

The PBL Classroom	Below Standard	✓*	Meets Standard	✓*
Teacher Role	Teacher remains rooted to one location in room.		Teacher moves about classroom, working with groups and individuals.	
	Teacher routinely talks majority of class period.		Teacher listens to students as much as he/she talks.	
	Teacher frequent polices student behavior.		Teacher safely relies on students to monitor their own behavior.	
	Teacher does not safely rely on students to take responsibility for coming to class prepared.		Teacher safely relies on students to take responsibility for coming to class prepared.	
	Teacher employs one style of instruction.		Teacher responds to students' needs and goals and changing social conditions by modifying timing, content and style of instruction.	
	Teacher does not actively model appropriate behaviors.		Teacher models appropriate behaviors.	
	Teacher focuses on providing answers.		Teachers ask more questions than provides answers.	
	Teacher does not make student tasks relevant.		Teacher attempts to make student tasks' relevant	
Student Role	Student uninvolved in creating and maintaining classroom norms.		Students help create and maintain appropriate norms for behavior and learning (these norms are posted).	
	Students do not work effectively in groups.		Students work effectively in groups.	
	Students do not voice understanding of classroom, school, community and professional expectations and goals.		Students voice understanding of classroom, school, community and professional expectations and goals.	
	Students do not connect learning with real-world applications.		Students connect learning with real-world applications.	
	Students do not extend learning.		Students extend learning beyond requirements of task.	
Dialogue & Discussion	Students do not deliver meaningful information/skills to each other.		Students deliver meaningful information/skills to each other.	
	Students do not respond to each other.		Students respond to each other in elaborated communication and feedback (no IRE)	
	Students do not adhere to polite norms of spoken communication.		Students adhere to polite norms of spoken communication.	
	Teacher does not provide opportunities for students to learn from each other.		Teacher provides multiple opportunities for students to learn from each other (peer teaching and communication).	
	Teacher dominates discussion.		Teacher facilitates, not dominates, discussion.	
Instruction & Learning	Students do not frequently work in groups; students in meaningless motion; desks and room setup does not facilitate inquiry and group work.		Students frequently work in groups; students are in meaningful motion; desks and room setup facilitate inquiry and group work.	
	Seatwork is all individual work.		Seatwork constitutes mix of independent and group work focused on both short-term and long-term objectives.	
	Assignments make no real-world connections.		Assignments reveal/require real-world connections and applications.	
	Use of rubrics is rare.		Rubric-based authentic assessments used to measure multiple skills (critical thinking, collaboration, oral presentation, etc.).	
	Students always engaged in same tasks.		At any moment, different students engaged in different meaningful tasks.	
	Teacher seldom relies upon multiple sources of knowledge, including outside speakers from community/industry.		Teacher taps multiples sources of knowledge, including outside speakers from community/industry.	
	Curriculum does not focus on expansive definition of rigor, relevance, including Partnership for 21 st Century skills.		Curriculum focuses on expansive definition of rigor, relevance and application, including Partnership for 21 st Century skills.	

* ✓ If observed