

Teacher of Record Observation

Date of Observation:				
Building:				
Job Title:				
Job Status: Tenured Probationary Year 1 Probationary Year 2 Probationary Year 3 Probationary Year 4 Temporary Subject Observed: Grade Level Observed: Class Period/Time Observed: Observer's Name:				
Observer's Job Title:				
○ Announced		◯ Unannou	unced	
○ Announced Artifacts		○ Unannou	unced	•
	Upload Date	○ Unannou	File	*
Artifacts				

1. Demonstrates knowledge of content and pedagogy.

Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practices reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practices reflect accurate understanding of the prerequisite relationships among topics and concepts. Teacher's plans and practices reflect familiarity with a wide range of effective pedagogical approaches in the discipline.

Teacher is familiar with the important concept of the discipline, but may display lack of awareness of how these concepts relate to one another. Teacher's plans and practices indicate some awareness of prerequisite relationship, although such knowledge may be inaccurate or incomplete. Teacher's plans and practices reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to students.

In planning and practice, teacher makes content errors or does not correct errors. Teacher's plans and practices display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

Enter Notes

Rubric Score: 0/0

1a *N/A Rubric (Insufficient Evidence)			
Criteria	Insufficient Evidence		
N/A			
	Enter Notes		

Anecdotal evidence:

2016 1. PLANNING AND PREPARATION b THE TEACHER: 4 3 2 1 2. Demonstrates Teacher understands Teacher indicates the Teacher demonstrates Teacher actively seeks knowledge of knowledge of students' the active nature of importance of little or no levels of development students student learning and understanding how understanding of how and their backgrounds, attains information students learn and the students learn and little cultures, skills, about levels of students' backgrounds, knowledge of students' language proficiency, development for groups backgrounds, cultural, cultures, skills, language proficiency, skills, language interests, and special of students. Teacher needs from a variety of also purposefully seeks interests, and special proficiency, interest, sources. This knowledge from several needs, and attains this and special needs, and information is acquired sources of students' knowledge for the class does not seek such for individual students. backgrounds, culture, as a whole. understanding skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. **Enter Notes Rubric Score: 0/0**

1b *N/A Rubric (Insufficient Evidence) Criteria Insufficient Evidence N/A

Anecdotal evidence:

2016 1. PLANNING AND PREPARATION c THE TEACHER: 3 2 1 3. Sets instructional All outcomes represent Most outcomes Outcomes represent Outcomes represent outcomes. rigorous and important represent rigorous and moderately high low expectations for learning in the important learning in expectations and rigor. students and lack of discipline. The discipline. All the Some reflect important rigor, nor do they all outcomes are clearly instructional outcomes learning in the reflect important discipline and consist of written in the form of are clear, written in the learning in the form of student a combination of discipline. Outcomes student learning, and permit viable methods learning, and suggest are stated as activities. outcomes and of assessment. viable methods of activities. Outcomes rather than as student Outcomes reflect assessment. Outcomes reflect several types of learning. Outcomes several different types reflect several different learning, but teacher reflect only one type of of learning and, where types of learning and has made no attempt learning, and only one appropriate, represent opportunities for at coordination or discipline or strand, opportunities for both coordination. Outcomes integration. Most of the and are suitable for coordination and take into account the outcomes are suitable only some students. integration. Outcomes for most of the varying needs of take into account the groups of students. students in the class varying needs of based on global individual students. assessments of student learning. **Enter Notes Rubric Score: 0/0**

1c *N/A Rubric (Insufficient Evidence)			
Criteria	Insufficient Evidence		
N/A			
	Enter Notes		

HE TEACHER:	4	3	2	1

4. Designs coherent instruction.

Plans represent the coordination of indepth content knowledge, understanding of different students' needs and available resources, including technology, resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learning. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson or unit structure is clear and allows for different pathways according to diverse student needs.

Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.

Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has recognizable structure; the progression of activities is uneven, with most time allocations reasonable.

The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.

Enter Notes

Rubric Score: 0/0

1d *N/A Rubric (Insufficient Evidence)			
Criteria	Insufficient Evidence		
N/A			
	Enter Notes		

4 3 2 1

5. Designs student assessments.

Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.

Teacher's plan for student assessment is aligned with the instructional outcomes. Assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a welldeveloped strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.

Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.

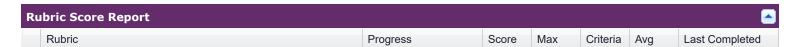
Assessment procedures are not congruent with instructional outcomes. The proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.

Enter Notes

Rubric Score: 0/0

1e *N/A Rubric (Insufficient Evidence) Criteria Insufficient Evidence N/A Enter Notes

Anecdotal evidence:



Additional comments (if any):

HE TEACHER:	4	3	2	1

1. Creates an environment of respect and rapport.

Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.

Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.

Enter Notes

Rubric Score: 0/0

2a *N/A Rubric (Insufficient Evidence)			
Criteria	Insufficient Evidence		
N/A			
	Enter Notes		

Anecdotal evidence:

2016 2. THE CLASSROOM ENVIRONMENT b THE TEACHER: 3 2 1 The classroom culture 2. Establishes a The classroom culture The classroom culture The classroom culture culture for learning. is a cognitively vibrant is a cognitively busy is characterized by little is characterized by a place characterized by place where learning is commitment to lack of teacher or a shared belief in the valued by all with high learning by teacher or student commitment to expectations for importance of students. learning, and/or little or learning. Teacher learning the norm for Teacher appears to be no investment of conveys high most students. Teacher only "going through the student energy into the expectations for convevs that students motions" and students task at hand. Hard learning by all students can be successful with indicate that they are work is not expected or and insists on hard hard work. Students interested in valued. Medium to low work. Students assume understand their role expectations for completion of a task, responsibility for high as learners and rather than quality. student achievement quality by initiating consistently expend Teacher conveys that are the norm with high improvements, making effort to learn. student success is the expectations for result of natural ability revisions, adding detail, Classroom interactions learning reserved for and/or helping peers. only one or two support learning and rather than hard work. hard work. High expectations for students. learning are reserved for those students thought to have a natural aptitude for the subject. **Enter Notes**

Rubric Score: 0/0

2b *N/A Rubric (Insufficient Evidence)		
Criteria	Insufficient Evidence	
N/A		
	Enter Notes	

Anecdotal evidence:

2016 2. THE CLASSROO	M ENVIRONMENT c			<u> </u>
THE TEACHER	4	3	2	1
3. Manages classroom procedures.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	There is little loss of instructional time due to effective classroom routines and procedures. Teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. Teacher's management of instructional groups, transitions, and /or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.
		<u>Enter</u>	Notes	
		Rubric Score: 0/0		

2c *N/A Rubric (Insufficient Evidence)		
Criteria	Insufficient Evidence	
N/A		
	Enter Notes	

THE TEACHER:	4	3	2	1
4. Manages student behavior.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.	Student behavior is generally appropriate. Teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Standards of conduct appear to have been established but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Teacher response to student's misbehavior is repressive or disrespectful of student dignity.

Rubric Score: 0/0

2d *N/A Rubric (Insufficient Evidence)	
Criteria	Insufficient Evidence
N/A	
	Enter Notes

Anecdotal evidence:

2016 2. THE CLASSROO	M ENVIRONMENT e			<u> </u>
Criteria	4	3	2	1
5. Organizes physical space.	The classroom is safe and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. Teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	The classroom is safe and learning is accessible to all students. Teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe and essential learning is accessible to most students. Teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The physical environment is unsafe and/or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.
		Enter	Notes	
		Rubric Score: 0/0		

2e *N/A Rubric (Insufficient Evidence)				
Criteria	Insufficient Evidence			
N/A				
	Enter Notes			

Anecdotal evidence:

Rubric Score Report						<u> </u>
Rubric	Progress	Score	Max	Criteria	Avg	Last Completed

Additional comments (if any):

Criteria	4	3	2	1
				! <u></u>

1. Communicates with students.

Teacher links the instructional purpose of the lesson to student interest. The directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with the students' interests. Students contribute to extending the content and in explaining concepts to their classmates. Teacher's spoken and written language is expressive and the teacher finds opportunities to extend students' vocabularies.

-The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning. The directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.

Teacher's attempt to explain the instructional purpose has only limited success. The directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct, however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.

The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content includes errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

Enter Notes

Rubric Score: 0/0

3a *N/A Rubric (Insufficient Evidence)				
THE TEACHER	Insufficient Evidence			
N/A				
	Enter Notes			

2016 3. INSTRUCTION b								
THE TEACHER	4	3	2	1				

2. Uses questioning and discussion techniques.

Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

While the teacher may use some low-level questions, he/she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

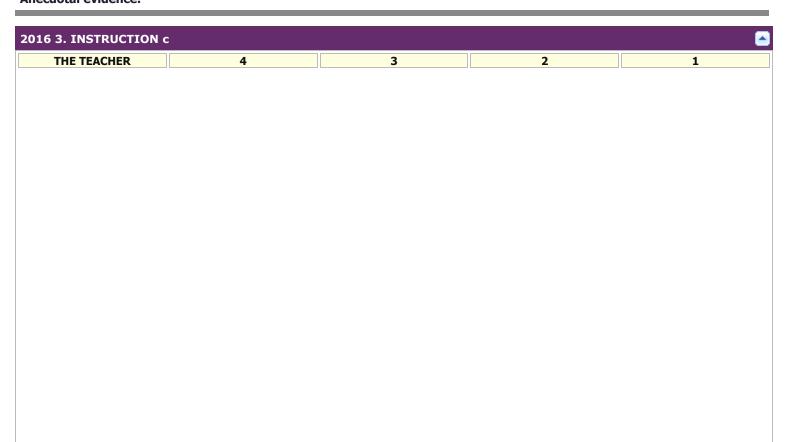
Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.

Teacher's questions are of low cognitive challenge, with single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

Enter Notes

Rubric Score: 0/0

3b *N/A Rubric (Insufficient Evidence)	
Criteria	Insufficient Evidence
N/A	
	Enter Notes



3. Engages students in learning.

Virtually all students are intellectually engaged in challenging content, through well designed learning tasks and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.

The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.

The learning tasks and activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, or require only role responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.

Enter Notes

Rubric Score: 0/0

3c *N/A Rubric (Insufficient Evidence) Criteria Insufficient Evidence N/A Enter Notes

Criteria	4	3	2	1
0.1.00.10	-			

4. Uses assessments for instruction.

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students selfassess and monitor for progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/ prompts/ assessments are used regularly to diagnose evidence of learning by individual students.

Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment. Questions/ prompts/assessments are used to diagnose evidence of learning.

Assessment is used sporadically to support instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work, but few assess their own work. Questions/ prompts/assessments are rarely used to diagnose evidence of learning.

There is little or no assessment or monitoring of student learning, feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.

Enter Notes

Rubric Score: 0/0

3d *N/A Rubric (Insufficient Evidence)	
Criteria	Insufficient Evidence
N/A	
	Enter Notes

Anecdotal evidence:

2016 3. INSTRUCTION e Criteria 4 3 2 5. Demonstrates Teacher seizes an Teacher promotes the Teacher attempts to Teacher adheres to the flexibility and opportunity to enhance successful learning of modify the lesson when instruction plan in spite responsiveness. learning, building on a all students, making needed and to respond of evidence of poor spontaneous event or minor adjustments as student understanding to student questions and interests, with student interests, needed to instruction or students' lack of or successfully adjusts plans and moderate success. The interest. Teacher and differentiates accommodating teacher accepts ignores student instruction to address responsibility for questions. When student questions, individual student needs, and interests. student success but students experience misunderstandings. The teacher persists in only has a limited difficulty, the teacher Teacher persists in seeking approaches for repertoire of strategies blames the students or seeking effective students who have upon which to draw. their home approaches for difficulty learning, environment. students who need drawing on a broad help, using an repertoire of extensive repertoire of strategies. instructional strategies and soliciting additional resources from the school or community. **Enter Notes Rubric Score: 0/0**

Criteria Insufficient Evidence			
N/A			
	Enter Notes		

Anecdotal evidence:

Rubric Score Report							
	Rubric	Progress	Score	Max	Criteria	Avg	Last Completed

Additional comments (if any):

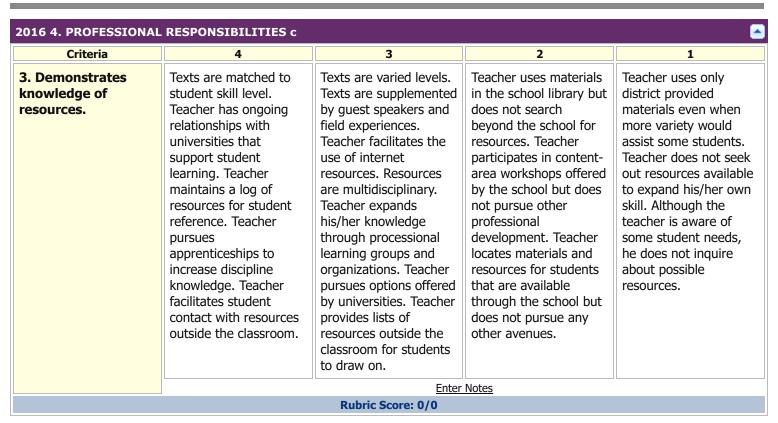
2016 4. PROFESSIONAL RESPONSIBILITIES a				
Criteria	4	3	2	1
1. Reflects on teaching.	Teacher's assessment is thoughtful and includes specific indicators of effectiveness. Teacher's suggestions for improvement draw on an extensive repertoire.	Teacher accurately assesses the effectiveness of instructional activities used. Teacher identifies specific ways the lesson might be improved.	Teacher has a general sense of whether or not instructional practices were effective. Teacher offers general modifications for future instruction.	Teacher considers the lesson, but draws incorrect conclusions about its effectiveness. Teacher makes no suggestions for improvement.
Enter Notes				
		Rubric Score: 0/0		

4a *N/A Rubric (Insufficient Evidence)			
Criteria	Insufficient Evidence		
N/A			
	Enter Notes		

2016 4. PROFESSIONAL	. RESPONSIBILITIES b			_
Criteria	4	3	2	1
2. Maintains accurate records.	Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining noninstructional records for the class.	Teacher's process for recording completion of student work is efficient and effective. Students have access to information about completed and/or missing assignments. Teacher has an efficient and effective process for recording student attainment of learning goals. Students are able to see how they're progressing. Teacher's process for recording non-instructional information is both efficient and effective.	Teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. Teacher's process for tracking student progress is cumbersome to use. Teacher has a process for tracking some, but not all, non-instrutional information and it may contain some errors.	There is no system for either instructional or non-instructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.
	Enter Notes			
Rubric Score: 0/0				

4b *N/A Rubric (Insufficient Evidence)		
Criteria	Insufficient Evidence	
N/A		
	Enter Notes	

Anecdotal evidence:



4c *N/A Rubric (Insufficient Evidence)		
Criteria	Insufficient Evidence	
N/A		
	Enter Notes	

Criteria	4	3	2	1

4. Shows professionalism.

Teacher is considered a leader in terms of honesty, integrity and confidentiality. Teacher is highly proactive in serving students. Teacher makes a concerted effort to ensure opportunities for all students to be successful. Teacher takes a leadership role in team and department decisionmaking. Teacher takes a leadership role regarding district regulations.

Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs. Teacher actively works to provide opportunities for student success. Teacher willingly participates in team and departmental decision-making. Teacher complies completely with district regulations.

Teacher is honest.
Teacher notices the needs of students but is inconsistent in addressing them.
Teacher does not notice that some school practices result in poor conditions for students.
Teacher makes decisions professionally but on a limited basis.
Teacher complies with district regulations.

Teacher is dishonest.
Teacher does not
notice the needs of
students. Teacher
engages in practices
that are self-serving.
Teacher willfully rejects
district regulations.

Enter Notes

Rubric Score: 0/0

4d *N/A Rubric (Insufficient Evidence)			
Criteria	Insufficient Evidence		
N/A			
	Enter Notes		

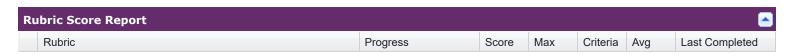
Anecdotal evidence:

2016 4. PROFESSIONAL RESPONSIBILITIES e Criteria 5. Communicates School or district Students regularly Teacher regularly Little or no information develop materials to with families. makes information created materials about regarding instructional program is available to inform their families about the instructional the instructional about the instruction program available. program are sent parents. Families are program. Students Teacher regularly sends home. Teacher sends unaware of their home information children's progress. maintain accurate home infrequent or records about their about student incomplete information Family engagement activities are lacking. individual learning progress. Teacher about the instructional progress and frequently develops activities program. Teacher There is some culturally share this information designed to engage maintains a schoolinappropriate with families. Students families successfully communication. required grade contribute to regular and appropriately in book but does little else and ongoing projects their children's to inform families about designed to engage learning. Most of the student progress. Some families in the learning teacher's of the teacher's process. All of the communications are communications are teacher's appropriate to families' inappropriate to the communications are cultural norms. families' cultural highly sensitive to norms. families' cultural norms. **Enter Notes Rubric Score: 0/0**

4e *N/A Rubric (Insufficient Evidence) Criteria Insufficient Evidence N/A

Enter Notes

Anecdotal evidence:



Additional comments (if any):

Teacher's Comments: (Optional) Any comments must be completed within five (5) days of the Observation review.