### California Democracy School Civic Learning Initiative
#### Classroom Observation Tool

<table>
<thead>
<tr>
<th>Date: ___________</th>
<th>Period: _______</th>
<th>Teacher: __________________</th>
<th>School: _______________</th>
<th>Subject: ___________</th>
<th>Observer: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Component</strong></td>
<td><strong>Inadequate</strong></td>
<td><strong>Adequate</strong></td>
<td><strong>Exemplary</strong></td>
<td></td>
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</tbody>
</table>
| **Framing the Inquiry Question** | The inquiry question...  
  - is unclear or overly broad  
  - does not address a particular problem  
  - did not engage students in the development stage  
  - does not have the potential to meet Common Core State Standards or other content standards  
  - provides little opportunity to develop participatory skills for students to take informed civic action  
  - does not have the potential to develop creativity, collaboration, communication or critical thinking skills  | The inquiry question...  
  - is somewhat clear and not overly broad  
  - addresses a particular problem  
  - engaged students in the development stage  
  - has the potential to meet the Common Core State standards and/or other content standards  
  - has the potential to develop participatory skills for students to take informed action  
  - has some opportunity to develop creativity, collaboration, communication or critical thinking skills  | The inquiry question...  
  - is clear, specific, authentic and manageable  
  - addresses a problem that is authentic and relevant to students  
  - actively engages students in the development stage  
  - will develop cognitive and participatory skills of students to result in students' taking informed action in the form of policy, direct service or civic engagement  
  - has the opportunity to develop creativity, collaboration, communication or critical thinking skills  |

| **Civil Dialogue** | **Dialogue and discourse...**  
  - discredits diverse viewpoints  
  - is not civil or respectful  
  - is spontaneous; facilitator and participants are not prepared in advance  
  - does not demonstrate use of academic language  
  - does not rely on evidence from research  
  - is primarily delivered by the facilitator; not by the participants  
  - does not allow enough time to explore a particular idea before moving on to another point  
  - does not allow participants to feel comfortable  | **Dialogue and discourse...**  
  - values most but not all viewpoints  
  - is civil or respectful at times  
  - reflects some preparation in advance from the facilitator and participant  
  - demonstrates some use of academic language  
  - partially relies on evidence from research and multiple sources  
  - is delivered by the facilitator and participants  
  - allows adequate time to explore a particular idea before moving to another point  
  - allows participants to feel comfortable  | **Dialogue and discourse...**  
  - values all viewpoints  
  - is civil and respectful at all times  
  - reflects a great deal of preparation in advance from the facilitator and all participants  
  - demonstrates much use of academic language  
  - relies heavily on evidence from research and multiple sources  
  - is led by a facilitator but primarily delivered by participants  
  - allows adequate time to explore a particular idea before moving to another point  
  - is intentionally designed to make all participants feel comfortable  |

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*Exemplary example:*

1. **Inadequate:** The inquiry question is unclear and overly broad, does not address a particular problem, and does not engage students in the development stage.
2. **Adequate:** The inquiry question is somewhat clear and addresses a particular problem, engages students in the development stage, and has the potential to develop participatory skills.
3. **Exemplary:** The inquiry question is clear, specific, authentic and manageable, addresses a problem that is authentic and relevant to students, and actively engages students in the development stage.
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<tr>
<td>Investigation</td>
<td>The investigation...</td>
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<tr>
<td></td>
<td>o does not prompt students to delve into content areas to apply disciplinary knowledge and concepts</td>
<td>o prompts students to delve into content areas to apply disciplinary knowledge and concepts</td>
<td>o compels students to delve into content areas to apply disciplinary knowledge and concepts</td>
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<td>o focuses on only one perspective or point of view</td>
<td>o focuses on two perspectives or points of view</td>
<td>o focuses on a variety of perspectives or points of view from traditional and non-traditional sources including centers of power and influence</td>
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<td>o does not prompt students to seek out evidence from multiple sources</td>
<td>o prompts students to seek out evidence from multiple sources</td>
<td>o compels students to seek out evidence from multiple sources including direct observations, surveys, legislative actions, documents and testimonials</td>
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<td>o does not allow opportunities to evaluate sources, analyze information or make conclusions</td>
<td>o allows opportunities to evaluate sources, analyze information or make conclusions</td>
<td>o engages all students in opportunities to evaluate sources, analyze information or make conclusions</td>
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<td>o is not intentionally targeted to respond to the Inquiry Question; investigation may digress from the topic</td>
<td>o is intentionally targeted to respond to the Inquiry Question; investigation does not digress from the topic</td>
<td>o is intentionally targeted to respond to the Inquiry Question; investigation does not digress from the topic</td>
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<td>o does not encourage or support the development of creativity, collaboration, communication or critical thinking skills</td>
<td>o encourages the development of creativity, collaboration, communication or critical thinking skills</td>
<td>o intentionally develops creativity, collaboration, communication or critical thinking skills</td>
</tr>
<tr>
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<td>o does not encourage or support the use of technology or digital media.</td>
<td>o encourages the use of technology or digital media.</td>
<td>o requires the use of technology or digital media</td>
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<p>| Communicate Conclusion | Conclusions...                                                           | Conclusions...                                                          | Conclusions...                                                          |
|                        | o are reached independently by students; no or few opportunities exist for students to collaborate | o are reached through a collaborative process as students work together to collect and analyze evidence; students may or may not reach consensus when determining conclusions | o are reached through a collaborative process as students work together to collect and analyze evidence |
|                        | o are not based on relevant information based on evidence                 | o are based on relevant information based on evidence                    | o are based on relevant information based on evidence                    |
|                        | o do not reflect an analysis of multiple perspectives or points of view   | o reflect an analysis of multiple perspectives or points of view         | o reflect an analysis of multiple perspectives by acknowledging strengths and weakness of claims and counterclaims |
|                        | o are not communicated clearly; language is vague or off topic           | o demonstrate proficient use of academic language and conventions        | o demonstrate proficient use of academic language and conventions        |
|                        | o are communicated in a single format (i.e. writing, oral presentation) by individual students | o are communicated in multiple formats                                    | o are communicated in multiple formats                                    |
|                        | o are not compelling: they do not inspire informed civic action          | o are compelling and inspire informed civic action                        | o are compelling and inspire informed civic action                        |
|                        | o does not demonstrate proficient use of academic language and conventions |                                                                  | o are carefully constructed to influence or persuade constituencies with various needs and perspectives |</p>
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| Taking Informed Action  | Taking Informed Action...  
  o is not encouraged or supported  
  o may or may not be appropriate or informed by inquiry or investigation | Taking Informed Action...  
  o is explored if time permits  
  o is based on extensive inquiry and investigation process for understanding the causes and characteristics of an issue, analysis of a variety of democratic strategies and procedures, and assessment of the challenges and opportunities faced by those who have tried to address the issue over time  
  o applies a democratic procedure to address the issue in a strategic manner | Taking Informed Action...  
  o is characterized as an ideal staging ground for all students to practice civic learning  
  o is based on an extensive inquiry and investigation process for understanding the causes and characteristics of an issue, analysis of a variety of democratic strategies and procedures, and assessment of the challenges and opportunities faced by those who have tried to address the issue over time and place  
  o applies democratic procedures to address the issue in a strategic manner to a variety of audiences  
  o utilizes a variety of tools and innovative formats to promote action  
  o includes dedicated time for students to reflect on process and outcomes |

Highlights of visit:

Next steps: