

Observation Scoring Rubric

Standard 1: Uses content knowledge and perspectives aligned with appropriate instruction	
Scoring rubric	Examples of evidence and "look-fors"
Indicator 1.1: Displays and communicates content knowledge and academic language	
The teacher...	
0 - does not communicate the key concepts of the discipline(s), nor use academic language.	<ul style="list-style-type: none"> • Does not communicate key concepts or themes in the discipline • Does not support student learning of academic language or content knowledge
1 - demonstrates limited depth and/or breadth of key content knowledge and rarely communicates the meaning of academic language.	<ul style="list-style-type: none"> • Conveys a merely rudimentary understanding of key concepts and/or themes in the discipline • Minimally guides students to a deeper understanding of content • Very little use of academic language, or uses academic language that does not match focus of the content, so students are confused
3 - demonstrates some depth and breadth of key content knowledge and communicates the meaning of academic language less than half of the time.	<ul style="list-style-type: none"> • Conveys moderate understanding of key concepts and themes in the discipline • Occasionally guides students to a deeper understanding of content • Requires or facilitates students to accurately use key disciplinary concepts and language less than half of the time, or less than half of the students • Seeks input/feedback from students using academic language (e.g., conclusion, evidence, justification, hypothesis) less than half of the time, or less than half of the students
5 - demonstrates solid depth and breadth of key content knowledge and communicates the meaning of academic language more than half of the time.	<ul style="list-style-type: none"> • Conveys solid understanding of key concepts and themes in the discipline • Conveys some relationship between key concepts • Uses examples or demonstrations of related concepts to deepen student understanding • Treats content as complex and ever-evolving • Requires or facilitates students to accurately use key disciplinary concepts and language more than half of the time, or more than half of the students • If time permits, multiple strategies for learning academic vocabulary are used

<p>7 - demonstrates excellent depth and breadth of key content knowledge and communicates the meaning of academic language almost all the time.</p>	<ul style="list-style-type: none"> • Conveys excellent understanding of key concepts and themes in the discipline • Strongly conveys relationships between key concepts • Conveys history of the concepts and/or real-world applications • If time permits, uses several examples or demonstrations of concepts to deepen student understanding • Conveys recent knowledge or development of the field, if applicable • Constantly seeks input/feedback from students using academic language • Requires students to use critical vocabulary in context correctly almost all the time, or by almost all the students • Students are able to articulate their learning in academic language
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Indicator 1.2: Cognitively engages students in subject

The teacher...

<p>0 - does not cognitively engage students in the content.</p>	<ul style="list-style-type: none"> • Does not use instructional strategies to promote thinking about the content • Students are not cognitively engaged in the subject matter
<p>1 - seldom cognitively engages students in the content.</p>	<ul style="list-style-type: none"> • Ineffectively uses at least one potentially weak instructional strategy to promote thinking about the content • Only cognitively engages one student at a time
<p>3 - occasionally cognitively engages students in the content, less than half of the time, or less than half of the students.</p>	<ul style="list-style-type: none"> • Uses cognitive engagement strategies (e.g., advanced organizers, K-W-L charts, share-out, shoulder-partner), but not very effectively • Missed opportunities for thinking about the content • Some students are cognitively engaged minimally
<p>5 - occasionally cognitively engages students in the content, more than half of the time, or more than half of the students.</p>	<ul style="list-style-type: none"> • Most students are cognitively engaged much of the time • Recognizes if some are not cognitively engaged, and tries alternate strategies to increase or maintain students' thinking about content • Uses specific processing structures with students
<p>7 - almost always cognitively engages students in the content, or engages almost all the students.</p>	<ul style="list-style-type: none"> • Almost all students spend most of the time cognitively engaged with the content • Effectively uses strategies to promote thinking about the content • Supports students in monitoring their own levels of cognitive engagement and in employing personal strategies to increase their engagement

Indicator 1.3: Uses disciplinary research and inquiry methodologies, and teaches the tools of inquiry used in the content area

The teacher...

<p>0 - does not communicate or engage students in the processes of inquiry and research pertinent to the discipline being taught.</p>	<ul style="list-style-type: none"> • No mention of the methods of inquiry, research methodologies, or standards of evidence used in the discipline • Students do not engage in methods of inquiry
<p>1 - seldom communicates the methods of inquiry used in the discipline; and seldom requires students to employ the methods appropriate to content/grade level.</p>	<ul style="list-style-type: none"> • Seldom or only briefly mentions methods of inquiry • Communicates a basic level of understanding about inquiry methods • Students fleetingly engage in methods of inquiry
<p>3 - occasionally communicates the methods of inquiry, research methodologies, disciplinary standards of evidence, and/or requires students to employ these methods to acquire and critically evaluate appropriate content and grade level information less than half of the time, or with half of the students.</p>	<ul style="list-style-type: none"> • Uses or models methods of inquiry in the content area to a limited extent, including discourse and argument • Students engage in inquiry methods to a limited extent
<p>5 - occasionally communicates the methods of inquiry, research methodologies, disciplinary standards of evidence, and/or requires students to employ these methods to acquire and critically evaluate appropriate content and grade level information more than half of the time, or with more than half of the students.</p>	<ul style="list-style-type: none"> • Uses or models methods of inquiry in the content area well • Provides opportunities for students to acquire and evaluate information on their own or in groups for much of the session.
<p>7 - strongly communicates the methods of inquiry, research methodologies, disciplinary standards of evidence, and/or requires students to employ these methods to acquire and critically evaluate appropriate content and grade level information during almost all of the session.</p>	<ul style="list-style-type: none"> • Strongly models effective use of inquiry methods in the discipline • Builds capacity for all students to design and conduct inquiry individually and in teams using standards of evidence in the field in all aspects of the lesson • Students communicate the importance of inquiry and research as a part of their learning.



Indicator 1.4: Uses interdisciplinary instruction

The teacher...	
0 - does not make interdisciplinary content connections during instruction.	<ul style="list-style-type: none"> • Instruction does not include reference or connection to other disciplines • Does not create learning experiences allowing students to apply cross-disciplinary knowledge
1 - seldom makes interdisciplinary content connections during instruction.	<ul style="list-style-type: none"> • Makes very few connections between various disciplines • Connections do not enhance learning
3 - occasionally makes somewhat integrated interdisciplinary content connections during instruction, misses more than half of the potential connections.	<ul style="list-style-type: none"> • Makes some connections between disciplines • Connections contribute somewhat to overall learning goal • Uses a learning experience allowing students to apply cross-disciplinary knowledge
5 - occasionally makes appropriately integrated interdisciplinary content connections during instruction, misses less than half of the potential connections.	<ul style="list-style-type: none"> • Makes several connections, or a few strong connections between disciplines • Connections are logical and add to overall learning • If time permits, uses a few learning experiences in which students apply cross-disciplinary knowledge • Class activities guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines
7 - frequently makes well-integrated interdisciplinary content connections during instruction.	<ul style="list-style-type: none"> • Makes several strong connections between two or more disciplines • Connections are well-integrated with overall learning goals • Frequently uses learning experiences in which students apply cross-disciplinary knowledge • Weaves interdisciplinary themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners • Engages students in analysis using perspectives from a variety of disciplines



Indicator 1.5: Incorporates diverse social and cultural perspectives on content

The teacher...	
<p>0 - does not facilitate students' ability to develop diverse social and cultural perspectives.</p>	<ul style="list-style-type: none"> • Does not provide instruction involving diverse social and cultural perspectives • Does not communicate the potential for bias when discussing content.
<p>1 - seldom examines diverse social and cultural perspectives.</p>	<ul style="list-style-type: none"> • Makes little attempt to facilitate students' ability to develop diverse social and cultural perspectives • Minimally discusses students' cultural experiences when discussing content, but not in a larger context
<p>3 - occasionally and/or weakly examines social and cultural diversity, potential for bias in the discipline, and global perspectives of the discipline.</p>	<ul style="list-style-type: none"> • Uses some instructional activities that include diverse social and cultural perspectives and/or critical examination of bias • May have examples in the classroom from diverse perspectives • Minimally connects student experience to national, regional, and ethnic perspectives • Makes minimal global connections
<p>5 - occasionally and/or clearly examines social and cultural diversity, potential for bias in the discipline, and global perspectives of the discipline.</p>	<ul style="list-style-type: none"> • Much of lesson includes diverse social and cultural perspectives • Encourages students to question and challenge conventional assumptions and standard approaches • Students discuss problems and solutions to global challenges
<p>7 - frequently and strongly examines national/regional/ethnic contributions to the discipline, social and cultural diversity within the discipline, potential for bias in the discipline, and global perspectives of the discipline.</p>	<ul style="list-style-type: none"> • Almost all of the lesson facilitates students' development of diverse social and cultural perspectives • Diverse perspectives are connected to a sequence of learning • Encourages students to share their personal perspectives as they relate to other perspectives • Engages students in strategies to determine if bias is present in representations of content • Activities require students to demonstrate an understanding of local and global issues related to the discipline



Standard 2: Understands and Encourages Student Learning, Growth and Development

Scoring rubric	Examples of evidence and "look-fors"
Indicator 2.1: Supports cognitive development of all students	
The teacher...	
0 - delivers instruction inappropriate to the development level of students	<ul style="list-style-type: none"> • Uses no learning activities appropriate to the cognitive development level of students
1 - seldom delivers instruction appropriate to the cognitive development level of the class, or delivers instruction appropriate to only a few students.	<ul style="list-style-type: none"> • Uses learning activities that are too easy or too difficult cognitively for most students • Students either do not need any instructional support to be successful, or even with scaffolding the tasks are too difficult • Uses one instructional strategy* with little regard to the needs of individual students • Varies strategies* some to try to address diverse student needs, but not successfully
3 - delivers instruction appropriate to the cognitive development level of less than half of the students or less than half of the time.	<ul style="list-style-type: none"> • Uses learning activities within the zone of proximal development for some students • Some students must stretch cognitively, but are successful with some scaffolding; for other students, tasks are too easy or too difficult • Uses minimal strategies* to differentiate instruction
5 - delivers instruction appropriate to the cognitive development level of more than half of the students or more than half of the time.	<ul style="list-style-type: none"> • Uses learning activities within the zone of proximal development for most students • Most students must stretch cognitively, but are successful with some scaffolding • Clearly connects learning activities and needs of diverse learners • Uses strategies* effectively to meet the needs of most students
7 - delivers instruction appropriate to the cognitive development level of almost all students almost all of the time.	<ul style="list-style-type: none"> • Almost all students must stretch cognitively, and are successful with some scaffolding • Uses learning activities within the zone of proximal development for almost all students • Seamlessly provides individualized instructional practices to advance almost all individual students' learning.

*Strategies may include grouping students with similar needs and using a few instructional strategies for different groups such as teacher-led instruction, pair-share, self-reflection, flash cards, or provision of additional challenges

Indicator 2.2: Sets and monitors student goals

The teacher...	
<p>0 - does not communicate clear goals for the learning activity.</p>	<ul style="list-style-type: none"> • Instructional goals and expectations for student learning are not clear
<p>1 - communicates goals for the lesson, but seldom supports or requires student goal-setting.</p>	<ul style="list-style-type: none"> • Communicates goals for the learning activity, but does not encourage student responsibility
<p>3 - has clear goals and encourages some student responsibility by occasionally helping them set goals. Students have clearly articulated goals in less than half of the learning activities or less than half of the students have clear goals.</p>	<ul style="list-style-type: none"> • Clear lesson objectives presented in student-friendly language • Some activities involve students setting goals • Encourages some student responsibility
<p>5 - has clear goals and provides support in student goal-setting. Students have clearly articulated goals in more than half of the learning activities, or more than half of the students have clear goals.</p>	<ul style="list-style-type: none"> • Instructs students on successful goal setting (e.g., goals should be specific, challenging, but reasonable, and further defined by sub-goals) • Most activities emphasize student goal-setting • Evidence of student goals may be visible (e.g., posted on wall).
<p>7 - has clear goals and students have clearly-articulated short- and long-term goals in almost all learning activities, or almost all students have clear goals. The teacher strongly leads students in effective goal-setting and self-reflection regarding goal attainment.</p>	<ul style="list-style-type: none"> • Instructs students on how to set and monitor goals • Goals are both short- and long-term (e.g., unit, quarter, semester) • Students engage in self-reflection regarding goal attainment



Indicator 2.3: Incorporates theories of learning

The teacher...

<p>0 - does not apply research-based theories of learning.</p>	<ul style="list-style-type: none"> • No evidence of use of research-based theories of learning • Uses strategies* that research and theory suggest are counter-productive or ineffective
<p>1 - seldom effectively applies research-based theories of learning.</p>	<ul style="list-style-type: none"> • Uses research-based strategy(ies)* to promote learning for a very limited portion of the lesson • Uses strategy(ies)* ineffectively.
<p>3 - effectively applies research-based theories of learning less than half of the time or with less than half of the students.</p>	<ul style="list-style-type: none"> • Uses some research-based strategies* to promote learning fairly effectively with some students. • Uses direct instruction or constructivism, depending on which is most appropriate for some of the students or topics
<p>5 - effectively applies research-based theories of learning more than half of the time or with more than half of the students.</p>	<ul style="list-style-type: none"> • Uses research-based strategies* effectively with most students for much of the lesson. • May teach study habits, and memory and comprehension monitoring strategies to students
<p>7 - almost always effectively applies research-based theories of learning or with almost all the students.</p>	<ul style="list-style-type: none"> • Uses multiple research-based strategies* highly effectively with almost all students consistently throughout the lesson • Clearly teaches study habits, and memory and comprehension monitoring strategies to students

*Strategies may include providing strong, clear feedback, spacing practice, summarizing, reciprocal teaching, modeling, concept mapping, frequent assessment, establishing goals and sub-goals, vocabulary building, reinforcing effort, using cognitively complex tasks, using graphic and advanced organizers, academic play or games, note-taking, voting, and computer-assisted instruction



Indicator 2.4: Promotes the emotional competence of students

The teacher...

<p>0 - does not apply research-based methods of promoting students' emotional competence.</p>	<ul style="list-style-type: none"> • Teacher and students appear emotionally negative to neutral much of the time • Teacher does not model appropriate emotional competence • Students' emotional explosions are not dealt with constructively, and may even be escalated.
<p>1 - seldom applies research-based strategies to promote students' emotional well-being. The teacher and students seldom appear to be in an upbeat mood.</p>	<ul style="list-style-type: none"> • Teacher and students appear emotionally neutral much of the time • Uses few strategies* to promote emotional competence • Emotional explosions are seldom dealt with constructively.
<p>3 - occasionally applies research-based strategies to promote students' emotional well-being. An upbeat mood is displayed by the teacher less than half of the time, and by students less than half of the time or by less than half of the students.</p>	<ul style="list-style-type: none"> • Teacher and students appear emotionally positive some of the time • Uses a few research-based strategies* to promote emotional competence of students.
<p>5 - occasionally applies research-based strategies to promote students' emotional well-being. An upbeat mood is displayed by the teacher more than half of the time, and by students more than half of the time or by more than half of the students.</p>	<ul style="list-style-type: none"> • Teacher and students appear emotionally positive most of the time • Uses more than a few research-based strategies* to promote emotional competence of students • Emotional explosions are dealt with constructively most of the time.
<p>7 - frequently applies research-based strategies to promote students' emotional well-being and displays sensitivity to students' emotions. An upbeat mood is displayed by the teacher almost all of the time, and by students almost all of the time or almost all of the students.</p>	<ul style="list-style-type: none"> • Teacher and students appear emotionally positive almost all of the time • Uses several research-based strategies* and seizes every opportunity to promote emotional competence in students • Emotional explosions are dealt with constructively almost always.

*Strategies may include modeling good regulation of emotion, coaching effective coping strategies, talking about emotions as they naturally occur, validating negative emotions (without accepting misbehavior), helping students reinterpret negative situations in a more positive light, and using appropriate humor



Indicator 2.5: Builds on students' prior experiences, learning strengths, and needs

The teacher...	
<p>0 - has not taken into consideration the prior learning and experience of students when presenting a lesson or activity.</p>	<ul style="list-style-type: none"> • Prior knowledge, learning, or experiences of the students has no bearing on the lesson/activity delivery • Does not design learning experiences that connect students' prior content knowledge to new learning.
<p>1 - communicates vague awareness of students' prior knowledge. The teacher seldom begins learning activities by activating prior knowledge and seldom makes connections among information for students.</p>	<ul style="list-style-type: none"> • Comments on prior knowledge of a few students • Does not clearly connect new learning with prior learning
<p>3 - communicates some awareness of students' prior knowledge. The teacher begins learning activities by activating prior knowledge less than half of the time or considers the prior knowledge of less than half of the students. The teacher occasionally builds on prior knowledge to create a web of knowledge with a few connections.</p>	<ul style="list-style-type: none"> • Assesses and activates prior knowledge (e.g., with a K-W-L approach) of some students • Comments on a few individual students' prior experiences • Makes one or two connections to prior knowledge
<p>5 - communicates awareness of students' prior knowledge. The teacher begins learning activities by activating prior knowledge more than half of the time or considers the prior knowledge of more than half of the students. The teacher occasionally builds on prior knowledge to create a web of knowledge with a moderate number of connections.</p>	<ul style="list-style-type: none"> • Assesses and activates prior knowledge of most students • Aligns learning activities to most students' prior individual experiences • Refers multiple times to content from other lessons or units
<p>7 - communicates awareness of students' prior knowledge and almost always begins learning activities by activating prior knowledge (or considers the prior knowledge of almost all the students). The teacher clearly builds on prior knowledge to create a strong web of knowledge with many connections.</p>	<ul style="list-style-type: none"> • Activates prior knowledge of almost all students • Makes many connections to knowledge web • Refers strongly and repeatedly to content from other lessons or units • Builds on the experiences of each student and adapts lesson as needed

Indicator 2.6: Incorporates students' language, culture, family, and community

The teacher...

<p>0 - does not modify instruction to reflect an understanding of how student learning is influenced by language, culture, family and community values.</p>	<ul style="list-style-type: none"> • Does not convey any awareness of students' cultural backgrounds
<p>1 - seldom uses multicultural strategies or conveys sensitivity to students' and the community's cultures.</p>	<ul style="list-style-type: none"> • Communicates some knowledge of student and community culture and values • Does not integrate culture into lesson well • Misses opportunities to teach respect for all students
<p>3 - uses approaches that incorporate and demonstrate sensitivity to the students' family, language, culture, and community less than half of the time, or for less than half of the students.</p>	<ul style="list-style-type: none"> • Draws some connections during learning activities that are related to some students' or community to community cultures • Teaches and models multicultural respect, including socioeconomic status, through action and words occasionally • Environment includes a few samples from diverse cultures.
<p>5 - uses multicultural strategies and conveys sensitivity to students' family, language, culture, and community more than half of the time, or for more than half of the students.</p>	<ul style="list-style-type: none"> • Draws clear connections during learning activities that are related to several students' cultures • Teaches and models multicultural respect, including socioeconomic status, through action and words for most to all students • Environment includes several samples from diverse cultures • Treats most students impartially
<p>7 - employs high-quality multicultural strategies, conveying sensitivity to almost all students.</p>	<ul style="list-style-type: none"> • Draws explicit connections during learning activities that are related to almost all students' cultures • Routines and procedures clearly indicate a trusting multicultural environment • Environment includes many samples from diverse cultures • Consistently teaches and models multicultural respect, including socioeconomic status, for all students • Treats all students impartially • Students convey respect for others of different cultures



Standard 3: Implements the Curriculum

Scoring Rubric	Examples of Evidence/"Look-Fors"
Indicator 3.1: Implements curriculum standards.	
The teacher...	
0 - does not implement instruction that aligns with the district curriculum or state standards.	<ul style="list-style-type: none"> Does not deliver learning experiences that are aligned with district curriculum or state standards.
1 - seldom implements instruction that aligns with district curriculum map or pacing guides or with state curriculum guidelines.	<ul style="list-style-type: none"> Delivers some learning experiences that are aligned with learning standards Designs some opportunities for students to achieve the learning goals.
3 - implements instruction that aligns with district curriculum map or pacing guides or with state curriculum guidelines during less than half of the learning experiences.	<ul style="list-style-type: none"> Some learning experiences are aligned with standards Designs some opportunities for students to achieve learning goals
5 - implements instruction that aligns with district curriculum map or pacing guides or with state curriculum guidelines during more than half of the learning experiences.	<ul style="list-style-type: none"> Most learning experiences are aligned with learning standards Includes several different opportunities for students to achieve the learning goals
7 - implements instruction that strongly aligns with district curriculum map or pacing guides or with state curriculum guidelines almost all of the learning experience.	<ul style="list-style-type: none"> Almost all learning experiences are strongly aligned with learning standards Discusses alignment of activities and standards with students The teacher is able to evaluate the appropriateness of a curriculum



Indicator 3.2: Develops lessons for diverse learners. The teacher develops lessons with a variety of learning activities to accommodate individual needs of diverse learners. Note: Not observable in mini-observation. Pertains to lesson planning. For observation see indicator 2.1 and 2.6. Measured in Unit of Instruction element 7 and PD Plan element 9.

Indicator 3.3: Analyzes instructional goals and differentiated instructional strategies. Note: Not observable in mini-observation.



Standard 4: Teaches for Critical Thinking

Scoring Rubric	Examples of Evidence/"Look-Fors"
Indicator 4.1: Uses instructional strategies leading to student problem-solving and critical thinking.	
The teacher...	
0 - does not promote student problem-solving or critical thinking skills.	<ul style="list-style-type: none"> Students are not involved in problem-solving or critical thinking
1 - seldom requires students to problem-solve and think critically.	<ul style="list-style-type: none"> Seldom uses questions that demand more than basic recall or mere opinion Responds to own questions without wait time for student response Exclusively uses routine applications of known procedures, or highly-guided or constrained tasks
3 - uses strategies that require students to problem-solve and think critically less than half of the time or less than half of the students.	<ul style="list-style-type: none"> Occasionally uses instructional strategies that require some students to reason, think critically and problem-solve (e.g., to assess or develop an informed argument, weigh credibility of evidence, justify or evaluate their thinking, use cause-and-effect charts) Uses some higher-order questions with skill, but not consistently (e.g., "how do you know?" or "why do others come to a different conclusion?") May provide opportunities for higher-order thinking (e.g., compare, analyze, infer, evaluate, explain, justify), without follow-through with student engagement Mostly uses routine applications of known procedures Wobbles on the thin line between too much and too little scaffolding for problem solving
5 - uses strategies that require students to problem-solve and think critically more than half of the time or, more than half of the students.	<ul style="list-style-type: none"> Occasionally uses instructional strategies that require most students to reason, think critically and problem-solve Models critical thinking and steps necessary to problem-solve for students, but misses some golden opportunities May allow students to problem-solve independently, rather than provide step-by-step instructions Implements meaningful learning experiences that require most students to apply disciplinary knowledge to real world problems

<p>7 - engages almost all students in learning activities that promote problem-solving and critical thinking skills continuously through almost all the lesson.</p>	<ul style="list-style-type: none"> • If time allows, progresses fluently through multiple instructional techniques that require almost all students to think critically and problem-solve • Consistently requires students to explain or justify their thinking, problem solve, formulate questions, be creative, or make informed decisions • Almost all students consistently engage in individual or collaborative critical thinking and problem-solving, analysis, synthesis, interpretation, and creation of original products • Strongly models critical thinking
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Indicator 4.2: Appropriately uses instructional resources to enhance student learning

<p>The teacher...</p>	
<p>0 - does not appropriately use instructional resources to enhance learning.</p>	<ul style="list-style-type: none"> • No use of appropriate instructional resources* • Uses inadequate text or materials
<p>1 - seldom uses instructional resources to enhance learning.</p>	<ul style="list-style-type: none"> • Inappropriately follows the standard text or materials • Does not use available resources*, technological tools, or strategies or uses them in perfunctory or developmentally inappropriate ways
<p>3 - uses some developmentally appropriate instructional resources to enhance learning less than half of the time or, for less than half of the students.</p>	<ul style="list-style-type: none"> • Uses limited resources* or technological tools successfully or uses multiple resources*, but not successfully. • Uses some developmentally appropriate resources
<p>5 - uses developmentally appropriate instructional resources to enhance learning more than half of the time or for more than half of the students.</p>	<ul style="list-style-type: none"> • Uses a variety of instructional resources* • Uses available resources or technological tools appropriate for most students
<p>7 - almost always effectively uses developmentally appropriate instructional resources to enhance learning for almost all students.</p>	<ul style="list-style-type: none"> • Uses a variety of instructional resources* effectively Selects instructional resources that afford student engagement in strong learning activities • Promotes technology literacy through use of instructional resources • Students are required to become critical users of quality information from multiple resources • Facilitates students' evaluation of instructional resources that will benefit their learning

*Resources may include online resources, primary source documents, manipulatives, supplementary readings, etc.

Indicator 4.3: Employs cooperative learning

The teacher...

<p>0 - does not employ cooperative learning activities.</p>	<ul style="list-style-type: none"> No use of cooperative learning activities
<p>1 - seldom employs cooperative learning activities. When employed, cooperative learning is organized inadequately.</p>	<ul style="list-style-type: none"> Uses whole group instruction during the vast majority of instructional time Teacher dominates activities Uses small group learning activities ineffectively
<p>3 - employs cooperative learning less than half of the time, when it would be appropriate. When CL is employed, it is organized weakly.</p>	<ul style="list-style-type: none"> Uses small group learning activities but guidelines for small group learning activities are not clear Activities are weakly organized or transitions are not smooth A variety of instructional grouping situations are used when appropriate, but some opportunities for ideal groupings are missed.
<p>5 - effectively combines flexible, independent, cooperative, and whole-class learning situations to maximize student learning more than half of the time. When employed, cooperative learning is organized adequately.</p>	<ul style="list-style-type: none"> Makes guidelines for group learning activities clear Activities are organized with orderly transitions and clearly defined roles Students engage in cooperative learning rather than just "group work" Checks understanding for each group A variety of instructional situations are used when appropriate such as independent, small groups, and whole class
<p>7 - almost always effectively combines flexible, independent, cooperative, and whole-class learning situations to maximize student learning. When cooperative learning is employed, it is exceptionally well-organized.</p>	<ul style="list-style-type: none"> Fluidly directs independent, collaborative and whole class learning situations that maximize student learning Fully applies all principles of effective CL (e.g., makes evaluation criteria clear, monitors and provides feedback, applies PIES [personal and group accountability, interdependence, equal participation, simultaneity]) Uses grouping strategies to help students interact with others from different cultures and backgrounds, when possible May also serve as a resource to colleagues in the use of independent, collaborative and whole class learning situations

Standard 5: Creates a Positive Classroom Learning Environment	
Scoring Rubric	Examples of evidence and "look-fors"
Indicator 5.1: Motivates and affectively engages students	
The teacher...	
0 - does not use research-based motivation strategies.	<ul style="list-style-type: none"> No evidence of motivational strategies in use
1 - seldom uses research-based motivation strategies.	<ul style="list-style-type: none"> Uses few research-based strategies* Uses strategies in ways that undermine long-term motivation (e.g., uses incentives or rewards to manipulate engagement) Uses gimmicks that distract rather than engage
3 - uses research-based motivation strategies effectively less than half of the time, or with less than half of the students.	<ul style="list-style-type: none"> Uses research-based strategies* to motivate with minimal success. Some students appear moderately motivated some of the time Lesson occasionally drags
5 - uses research-based motivation strategies effectively more than half of the time or with more than half of the students.	<ul style="list-style-type: none"> Uses multiple research-based motivation strategies* with moderate success Most students appear motivated most of the time Some students may be unmotivated, but many are motivated
7 - almost always uses research-based motivation strategies effectively with almost all the students.	<ul style="list-style-type: none"> Uses multiple research-based motivation strategies* highly effectively Almost all students appear highly-motivated almost all of the time Students may be engaged in self-directed learning Adjusts and refines use of motivation strategies based on effectiveness

* Strategies may include connecting instruction with students' lives, using authentic examples and interesting materials, providing choice (autonomy), promoting self-efficacy, communicating that success is due to effort (not ability)



Indicator 5.2: Manages time, space, transitions, and activities

The teacher...

<p>0 - does not manage time, space, or transitions well. Almost all students are on task less than 10% of the time.</p>	<ul style="list-style-type: none"> • Has no procedures for transitioning or managing time efficiently
<p>1 - seldom manages time, space or transitions well. Most students are on task less than 25% of the time.</p>	<ul style="list-style-type: none"> • Time is not used efficiently • Space is not efficiently organized for students to access resources, move about the room, or participate in activities • Does not re-direct students who are off-task, or has to stop frequently to re-direct because students are unsure of directions • Back frequently turned to students, missing behavior • Students have to wait for teacher • Directions unclear • Transitions are too long or not relevant • Talks about transition, but then does not make transition
<p>3 - manages time, space and transitions well less than half of the time. Most students are on task 25-40% of the time.</p>	<ul style="list-style-type: none"> • Teacher manages time rather than students • Uses strategies for managing time, space, and transitions some of the time such as effective seating structures, sufficient material in the room, communicating procedures for students entering or finishing work, communicating clear expectations for student behavior • Does not fully minimize distractions or interruptions • Changes directions too often
<p>5 - manages time, space and transitions well more than half of the time. Almost all students are on task 60-75% of the time.</p>	<ul style="list-style-type: none"> • Manages time, space, and transitions well most of the time • Students know what to do when the bell rings • Students are on-task most of the time and appear to know classroom routines • Only minor re-directs are needed • Transitions between instruction, demonstration, guided practice, and independent practice are fairly smooth
<p>7 - almost always organizes, allocates, and manages time, space, and transitions well. Almost all students are on task more than 75% of the time.</p>	<ul style="list-style-type: none"> • Manages class so fluidly that management is invisible • Strong evidence that students already know classroom routines and transitions • Students appear to be self-directed • Students collaborate on the effective management of time, space, and transitions

Indicator 5.2b: Uses effective discipline that promotes self-control

The teacher...	
0 - does not use effective discipline that promotes self-control.	<ul style="list-style-type: none"> Exclusively uses power-assertive discipline, or uses no discipline.
1 - seldom uses effective discipline that promotes self-control.	<ul style="list-style-type: none"> Seldom uses research-based discipline strategies* that promote long-term self-control Attempts to use strategies, but not effectively
3 - effectively uses discipline that promotes self-control less than half of the time, or with less than half of the students.	<ul style="list-style-type: none"> Uses a few research-based discipline strategies* that promote long-term self-control Avoiding use of material rewards, coercion, threats, isolation, and removing the student from learning activities Keeps a positive but firm tone during discipline
5 - effectively uses discipline that promotes self-control more than half of the time or with more than half of the students.	<ul style="list-style-type: none"> Uses multiple research-based discipline strategies* to promote long-term self-control and obtain compliance Keeps a positive but firm tone during discipline Uses material rewards, point system, and behavior modification only when absolutely necessary Uses reinforcement correctly and does not mistakenly reinforce misbehavior
7 - almost always effectively uses discipline that promotes self-control with almost all students.	<ul style="list-style-type: none"> Consistently uses multiple research-based discipline strategies* to promote long-term self-control and obtain compliance Keeps a warm but authoritative tone demanding appropriate behavior

*Strategies may include using inductive reasoning, using praise, describing how misbehavior affects others, and respecting negotiation with students.



Indicator 5.3: Uses strategies that promote social competence in the classroom, school, and community and between students

The teacher...

<p>0 - does not apply research-based strategies to promote students' social competence and to build a classroom community.</p>	<ul style="list-style-type: none"> • Students appear disconnected to one another • Interactions between students are mostly neutral or negative
<p>1 - seldom applies research-based strategies to promote students' social competence and to build a classroom community.</p>	<ul style="list-style-type: none"> • Uses few research-based strategies* to a limited extent to promote positive social interaction among students • Interactions between students are mostly neutral
<p>3 - occasionally applies research-based strategies to promote students' social competence and to build a classroom less than half of the time or for less than half of the students</p>	<ul style="list-style-type: none"> • Uses a few research-based strategies* to promote social competence of students
<p>5 - occasionally applies research-based strategies to promote students' positive social interaction and to build a classroom community more than half of the time or for more than half of the students.</p>	<ul style="list-style-type: none"> • Uses more than a few research-based strategies* to promote social competence of students • Student interactions are positive and demonstrate kindness to one another
<p>7 - is highly sensitive to students' social needs and frequently applies research-based strategies to promote students' positive social interaction, almost all the time or for almost all of the students. Strong positive relationships exist among the students.</p>	<ul style="list-style-type: none"> • Uses several research-based strategies* • Seizes every opportunity to promote social competence in students • Students almost always interact in positive ways and demonstrate kindness to one another

*Strategies may include advocating pro-social values, praising kindness, providing opportunities for student to help others, making sure that everyone is included in activities, pointing out individual's strengths, coaching friendship skills, valuing diverse personalities, and coaching compromise during conflicts.



Indicator 5.3b: Establishes secure teacher-child relationships

The teacher...	
0 - has a neutral to negative relationship with students.	<ul style="list-style-type: none"> • Students do not seem to enjoy teacher's presence, nor does teacher seem to enjoy students
1 - seldom has positive interactions, or has a positive relationship with only a few students.	<ul style="list-style-type: none"> • Has a few positive interactions with students • A few students appear to enjoy interacting with teacher • Is sensitive and responsive to a few students once or twice
3 - has positive interactions less than half of the time, or has a positive relationship with less than half of the students.	<ul style="list-style-type: none"> • Has some positive interactions with students • Several students appear to enjoy interacting with teacher • Creates an inviting atmosphere some of the time by greeting students at the door, calling students by name, and acknowledging students' perspectives. Students appear eager to participate in activities. • Is sensitive and responsive to some students some of the time
5 - has positive interactions more than half of the time, or has positive relationships with more than half of the students.	<ul style="list-style-type: none"> • Has many positive interactions with students • Most students appear to enjoy interacting with teacher • Is sensitive and responsive to most students most of the time
7 - almost always interacts very positively with students, and conveys a strong, positive relationship with almost all students encouraging risk-taking and enjoyment of learning.	<ul style="list-style-type: none"> • Constantly has positive interactions with students • Almost all students appear to enjoy interacting with teacher • Constantly creates an inviting atmosphere for all students • Is sensitive and responsive to almost all students almost all of the time



Standard 6: Uses Effective Communication	
Scoring rubric	Examples of evidence and "look-fors"
Indicator 6.1: Uses effective verbal and nonverbal communication	
The teacher...	
0 - does not use correct, effective verbal and nonverbal communication with students.	<ul style="list-style-type: none"> • Consistently uses incorrect grammar in classroom communication and materials • Students are confused or not clear about directions • Ineffective teacher communication interferes with student participation in activities • Teacher does not communicate with students
1 - seldom uses correct, effective verbal and nonverbal communication in the classroom.	<ul style="list-style-type: none"> • Frequently uses incorrect grammar in classroom communication and materials • Gives vague written and verbal directions to students • Talks too quickly
3 - uses correct, effective verbal and nonverbal communication less than half of the time.	<ul style="list-style-type: none"> • Communication is sometimes grammatically correct and effective • Gives both some vague, some clear, and some precise nonverbal and verbal directions to students
5 - uses correct, effective verbal and nonverbal communication more than half of the time.	<ul style="list-style-type: none"> • Communication is mostly grammatically correct and effective • Checks for student understanding and adjusts communication as necessary • Verbal and nonverbal communications are mostly precise
7 - almost always uses precise, correct, and effective verbal and nonverbal communication.	<ul style="list-style-type: none"> • Models highly effective nonverbal and verbal forms of communication • Is exceptionally articulate • Uses language with great precision



Indicator 6.2: Communications with students are sensitive to cultural, gender, intellectual, and physical differences

The teacher...

<p>0 - does not communicate with students with sensitivity to differences in culture, gender, and intellectual and physical abilities.</p>	<ul style="list-style-type: none"> • Does not communicate to students with sensitivity
<p>1 - seldom communicates with students with sensitivity to differences in culture, gender, and intellectual and physical abilities</p>	<ul style="list-style-type: none"> • Uses few strategies* to communicate sensitively with students who have cultural, gender, and intellectual and physical differences. • Shows impatience when communications are difficult and fails to address difficulty with individual students. • Uses anecdotes and examples during instruction which may reflect negative differences
<p>3 - communicates some with students with sensitivity to differences in culture, gender, and intellectual and physical abilities less than half of the time or with less than half of the students.</p>	<ul style="list-style-type: none"> • Uses some strategies* to communicate sensitively with students who have cultural, gender, and intellectual and physical differences.
<p>5 - communicates with many students with sensitivity to differences in culture, gender, and intellectual and physical abilities more than half of the time or with more than half of the students..</p>	<ul style="list-style-type: none"> • Uses several strategies* to communicate sensitively with students who have cultural, gender, and intellectual and physical differences • Recognizes differences in students and uses them to add value to the learning environment • Helps students to develop respect for students of other cultures, gender, and differences in physical and intellectual ability
<p>7 - communicates with most students with sensitivity to differences in culture, gender, and intellectual and physical abilities.</p>	<ul style="list-style-type: none"> • Very effectively uses many strategies* in communications that show sensitivity to cultural, gender, and physical and intellectual differences • Includes and shows respect for all students • Helps students to develop respect for students of other cultures, gender, and differences in physical and intellectual ability

* Strategies include addressing the needs of students whose first language is not standard English, using gender-neutral language, recognizing traditions of various cultural backgrounds, accommodating physical disabilities (e.g., visual, hearing, mobility) or providing more one-on-one instruction for students whose intellectual ability may be different.



Indicator 6.3: Supports effective student expression and communication in speaking, writing and other media

The teacher...

<p>0 - does not support and expand learner expression in speaking, writing, or other media.</p>	<ul style="list-style-type: none"> • The teacher does not or rarely includes class activities that provide opportunities for students to expand their ability to communicate in speaking, writing, or other media
<p>1 - seldom supports and expands learner expression in speaking, writing, or other media.</p>	<ul style="list-style-type: none"> • Provides limited opportunities for learners' safe, free expression in speaking, writing, or other media • Rarely scaffolds students to use age-appropriate effective communication
<p>3 - supports and expands learner expression in speaking, writing, or other media less than half of the time or for less than half of the students.</p>	<ul style="list-style-type: none"> • Provides some opportunities for learners' safe, free expression • Scaffolds students to use age-appropriate effective speaking, writing, or other media some of the time • Provides some feedback on learner expression
<p>5 - supports and expands learner expression in speaking, writing, or other media more than half of the time, or for more than half of the students.</p>	<ul style="list-style-type: none"> • Provides several opportunities for learners' safe, free expression • Scaffolds students to use age-appropriate effective speaking, writing, or other media most of the time • Provides feedback on learner expression • Requires students to answer in full sentences occasionally
<p>7 - almost always supports and expands learner expression in speaking, writing, or other media.</p>	<ul style="list-style-type: none"> • Provides many opportunities for learners' safe, free expression • Scaffolds students to use age-appropriate effective speaking, writing, or other media often • Provides accurate, timely feedback on learner expression • Consistently requires students to answer in full sentences • Requires students to evaluate the effectiveness of their own speaking, writing, or use of other media



Indicator 6.4: Uses technology and media tools, when available and appropriate, for communications with students and parents

The teacher...

<p>0 - does not use technology and media communication tools effectively.</p>	<ul style="list-style-type: none"> • Technology and media communication tools not used
<p>1 - seldom uses technology and media communication tools effectively.</p>	<ul style="list-style-type: none"> • Seldom uses and models technology and media communication tools with students or parents • Does not use technology and media tools to communicate between home and school
<p>3 - uses technology and media communication tools effectively less than half of the time.</p>	<ul style="list-style-type: none"> • Uses and models technology and media communication tools with students and/or parents some of the time • Uses tools in a perfunctory way
<p>5 - uses technology and media communication tools effectively more than half of the time.</p>	<ul style="list-style-type: none"> • Uses and models technology and media communication tools with students and/or parents most of the time • Provides some learning activities that require students to select or use appropriate technology/media tools to effectively communicate
<p>7 - almost always uses technology and media communication tools effectively.</p>	<ul style="list-style-type: none"> • Often uses and models technology and media communication tools with students and parents with clarity • Provides strong learning activities that require students to select or use innovative technology/media tools to effectively communicate with each other



Standard 7: Uses Student Assessment Data to Analyze and Modify Instruction	
Scoring Rubric	Examples of evidence and “look-fors”
Indicator 7.1: Uses effective, valid and reliable assessments Not observable in mini-observation.	
Indicator 7.2: Uses assessment data to improve learning Not observable in mini-observation.	

Indicator 7.3: Promotes student-led assessment strategies	
The teacher...	
0 - does not use any form of student self-assessment.	<ul style="list-style-type: none"> Does not promote student-led assessment strategies
1 - seldom involves students in self-assessment.	<ul style="list-style-type: none"> Uses and shares rubrics, scoring guides, or performance analysis to clearly articulate expectations to students, but does not involve students in the process
3 - involves students in self-assessment during less than half of the assessment activities or involves less than half of the students.	<ul style="list-style-type: none"> Involves students in establishing rubrics, scoring guides, and other forms of performance analysis Helps students use assessment data to determine whether they are reaching goals
5 - involves students in self-assessment during more than half of the assessment activities or involves more than half of the students.	<ul style="list-style-type: none"> Involves students in establishing rubrics, scoring guides and other forms of performance analysis Establishes procedures for students to self-assess and monitor their own learning and progress Students occasionally use data to monitor their own growth Instructs and provides support and time for students to reflect on their own learning using data from various assessments
7 - almost always involves almost all students in self-assessment.	<ul style="list-style-type: none"> Involves students in establishing scoring guides and encourages students to suggest additions or revisions Consistently and frequently uses a variety of student self-assessment strategies Instructs and provides support and time for students to reflect on their own learning using assessment data Evidence exists that the teacher has previously taught the students how to self-assess Students can accurately communicate their learning status based on assessment data

Indicator 7.4: Monitors effect of instruction on individual and class learning

The teacher...	
<p>0 - does not check the effect of instruction on whole class or individual learning.</p>	<ul style="list-style-type: none"> • Does not assess whether students have achieved the lesson objective • Does not engage in on-the-spot assessment.
<p>1 - seldom conducts formative, on-the-spot assessment of learning for either the whole class or individual students or does not take needed corrective action.</p>	<ul style="list-style-type: none"> • Seldom monitors learning progress • May superficially use question and answer as assessment • Minimal follow-up or checking for understanding • Monitors learning somewhat, but does not take corrective action.
<p>3 - conducts formative, on-the-spot assessment of learning less than half-of-the-time or for less than half of the students and takes corrective action as needed.</p>	<ul style="list-style-type: none"> • Occasionally quickly assesses understanding of some students before moving on to the next learning activity • Occasionally uses techniques to monitor learning progress such as observing classroom interactions or student work, questioning, thumbs up, fist-to-five, white boarding, exit slips • May monitor progress of the class as a whole • If needed, some corrective action is taken • Must take corrective action to score above a "2"
<p>5 - conducts formative, on-the-spot assessment of learning more than half of the time or for more than half of the students and takes corrective action as needed.</p>	<ul style="list-style-type: none"> • Occasionally monitors learning progress of most students • Monitors the whole class and many individuals May use multiple checks for understanding • Often adjusts instruction using students' responses to questions and discussions, correcting misconceptions, or monitoring other feedback • If needed, corrective action appropriate to most students is taken
<p>7 - almost always conducts formative, on-the-spot assessment of learning for both the whole class and almost all individual students and takes corrective action as needed.</p>	<ul style="list-style-type: none"> • Systematically monitors learning progress • Continuously monitors progress of attaining instructional objectives of the whole class and of each student • On-the-spot assessment is seamless throughout instruction Strong, appropriate corrective action is taken to ensure learning of almost all students

Indicator 7.5: Communicates student progress and maintains records. Not observable in mini-observation.

Indicator 7.6: Participates in the collaborative data analysis process. Not observable in mini-observation.

Standard 8: Develops Professional Practices

Indicator 8.1: Engages in self-assessment and improvement. Note: Not observable in mini-observation.

Indicator 8.2: Seeks and creates professional learning opportunities. Note: Not observable in mini-observation.

Indicator 8.3: Observes, promotes, and supports professional rights, responsibilities and ethical practices. Note: Not observable in mini-observation.

Standard 9: Participates in Professional Collaborations

Indicator 9.1: Participates in collegial activities to build relationships and encourage growth within the educational community. Note: Not observable in mini-observation.

Indicator 9.2: Collaborates within historical, cultural, political and social contexts to meet the needs of students. Note: Not observable in mini-observation.

Indicator 9.3: Cooperates in partnerships to support student learning. Note: Not observable in mini-observation. Measured in PD Plan element 10.



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