Learning Observation Instrument

MCESA
Maricopa County Education Service Agency

Acknowledgement Page

The *Learning Observation Instrument* is the result of a collaborative effort to create a cross-district teacher observation tool to be used as part of a performance-based evaluation system. Maricopa County Education Service Agency, along with the six partner districts implementing the federally-funded *Rewarding Excellence in Instruction and Leadership* program, led this comprehensive effort to establish a rigorous, transparent, and fair evaluation system that recognizes excellence and supports the professional growth of teachers.

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In addition, several bodies of work were reviewed to assist in the development process including:

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DC Impact Teaching and Learning Framework
Framework for Teaching (Charlotte Danielson)
Glendale Elementary School District Teacher Evaluation Instrument
In-TASC Model Core Teaching Standards, CCSSO
Teacher Advancement Program Teaching Skills, Knowledge and Responsibility Standards (National Institute for Excellence in Teaching)
Teacher Improvement of Instruction Evaluation System (TIIES), Covey and Associates
Teach for Success Observation Protocol (WestEd)

Rewarding Excellence in Instruction & Leadership
*Learning Observation Instrument (*classroom teachers)

CONTENT RUBRIC

Aligns with In-TASC Standard 2 (Learning Differences), 4 (Content Knowledge), 5 (Application of Content), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Content* rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Element	**Descriptors**					
Conceptual Understanding	**Guides all students to create or select their own representations and explanations of concepts**; ensures students demonstrate understanding of concepts through multiple ways/examples. Utilizes questions at essential sub-objectives with increasing complexity or depth of content **that are differentiated according to student cognitive level**. (2a, 2c, 4a, 8i)	Utilizes **effective representations and explanations of concepts throughout the lesson** that capture key ideas and details that build conceptual understanding in the discipline; prompts students to demonstrate understanding of concepts through multiple ways/examples. Utilizes questions at essential sub-objectives **with increasing complexity or depth of content**; surface learner misconceptions that may interfere with learning. (2a, 4a, 4e, 8i)	Utilizes representations and explanations of concepts (*e.g., comparisons, analogies, examples, TPR, realia, manipulatives, anchor charts, graphic organizers*) that capture **key ideas and details** that build **conceptual** understanding in the discipline. Utilizes questions **at essential sub-objectives** that support student understanding in the discipline and stimulate discussion for a specific purpose (*e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, encouraging students to question and analyze ideas from diverse perspectives*). (4a, 4b, 8i)	Utilizes representations **and** explanations of concepts that capture **key ideas** essential to build understanding of the lesson outcome. Utilizes questions within the lesson to probe for learner understanding related to the lesson outcome. (4a, 8i)	Utilizes representations and/or explanations of concepts that capture some key ideas to build understanding of the lesson outcome. Utilizes questions within the lesson to stimulate discussion. (4a, 8i)	

Pre -Conf. | Observation | Post-Conf.

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Descriptors						
Task Analysis — Pre-Conf., Observation, Post-Conf.	Planned/Taught lesson objective(s), sub-objective(s), & materials are logically organized/sequenced in relation to the lesson, unit, and **year-long plan**. (7c)	Planned/Taught lesson objective(s), sub-objective(s), & materials **anticipate possible student misconceptions** and are logically organized/ sequenced in relation to lesson and **unit.** (4f, 7b, 7c)	Planned/Taught lesson objective(s), **sub-objective**(s), & materials are aligned to content standards, **segmented for learning, reflect prior learning, and are logically organized/ sequenced in relation to the lesson.** (4d, 4f, 7b, 7c)	Planned/Taught lesson objective(s) and materials are **sequenced** and aligned to content standards. (7b, 7c)	Planned/Taught lesson objective(s) & materials are sequenced. (7b, 7c)	
Connections to Content — Pre-Conf., Observatio, Post-Conf.	Engages **students in applying interdisciplinary** content knowledge to a real-world question, problem, issue, or event **through the lens of local and/or global issue(s).** (4b, 5b, 5d, 5g)	Engages **students in applying disciplinary** content knowledge to a **real-world question, problem, issue, or event**. (4b)	**Prompts student reflection** of prior content knowledge; linking new concepts to familiar concepts; makes connections to students' experiences. (2d, 4d)	Activates students' **prior knowledge**; makes connections to students' experiences to enhance understanding of the content. (2d, 4d)	Makes connections to students' experiences to enhance understanding of the content.	
Content Accessibility — Pre-Conf., Observation, Post-Conf.	Discusses plan for making content accessible for all students at the **individual student level** by identifying and sharing materials/strategies for verbal & instructional scaffolding (*e.g., building background; paraphrasing; adapting materials; modifying tasks, problems, complexity of text; and/or vocabulary*). Provides evidence that multiple sources of data were used in planning for content accessibility, **including relevant literacy performance data for each student**, IEPs, ILLPs, and relevant assessment data (*e.g., formative assessments*). (2a, 2e, 4f, 5h)	Discusses plan for making content accessible for all students at the **sub-group level** by identifying and sharing materials/strategies for verbal & instructional scaffolding (*e.g., building background; paraphrasing; adapting materials; modifying tasks, problems, complexity of text; and/or vocabulary*). (2a, 2e, 4f, 5h)	Discusses plan for making content accessible for all students at the **sub-objective level** by identifying and sharing materials/strategies for verbal & instructional scaffolding (*e.g., building background; paraphrasing; adapting materials; modifying tasks, problems, complexity of text; and/or vocabulary*). Provides evidence that appropriate data was used in planning for content accessibility, **including IEPs, ILLPs, and relevant assessment data** (*e.g., formative assessments*). (2a, 2e, 4f, 5h)	Discusses plan for making content accessible for students by identifying and sharing materials **and** strategies for verbal or instructional scaffolding (*e.g., building background; paraphrasing; modifying tasks, problems, complexity of text; and/or vocabulary*). Provides evidence that data was used in planning for content accessibility for **at least one subgroup of students.** (2a, 2e, 4f)	Discusses plan for making content accessible for students by identifying and sharing materials or strategies for verbal or instructional scaffolding (*e.g., building background; paraphrasing; modifying tasks, problems, complexity of text; and/or vocabulary*). Provides evidence that data was used in planning for content accessibility for **at least one student.** (2a, 2e, 4f)	

FORMATIVE ASSESSMENT RUBRIC

Aligns with In-TASC Standard 1 (Learner Development), 6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Formative Assessment* rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Element	**Descriptors**					
Real-Time (during & end-of-lesson) **Assessment** *Pre-Conf. / Observation / Post -Conf.*	Plans appropriate during and end-of-lesson assessment(s) that are designed to elicit the information necessary throughout the lesson in order to adjust instruction at the **individual student level**. (1a, 6a, 6b, 7d, 8b)	Plans appropriate during and end-of-lesson assessment(s) that are designed to elicit the information necessary **throughout the lesson** in order to adjust instruction at **the sub-group level**. (1a, 6a, 6b, 7d, 8b)	**Plans appropriate during and end-of-lesson assessment(s)** (*e.g., student recording, artifacts, monitoring notes, verbal response*) aligned to the lesson objective that are designed to elicit the information necessary to adjust instruction at the **sub-objective level**. (1a, 6a, 6b, 7d, 8b)	Plans real-time assessment(s) **aligned to the lesson objective,** that are designed to elicit overt responses from students **multiple times** during the lesson. (6a, 6b)	Plans real-time assessment(s) designed to elicit an overt response from students. (6a)	
Student Progress *Pre -Conf. / Observation / Post -Conf.*	Articulates and presents evidence of student progress, relative to rigorous short-term (*e.g., unit, series of lessons*) and long-term (*e.g., end-of-year*) goals in order to guide planning. Presents evidence that **nearly all students (95 -100%)** met the lesson objective. (6c, 6g, 8b)	Articulates and presents evidence of student progress, relative to **rigorous short-term (*e.g., unit, series of lessons*) and long-term (e.g., end-of-year)** goals in order to guide planning. Presents evidence that **most of the students (75-94%)** met the lesson objective. (6c, 6g, 7f, 8b)	Articulates and presents evidence of student progress to guide planning. Presents evidence that **nearly all students (95-100%)** demonstrate progress (*growth*) **relative to the lesson objective**. (6c)	Articulates student progress; **75% -94%** of students demonstrate progress (*growth*).	Articulates student progress; **less than 75%** of students demonstrate progress (*growth*).	
Correct Level of Difficulty *Pre -Conf. / Observation / Post -Conf.*	Produces evidence that real-time assessments are at the correct level of difficulty at the **individual student level.** (6a)	Produces evidence that real-time assessments are at the correct level of difficulty at the **sub-group level.** (6a)	Produces evidence that real-time assessments are at the correct level of difficulty for more than half of the students, as evidenced by pre/prior assessment(s) **and** student work. (6a)	Produces evidence that real-time assessments are at the correct level of difficulty **for more than half** of the students, **as evidenced by pre/prior assessment(s) or student work.** (6a)	Produces evidence that real-time assessment(s) are at the correct level of difficulty **for less than half** of the students. (6a)	

INSTRUCTIONAL STRATEGIES RUBRIC

Aligns with In-TASC Standard 2 (Learning Differences), 3 (Learning Environment), 6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Instructional Strategies* rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Descriptors						
Teacher Role *Pre-Conf.* / **Observation** / *Post-Conf.*	Varies teacher role (*e.g., teacher-led, facilitation of student learning*) effectively and consistently in relation to content and purpose of instruction, **and the needs of individual learners**. (8d)	Varies teacher role (*e.g., teacher-led, facilitation of student learning*) effectively and **consistently** in relation to content and purpose of instruction, **and the needs of sub-groups of learners**. (8d)	Varies teacher role (*e.g., teacher-led, facilitation of student learning*) **effectively** during the instructional process **in relation to content and purpose of instruction.** (8d)	Varies teacher role (*e.g., teacher-led, facilitation of student learning*) during the instructional process **to support learning outcome(s)**. (8d)	Varies teacher role (*e.g., teacher-led, facilitation of student learning*) during the instructional process. (8d)	
Instructional Approach *Pre-Conf.* / **Observation** / *Post-Conf.*	Explicitly models an exemplary product/performance, **free of distractions,** by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition. **AND/OR** Presents problems/situations and allows open-ended processing of thinking or experimentation; **uses precise academic vocabulary while eliciting student predictions or conjectures about content, and supporting students in justifying their ideas**. (6f, 8d, 8e, 8f, 8i)	Explicitly models an exemplary product/procedure/ performance by labeling steps or concepts with precise academic vocabulary and **clear articulation of meta-cognition**. **AND/OR** Presents problem/situation and allows open-ended processing of thinking or experimentation; **uses precise academic vocabulary** while clarifying their understandings/ **misunderstandings, developing explanations, and communicating ideas**. (6f, 8d, 8e, 8f, 8i)	**Explicitly** models an exemplary product/procedure/performance by labeling steps or concepts **with precise academic vocabulary.** Supports students, at **essential sub-objectives** in using clear academic vocabulary/labels (*verbal, written, or non-linguistic representation*) **to solidify learning.** **AND/OR** Presents problem/situation and allows open-ended processing of thinking or experimentation; **uses precise academic vocabulary while clarifying understandings.** Supports students at **essential sub-objectives** in using clear academic vocabulary/labels (*verbal, written, or non-linguistic representation*) **to solidify learning.** (8d, 8e, 8f, 8i)	**Models** a task/performance by labeling the steps/criteria. **AND/OR** Presents problem/situation to **allow open-ended processing of thinking or experimentation**. (8d, 8e)	Provides clear directions for a procedure or shows an example of a product or performance. **AND/OR** Presents problem/situation with discussion. (8d)	

Element	Descriptors (5)	4	3 Proficient	2	1	0
	5	**4**	**3** Proficient	**2**	**1**	**0**
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Practice/ Aligned Activity Pre-Conf. / Observation / Post-Conf.	Engages all students in examining their own thinking **and/or** learning; **students effectively provide support for one another.** (3b, 6f)	Provides sufficient, aligned practice or conceptual development activity **aligned to appropriate sub-objective(s).** **Effectively** provides scaffolding for students **who need assistance and appropriately fades away or renews support as needed to ensure all students** are challenged to move toward independence. (2b)	Provides **sufficient, aligned practice or conceptual development activity** to support **successful learning** of the lesson objective. Actively guides and scaffolds individual students as they practice the objective and move toward independence (*e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning, prompting, cueing*). (2a)	Provides opportunity for students to practice the lesson objective before independent practice is assigned; **or** provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective.	Provides independent practice or conceptual development activity.	
Feedback (during the lesson) Pre-Conf. / Observation / Post-Conf.	**Prompts all students to utilize tools (***e.g., checklists, rubrics, exemplars, questions***) to assess their own understanding and generate feedback in order to advance their own learning.** (6d)	Provides academic feedback, **with precise labels,** that is **specific to the needs of the learner.** (6d)	Provides academic feedback in order to promote learning and retention that: **(1) is aligned at the sub-objective level; (2) references a specific level of skill or knowledge, and (3) is timely.** (6d)	Provides academic feedback that is **aligned to the objective**. (6d)	Provides academic feedback during the lesson. (6d)	

Element	Descriptors					0
	5	**4**	**3** **Proficient**	**2**	**1**	
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Monitor and Adjust (use of real-time assessment) Pre -Conf. / Observation / Post -Conf.	Checks for understanding by eliciting overt responses from all students at essential sub-objective levels. Utilizes student responses to appropriately move forward with or adjust one or more of the following at the **individual level**: • Instructional approach (*e.g., pacing, modeling, questioning, guided practice, feedback, etc.*) • Content sub-skills or complexity (*e.g. number in problem or Lexile*) • Depth of knowledge • Grouping • Task/Product requirements (2b, 8a, 8b)	Checks for understanding by eliciting overt responses from **all students** at essential sub-objective levels. Utilizes student responses to appropriately move forward with or adjust one or more of the following at the **sub group level:** • Instructional approach (*e.g., pacing, modeling, questioning, guided practice, feedback, etc.*) • Content sub-skills or complexity (*e.g. number in problem or Lexile*) • Depth of knowledge • Grouping • Task/Product requirements (2b, 8a, 8b)	Checks for understanding by eliciting overt responses **from most students (75% or more)** at **essential sub- objective levels**. **Utilizes student responses to appropriately** move forward with or adjust **one or more** of the following : • Instructional approach (*e.g., pacing, modeling, questioning, guided practice, feedback, etc.*) • Content sub-skills or complexity (*e.g. number in problem or Lexile*) • Depth of knowledge • Grouping • Task/Product requirements (8a, 8b)	Elicits overt responses from **at least half (50%)** of the students to either move forward with or adjust instruction. (8a, 8b)	Elicits overt responses from a few of the students to either move forward with or adjust instruction. (8a, 8b)	
Analysis of Instruction Pre -Conf. / Observation / Post -Conf.	Articulates how the results of this lesson **fit into the long range planning** for the content discipline, and identifies effective steps for increasing student learning **at the individual student level** for the next lesson. (7f)	**Articulates how the results of this lesson fit into the content discipline** and identifies effective steps for increasing student learning **at the sub group level** for the next lesson. (7f)	Accurately identifies strengths and/or weaknesses of the lesson/instruction, based on analysis of student work/results, **and identifies effective steps for increasing student learning for the next lesson**. (7f)	**Accurately** identifies strengths and/or weaknesses of the lesson/instruction, **based on analysis of student work/results**. (7f)	Identifies strengths and/or weaknesses of the lesson/instruction.	

LEARNER ENGAGEMENT RUBRIC

**Aligns with In-TASC Standard 2 (Learning Differences), 3 (Learning Environments), 4 (Content Knowledge),
5 (Application of Content),6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies)**

The *Learner Engagement* rubric is designed to support teachers with establishment of classroom environments that support authentic engagement in learning. The effective teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. The teacher collaborates with learners to develop shared values and expectations for rigorous academic discussions, and individual and group responsibility for quality work. Engagement is both student-to-student and teacher-to-student, and is grounded in development of critical thinking skills focused on content specific process skills. This facilitates authentic engagement where students are not just compliant, but can see a connection between the assigned task and the results/outcomes, and that there is clear meaning and personal relevance.

		5	4	3 Proficient	2	1	0
		Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Element		**Descriptors**					
Student-to-Student Interaction Pre-Conf. / Observation / Post-Conf.		**Students respond to shifts in conversation as they explore the topic; different students may emerge as experts** (*e.g., appropriately adjusts within the context, draws on multiple and/or diverse perspectives, challenges assumptions with justification and evidence*) in order to develop expressive language proficiency and demonstrate deep or extended learning. (4b, 4h, 5d, 6f, 8h)	Students engage in **focused learning conversations to build on other students' thoughts/ideas/writing/non-linguistic representation** (*e.g., questioning, piggybacking, summarizing, clarifying, paraphrasing*), in order to develop expressive language proficiency and **demonstrate deep or extended learning**. (4h, 5d, 6f, 8h)	Students engage in structured, **scaffolded** student-to-student academic dialogue aligned to the lesson objective in order to **develop expressive language proficiency and solidify learning**. Students demonstrate individual accountability, **equal participation, application of content vocabulary, and justification of ideas.** (4h, 8h)	Students engage in **structured**, student-to-student academic dialogue (*e.g., reporting, sharing, clarifying*), aligned to the lesson objective. Students demonstrate **individual accountability and use of content vocabulary.** (4h, 8h)	Students engage in student-to-student academic dialogue (*e.g., reporting, sharing, clarifying*). (4h, 8h)	
Teacher-to-Student Interaction Pre-Conf. / Observation / Post-Conf.		Elicits participation from **all students consistently** throughout the lesson for **each** sub-objective. **Students hold one another accountable for engagement in activities and responses.** (3c)	Elicits participation from **nearly all (95%-100%)** students for **most** sub-objectives, **through a systematic progression of purposeful questions and a variety of activities.** (8i)	Elicits participation from **most (85%-94%)** of the students at significant points during the lesson, through **purposeful questioning and/or activities** (*e.g., speak, write, signal, perform, think*) requires students to engage in covert (*internal*) thinking and provides sufficient wait time before calling on individual students. **Adjusts level of concern to promote mandatory participation through time limits, calling on non-volunteers, pacing, proximity, and/or performance checks.** (8i)	Elicits participation from **more than half** of the students during parts of the lesson, through questioning and/or activities (*e.g., speak, write, signal, perform, think*). **Utilizes questioning strategies that require covert (*internal*) thinking and sufficient wait time before calling on individual students.** (8i)	Elicits participation from **less than half** of the students, during parts of the lesson, through questioning and/or activities. (8i)	

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Descriptors						
Authentic Engagement Pre-Conf. / Observation / Post-Conf.	Facilitates authentic engagement by: (1) Involving all students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work; and (2) Collaborates with all students to design and implement relevant learning experiences. (2a, 3b, 5f, 5g, 7a, 8c, 8i)	Facilitates authentic engagement by assigning **differentiated, meaningful tasks that require complex thinking,** that most students associate with a result or outcome that has clear meaning and personal relevance. (2a, 7a, 8c, 8i)	Facilitates authentic engagement by assigning tasks that **most students** associate with a result or outcome that has clear meaning **and personal relevance** *(connects task(s) to learning outcome relative to big idea; purpose for learning).* (7a, 8c, 8i)	Assigns tasks that **some students associate with a result or outcome that has clear meaning**.	Assigns tasks that most students complete to avoid a negative consequence, or achieve an extrinsic outcome *(e.g., reading a book in order to pass a test).*	
Critical Thinking Pre-Conf. / Observation / Post-Conf.	Students use complex reasoning **with planning over an extended period of time in connection with a long-term project, problem, performance, and/or investigation** *(e.g., process multiple conditions of a problem or task; use multiple sources to gather and synthesize information; examine and explain alternatives).* **Students monitor their thinking to ensure learning; seek knowledge about how they learn new concepts, facts, and procedures; gain control in directing their solution process.** (5f)	Students use complex reasoning for **more than one sub-objective** during the lesson to make new meaning not provided by the teacher *(e.g., apply a concept in a new context; develop a plan or sequence of steps; select or devise an approach to research a problem; recognize and explain misconceptions; propose and evaluate solutions to problems; draw conclusions; make connections across time and place to explain a concept or big idea; develop generalizations).* (5f)	Students **use complex reasoning to make new meaning not provided by the teacher** *(e.g., apply a concept in a new context; develop a plan or sequence of steps; select or devise an approach to research a problem; recognize and explain misconceptions; propose and evaluate solutions to problems; draw conclusions; make connections across time and place to explain a concept or big idea).* (5f)	Students **use information or conceptual knowledge to demonstrate comprehension** of content *(e.g., summarize essential points; express learning in a graph or non-linguistic representation; explain cause-effect relationship; categorize; infer).*	Students demonstrate recall of fact(s), information, or procedure(s).	

LEARNING COMMUNITY RUBRIC
Aligns with In-TASC Standard 3 (Learning Environments)

The *Learning Community* rubric is designed to support teachers with establishment of a classroom learning environment that enhances individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation. The learning environment must motivate student learning through establishing interest, providing choices, making relevant connections, building understanding, assessing learning outcomes, developing close teacher-learner relationships, and creating a sense of belonging between and among learners. The teacher collaborates with learners to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Element	**Descriptors**					
Routines & Procedures / Pre-Conf. / Observation / Post-Conf.	**Students support each other** in consistently and effectively applying the routines and procedures **as members of a highly functioning learning community.** (3c, 3d)	Routines and procedures are **effectively and consistently utilized and internalized by students** to maximize instructional time. (3d)	**Supports students in utilizing routines and procedures to maximize instructional time.** (3a, 3d, 3f)	Implements routines and procedures to enable the classroom to run more smoothly. (3f)	Re-directs students to follow routines and procedures. (3f)	
Responsibility for Learning / Pre-Conf. / Observation / Post-Conf.	**Students are self-directed** learners who assume responsibility for productivity and maintain momentum without continuous monitoring. **Students use exemplary anchor papers, rubrics and/or other exemplary student work to evaluate their work and the work of others.** (3a, 3c, 3e)	**Collaborates with students** to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. (3a, 3c, 3e)	**Conveys high expectations** for learning using **one or more** of the following strategies: ▪ Focuses students on their academic and/or social goals. ▪ Prompts students to monitor their own work habits and take initiative. ▪ Encourages students to use strengths as a basis for growth and their misconceptions as opportunities for learning. (3e)	**Conveys high expectations** for student work and behavior through statements of lesson objective expectations, references to criteria for quality, **and/or** asking students to share with one another what is expected.	Assigns work to students and addresses misbehavior.	

	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Element	**Descriptors**					
Monitoring and Responding to Student Behavior Pre -Conf. / Observation / Post -Conf.	**Students proactively sustain a positive learning environment** so that nearly all necessary adjustments to behavior are student-initiated.	**Prompts students to develop and use self-monitoring skills** to maintain a positive and productive learning environment. (3a, 3e)	**Uses verbal and non-verbal cues in ways that demonstrate respect, and conveys the reason for the appropriate behavior in order to develop a collaborative community.** (3c, 3f) If needed, provides prompt intervention in a respectful and effective manner when a student(s) does not meet community **and/or** performance expectations.	Uses strategies to effectively monitor and respond to student behavior. If needed, respectfully responds to student(s) who do not meet community **and/or** performance expectations.	Uses strategies to monitor student behavior and responds to disrespectful or off task behavior. .	
Relationships Pre -Conf. / Observation / Post -Conf.	**Students facilitate and demonstrate positive interactions with their peers** in ways that demonstrate respect for and responsiveness to cultural backgrounds and/or differing perspectives.	**Demonstrates personal knowledge of individual students' lives, interests, and/or preferences.**	Facilitates and demonstrates polite and respectful verbal and non-verbal student-to-student and teacher-to-student interactions **in ways that demonstrate respect for and responsiveness to the cultural backgrounds and/or differing perspectives students bring to the learning environment.**	Facilitates polite and respectful teacher-to-student and student-to-student interactions.	Listens and observes in a thoughtful and responsive manner.	

PROFESSIONAL RESPONSIBILITIES RUBRIC
Aligns with In-TASC Standard 9 (Professional Learning & Ethical Practice) and 10: (Leadership & Collaboration)

The *Professional Responsibilities* rubric is designed to identify appropriate professional responsibilities in the context of the other rubrics embedded in the Learning Observation Instrument. The effective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The effective teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Element	**Descriptors**					
Engagement in Meaningful and Appropriate Professional Learning Opportunities 10(f)	Contributes to the knowledge and skills of others (e.g., models effective practice for colleagues), and leads professional learning activities.	Actively seeks out and participates in ongoing professional learning opportunities within and outside the school that **directly** address needs identified through examination of evidence of instructional effectiveness. Actively participates in and contributes meaningfully to required professional learning activities. (9a, 9b)	Seeks out and participates in **ongoing** professional learning opportunities **within and outside the school that generally address needs identified through examination of evidence of instructional effectiveness.** (9a, 9b)	Attends required professional learning activities. Seeks out and participates in optional professional learning opportunities.	Attends required professional learning activities.	
Collaboration with Colleagues	Actively engages with grade level or subject area colleagues **on an ongoing basis** in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning. (1c, 10a 10b, 10i)	Actively engages **within and across** grade level or subject area colleagues in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning. **Consistently seeks opportunities** to share practices and learning with colleagues and to learn from them. (1c, 10a, 10b, 10i)	**Actively engages** with grade level or subject area colleagues in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning. **Seeks opportunities** to share practices and learning with colleagues and to learn from them. Relationships with colleagues are characterized by mutual support, respect, and cooperation. (1c, 10a, 10b, 10i)	Participates with grade level or subject area colleagues in **sharing responsibility for student learning.** Relationships with colleagues are cordial and respectful.	Participates professionally with grade level or subject area colleagues. Relationships with colleagues are cordial, and respectful.	

Element	Descriptors					0
	5 Meets criteria at levels 3, 4, and 5.	**4** Meets criteria at levels 3 and 4.	**3** **Proficient**	**2**	**1**	
Engagement with Families	**Actively and authentically involves families** on an **ongoing basis** in setting goals and expectations for individual student learning and development. Establishes mutual expectations for individual students in collaboration with families, and works with them to **mutually develop and monitor** strategies **both at school and at home** to support students in achieving those goals. (10d)	**Actively and regularly involves families** in setting goals and expectations for individual student learning and development. Establishes **mutual expectations** for individual students in collaboration with families, and works with them to develop and monitor strategies at home to support students in achieving those goals. (10d)	**Involves families** in setting goals and expectations for individual student learning and development. Communicates expectations for individual students to families, and **works with them** to develop and monitor strategies at home to support students in achieving those goals. (10d)	Communicates expectations for individual students to families, and **works with them** to develop and monitor strategies at home to support students in achieving those goals.	Communicates expectations for individual students to families.	
Communica-tion with Families	Uses a variety of communication tools and strategies to **regularly and frequently communicate** with families regarding individual student learning and progress. **Seeks regular and frequent information and feedback** from families about students and the instructional program. (10d, 10g)	Uses a **variety of communication tools and strategies** to regularly communicate with families regarding individual student learning and progress. **Seeks information and feedback from families about students and the instructional program.** (10d, 10g)	**Regularly communicates** with families regarding individual student learning and progress. Responds **fully** to families' concerns about students, **and follows up by providing information about progress or changes.** Relationships with families are characterized **by mutual support.** (10d, 10g)	**Communicates** with families regarding individual student learning and progress. **Responds to families' concerns** about students. Relationships with families are cordial and respectful. (10d, 10g)	Provides required information to families. Responds to families' concerns about students. Relationships with families are cordial and respectful. (10d, 10g)	
Leadership	Seeks opportunities and accepts leadership roles at the district, state, or national level and advocates for learners, the school, the community, and the profession. Engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and **evaluate** progress toward those goals. (10c, 10k)	Seeks opportunities and accepts leadership roles at the district level. Engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor progress toward those goals. (10c, 10k)	Seeks opportunities and accepts leadership roles within the school. Actively supports the school's shared vision and common goals. Contributes to improvement efforts within the school. (10c, 10k)	Participates in leadership opportunities when asked. (10k)	Understands and supports the school's shared vision and common goals. (10c)	