Procedures, and Transitions	**Yes**	**No**	**Area of Concern**
Transitions occur smoothly, with little loss of instructional time.			
Students use efficient previously learned routines with minimal direction from the teacher.			
Students assume responsibility in ensuring their efficient operation.			
Students initiate and efficiently use routines and procedures appropriate to the task, transitions, or grouping structure.			
Instructional time is maximized.			
2.d.2 Monitoring and Responding to Student Behavior	**Yes**	**No**	**Area of Concern**
Teacher recognizes and appropriately reinforces positive behavior and has a clear and consistent system for addressing negative behavior or rule-breaking			
Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.			

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STANDARD 3: DELIVERY OF INSTRUCTON			
3.a.1 Communicating the Purpose of the Lesson	**Yes**	**No**	**Area of concern**
Is the objective of the lesson stated, restated, defined, written, etc.?			
Does the objective align with State Standards, CCSS?			
Are students asked to state the objective?			
Is there a language objective for ELD students?			
What indicator is used to ensure students understand the objective?	**Comments**		
How could you have stated, shared the objective more clearly?			
	Yes	**No**	**Area of concern**
Does the teacher state the rationale for the lesson and connect to broader learning?			
Can students communicate learning expectations and purpose to peers?			
Is the learning objective realistic?			
Is the objective challenging?			
Is the language goal appropriate for the ELD level?			
Could the purpose of the lesson stated in another way? How?	**Comments**		
3.b.1 Quality and Purpose of Questions	**Yes**	**No**	**Area of concern**
Are teacher's question requiring rigorous student thinking?			
Do questions invite and reveal student understanding about content/concept or text under discussion.?			
Teacher differentiates questions to make learning comprehensible for subgroups?			
Do students themselves formulate questions to advance their understanding about the content/concept or text under discussion?			
Is the critical learning placed first?			
Were opportunities provided for all students to learn and practice skills in meaningful contexts?			
Were questions asked or discussion facilitated to clarify or extend students' thinking?			
If so, what was that opportunity?	**Comments**		
What *types* of questions are posed by the teacher to stimulate student interest?	**Comments**		
3.b.2 Discussion Techniques and Student Participation	**Yes**	**No**	**Area of Concern**
Teacher uses intentional, differentiated strategies to engage all students in discussion?			
Teacher uses various differentiated strategies to engage all students in intellectually challenging student-to-student interactions?			

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Does teacher create conditions for students to assume considerable responsibility for the success of the discussion, initiating topics and making thoughtful, unprompted contributions?			
Teacher attempts gradual release from teacher directed to student-initiated conversation?			
Are students expected to participate in an intellectually challenging discussion?			
Were strategies in place that support second language learners used?			
Does discussion stay on target?			
3.c.1 Standards-Based Projects, Activities and Assignments	**Yes**	**No**	**Area of Concern**
Are projects, activities and assignments rigorous? Culturally relevant? Appropriate? Most students? All students?			
Are students cognitively engaged?			
Do students initiate or adapt activities and projects to enhance their understanding?			
Is there differentiation to meet divers student learning needs?			
3.c.2 Purposeful and Productive Instructional Groups	**Yes**	**No**	**Area of Concern**
Do groups support students in achieving the instructional outcomes of the lesson?			
Are groups purposeful, productive and appropriate for needs of student and assignment requirements?			
Where group structures, tasks or products differentiated according ot the needs of subgroups?			
3.d.1 Assessment Criteria	**Yes**	**No**	**Area of Concern**
Students are aware and can articulate the criteria and performance standards?			
Does teacher make assessment criteria comprehensible to all students?			
Do students contribute to the development and evaluation of the assessment criteria?			
How do you check for understanding while working independently?	**Comments**		
How do you insure all students are understanding the lesson?	**Comments**		
What evidence is there that the students met the objective of the lesson?	**Comments**		
3.d.3 Feedback to Students	**Yes**	**No**	**Area of Concern**
Teacher's feedback to student is timely, frequent, relevant, accurate and tied to the instructional outcome?			
Was feedback specific to allow students to revise and improve their work?			
Do students provide feedback to their peers?			
Students work collaboratively with peers to provide actionable feedback?			
Is feedback immediate?			
What types of feedback are provided for reinforcement?	**Comments**		

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3.e.1 Demonstrating Flexibility and Responsiveness	Yes	No	Area of Concern
Teacher successfully addresses students' question, interest or learning styles?			
Maintains the learning objective of the lesson?			
Teacher adjusts the lesson to enhance student learning?			
Teacher takes advantage of spontaneous events or teachable moments to adjust instruction in order to enhance learning?			
How do you adjust for misunderstandings in the instruction?			

These are the other Teaching and Learning Framework Standards that are *not* observable during the Formal Observations. Please use this form to help you.

STANDARD 1: PLANNING AND PREPARATION	
1.d.1 Standards-Based Activities	
As Evidence by:	
1.d.3. Purposeful Instructional Groups	
As Evidence by:	
1.d.4. Lesson and Unit Structure	
As Evidence by:	
1.e.1. Aligns with Instructional Outcomes	
As Evidence by:	
1.e.2. Criteria and Standards	
As Evidence by:	
1.e.3. Design of Formative Assessments	
As Evidence by:	

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1.e.4. Analysis and Use of Assessment Data for Planning	
As Evidence by:	

STANDARD 5: PROFESSIONAL GROWTH	
5.a.2. Use of reflection to inform future instruction	
As Evidence by:	