



Evidence of Learning in the 21st Century Classroom
Classroom Observation Rubric
To Guide Leadership for Learning by Instructional Leaders

TASK				
				
Task Is Authentic	<p>The task requires students to respond to recall types of questions provided by the teacher and/or textbook.</p> <p>Task fails to require the use of technology.</p>	<p>The task is teacher prescribed and conventional but attempts are made to explain how the work may apply to the world outside of school.</p> <p>Task requires the use of technology to search for information, produce good copies of reports, and/or enter information into preset templates.</p>	<p>The task is designed in collaboration with students and engages their interests. It requires collaboration with discipline experts (either in class or online) or emerges from problems, issues, questions or ideas that are of real concern to the broader community outside of school.</p> <p>Task requires a range of technologies that require higher order thinking, real-world contexts and constructivist orientations.</p>	<p>The task reflects real world problems, issues, questions or ideas in the home, workplaces and communities of today. It replicates challenges faced in real life, requires in-depth work, collaboration with discipline experts and is of relevance and interest to students and others outside of schools.</p> <p>Task requires a range of technologies that require higher order thinking, real-world contexts and constructivist orientations in a purposeful manner that illustrates new ways of thinking and doing.</p>
Task Produces Deep Understanding	<p>Task fosters recall responses.</p> <p>Task requires recall and identification.</p> <p>Task requires students to respond to information to solve simple problems or respond to questions with single right answers.</p>	<p>Task fosters industrial habits of mind that emphasize groupthink and single right answers in response to pre-determined questions.</p> <p>Task requires application and analysis.</p> <p>Task requires students to review and summarize assigned materials and problems without drawing their own conclusions.</p>	<p>Task fosters strong habits of mind by requiring reasoned judgment based on evidence, examination of different viewpoints, supposition and justification of why it matters.</p> <p>Task requires interpretation, analysis and synthesis with limited use of discipline symbol systems and genre.</p> <p>Task requires students to engage in research and problem or project-based learning where there are multiple perspectives to investigate and opportunities to formulate their own reasoned judgments.</p>	<p>Task fosters innovation and creativity by inviting students to think about novel problems, issues, or questions in multiple ways, to forward working theories and to generate novel solutions.</p> <p>Task requires a powerful and illuminating interpretation and judgment requiring the use of discipline symbol systems and genre.</p> <p>Task requires students to construct knowledge, solve problems, inquire into meaningful issues, engage in reflection, and build a repertoire of effective learning strategies.</p>

Assessment				
Assessment Is Comprehensive	Assessment is summative.	Assessment is primarily summative in nature; however the teacher uses the information to guide planning.	Assessment is primarily formative. Formative assessment is used to guide student learning at key points throughout the task. Students co-construct criteria, set goals and they obtain timely, specific feedback about their work to improve learning from peers, self and the teacher. The teacher uses assessment for learning to inform instructional decisions.	All assessment is focused on improving learning. It is integral to the learning and woven into all aspects of the learning. Students co-construct criteria and use it to guide learning, set goals, obtain feedback from a variety of people both inside and outside the classroom to improve their learning. The teacher uses assessment to inform instructional decisions and reflect upon and improve practice.
	Assessment of learning provides a limited picture of student learning.	Assessment of learning provides a general picture of student learning and competencies.	Assessment of learning provides an accurate, defensible picture of student learning and competencies.	Assessment of learning provides an accurate, comprehensive, defensible picture of student learning and competencies at the time the grade is awarded.
	Students fail to use technology to obtain feedback.	Students use technology in limited ways to obtain feedback from simple applications.	Students use technology (interactive, responsive systems and applications) to improve work and obtain immediate feedback about their learning.	Students use technology to seek and obtain feedback from multiple sources on an ongoing basis to improve and guide learning.
	Teacher uses technology to record marks and generate report cards.	Teacher and students use a limited range of technologies to document student learning.	Teacher and students use a wide range of technologies to document student learning through an online portfolio.	Teacher and students use a wide range of technologies to document student learning through an online portfolio which invites the outside world to provide commentary on the work.


Assessment Uses A Variety of Data Sources of	<p>Assessment data appears primarily in the form of pencil and paper tests that emphasize recall, i.e., the teacher relies on one source of data.</p>	<p>Assessment data generally includes tests, paper and pencil artifacts and the occasional technology presentation, i.e., the teacher uses a limited number of artifacts as data sources.</p>	<p>Assessment data includes a wide range of learning artifacts including written assignments, student reflections, portfolios, digital images of student work, audio and video recordings, i.e., the teacher uses a variety of data from observations, conversations and artifacts.</p>	<p>Assessment data includes a rich variety of learning artifacts including written assignments, student reflections, portfolios, digital images of student work, audio and video recordings. Students are also instrumental in gathering proof of learning based on clear, explicit criteria, i.e., teacher and student work together to gather a variety of data from observations, conversations and artifacts.</p>
Criteria Are Established For Assessments	<p>Assessment criteria are shared after the work has been graded.</p> <p>Teacher fails to communicate expectations and assessment criteria.</p>	<p>Assessment criteria are developed by the teacher and fully explained to students before the work begins.</p> <p>Teacher rarely uses online communication technologies to make expectations and assessment criteria open & transparent.</p>	<p>Assessment criteria are collaboratively designed with students to ensure that everyone has input and understands the learning expectations. This criteria is used to guide process and products of learning</p> <p>Teacher uses online communication technologies to make expectations and assessment criteria open & transparent.</p>	<p>Assessment criteria are collaboratively designed with students and mediated by or added to by experts or expertise within the discipline to reflect authentic real world standards for high quality work.</p> <p>Teacher uses online communication technologies to make expectations and assessment criteria open & transparent and to invite feedback from sources outside of the classroom.</p>

Learning Environment				
				
Physical Learning Environment is Conducive To Learning	<p>Walls are bare.</p> <p>Desks are immobile and arranged to accommodate solitary seatwork.</p> <p>Students and teachers rarely have access to technology.</p> <p>Assistive technologies are unavailable in the classroom.</p>	<p>Walls are adorned with commercially produced products and posters.</p> <p>Furniture is moveable, however desks are only occasionally arranged to facilitate cooperative group work.</p> <p>Students and teachers have limited access to technologies through a computer lab that must be booked in advance.</p> <p>Assistive technologies are available in the classroom but some features have been disabled.</p>	<p>Walls serve as a showcase for displaying exemplary student work.</p> <p>Furniture is moveable to enable flexible collaborative group work.</p> <p>Students and teachers have ready access to an array of technologies to support learning needs as they emerge.</p> <p>Assistive technologies are enabled and available for the use by students requiring them.</p>	<p>Walls serve as a canvas for documenting collective knowledge and learning processes.</p> <p>Furniture and space arrangements maximize flexibility and accommodate students and their learning needs.</p> <p>Students and teachers have access to a wide range of technologies i.e.: books online, on iPod, pictures/images taken or created, creating own data and analyze, VC with experts, human resources that enable them to produce authentic high quality products and performances.</p> <p>Assistive technologies are enabled and seamlessly incorporated into learning tasks and activities.</p>
Resources Meet Learning Needs	<p>Learning environment is information poor, prescribed under the “1 size fits all model” – there is one path and one uniform outcome.</p>	<p>Learning environment provides few information options and students may choose from these limited choices.</p>	<p>Learning environment is information rich with both print and online resources and students are encouraged to choose the most appropriate resources for the task at hand.</p>	<p>Learning environment is information rich with online and print resources and students are encouraged to use resources to push the boundaries of creativity and innovation.</p>


Learning Is Engaging	<p>Students are disinterested in and see no relevance to the work they are asked to complete.</p> <p>Most students are off task and some are acting out.</p> <p>A quiet, somber, joyless climate pervades the classroom.</p> <p>Students go through the motions of completing work in order to avoid a poor mark.</p>	<p>Students are compliant but see little relevance to the work they are asked to complete.</p> <p>Some students are off task while others are compliantly doing the work.</p> <p>An efficient, respectful and supportive climate pervades the classroom.</p> <p>Students complete work with little enthusiasm or do just enough to get by.</p>	<p>Students can make general connections between the work and self, others and/or the real world.</p> <p>Students do the work but their primary motivation is to earn grades.</p> <p>An inviting, nurturing, intellectually exciting, climate pervades the classroom.</p> <p>Students are motivated by grades to do a good job.</p>	<p>Students are deeply involved in the work and know why it matters to them, to the discipline and/or to the real world.</p> <p>Students are emotionally and intellectually invested in the work (don't want to stop/put it down/leave class/school).</p> <p>An intellectually rich, supportive risk taking, student-directed climate pervades the classroom.</p> <p>Students are so excited by learning that they spend extra time and effort doing their work. They derive excitement and pleasure from the work they are doing and grades are not their primary motivation.</p>
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Students Are Self-Directed	<p>Students are passive and disengaged from the work they are assigned.</p> <p>Students fail to have access to assessment criteria to set personal goals therefore are unable to participate in goal setting by identifying proof of learning and reflecting on the gap between current achievement and expected achievement.</p> <p>Students use agendas or calendars as prescribed by the teacher.</p>	<p>Students are compliant but exhibit little enthusiasm or ownership for the work they are assigned.</p> <p>Students do not have sufficient access to assessment criteria while learning and therefore have limited opportunities to participate in goal setting by identifying proof of learning and reflecting on the gap between current achievement and expected achievement.</p> <p>Students use agendas or calendars to record due dates and reminders.</p>	<p>Students are active in their own learning and able to manage significant aspects of it.</p> <p>Students have sufficient access to assessment criteria and feedback while learning and therefore are able to:</p> <ul style="list-style-type: none"> • identify proof of learning, • reflect on the gap between current achievement and expected achievement, • direct and monitor their own learning as it progresses, and • engage in goal setting. <p>Students use calendars, agendas and project management applications (electronic and paper) to manage work flow.</p>	<p>Students are highly engaged as they direct and determine the course of their own learning.</p> <p>Students have sufficient access to assessment criteria and ongoing specific feedback from a variety of sources in all aspects of learning and therefore are able to:</p> <ul style="list-style-type: none"> • identify proof of learning, • reflect on the gap between current achievement and expected achievement, • direct major aspects of their learning, • develop effective learning strategies, and • engage in accurate goal setting. <p>Students use calendars and project management applications (electronic and paper) on a consistent basis to coordinate learning with others and manage work flow.</p>
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Relationships/Learning Community	<p>Students work alone with some opportunities to orally answer questions and share ideas about the topic or subject content.</p> <p>Students respond to tasks assigned by the teacher.</p> <p>There is no expectation that students use technology in their day-to-day work.</p>	<p>Students share ideas to build collective understanding of the topic or subject content.</p> <p>Students have opportunities to select among project options provided by the teacher.</p> <p>There is an expectation that students will use technology to store individual day-to-day work in a personal online folder.</p>	<p>Students interact with each other about ideas of a topic under consideration (the talk is about discipline subject matter and includes higher-order thinking such as making distinctions, applying ideas, forming generalizations, raising questions).</p> <p>Students have opportunities to provide input into the task design, product and performance outcomes.</p> <p>There is an expectation that students will use technology to contribute to group work using shared common folders and use online classroom discussion forums.</p>	<p>Students engage in considerable interaction about the ideas of a topic (the talk is about discipline subject matter and includes higher-order thinking such as making distinctions, applying ideas, forming generalizations, raising questions) in which the dialogue builds coherently on participants' ideas to promote improved collective understanding of a topic.</p> <p>Students have opportunities for substantive input into task design and make key decisions regarding learning approaches and product/performance outcomes.</p> <p>There is an expectation that students will use a variety of technologies to extend classroom interactions, build knowledge and initiate collaboration with others beyond the classroom.</p>
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Role of Teacher				
				
Teacher Designs Learning	<p>The teacher is knowledgeable about Alberta Programs of Study outcomes and uses them to deliver instruction.</p> <p>Teacher fails to assess technologies or learning resources.</p>	<p>The teacher has a clear understanding of Alberta Programs of Study outcomes and uses them to explore ways to employ project-based or problem-based learning.</p> <p>Teacher has limited ability to assess technology; therefore, students sometimes use inappropriate technologies and learning resources.</p>	<p>The teacher has an excellent understanding of Alberta Programs of Study outcomes and skillfully maps them to strong project-based or problem-based learning tasks and activities.</p> <p>Teacher critically assesses the most appropriate technologies and learning resources to support student learning.</p>	<p>The teacher has an exceptional understanding of Alberta Programs of Study outcomes and skillfully maps them to issues, questions and problems in the world outside the classroom walls in a connected, integrated, cross-curricular manner.</p> <p>Teacher critically assesses the validity of technologies being used to maximize student learning, level the playing field and democratize learning.</p>
Teacher Is A Cognitive Coach	<p>Teacher asks students to come to his/her desk if they encounter difficulties while working quietly at their desks.</p>	<p>The teacher circulates among students as they work to ensure that they are following directions and assisting them as needed.</p>	<p>The teacher circulates among the students as they work collaboratively, to monitor learning, stimulate discussion, pose questions, provoke thinking or suggest resources as requested or appropriate.</p>	<p>The teacher engages students in dialogue, as they work, to extend learning, stimulate discussion, pose questions, provoke thinking, suggest resources and help students determine their next learning steps.</p>
Teacher Is A Guide	<p>The teacher provides directions on how to complete assignments.</p>	<p>Teacher provides choices of products that students may use in completing assignments.</p>	<p>The teacher helps students to learn how, when, and why to use different strategies and provides hints, clues, and other feedback to the entire class based on an observation of individual students or in anticipation of likely problems.</p>	<p>The teacher and other instructional partners make their thinking processes public, help students to learn how, when and why to use different strategies and technologies that provide hints, clues, or other feedback on a student-by-student basis.</p>

Teacher Is A Learner	<p>The teacher has experience using the instructional materials.</p> <p>The teacher relies on and rarely strays from prescribed resources even if information is outdated and/or inaccurate.</p> <p>The teacher operates in isolation.</p> <p>The teacher participates in learning communities as part of a school initiative but does not use online communication technologies for professional learning.</p> <p>Teacher rarely consults educational research.</p>	<p>The teacher provides students with opportunities to explore areas within the teacher's expertise.</p> <p>The teacher occasionally brings current events related to curriculum topics into the classroom to share with students.</p> <p>The teacher shares lessons and activities he/she has created.</p> <p>The teacher participates in learning communities as part of a school initiative and occasionally uses online communication technologies for professional learning.</p> <p>Teacher is knowledgeable about research but makes little or no attempt to incorporate ideas into own practice.</p>	<p>The teacher provides students opportunities to explore areas outside of the teacher's expertise, but always stays a step ahead of the students.</p> <p>The teacher continues to learn about and stay abreast of new knowledge related to the subjects he/she teaches.</p> <p>The teacher obtains feedback about instructional planning from colleagues and mentors.</p> <p>The teacher participates in school-based and online learning communities to access continuous ongoing professional learning to improve practice.</p> <p>Teacher is knowledgeable about and acts in accordance with current research.</p>	<p>The teacher extends his or her own knowledge and questions along with the students' and invites students to become a part of the instructional process.</p> <p>The teacher continues to learn about and stay abreast of discipline knowledge as it evolves in real world contexts.</p> <p>The teacher works in collaboration with others to design robust learning tasks and obtain feedback about instructional planning from colleagues and mentors.</p> <p>The teacher participates in school-based and online learning communities to access and extend continuous ongoing professional learning for self, to improve practice and to advance the learning of colleagues.</p> <p>Teacher takes the initiative to inform self about current research literature and incorporates it into teaching and learning practices.</p>
Teacher Has A Strong Instructional Repertoire	<p>Teacher represents information and concepts one way.</p> <p>Instruction reflects a "one size fits all" means of information and concept representation.</p>	<p>Teacher represents information and concepts in more than one way.</p> <p>Instruction reflects some aspects of UDL principles in that students are provided with multiple, flexible means of expression; however instruction is limited when representing information and concepts.</p>	<p>Teacher ensures that ideas, concepts and information are represented in multiple, flexible ways.</p> <p>Instruction reflects UDL principles where a range of learning activities and formats are provided by the teacher and available to all students to meet their unique learning needs.</p>	<p>Teacher has an extensive repertoire of responsive teaching strategies to represent important concepts, information and ideas in richly textured ways.</p> <p>Instruction reflects seamless integration of UDL principles where the teacher anticipates the student learning needs and plans for and provides a wide range of learning activities, formats and technologies to suit the needs of every student.</p>

Publicity				
				
The Classroom Is Open and Public	Tasks and resources are available only within the classroom.	Tasks and resources are sometimes available online for others to see.	Tasks, resources and assessment criteria are available online for all to see.	Tasks, resources and assessment criteria are available online for all to see and respond to.
	Purpose for the learning is often unclear and the audience is exclusively the teacher.	Purpose for the learning is not always clear and the audience is other members of the class and the teacher via presentations.	Purpose and audience for the learning is clear and transparent from the start and open to larger school community using technology.	Purpose and audience for the learning is clear and transparent from the start, responsive to emerging needs and open to the larger globally connected community.
	Tasks and assessment criteria known only to teacher.	Tasks and assessment criteria can be easily accessed by students and by parents through a newsletter that is sent home.	Task and assessment criteria are published online for parents and students to view on an as needs basis.	Task and assessment criteria are published online along with exemplars of student work. Parents, experts and members of the larger community are invited to respond to it.
	Students' work is sent home or put up on a bulletin board.	Students present work to classmates and parents.	Students respond to and explain their work to peers, parents and at least one other audience outside of school using appropriate media.	Students use media and elaborated forms of communication to present work in innovative ways to audiences inside and outside of the school and invite feedback.
	Class newsletters and notices are sent home in paper copy only.	Class newsletters and notices are available in both paper and via email.	Class newsletters and notices are published online, available as pdf documents or sent home in paper copy as requested by parents.	Class newsletters and notices are published online, available as pdf documents, through subscription via a RSS feed or as a paper copy as requested by parents.