

Classroom Observation Rubric (COR)

An Instrument to Measure Use of the CREDE Standards (revised, 5/29/12)

Standard	Not Observed (0)	Emerging (1)	Developing (2)	Advancing (3)	Enacting (4)	Exemplary (5)
<p style="text-align: center;">Joint Productive Activity (JPA)</p> <p style="text-align: center;"><i>Definition: Teacher and students collaborating together</i></p>	Not observed	A small group of students contributes individual work (e.g., round robin reading or turn-taking), not requiring collaboration to a joint product*.	Students are collaborating* with a partner or assisting one another (without teacher involvement), OR the teacher and student collaborate on a product* in a whole-class or large group setting.	A small group of students collaborate* on a joint product*. Or the teacher and a small group of students work together, but there is minimal collaboration by the teacher or by the students (e.g., teacher is floating to assist students).	The teacher and a small group of students collaborate* on a joint product* for a sustained amount of time* (about 10 minutes or more). The majority of the students participate in the product's* creation. The teacher assists collaboration using multiple forms of assistance*.	<p>The teacher and a small group of students collaborate* on a joint product* for a sustained amount of time* (about 10 minutes or more). The majority of the students participate in the product's* creation. The teacher assists collaboration using multiple forms of assistance*.</p> <p>There is a high level of collaboration between peers.</p>
<p style="text-align: center;">Language & Literacy Development (LLD)</p> <p style="text-align: center;"><i>Definition: Developing language across the curriculum</i></p>	Not observed	The teacher designs and enacts an instructional activity where students engage in brief, repetitive, or drill-like reading, writing, or speaking activities (e.g., worksheets, round robin reading, flashcards, etc.).	The teacher a) models appropriate language use highlighting vocabulary or ways of speaking and/or writing appropriate for the content area AND/OR b) provides opportunities for students to use academic language.	The teacher designs and enacts an instructional activity where one of the academic goals* is to generate language expression and/or literacy development. These activities are designed as sustained reading, writing, OR speaking activities. The teacher provides assistance towards language expression and/or literacy development.	The teacher designs and enacts an instructional activity where one of the academic goals* is to generate language expression and/or literacy development. These activities are designed as sustained reading, writing, OR speaking activities. The teacher provides extended assistance* towards language expression and/or literacy development.	The teacher designs and enacts an instructional activity with a clear academic goal* of generating language expression and/or literacy development. These activities are designed with a focus on developing discourse* within the content area. The teacher provides extended assistance* towards language expression and/or literacy development.

Standard	Not Observed (0)	Emerging (1)	Developing (2)	Advancing (3)	Enacting (4)	Exemplary (5)
<p data-bbox="92 402 348 472">Contextualization (CTX)</p> <p data-bbox="100 813 354 870"><i>Definition: Making meaningful connections</i></p>	<p data-bbox="369 220 520 245">Not observed</p>	<p data-bbox="648 220 907 610">The teacher (a) connects classroom activities by theme or builds on the current unit of instruction, OR (b) reviews previous academic content, OR (c) connects to prior school knowledge, OR (d) uses materials that are familiar to students from their everyday experiences.</p>	<p data-bbox="928 220 1186 610">The teacher (a) includes some aspect of students' everyday experience in instruction through incidental* connections OR (b) responds to an incidental connection made by students OR (c) the activity makes connections to the student or his/her home and community contexts.</p>	<p data-bbox="1205 220 1463 610">The teacher designs and enacts instructional activities that integrates* knowledge of what students know from their home, community, or school contexts (not <i>just</i> building on current unit of instruction) AND has students consider how the academic content and their experiences are related.</p>	<p data-bbox="1484 220 1743 708">The teacher designs and enacts instructional activities that integrates* knowledge of what students know from their home, community, or school (not <i>just</i> building on current unit of instruction). The teacher assesses and assists students in making an academic connection to their experiences.</p>	<p data-bbox="1764 220 2022 821">The teacher designs and enacts instructional activities that integrates* knowledge of what students know from their home, community, or school (not <i>just</i> building on current unit of instruction). The teacher assesses and assists students in making an academic connection to their experiences with a clear goal helping students to reach a conceptual/ abstract understanding.</p>
<p data-bbox="155 1060 302 1174">Complex Thinking (CT)</p> <p data-bbox="100 1300 354 1388"><i>Definition: The elevation of students' thinking to higher levels</i></p>	<p data-bbox="369 878 520 902">Not observed</p>	<p data-bbox="648 878 907 1081">The teacher designs activities that engage students in reviewing or recalling information. Students work independently from the teacher.</p>	<p data-bbox="928 878 1186 1081">The teacher designs instructional activities that include complex thinking*. The teacher provides assistance towards task completion.</p>	<p data-bbox="1205 878 1463 1114">The teacher designs instructional activities that include complex thinking*. The teacher provides assistance towards task completion while assisting with concept development*.</p>	<p data-bbox="1484 878 1743 1292">The teacher designs and enacts instructional activities and assists students as they use complex thinking* strategies. The teacher's focus is on concept development* using probing techniques with the goal of advancing students' thinking to higher levels.</p>	<p data-bbox="1764 878 2022 1357">The teacher designs and enacts instructional activities and assists students as they use complex thinking* strategies. The teacher's focus is on concept development.* The assess-assist-assess cycle is used to uncover the <i>why</i> within the activity and reach a conceptual/abstract understanding.</p>

Standard	Not Observed (0)	Emerging (1)	Developing (2)	Advancing (3)	Enacting (4)	Exemplary (5)
<p style="text-align: center;"><i>Instructional Conversation (IC)</i></p> <p><i>Definition: Small group discussion on an academic topic.</i></p>	Not observed	The teacher converses* with a large group of students on an academic topic for a sustained amount of time* AND elicits student talk with questioning, listening, rephrasing, or modeling.	The teacher converses* with a small group of students on an academic topic for a sustained amount of time* AND elicits student talk with questioning, listening, rephrasing, or modeling.	The teacher designs and enacts an instructional conversation (IC)* with a small group of students with a clear academic goal* for a sustained amount of time* AND listens carefully to assess and assist student understanding.	The teacher designs and enacts an instructional conversation (IC)* with a small group of students with a clear academic goal* for a sustained amount of time*; listens carefully to assess and assist student understanding AND questions students on their views*, judgments or rationales in reaching the academic goal.	<p>The teacher designs and enacts an instructional conversation (IC)* with a small group of students with a clear academic goal* for a sustained amount of time*; listens carefully to assess and assist student understanding AND questions students on their views*, judgments or rationales in reaching the academic goal.</p> <p>The teacher facilitates the conversation so that student talk occurs at a higher rate than teacher talk.</p>

Glossary of Terms

Academic Goal: A projected or desired endpoint in understanding. Academic goals typically come from local or national educational standards, or as sub-sets of these.

Assess-Assist-Assess Cycle: This cycle begins with the teacher (a) assessing what his/her students know, understand, or can do related to a specific goal/objective, (b) assisting students in reaching a new understanding through questioning, feedback, modeling, instruction, etc. and then, (c) assessing students' comments for a change in their understanding. If the students have not grasped what the teacher intended them to learn, the teacher engages in the cycle again using alternative methods of assistance. This cycle is achieved when the students effectively achieve the teacher's intended goal.

Assistance: Types of assistance may include: (a) Modeling -- Providing a demonstration; (b) Feeding Back -- Providing information about student performance as compared with a standard; (c) Contingency Management: -- Providing rewards or punishments contingent on student performance; (d) Questioning -- Providing questions that guide students to advance their understanding; (e) Instructions -- Providing clear verbal directions for performance; (f) Cognitive Structuring -- Providing explanations or rules for proceeding; or (g) Sequencing -- Providing assistance by segmenting or sequencing portions of the task.

Collaboration: Joint activity that results in shared ownership, authorship, use, or responsibility for a product. It can also include division of labor for coordinated sub-sections. However, mere turn taking does not constitute division of labor and, to be considered collaboration, an activity must include interaction between participants. For example: collaboration on an intangible product could be a collective process of comprehension and building of understanding.

Complex Thinking-Activities that advance student understanding to more complex levels: (a) the 'why' is addressed, not merely the 'what' or the 'how to'; (b) the activity requires that students generate knowledge, or *use* or *elaborate on* information provided (apply, interpret, categorize, order, evaluate, summarize, synthesize, analyze, explore, experiment, determine cause and

effect, formulate and solve problems, explore patterns, make conjectures, generalize, justify, make judgments); (c) the teacher connects the content or activity to a broader concept or abstract idea to advance student understanding; or (d) the teacher provides instruction in critical thinking, or problem solving or meta-cognitive strategies.

Concept Development: Concepts include abstract or theoretical understanding. In some subject areas, concept development may include skill based activities.

Conversation: At least two turn taking cycles (teacher-student-teacher-student on the same topic/point).

Discourse: A conversation that provides opportunities for students' to learn the ways of thinking and speaking about a subject area.

Extended Assistance: The teacher provides responsive assistance that goes beyond vocabulary building. The focus of the assistance is on developing students' language and literacy through discussion. Extended assistance typically requires that multiple forms of assistance be used.

Instructional Conversation (IC): ICs are inclusive of all participants whose contributions are connected to, or extend, the comments and ideas of other participants. In contrast, directed-discussions focus less on developing conceptual understanding and more on known-answer questions and skill development. Instructional conversation focuses on broad topics, main ideas, themes or concepts, is responsive to students' contributions.

Incidental connections: The teacher (a) makes connections between students' experience or knowledge from home, school, or community (prior knowledge) and the new activity/information on an ad hoc basis to assist understanding, or (b) prompts students to make connections.

Integrated connections: (a) students' knowledge or experience is integrated with new information, (b) the basis of the activity is personally relevant to students' lives (based on prior knowledge); or (c) students apply school knowledge in an authentic activity.

Product: Products may be tangible or intangible. Examples of tangible products: worksheet, essay, report, pottery, word-web, a math problem solved on the blackboard, play, skit, game, and debate. Intangible products may be found in such activities as 'story time,' introductory lectures, or some ICs (the product is an accurate or elaborated understanding of a concept, procedure, idea), or some PE activities (increased physical fitness is the product, though not joint). The intangible products are an achieved physical, psychological, or social state that integrates a series of actions.

Students' views (question students on their views): In an Instructional Conversation, questioning students on their views is inclusive of students' prior knowledge or experience related to the goal of the conversation.

Sustained amount of time: The teacher is engaged with the students for about 10 minutes or more. The approximate time of around 10 minutes is to allow enough time for quality collaboration, conversation, and assistance. However, this level of quality may occur at less than 10 minutes.