

## Teacher Observation Rubric

Teacher:

Observer:

Pre-Observation Meeting Date:

Date of Observation:

Subject/Class Observed:

Items to Discuss:

- Name one area or benchmark you would like your Coach to watch for during this observation.
- Title of Unit or Lesson
- Duration of Lesson
- What is the Learning Target and how is that aligned to your standards?
- At what stage is this lesson? (ex: introducing the topic, continuation, review)
- How will you address the content? (teaching strategies)
- How will you differentiate instruction to meet the needs of all your students?
- Adaptations for All Abilities (Classroom Environment and Instructional):
- How are you assessing this lesson and what will you do with the assessment results? How do you address any bias in your assessments?
- How will you engage the students to ensure that students are doing most of the talking?

## Instruction

Communicating Clearly and Accurately		
Performance Index		Benchmark
	Unsatisfactory (1)	Oral and written communication contains errors, is unclear, or inappropriate to students.
	Basic (2)	Oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion, or may not be completely culturally appropriate.
	Proficient (3)	Oral and written communication is clear and accurate and considers cultural or linguistic needs of the students.  Example: Learning targets are written in student friendly language, posted in room and addressed during instruction. Activities are explained clearly via verbal and written instructions to address multiple learning styles. Teachers check for student understanding and ensure students are engaged in assigned activities. Students are visibly engaged and following instructions.
INNOVATIVE IDEAS		<del>Oral and written communication is clear and expressive, anticipating possible student misconception.</del>
BEHAVIOR STRATEGY FUNDAMENTALS — LOOK FOR		
<ul style="list-style-type: none"> <li><b>Effective Commands:</b> Teacher obtains students' attention; provides only one direction at a time; and states the direction concisely, assertively, and positively (i.e., what TO do). Ex. "Take out your books."</li> </ul>		

Learning Targets Aligned to Standards and Benchmarks <b>MOVED FROM BENCHMARKS for DISCUSSION TO OBSERVATION</b>		
Teacher Rating	Performance Index	Benchmark
	Unsatisfactory	Learning Targets are not aligned to state/national/local standards and benchmarks, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.
	Basic	Learning Targets are partially aligned to state/national/local standards and benchmarks or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.
	Proficient	Learning Targets represent valuable learning, are aligned to state/national/local standards and benchmarks, and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of formative and summative assessment.
INNOVATIVE IDEAS		<del>Learning Targets reflect high-level learning, are aligned to state/national/local standards and benchmarks, they are adapted, where necessary, to the needs of individual students, and permit viable methods of formative and summative assessment.</del>
Demonstrating Flexibility and Responsiveness		
Performance Index		Benchmark
	Unsatisfactory (1)	Adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.
	Basic (2)	Demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.
	Proficient (3)	Seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.  Example: Monitor and adjust lesson plans in response to student learning and interaction. Incorporate individual and group interests in lesson planning.
INNOVATIVE IDEAS		<del>Is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.</del>
Engaging Students in Learning		
Performance Index		Benchmark
	Unsatisfactory (1)	Student are not all intellectually engaged in <del>learning, as a result of inappropriate activities or materials, poor representation of content, or lack of lesson structure.</del> <b>engagement was significantly limited.</b>
	Basic (2)	Students are <b>partially or inconsistently</b> engaged. <del>only partially, resulting from activities or materials of uneven quality, inconsistent representations of content or uneven structure or pacing.</del>
	Proficient (3)	Students are intellectually engaged throughout the lesson, with appropriate activities, <b>real-world applications</b> and materials, instructive representations of content and suitable structure and pacing of the lesson.  Example: Students are actively participating in activities. Materials and activities are aligned with the learning targets and standards and are at the appropriate rigor. Use of multiple learning styles is evident.
INNOVATIVE IDEAS		<del>Students are highly engaged throughout the lesson and make materials contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.</del>
Using Questioning and Discussion Techniques (Depth of Knowledge Levels)		
Performance Index		Benchmark
	Unsatisfactory (1)	Makes <b>limited</b> use of questioning and discussion techniques, <del>with low-level questions, limited low student participation, and/or little authentic discussion.</del>
	Basic (2)	Use of questioning and discussion techniques are uneven with moderate student participation.
	Proficient (3)	<del>Use of questioning and discussion techniques appropriate to age level and curricular resources reflect Depth of Knowledge activities at DOK levels 3 or 4, true discussion, and participation by all students.</del>

		<p>Questions and discussions demonstrated in the lesson are appropriate for the age level, content area and curricular resources.</p> <p>Example: <b>Level Three and Four activities from the Depth of Knowledge Levels chart. Lessons include challenging, real-world thinking tasks (like analyzing or solving problems) that encourage meaningful conversations and active participation from all students.</b> Participation by all students may look different based on the needs of the students.</p>
INNOVATIVE IDEAS		<del>Students formulate many of the Depth of Knowledge activities at DOK levels 3 or 4 and assume responsibility for the participation of students in the discussion.</del>
BEHAVIOR STRATEGY FUNDAMENTALS — LOOK FORs <ul style="list-style-type: none"> <li><b>Opportunities to Respond (OTR):</b> Teacher uses multiple types of OTR, includes most/all students, and uses appropriate wait time (e.g., 5 seconds). Ex. Choral response with fingers; Turn and talk; Calling on students.</li> </ul>		
<b>Designing Coherent Instruction</b> <b>MOVED FROM BENCHMARKS for DISCUSSION TO OBSERVATION</b>		
Performance Index		Benchmark
	Unsatisfactory	The various elements of the instructional design do not support the stated learning targets or engage students in meaningful learning and the lesson or unit has no defined structure.
	Basic	Some of the elements of the instructional design support the stated learning targets and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.
	Proficient	Most of the elements of the instructional design support the state learning targets and engage students in meaningful learning and the lesson or unit has a clearly defined structure.
INNOVATIVE IDEAS		<del>All of the elements of the instructional design support the stated learning targets, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.</del>
<b>Demonstrating Knowledge of Content</b> <b>MOVED FROM BENCHMARKS for DISCUSSION TO OBSERVATION</b>		
Teacher Rating	Performance Index	Benchmark
	Unsatisfactory	Displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.
	Basic	Content and prior knowledge requirements represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.
	Proficient	Demonstrates solid understanding of the content and its prior knowledge requirements and connections with other disciplines. Teacher's instructional practices reflect a response to student misconceptions.
INNOVATIVE IDEAS		<del>Knowledge of the content and prior knowledge requirements are extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for students misunderstanding.</del>
<b>Providing Feedback to Students</b>		
Performance Index		Benchmark
	Unsatisfactory (1)	Feedback to students is <b>vague or unclear</b> <del>of poor quality</del> and/or is not given in a timely manner.
	Basic (2)	Feedback to students is <b>unbalanced</b> , and/or its timeliness is inconsistent.
	Proficient (3)	<p>Feedback to students is <b>specific</b>, timely and of consistently high quality.</p> <p>Example: Feedback is based on student performance and helps to move their learning forward.</p>
INNOVATIVE IDEAS		<del>Feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.</del>  <del>Example: Formative and/or Summative assessments are used as part of the individual feedback to assist in moving learning forward.</del>

## Instruction Comments:

## Classroom Environment

Creating an Environment of Respect and Rapport		
Performance Index		Benchmark
	Unsatisfactory (1)	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put downs, or conflict.
	Basic (2)	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.
	Proficient (3)	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.  Example: Mutual respect is evident. Activities, examples and authors presented should be inclusive of many cultures. Students of all learning levels are meaningfully involved in the lesson. Details regarding adaptations for unique learners are shared on Pre-Conference forms.
INNOVATIVE IDEAS		<del>Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.</del>
Establishing a Culture of Learning		
Performance Index		Benchmark
	Unsatisfactory (1)	The classroom does not represent a culture for learning and is characterized by <del>low teacher commitment to</del> <b>limited teacher preparation</b> <del>the subject</del> , low expectations for student achievement, and/or little student pride in work.
	Basic (2)	The classroom environment reflects <del>only a minimal</del> a <b>basic</b> culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at <del>minimal</del> a <b>basic</b> level.
	Proficient (3)	The classroom environment represents a <del>genuine</del> strong culture for learning, with commitment to the subject on the part of teacher and students, high expectations for student achievement, and student pride in work.  Example: Items displayed are connected to learning. Learning targets are posted in student friendly language. Students have a clear understanding of criteria for success (what will high quality work look like in that classroom).
INNOVATIVE IDEAS		<del>Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to subject.</del>
Managing Classroom Procedures		
Performance Index		Benchmark
	Unsatisfactory (1)	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.
	Basic (2)	Classroom routines and procedures have been established but function unevenly or inconsistently, resulting in loss of instruction time.
	Proficient (3)	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.
INNOVATIVE IDEAS		<del>Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility</del>

		for their smooth functioning.
BEHAVIOR STRATEGY FUNDAMENTALS — LOOK FORs <ul style="list-style-type: none"> <li>• <b>Expectations, Rules, and Procedures:</b> A ROAR banner/visual is posted in a high-traffic area. In addition, visuals for specific classroom rules and/or classroom procedures/routines are also posted.</li> <li>• <b>Preventative Reminders:</b> Prior to each transition (ex. whole-group to seat work), the teacher states or elicits a relevant behavior expectation. Ex. "We're about to ____, please [expectation]"; "Where should our voices be during ____?"</li> </ul>		
<b>Managing Student Behavior</b>		
Performance Index		Benchmark
	Unsatisfactory (1)	Student behavior is poor, with <b>little to</b> no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.
	Basic (2)	An effort is made to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.
	Proficient (3)	<b>Teacher is</b> aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.  Example: Teacher responses follow established protocols (PBIS, MTSS process, staff & student handbooks).
INNOVATIVE IDEAS		<del>Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventative, and teacher's response to student misbehavior is sensitive to individual student needs.</del>
BEHAVIOR STRATEGY FUNDAMENTALS — LOOK FORs <ul style="list-style-type: none"> <li>• <b>Affirmative Attention:</b> Teacher "blankets" students with a high frequency of statements or gestures that acknowledge and affirm desired behavior. These can be obvious or subtle (i.e., praise vs. narration) and directed at the whole group, small group, or 1:1.</li> <li>• <b>Response Continuum:</b> Teacher addresses inappropriate behavior in an immediate and calm/respectful manner using a continuum of strategies (nonverbal, indirect verbal, direct verbal, private chat) which are consistently and appropriately applied.</li> </ul>		

<b>Organizing Physical Space</b>		
Performance Index		Benchmark
	Unsatisfactory (1)	<del>Makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.</del>
	Basic (2)	<del>Classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.</del>
	Proficient (3)	<del>Classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.</del>
	Distinguished (4)	<del>Classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.</del>

**Classroom Environment Comments:**

Post-conference Meeting date:

Items to discuss:

- Bring your completed Post Observation Notes
- Did your identity or the identity of your students impact your thinking and/or your instruction? Yes or No (race, ethnicity, socioeconomic group, sexual orientation, gender, disability, religion, background, etc)
- Reflect on Student Engagement during the lesson
- Reflect on Student Achievement of Learning Targets
- Teacher Plans for continual improvement (NOTE - Recorded in Post Observation Notes)

### Signatures

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Teacher Signature

Date

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Observer

Date

Signatures signify that the information was discussed.

## Benchmarks for Discussion Rubric

Teacher:

~~Teachers, rate yourself and then provide evidence for that rating in the box below each benchmark. Print and submit to the office. Administration will also complete this rubric.~~

Teachers, rate yourself and provide evidence for your rating - up to 4 bullet points in the box below each category that your Administrator may not be aware of (Your top 4 pieces of evidence to discuss). Print and submit to the office. Administration will also complete this rubric.

### Planning and Preparation

Assessing Student Learning			
Admin. Rating	Teacher Rating	Performance Index	Benchmark
		Unsatisfactory	The approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the learning targets. Teacher has no plans to use assessment results in designing future instruction.
		Basic	The plan for student assessment is partially aligned with the learning targets and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.
		Proficient	The plan for student assessment is aligned with the learning targets, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.
		Distinguished	<del>The plan for student assessment is fully aligned with the learning targets, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.</del>

Demonstrating Knowledge of Resources			
Admin. Rating	Teacher Rating	Performance Index	Benchmark
		Unsatisfactory	Is unaware of school or district resources available either for teaching or for students who need them.
		Basic	Displays limited knowledge of school or district resources available either for teaching or for students who need them.
		Proficient	Is fully aware of school and district resources available for teaching, and utilizes school and district resources for students who need them.

		Distinguished	Seeks out resources for teaching in professional organizations and in the community, and utilizes resources available for students who need them, in the school, the district, and the larger community.
<b>Differentiation Based on Knowledge of Students</b>			
Admin. Rating	Teacher Rating	Performance Index	Benchmark
		Unsatisfactory	Makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.
		Basic	Demonstrates partial knowledge of students' backgrounds, skills, and interest, and attempts to use this knowledge in planning for the class as a whole.
		Proficient	Demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.
		Distinguished	<del>Demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.</del>

## Professional Responsibility

<b>Communicating with Families</b>			
Admin. Rating	Teacher Rating	Performance Index	Benchmark
		Unsatisfactory	Provides little or no information to families and makes no attempt to engage them in the instructional program.
		Basic	Complies with school procedures for communicating with families and makes an effort to inform families in the instructional program.
		Proficient	Frequently communicates formally with families regarding unique concerns and/or major assessment results.
		Distinguished	<del>Communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.</del>
<b>Contributing to the School and District</b>			
Admin. Rating	Teacher Rating	Performance Index	Benchmark
		Unsatisfactory	<del>Relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects.</del>
		Basic	<del>Relationships with colleagues are cordial, and teacher participates in school and district events and projects.</del>



			<del>when specifically requested.</del>
		Proficient	<del>Participates actively in school and district projects, and maintains positive relationships with colleagues.</del>
		Distinguished	<del>Makes a substantial contribution to school and district events and projects; assuming leadership with colleagues.</del>
<b>Growing and Developing Professionally</b>			
Admin. Rating	Teacher Rating	Performance Index	Benchmark
		Unsatisfactory	Does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.
		Basic	Participation in professional development activities is limited to those that are provided by the district.
		Proficient	Participates actively in professional development activities and is actively engaged in professional learning outside of the district.
		Distinguished	<del>Makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.</del>
<b>Maintaining Accurate Records</b>			
Admin. Rating	Teacher Rating	Performance Index	Benchmark
		Unsatisfactory	Has no system for maintaining accurate records, resulting in errors and confusion.
		Basic	System for maintaining accurate records is rudimentary and only partially effective.
		Proficient	System for maintaining accurate records is efficient and effective.
		Distinguished	<del>System for maintaining records is efficient and effective, and students contribute to its maintenance.</del>
<b>Reflecting on Teaching</b>			
Admin. Rating	Teacher Rating	Performance Index	Benchmark
		Unsatisfactory	Does not reflect accurately on the lesson or propose ideas as to how it might be improved.
		Basic	Reflections on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.

		Proficient	Reflects accurately on the lesson, citing general characteristics. Teacher makes some specific suggestions about how it might be improved.
		Distinguished	Reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.

Showing Professionalism			
Admin. Rating	Teacher Rating	Performance Index	Benchmark
		Unsatisfactory	Sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.
		Basic	Attempts to serve students based on the best information are genuine but inconsistent.
		Proficient	Makes genuine and successful efforts to ensure that all students are well served by the school.
		Distinguished	Assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

<b>Contributing to the Positive Culture of the School</b>
How do you contribute to the positive culture of the school? Where do you see yourself growing in this area?

_____ Teacher Signature	_____ Date	_____ Administrator's Signature	_____ Date
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Signatures signify that the information was discussed in person.  
Acceptance of emailed feedback will serve as signatures for all others.