



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

Unannounced

Artifacts

Name	Upload Date	Upload User	File	

2016 1. PLANNING AND PREPARATION a

THE TEACHER:	4	3	2	1

<p>1. Demonstrates knowledge of content and pedagogy.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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
<p>2. Demonstrates knowledge of students</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>	<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students. Teacher also purposefully seeks knowledge from several sources of students' backgrounds, culture, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultural, skills, language proficiency, interest, and special needs, and does not seek such understanding</p>
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:	4	3	2	1
3. Sets instructional outcomes.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clearly written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.	Most outcomes represent rigorous and important learning in discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning, and only one discipline or strand, and are suitable for only some students.

Enter Notes

Rubric Score: 0/0

1c *N/A Rubric (Insufficient Evidence)

Criteria	Insufficient Evidence
N/A	

Enter Notes

Anecdotal evidence:

2016 1. PLANNING AND PREPARATION d

THE TEACHER:	4	3	2	1

4. Designs coherent instruction.

Plans represent the coordination of in-depth 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	<p style="text-align: right;">Enter Notes</p>

Anecdotal evidence:

2016 1. PLANNING AND PREPARATION e

THE TEACHER:	4	3	2	1
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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 well-developed 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:

Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Additional comments (if any):

2016 2. THE CLASSROOM ENVIRONMENT a

THE TEACHER:	4	3	2	1
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<p>1. Creates an environment of respect and rapport.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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:	4	3	2	1
<p>2. Establishes a culture for learning.</p>	<p>The classroom culture is a cognitively vibrant place characterized by a shared belief in the importance of learning. Teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. Teacher conveys that students can be successful with hard work. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. Teacher appears to be only "going through the motions" and students indicate that they are interested in completion of a task, rather than quality. Teacher conveys that student success is the result of natural ability rather than hard work. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p>
Enter Notes				

2b *N/A Rubric (Insufficient Evidence)

Criteria	Insufficient Evidence
N/A	Enter Notes

Anecdotal evidence:

2016 2. THE CLASSROOM ENVIRONMENT c

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.

[Enter Notes](#)

2c *N/A Rubric (Insufficient Evidence)

Criteria	Insufficient Evidence
N/A	Enter Notes

Anecdotal evidence:

2016 2. THE CLASSROOM ENVIRONMENT d

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.

[Enter Notes](#)

Rubric Score: 0/0

2d *N/A Rubric (Insufficient Evidence)

Criteria	Insufficient Evidence
N/A	Enter Notes

Anecdotal evidence:

2016 2. THE CLASSROOM ENVIRONMENT e

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

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed

Additional comments (if any):

2016 3. INSTRUCTION a

Criteria	4	3	2	1

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	<p style="text-align: right;">Enter Notes</p>

Anecdotal evidence:

2016 3. INSTRUCTION b

THE TEACHER	4	3	2	1
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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 meta-cognition. 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

Anecdotal evidence:

2016 3. INSTRUCTION c

THE TEACHER	4	3	2	1
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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

Anecdotal evidence:

2016 3. INSTRUCTION d

Criteria	4	3	2	1
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<p>4. Uses assessments for instruction.</p>	<p>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 self-assess 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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Enter Notes

Rubric Score: 0/0

3d *N/A Rubric (Insufficient Evidence)

Criteria	Insufficient Evidence
N/A	<p>Enter Notes</p>

Anecdotal evidence:

2016 3. INSTRUCTION e

Criteria	4	3	2	1
<p>5. Demonstrates flexibility and responsiveness.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. The teacher accepts responsibility for student success but only has a limited repertoire of strategies upon which to draw.</p>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions. When students experience difficulty, the teacher blames the students or their home environment.</p>

Enter Notes

Rubric Score: 0/0

3e *N/A Rubric (Insufficient Evidence)

Criteria	Insufficient Evidence
N/A	 Enter Notes

Anecdotal evidence:

Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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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

Anecdotal evidence:

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 non-instructional 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-instructional 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:

2016 4. PROFESSIONAL RESPONSIBILITIES c

Criteria	4	3	2	1
3. Demonstrates knowledge of resources.	<p>Texts are matched to student skill level. Teacher has ongoing relationships with universities that support student learning. Teacher maintains a log of resources for student reference. Teacher pursues apprenticeships to increase discipline knowledge. Teacher facilitates student contact with resources outside the classroom.</p>	<p>Texts are varied levels. Texts are supplemented by guest speakers and field experiences. Teacher facilitates the use of internet resources. Resources are multidisciplinary. Teacher expands his/her knowledge through professional learning groups and organizations. Teacher pursues options offered by universities. Teacher provides lists of resources outside the classroom for students to draw on.</p>	<p>Teacher uses materials in the school library but does not search beyond the school for resources. Teacher participates in content-area workshops offered by the school but does not pursue other professional development. Teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</p>	<p>Teacher uses only district provided materials even when more variety would assist some students. Teacher does not seek out resources available to expand his/her own skill. Although the teacher is aware of some student needs, he does not inquire about possible resources.</p>
Enter Notes				
Rubric Score: 0/0				

4c *N/A Rubric (Insufficient Evidence)

Criteria	Insufficient Evidence
N/A	Enter Notes

Anecdotal evidence:

2016 4. PROFESSIONAL RESPONSIBILITIES d

Criteria	4	3	2	1
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<p>4. Shows professionalism.</p>	<p>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 decision-making. Teacher takes a leadership role regarding district regulations.</p>	<p>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.</p>	<p>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.</p>	<p>Teacher is dishonest. Teacher does not notice the needs of students. Teacher engages in practices that are self-serving. Teacher willfully rejects district regulations.</p>
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	4	3	2	1
<p>5. Communicates with families.</p>	<p>Students regularly develop materials to inform their families about the instruction program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process. All of the teacher's communications are highly sensitive to families' cultural norms.</p>	<p>Teacher regularly makes information about the instructional program available. Teacher regularly sends home information about student progress. Teacher develops activities designed to engage families successfully and appropriately in their children's learning. Most of the teacher's communications are appropriate to families' cultural norms.</p>	<p>School or district created materials about the instructional program are sent home. Teacher sends home infrequent or incomplete information about the instructional program. Teacher maintains a school-required grade book but does little else to inform families about student progress. Some of the teacher's communications are inappropriate to the families' cultural norms.</p>	<p>Little or no information regarding instructional program is available to parents. Families are unaware of their children's progress. Family engagement activities are lacking. There is some culturally inappropriate communication.</p>
Enter Notes				
Rubric Score: 0/0				

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

Anecdotal evidence:

Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Additional comments (if any):

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