



Instructional Inventory

Date: _____ District: _____ School: _____ Observer: _____

Grade Level: _____ Subject: _____ Lesson Focus: _____

Time in: _____ Total time: _____ # Students _____ #Teachers _____ #Assistants _____

Rate each indicator on a scale of 0-3. 0: No/Low Evidence, 1: Minimal Evidence, 2: Moderate Evidence, 3: Strong Evidence

Indicator	Score (Circle one)	Comments
Focus Area #1: Learning Objectives & Instruction		
1. The teacher demonstrates knowledge of subject matter and content.	0 1 2 3	
2. The teacher provides and refers to clear learning objective(s) in the lesson.	0 1 2 3	
3. The teacher implements a lesson that reflects high expectations aligned to the learning objective(s).	0 1 2 3	
4. The teacher uses appropriate instructional strategies well matched to the learning objective(s).	0 1 2 3	
TOTAL SCORE FOR FOCUS AREA #1	___ /12 points	
Focus Area #2: Student Engagement & Critical Thinking		
5. Students are motivated and engaged in the lesson.	0 1 2 3	
6. The teacher facilitates tasks that encourage students to develop and engage in critical thinking.	0 1 2 3	
7. Students assume responsibility for their own learning whether individually, in pairs, or in groups.	0 1 2 3	
TOTAL SCORE FOR FOCUS AREA #2	___ /9 points	
Focus Area #3: Differentiated Instruction & Classroom Culture		
8. The teacher appropriately differentiates instruction so the lesson content is accessible for all learners.	0 1 2 3	
9. The teacher uses appropriate resources aligned to students' diverse learning needs. (e.g., technology, manipulatives, support personnel).	0 1 2 3	
10. The classroom climate is characterized by respectful behaviors, routines, tone, and discourse.	0 1 2 3	
11. The teacher conducts appropriate formative assessments to check for understanding and provide feedback to students.	0 1 2 3	
TOTAL SCORE FOR FOCUS AREA #3	___ /12 points	

Rubric Guide for Focus Area #1: *Learning Objectives and Instruction*

Instruction is characterized by high expectations and alignment to learning objectives

Indicator	0. Low Evidence	1. Minimal Evidence	2. Moderate Evidence	3. Strong Evidence
1. The teacher demonstrates knowledge of subject matter and content.	Demonstrates very limited knowledge of the subject matter, such that few to no students are able to acquire complex knowledge and skills in the content.	Demonstrates limited knowledge of the subject matter, engaging some students in learning experiences that enable them to acquire complex knowledge and skills in the content.	Demonstrates knowledge of the subject matter by engaging most students in learning experiences that enable them to acquire complex knowledge and skills in the content.	Demonstrates expertise in subject matter by thoroughly engaging all or almost all students in learning experiences that enable them to acquire complex knowledge and skills in the content.
2. The teacher provides and refers to clear learning objective(s) in the lesson.	Learning objective is not present and/or not reflected in the lesson.	Provides a learning objective(s) that lacks clarity and/or is not reinforced during the lesson.	Provides and reinforces a clear learning objective(s) throughout the lesson.	Provides and reinforces a clear learning objective(s) throughout the lesson in multiple ways that enables all or almost all students to make meaning of the learning experience.
3. The teacher implements a lesson that reflects high expectations aligned to the learning objective(s).	Implements a lesson not aligned to the learning objective(s) or with no or low expectations for student work.	Implements a lesson somewhat aligned to the learning objective(s). May state high expectations for quality of student work, but provides few exemplars, rubrics or guided practice to help students know what is expected of them.	Implements a well-structured lesson aligned to the learning objective(s). Articulates high expectations for the quality of student work and provides exemplars, rubrics, or guided practice to help students know what is expected of them.	Implements a well-structured lesson aligned to the learning objective(s). Consistently defines high expectations for the quality of student work and provides exemplars, rubrics, or guided practice to help students know what is expected of them. Requires all students to demonstrate their learning.
4. The teacher uses appropriate instructional strategies well matched to the learning objective(s).	Instructional strategies that would support the learning objective(s) are not present.	Instructional strategies are only somewhat matched to the learning objective(s) such that few students can access or engage with content.	Most instructional strategies are well matched to the learning objective(s) such that most students can access and engage with the content.	Multiple instructional strategies are present and well matched to the learning objective(s) such that all or almost all students can access and engage with the content.

Rubric Guide for Focus Area #2: *Student Engagement & Critical Thinking*

Students take responsibility for their learning and are purposefully engaged in tasks that promote critical thinking

Indicator	0. Low Evidence	1. Minimal Evidence	2. Moderate Evidence	3. Strong Evidence
5. Students are motivated and engaged in the lesson.	There is little to no evidence of student engagement with the content or lesson objective(s). Very few or no students are participating in activities or providing comments during the lesson.	Some students are motivated and engaged with the content or lesson objective(s). Some but not all are participating in the activities or volunteering responses or questions.	Most students are motivated and engaged with the content or lesson objective(s). Most are actively participating in the activities and many are volunteering responses or questions.	Almost all or all students are motivated and engaged with the content and lesson objective(s). They are actively participating in the activities and volunteering responses and questions throughout the duration of the lesson.
6. The teacher facilitates tasks that encourage students to develop and engage in critical thinking.	Students are not engaged in tasks that require critical thinking, analysis, and/or application of new knowledge.	Some students are engaged with tasks that require critical thinking, analysis, and/or application of new knowledge, and/or critical thinking is not sustained throughout the lesson.	Most students are engaged with tasks that require critical thinking, analysis, and/or application of new knowledge throughout the lesson.	Almost all or all students are consistently engaged with tasks that require critical thinking, analysis, and/or new knowledge throughout the lesson.
7. Students assume responsibility for their own learning whether individually, in pairs, or in groups.	Students are not responsible for doing the thinking in the classroom; the teacher directs all the learning throughout the lesson.	Students have some responsibility for doing the thinking in the classroom; the teacher directs most of the learning throughout the lesson.	Students have multiple opportunities for being responsible for doing the thinking in the classroom; teacher facilitates student-led exploration and learning of the content individually, in pairs, or in groups during the lesson.	Students are primarily responsible for doing the thinking in the classroom and teacher facilitates student-led exploration and learning of the content individually, in pairs, or in groups throughout the lesson.

Rubric Guide for Focus Area #3: *Differentiated Instruction & Classroom Culture*

Teachers create supportive and differentiated learning environments that meet diverse student needs

Indicator	0. Low Evidence	1. Minimal Evidence	2. Moderate Evidence	3. Strong Evidence
8. The teacher appropriately differentiates instruction so the lesson content is accessible for all learners.	The lesson does not account for differences in learning needs, interests, and level of readiness.	The lesson is the same for all learners and minimally accounts for differences in learning needs, interests, and levels of readiness.	The lesson is structured with multiple entry points to be accessible to most learners and account for differences in learning needs, interests, and levels of readiness.	The lesson is structured with multiple entry points to be accessible to all or almost all learners and account for differences in learning needs interests, and level of readiness.
9. The teacher uses appropriate resources aligned to students' diverse learning needs. (e.g., technology, manipulatives, support personnel).	Very little or no evidence of appropriate resources being used effectively to meet the needs of all students.	Appropriate resources are either not available or not used effectively to meet the needs of all students.	Appropriate resources are available and used effectively to meet the needs of most students.	Appropriate resources are available and used effectively to meet the needs of all or almost all students.
10. The classroom climate is characterized by respectful behaviors, routines, tone, and discourse.	The teacher maintains an environment that is not conducive to student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to shape the classroom climate.	The teacher maintains an environment conducive to student learning, but inconsistently or ineffectively uses rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning	The teacher uses rituals, routines, and appropriate responses that create and maintain a positive intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	The teacher has firmly established rituals, routines, and proactive responses that create and maintain a positive intellectual environment where students take academic risks and play an active role in preventing behaviors that interfere with learning.
11. The teacher conducts appropriate formative assessments to check for understanding and provide feedback to students.	The teacher does not check for student understanding during the lesson. Does not provide students with feedback.	The teacher infrequently checks for understanding and makes little to no adjustment to practice. Provides very little feedback.	The teacher periodically checks for student understanding, and provides most students with relevant feedback.	The teacher skillfully and consistently checks for student understanding. Makes adjustments to instruction and provides consistent and relevant feedback to students.