

Utah Teaching Observation Tool

Teacher:

Date:

Standard 3: Learning Environments

	Emerging & Minimally Effective	Effective	Highly Effective
3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures. (3a)	<input type="checkbox"/> Implements a daily schedule . <input type="checkbox"/> Establishes classroom routines, expectations, and procedures. <input type="checkbox"/> Establishes behavioral expectations focused on planned learning outcomes.	...and <input type="checkbox"/> Provides explicit direction so that learners know what to do and when to do it. <input type="checkbox"/> Supports each learner as he/she establishes expectations and develops responsibility for his/her own behaviorand <input type="checkbox"/> Collaborates with learners in establishing, reflecting, and promoting learning outcomes, resulting in self-directed learning experiences.
3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. (3b)	<input type="checkbox"/> Promotes a positive and respectful learning climate. <input type="checkbox"/> Provides opportunities for student interactionsand <input type="checkbox"/> Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. <input type="checkbox"/> Organizes student learning teams for the purpose of developing cooperation, collaboration , and student leadership . <input type="checkbox"/> Promotes learner inquiry and explorationand <input type="checkbox"/> Supports learners as they reflect on and modify their personal interactions <input type="checkbox"/> Supports learners to create and manage learning teams to meet learning goals.
3.3 Utilizes positive classroom management strategies including the resource of time, space and attention effectively. (3c, 3d)	<input type="checkbox"/> Implements classroom management strategies. <input type="checkbox"/> Encourages learners to be engaged with the content . <input type="checkbox"/> Distributes time, space, and attention to engage learnersand <input type="checkbox"/> Uses differentiated management strategies for focusing on individual learner needs. <input type="checkbox"/> Gains and maintains student attention through active engagement . <input type="checkbox"/> Adjusts instructional pacing and transitions to maintain learner engagement and support learning.	...and <input type="checkbox"/> Fosters each learner's ability to manage and reflect upon his/her own learning. <input type="checkbox"/> Fosters each learner's ability to manage and reflect upon his/her own learning time.
Lines of Evidence Suggestions: Copy or picture of daily schedule. Daily Five rotation plan. Lesson plans reflecting engagement strategies, inquiry, and/or exploration. Student work samples demonstrating reflection, inquiry, and/or exploration. Teacher reflection after collaborating with students. Copy of student leadership team and discussion topics. Student behavior plans and/or TAT meeting notes noting differentiated instruction, principal or mentor observations documenting student engagement and/or levels of student thinking, and standard 3 observations, video clips or anecdotal logs.		Keepers: Polishers:	
After Drop-In Reflection: <i>What did I do well that I will continue?</i> <i>What of lines of evidence can I collect?</i>		Goal Setting: <i>What is one thing that I will implement?</i>	

Date Completed:

Date Completed: