☐September
☐January

2022-23 *Essentials for Teaching: Observation of Practice*

Residents and master teachers are to use this rubric to guide conversations and set goals. See directions for best use and an example of how one MT and resident pair completed this form.

Create Equitable Community and Culture in the Classroom and Implement Effective Norms and Routines			
Beginning	**Emerging**	**Competent**	**Successful**
The teacher *begins* to build a **community and culture** of trusting relationships with students. ☐ Teacher begins to learn about students' intellectual and personal experiences ☐ Teacher begins to engage students in conversations that demonstrate interest ☐ Teacher begins to establish a safe environment while promoting student effort and engagement ☐ Teacher implements a learning environment that elicits students taking leadership opportunities to support one another, respect each other's individual cultures, and resolve student conflicts	The teacher *works to* build a **community and culture** of trusting relationships with students by implementing a few strategies that establish positive relationships and fosters the development of students' learning. ☐ Teacher knows students' intellectual and some personal experiences ☐ Norms are established that support discussion and interactions with teacher and students ☐ At times, teacher, and students greet one another in a positive and respectful manner ☐ Teacher and students occasionally engage in conversations that demonstrate interest in one another ☐ Teacher occasionally provides supports so that students can demonstrate interest in one another's ideas ☐ Teacher regularly maintains a safe environment while implementing strategies that foster student learning	The teacher builds a **community and culture** of trusting relationships with and among *all* students by implementing strategies to establish positive, individual relationships that demonstrate care and interest and inclusivity. The students clearly respect and value one another's ideas, ways of thinking, and different abilities. ☐ Teacher understands his/her students' socioeconomic, cultural, linguistic, intellectual, and personal experiences and develops relationships with students ☐ Norms are established that foster safe and respectful interactions between teacher and students ☐ Teacher and students regularly greet one another in a positive and respectful manner ☐ Teacher and students regularly have conversations that demonstrate interest in one another ☐ Teacher regularly provides prompts and sentence frames to support students as they demonstrate interest in one another's ideas ☐ Teacher and students exhibit evidence of positive individual relationships ☐ A culture of respect and safety is fostered while strategies are utilized that enable students to learn from one another as well as the teacher ☐ Teacher occasionally follows-up with students who are having difficulty in class or in personal situations	The teacher builds a **community and culture** of trusting relationships with and among all students by *routinely* implementing strategies to establish positive, individual relationships that demonstrate care and interest and inclusivity. The students clearly respect and value others' ideas, ways of thinking *and* exhibit positive dispositions to learning from one another. ☐ Teacher understands and values students' socioeconomic, cultural, linguistic intellectual, and personal experiences and develops a relationship based on respect and trust with students ☐ Students take leadership opportunities to support one another and resolve conflicts ☐ Norms are established and teacher and students hold one another accountable to them. Norms foster safe and respectful interactions between the teacher and students ☐ Teacher and students greet one another in a positive and respectful manner throughout the day ☐ Teacher and students engage in conversations that demonstrate care, respect, and interest in one another as part of the daily routine ☐ Teacher consistently models and supports language/behavior that demonstrates care and interest in students and colleagues ☐ Teacher exhibits evidence of positive individual relationships throughout the classroom community ☐ Teacher and students consistently demonstrate mutual respect and engage in collaborative learning and positive interactions ☐ Teacher promotes an age-appropriate culture of inquiry and sharing of diverse perspectives to address issues related to race, ethnicity, culture, language, religion, sex, gender, or abilitiy. ☐ Teacher consistently follows-up with students who are having difficulty in class or in personal situations

Universal TPEs: 1.1, 2.2, 2.3; Extensive Support: 2.3, 2.11, 2.13

September Comments and Goals:

January Comments and Goals:

☐ September
☐ January

Create Equitable Community and Culture in the Classroom and Implement Effective <u>Norms and Routines</u>			
Beginning	**Emerging**	**Competent**	**Successful**
The teacher begins to specify and reinforce **student behavior** by beginning to establish expectations and rules and/or norms. The teacher begins to implement **organizational routines** for classroom tasks. ☐ Classroom rules/norms are developed, and students adhere to them inconsistently ☐ Teacher inconsistently follows or enforces the rules/norms ☐ Teacher spends a substantial amount of time trying to manage off-task behaviors of the class ☐ Procedures and routines are explained and reinforced inconsistently, resulting in loss of instruction ☐ Physical environment is cluttered ☐ Student movement is impeded ☐ Materials are unorganized and difficult to access	The teacher is usually able to specify and reinforce productive **student behavior** by implementing, adjusting, and re-establishing effective **norms** and **organizational routines** to support equitable participation. ☐ Rules and/or norms are established, and students usually adhere to them ☐ Teacher consistently follows set rules/norms and usually enforces rules/norms equitably ☐ Teacher sometimes adjusts norms or rules based on student input/feedback ☐ Class/school-wide expectations are taught but inconsistently referred to and enforced ☐ Physical environment is mostly free of clutter and somewhat organized: floor, walls, desks, tables, counters, chairs ☐ Most work areas are accessible ☐ Most materials are organized	The teacher can specify and reinforce productive **student behavior** and equitable participation by emphasizing established culturally responsive **norms**, routines, and expectations. The teacher's **organizational routines** for classroom tasks maximizes instructional minutes. ☐ Students follow established class expectations, rules, and norms with minimal prompting ☐ Teacher consistently follows and enforces rules/norms equitably ☐ Teacher recognizes behaviors that may be a result of communicative limitations and/or disabilities and implements positive behavior supports ☐ Teacher discusses and reinforces productive behaviors ☐ Teacher is often able to redirect student behaviors by reiterating rules/norms ☐ Class/school-wide expectations are consistently taught and practiced ☐ Class routines are established using procedures ☐ Procedures are consistently reinforced ☐ Physical environment is free of clutter and organized: floor, walls, desks, tables, counters, chairs ☐ All work areas are accessible ☐ Materials are organized and accessible to all students, including students with mobility challenges.	The teacher specifies and reinforces productive **student behavior** by revisiting and reinforcing culturally responsive norms to support equitable and inclusive participation and clear expectations. The teacher teaches and positively *and strategically* reinforces productive behavior while redirecting off-task behavior. The teacher implements **organizational routines** to maximize instructional minutes and regularly communicates with families. ☐ Norms to support equitable participation are established and students and teacher routinely adhere to them ☐ Most students are aware of and self-monitor their adherence to expectations for behavior ☐ Teacher consistently recognizes behaviors that may be a result of communicative limitations and/or disabilities and implements positive behavior supports ☐ Teacher consistently recognizes and reinforces productive behavior ☐ Teacher quickly and effectively redirects students' off-task behavior ☐ Class/school-wide expectations are re-taught as deemed necessary ☐ Class/school-wide expectations are embedded into the class culture and behavior ☐ Procedures are embedded into the class culture ☐ Students can demonstrate clear understanding of routines in the absence of the teacher ☐ Physical environment is clean and orderly ☐ Arrangement supports flexible movement and a variety of activities/contexts ☐ Materials/technology/resources are proactively managed by **all** students and teacher

Universal TPEs: 2.1, 2.6 Mild/Mod: 2.2, 2.3. Ext. Support: 2.1, 2.6, 2.8, 2.9, 2.13,

September Comments and Goals:

January Comments and Goals:

Develop and Deliver Integrated Lessons and Units that Elicit and Assess *All* Students' Understanding

Beginning	Emerging	Competent	Successful
The teacher **develops single lessons** that begin to include strategies and technology that consider the standards and components of effective lesson design. ☐ Plans include components of effective lesson design ☐ Lesson plans are designed to meet the needs of the majority ☐ Technology is used as a substitute for low-tech options without any functional improvements	The teacher **develops single lessons and sequences of lessons** that include strategies and technologies that support varied learning needs of students. ☐ Teacher plans single lessons that are part of an overall plan for a sequence of lessons ☐ The lesson plans begin to account for learner variability ☐ Teacher plans incorporate some small group instruction to address specific needs ☐ The plans include some pre-planned questions to assess students' understanding ☐ Teacher designs & delivers occasional lessons that support language acquisition, use and development ☐ Teacher plans and implements instructional scaffolds and supports within daily lessons to meet the needs of at least one group of identified students ☐ Teacher plans for students to utilize technology as an effective tool to perform common tasks, while building digital literacy ☐ Technology is used as a substitute for a low-tech option but provides functional improvements and/or serves to engage learners	The teacher **develops single lessons and sequences of lessons** built upon students' assets that include differentiation strategies and technologies that support the learning needs of all students and help them develop understanding of content. ☐ Teacher plans a series of lessons that are focused on a large concept and incorporate multiple ways to demonstrate learning ☐ Teacher consistently plans & implements instruction to meet the varied needs of students ☐ Teachers knows students' assets and funds of knowledge and uses them to engage students in meaningful and relevant lessons. ☐ The plans include pre-planned questions and predicted responses to assess students' understanding and to develop their critical thinking ☐ Teacher often designs & delivers lessons that scaffold and support language acquisition, use and development while simultaneously building content knowledge ☐ Lessons are frequently developed to highlight the interconnectedness of content (within the lesson or lesson to lesson) ☐ Teacher plans and implements a cohesive series of lessons based on the concepts of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) to bring students toward mastery of content concepts and skills ☐ Teacher considers students' culture when designing and implementing lessons ☐ Teacher considers students' language and learning challenges when designing and implementing lessons ☐ Technology is used to advance student learning. ☐ Teacher models digital literacy and promotes digital citizenship. ☐ Technology is used to significantly redesign low-tech tasks.	The teacher **develops single lessons and sequences of lessons** built upon students' assets that include differentiation strategies and technologies that consider the learning needs of all students and will help them develop deep understanding of content, sophisticated skills, and critical thinking. ☐ Teacher plans a series of coherent lessons that incorporate multiple ways to demonstrate learning. These lessons are part of an overall plan such as a Project Based Learning unit ☐ Teacher plans flexible lessons that include provisions for predicted students' questions and responses. ☐ Teacher knows students' assets and funds of knowledge and consistently uses them to engage students in meaningful and relevant lessons. ☐ Teacher plans & implements instruction that consistently advances the learning of *all* students, despite their varied needs. ☐ The plans include strategically pre-planned questions and activities to assess students' understanding and to develop their creativity and critical thinking. ☐ Teacher consistently designs & delivers lessons that strategically support language acquisition, use and development while simultaneously building content knowledge. ☐ Lessons *and* units are developed to highlight the interconnectedness of content ☐ Teacher plans and implements cohesive units of study that include concepts of UDL and MTSS to maximize learning, eliminate barriers, and provide comprehensive support for *all* students leading to mastery of content, concepts, and skills. ☐ Teacher identifies areas in their long- and short-term instructional goals to incorporate and celebrate the students' cultural and family values. ☐ Teacher incorporates technology into lessons to allow for new tasks that were previously inconceivable. The technology supports student-centered learning. ☐ Students identify, use, and/or adapt their use of technology to meet their identified learning goals while demonstrating digital literacy and citizenship.

Universal TPEs: 1.3, 1.4, 1.5, 1.6, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.3, 4.4, 4.8   Mild/Mod: 2.1   Ext. Support: 2.5, 2.11, 4.4, 5.6

October Comments and Goals:

February Comments and Goals:

Develop and <u>Deliver</u> Integrated Lessons and Units that <u>Elicit and Assess</u> *All* Students' Understanding			
Beginning	**Emerging**	**Competent**	**Successful**
The teacher **delivers** lessons by explaining and modeling content. ☐ Instructional strategies utilized do not veer from the scripted curriculum ☐ Instruction is teacher centered ☐ Instruction is paced without regard for student needs ☐ Teacher allows time for students to practice without guidance or monitoring ☐ Teacher poses questions to the students ☐ Teacher regularly assigns tasks or assignments without connection to the real-world and/or the established learning goals ☐ Teaching strategies are implemented without regard for the varied learning needs of students ☐ Teacher rarely checks for understanding or adjusts lesson delivery based on those checks	The teacher **delivers** lessons by explaining and modeling content to **elicit and assess** understanding of *all* students. ☐ Instruction is aligned to externally provided directions (the textbook), but teacher begins to integrate varied strategies to explain content and model strategies and skills ☐ Instruction includes some student-student interaction, but is typically focused on direct instruction ☐ Teacher occasionally uses some formative assessments to inform future planning ☐ Teacher may use guided instruction for students to practice what they are learning ☐ Teacher engages students in discussion with pre-planned prompts to elicit ideas and understanding ☐ Teacher utilizes strategies to help students develop and practice questioning skills ☐ Teacher occasionally models an inquiry approach to solving problems ☐ Teacher occasionally provides real-life examples to make content relevant ☐ Assignments and tasks are usually aligned to learning goals but are not connected to the real-world ☐ Teacher occasionally promotes equitable access to lesson delivery by applying strategies for diverse learning needs ☐ Teacher begins to use informal assessments and modify instruction based on students' responses	The teacher **delivers** lessons by explaining and modeling content, practices, and strategies to **elicit and assess** understanding of *all* students. ☐ Teacher selects and utilizes various teaching and learning strategies and incorporates them into the lesson planning ☐ Instruction is often student centered and provides a balance of direct instruction with meaningful collaboration and inquiry ☐ Teacher consistently uses formative assessment to inform future planning and instructional changes ☐ Teacher guides students through collaborative practice and application of what they have learned ☐ Assignments and tasks are clearly aligned to learning goals but not consistently connected to the real-world ☐ Teacher regularly helps students understand the relevance of content ☐ Teacher elicits student thinking to promote deeper or extended thinking by classmates ☐ Teacher uses a variety of lesson styles and task structures that provide opportunity for student inquiry and discovery ☐ Teacher regularly integrates learning activities that promote an inquiry-based approach to solving complex problems	The teacher **delivers** lessons by explaining and modeling content, practices, and strategies to **elicit and assess** understanding of *all* students. The teacher incorporates and models metacognitive awareness and skills. ☐ Teacher strategically identifies and uses instructional strategies that explicitly support the concepts or tasks being taught and considers the needs of his/her students ☐ Instruction is student centered, providing a balance of direct instruction, meaningful collaboration, and inquiry ☐ Teacher consistently uses formative assessments to guide instructional pacing, adjust strategies and inform future planning ☐ Teacher models the instructional strategy and then gradually releases responsibility to the students while teacher consistently monitors and gives feedback ☐ Teacher supports students as they practice and apply what they have learned independently ☐ Teacher monitors conversations and work to inform plans and next steps ☐ Teacher makes on the spot instructional changes based on student misunderstandings ☐ Teacher guides students in monitoring their progress toward instructional goals ☐ Instruction, assignments, and tasks are relevant to the real-world and clearly aligned to learning goals ☐ Teacher engages students in making strong connections to relevant and meaningful real-life contexts ☐ Teacher utilizes, analyzes, and demonstrates multiple instructional strategies and lesson structures that elicit student inquiry and discovery ☐ Teacher consistently promotes equitable access to lesson delivery by applying strategies for diverse learning needs

☐Teacher designs questions and tasks that mostly require low-medium cognitive demand ☐Teacher occasionally engages students in self-assessment practices ☐Teacher uses summative assessment data to inform instructional approach (re-teach, review, skip) ☐Teacher may revise/add/delete questions from provided assessments based on student understanding ☐Teacher begins to help students understand the importance of incremental learning over grades	☐Teacher regularly promotes equitable access to lesson delivery by applying strategies for diverse learning needs ☐Teacher regularly assesses students' understanding and modifies instruction ☐Teacher can diagnose and describe common patterns in students' thinking and understanding to modify instruction ☐Teacher designs questions and tasks that require varied levels of cognitive demand and can accurately assess the depth of knowledge of students ☐Teacher makes students aware of their progress toward instructional goals and provides meaningful feedback	☐Teacher consistently uses planned and informal assessment techniques to monitor and assess student learning and uses those results to provide "just in time" support and instructional modifications ☐Teacher can anticipate and readily respond to students' thinking and understanding to modify instruction ☐Teacher teaches and utilizes metacognitive strategies that enable students to self-assess their knowledge level of content, concepts, and skills prior to the lesson, during the lesson, and after the lesson ☐Teacher promotes a growth mindset by developing students' level of perseverance and persistence toward their own individual academic achievement

Universal TPEs: 1.3, 1.8, 5.1, 5.3   Ext. Support: 3.2, 3.3, 4.4, 4.5, 5.2

October Comments and Goals:

February Comments and Goals:

Develop and Deliver Integrated Lessons and Units that Elicit and Assess *All* Students Understanding *Discussions and Collaborative Work*

Beginning	Emerging	Competent	Successful
The teacher leads group **discussions** and begins to set up **small group work**. ☐ Teacher is the only questioner. Short frequent questions function to keep students listening and paying attention to the teacher. Teacher verifies correct answers ☐ Teacher is physically at the board, telling and showing students how to do work ☐ Discussion prompts and/or questions require minimal student thought/discussion. The depth of knowledge required to participate is low ☐ Students are passive listeners, they attempt to imitate the teacher ☐ Students give short answers and respond to the teacher only. No Student-to student talk ☐ Students are seated in a small group without a strategic plan for working together	The teacher leads group **discussions** that allow and encourage all students to contribute and is beginning to have success managing **collaborative group work**. ☐ Teacher questions begin to focus on student thinking and focus less on answers. Teacher begins to ask follow-up questions about student methods and answers ☐ Teacher is main source of ideas, although some student ideas are elicited ☐ Teacher leads group discussions and elicits contributions so that students to listen to each other ☐ Teacher is only questioner ☐ Group discussions are initiated by teacher prompts that are relevant and invite participation ☐ Participation is limited and is dominated by student-to-teacher interaction and listening ☐ Discourse patterns may not reflect academic context ☐ Discussion norms are not explicitly taught ☐ As a student answers a question, other students listen passively or waits for their turn. They may repeat what other students say ☐ Student ideas are raised in discussions, but are not explored ☐ Teacher utilizes a strategic method for grouping students	The teacher leads group **discussions** that allow and encourage all students to contribute orally, listen actively, and respond to others' contributions. The teacher sets up and manages **collaborative group work**. ☐ Teacher continues to ask probing questions and asks more open questions to learn about students' thinking ☐ Teacher follows up on explanations and builds on them by asking students to compare them. Teacher is comfortable using student errors as opportunities for learning. ☐ Group discussions are a regular part of class and all students are encouraged to participate. At times, student ideas guide the discussion and/or direction of the lesson ☐ Discussion prompts are relevant and interesting to students and facilitates student-to- student talk. Teacher asks students to be prepared to ask questions about other students' work ☐ Structures are in place to support the use of academic discourse by all students ☐ Discussion promotes the development of critical thinking in all students ☐ Students regularly respond/engage with one another (also engaged with teacher) ☐ Participation is balanced and most of the students are actively engaged ☐ All students have the opportunity to participate/ respond ☐ Discussion norms are established and referenced	The teacher facilitates group **discussions** that allow and encourage *all* students to contribute orally, listen actively, and respond to and learn from others' contributions. The teacher sets up and manages **collaborative group work** for a variety of learning purposes and gathers evidence that the group effort promotes students' learning. ☐ Teacher expects students to ask one another questions about their work. Teacher's questions still may guide the discourse ☐ Teacher follows along closely to students 'descriptions of their thinking, encouraging students to make their explanations more complete ☐ Teacher allows for interruptions from students during explanations; teacher lets students explain and "own" new strategies. (Teacher is still engaged and deciding what is important to continue exploring) ☐ Group discussions are consistently facilitated to ensure equitable access and participation. Student ideas form part of the content of many discussions and lessons ☐ Prompts are relevant to students' lives and challenge critical thinking ☐ Full class engaged ☐ Prompts and structures encourage students to engage with one another while using academic discourse ☐ Students respect others 'opinions ☐ Students listen actively to frame responses/questions ☐ All students are clearly functioning within class norms for discussions ☐ Students are using content specific academic vocabulary and language during their academic discussions ☐ Students describe more complete strategies; they defend and justify their answers with little prompting from the teacher

☐Most tasks are not 'group-worthy'; do not allow/foster collaboration ☐Students are individually assessed for their final *group* product	☐Teacher monitors the progress of groups and attempts to make some adjustments to the instruction ☐All students in the group are engaged in the assignment but do not share (equally) in the final product ☐The task is 'group-worthy'; but the instructions do not allow/foster collaboration ☐Students are assessed on their final group product *and* behavior during enactment of task	☐Students ask questions of one another's work on the board, usually at the prompting of the teacher. Students listen to one another, so they do not repeat questions to understand one another ☐Students exhibit confidence about their ideas and share their own thinking and strategies even if they are different from others ☐Teacher uses a variety of strategies to **group students** (random, pre-planned, colors, numbers, etc.) ☐Teacher regularly monitors group progress during the task enactment and adjusts the instruction ☐Teacher chooses tasks that require collaborative work ☐Students know how to work collaboratively and complete the task ☐Students have distinct responsibilities and roles ☐Students are held accountable for only individual or collective learning.	☐Student-to-student talk is student-initiated, not dependent on the teacher. Students realize that they will be asked questions from other students when they finish, so they are motivated and careful to be thorough ☐Students interject their ideas, confident that their ideas are valued. Students spontaneously compare and build on ideas and clarify other students' work and ideas ☐Students assist each other in understanding and correcting errors ☐Teacher uses a variety of strategies to group students that allow students' expertise to complement the group work (content knowledge, creativity, presentation skills, etc.) ☐Teacher consistently monitors group progress and is prepared to adjust the instruction and differentiate the task to keep all students engaged ☐Teacher chooses tasks that require and foster student-directed collaborative work ☐The instructions are clear and encourage/enable students to work collaboratively ☐Students have distinct responsibilities and roles, which are distributed equitably ☐Students are held accountable for individual and collective learning

Universal TPEs: 1.5, 1.8, 2.5, 4.7   Ext. Support: 2.3, 4.8

November Comments and Goals:

March Comments and Goals:

Develop and Deliver Integrated Lessons and Units that Elicit and Assess *All* Students Understanding *Provide Meaningful Feedback*			
Beginning	**Emerging**	**Competent**	**Successful**
The teacher begins to provide **oral and written feedback** to students. ☐ Teacher mostly offers general oral feedback to the class as a whole, rather than individual students ☐ Teacher offers little or no written feedback before the students' final submission of the assignment ☐ The feedback tends to be general and not specific enough to be helpful for students to understand how to specifically improve their work	The teacher provides **oral and written feedback** to students that require the teacher to make choices about the content of feedback. ☐ Teacher offers oral feedback to the class, using some student work samples as an example ☐ Teacher offers some written feedback before the students' final submission of the assignment ☐ The feedback is somewhat helpful for students to understand how to improve ☐ Teacher shares assessment results and directions on how to correct errors and/or misconceptions	The teacher provides **oral and written feedback** to students that require the teacher to make strategic choices about the frequency, method, and content of feedback. The feedback begins to help students focus on improving specific qualities of their work. ☐ Teacher offers specific feedback that is mostly focused on the academic task ☐ Teacher makes purposeful choices about how and how often to help students focus on specific qualities of their work ☐ The feedback is communicated in ways that are understandable by students ☐ The feedback focuses on progress toward the learning goal and not the grade ☐ Teacher shares assessment results and develops a plan for students to achieve mastery of content and/or skills	The teacher provides strategic **oral and written feedback** to students that require the teacher to make strategic choices about the frequency, method, and content of feedback and to communicate in ways that helps focus students' attention on specific qualities of their work. The feedback supports students' perception of their capability and enables them to improve. ☐ Teacher offers specific feedback that is focused on the academic task but is not overwhelming in scope ☐ The feedback supports and promotes the development of students' progress toward the goal and enables them to successfully revise and improve ☐ Teacher makes strategic and purposeful choices about the frequency, method, and content of feedback ☐ The feedback is communicated in ways that are understandable by students ☐ Teacher effectively and frequently communicates assessment results in a way that will lead students to achieve mastery of identified content concepts and skills ☐ Teacher elicits student reflection in the feedback process

Universal TPEs: 5.3, 5.5   Ext. Support: 1.9, 1.11

November Comments and Goals:

March Comments and Goals:

3: Plan Informative Assessments and Analyze Student Work to Meet Learning Goals

Beginning	Emerging	Competent	Successful
The teacher begins to set *learning goals* referenced to external standards. The teacher begins to use *students' work* to *assess* whether they were able to progress towards the goals.	The **teacher** usually sets clear *learning goals* referenced to external standards. The teacher uses *students' work* to *assess* whether they were able to progress towards the goals and inform their planning.	The teacher sets clear *learning goals* referenced to external standards to ensure that students learn expected content. The teacher sets effective goals that involve analysis of *students' knowledge and skill*s in relation to established standards to ensure steady progress toward larger goals.	The teacher sets clear *learning goals* referenced to external standards to ensure that *all* students learn expected content. The teacher sets effective goals that involve analysis of *students' knowledge and skills* in relation to established standards and careful efforts to establish and sequence *formative and summative assessments* that will help ensure steady progress toward larger goals.
☐ Instructional plans are inconsistently aligned with the most current state standards ☐ Teacher uses explicit goals to guide planning for a lesson ☐ Student products/tasks align with the learning goals (occasionally) ☐ Occasionally, some student work is considered when planning lessons for the next day ☐ Teacher uses curriculum or district-provided assessments exclusively ☐ Teacher provides students with results of assessments	☐ Instructional plans are mostly in alignment with the most current state standards ☐ Teacher uses explicit goals to guide planning for a sequence of lessons ☐ Plans are designed and implemented in a manner consistent with current subject-specific pedagogy ☐ Student products/tasks align with the learning goals frequently ☐ Typically, student work is referenced to inform and adjust the teacher's plans ☐ Teacher aligns assessments to lesson objectives and standards ☐ The teacher uses assessment data to inform grades ☐ Assessment data is used to inform parents about their student's achievement	☐ Instructional plans are consistently in alignment with the most current state standards and frameworks ☐ Teacher sets explicit goals to guide planning and help maintain coherent instruction over time ☐ Plans occasionally include cross-disciplinary lessons ☐ Student products/tasks are consistently aligned to learning goals ☐ Analysis of student work drives consideration in planning lessons ☐ Teacher utilizes aligned formative and summative assessments to make informed decisions about pacing ☐ Teacher begins to use assessment data to inform lesson design and plan for some learner variability ☐ Teacher effectively and frequently communicates individual assessment results, so students are aware of their achievement results and plans for growth are made. Plans are shared with parents	☐ Long and short-term instructional plans are aligned with the most current state standards and frameworks ☐ Long and short-term instructional plans are coherent, and link to major topics within *and across* grade levels and disciplines ☐ Teacher's goals are clearly focused on content concepts and skills that include a student product that will demonstrate mastery of the identified concepts or skills ☐ Teacher analyzes all forms of student' work to identify mastery and gaps in student learning. As a result, future instruction is planned to deepen and extend the learning for all students ☐ Teacher utilizes aligned formative and summative assessments to make informed decisions about pacing to effectively teach all concepts and skills within the school year ☐ Teacher analyzes assessments and plans differentiated instruction with the students' diverse needs and goals in mind ☐ Teacher effectively and frequently communicates individual assessment results, so students *and parents* are aware of the results and can collaboratively plan a path toward mastery ☐ Teacher and students collaborate to develop individual learning goals and students revisit these goals throughout the lesson to assess their own level of mastery of content concepts and skills ☐ Students are using assessment results and teacher feedback to plan an individual path toward mastery

Universal TPEs: 1.2, 2.6, 3.1, 3.2, 3.3, 4.3, 4.5, 5.2, 5.3, 5.5, 5.8 Mild/Mod: 1.4, 1.6. Ext. Support: 5.1, 5.2, 5.3

December Comments and Goals:

April Comments and Goals:

4: Engage the Community to Advocate for and Meet the Needs of *ALL* Students

Beginning	Emerging	Competent	Successful
The teacher begins to engage parents and other caregivers in conversation related to student achievement, behavior, and wellbeing at school. ☐ Teacher begins to engage with parents and other caregivers through established school events, systems, and activities ☐ Teacher inconsistently informs parents/caregivers of student achievement ☐ Teacher inconsistently informs parents/caregivers of students' behavior and well-being ☐ Teacher begins to develop an awareness of how he can work with others to support his students	The teacher engages parents and other caregivers in conversations and activities related to their students' achievement, behavior, and wellbeing at school. ☐ Occasionally, teacher seeks opportunities to engage with parents and other caregivers to establish relationships of trust ☐ Teacher informs parents/caregivers of students' achievement and begins to engage them in support strategies ☐ Teacher informs parents/caregivers of students' behavior and well-being and begins to engage them in support strategies ☐ Teacher begins to collaborate with colleagues and specialists to provide support for students	The teacher engages parents and other caregivers in conversations and activities related to their students' achievement, behavior, and wellbeing at school. He/she assists parents in communicating with the school. ☐ Teacher often uses technology to engage parents and other caregivers in their child's learning ☐ Teacher designs lessons that allow students to celebrate and share their cultural and family norms ☐ Teacher informs parents/caregivers of goals for students' achievement ☐ Teacher shares educational resources with parents/caregivers to support students' achievement ☐ Teacher engages parents/caregivers in plans for students' behavior and wellbeing ☐ Teacher shares school events with parents/caregivers ☐ Teacher maintains open communication with parents/caregivers ☐ The teacher keeps track of what is happening in students' personal lives to be able to respond appropriately ☐ Teacher regularly collaborates with colleagues and specialists to provide comprehensive support for students and families	The teacher engages parents and other caregivers in conversations and activities related to their students' achievement, behavior, and wellbeing at school. He/she assists parents in communicating with the school and understanding how to help motivate, engage, and accelerate their students' achievement. ☐ Teacher uses technology to consistently engage parents and other caregivers in their child's learning ☐ Teacher-parent engagement is not constrained by school hours and on-site locations ☐ Teacher integrates structures in the classroom that students and families can utilize as they assess their own social-emotional well-being and communicate their need of assistance ☐ Teacher engages parents and other caregivers in the design of short & long-term goals for students' achievement ☐ Teacher provides educational resources/strategies with parents/caregivers to support students' achievement ☐ Teacher regularly informs parents/caregivers of students' behavior and well-being ☐ Teacher maintains an "open door" policy and actively invites parent/caregiver communication and participation in class/school events/opportunities to support students ☐ Teacher actively builds partnerships with district personnel and other agencies to provide support services for students and families

Universal TPEs: 1.2, 2.4, 2.6, 4.6, 5.4, 6.4   Mild/Mod: 2.4, 2.7, 4.6, 6.1.   Ext. Support: 2.4, 2.11, 4.7, 6.1, 6.2

December Comments and Goals:

April Comments and Goals:

5: Evaluate and Reflect on Your Own Practice

Beginning	Emerging	Competent	Successful
The teacher recognizes that learning to teach is an ongoing process. The teacher studies and reflects upon his/her own teaching and that of his/her colleagues to improve his/her understanding of the complexity of instruction. With prompting, teacher reflects upon the attributes of their colleagues' and/or other models of successful lessons With prompting, teacher reflects on the timing and completion of his/her lesson With prompting, teacher verbalizes the reasons and the need for consistent enforcement of realistic behavior plans Teacher recognizes when students did not engage in a lesson	The teacher recognizes that learning to teach is an ongoing process and begins to understand the value of reflection on his/her practice. The teacher studies and reflects upon his own teaching and that of his colleagues to improve his understanding of the complexity of the interactions between the teacher and students. Teacher describes the complex interplay between the teacher and students and identifies areas for growth in his/her instruction and/or classroom management Teacher is open to examining and reflecting upon his/her implicit and explicit biases and classroom evidence to improve the educational environment for students Teacher studies and reflects upon the driving forces of student behavior Teacher makes changes in behavior plans and/or implementation based upon study and reflection Teacher is open to feedback	The teacher recognizes that learning to teach is an ongoing process that requires regular analysis and reflection of instruction and its effectiveness. The teacher studies and reflects upon his own teaching and that of his colleagues to improve his understanding of the complex interactions between teachers, students, and the content. Teacher discusses and reflects upon the complex interplay between the teacher, curriculum, and students and identifies areas for growth in his/her professional practice Teacher studies and reflects upon the driving forces of student behavior. Based upon the reflection, the teacher plans and follows through with actions to increase desired behaviors Teacher reflects upon needed changes to the classroom environment and designs a plan to improve Teacher seeks reflective feedback from students, colleagues, community & families to identify areas for growth	The teacher demonstrates a commitment to the continuous improvement model by consistently studying and reflecting upon his own teaching and that of colleagues. He/she recognizes and understands the impact of the complex interactions between teachers, students, content, and instructional approaches. Teacher recognizes his strengths and potential for growth related to teaching practices, personal values, and biases. As a result, the teacher seeks support for growth from a variety of sources and personnel Teacher regularly reflects upon and shares professional learning with colleagues/supervisor Teacher collects and reflects upon evidence that demonstrates the connection between increased student achievement and implemented changes in instructional practice In collaboration with colleagues, teacher analyzes student work to reflect on the quality of the assignment and/or the instruction Teacher designs action research to improve instruction and students' educational experiences Teacher regularly seeks collaboration with peers, colleagues, families, and community members to support his/her own growth and that of his students

Universal TPEs: 6.1, 6.2, 6.3, 6.4   Ext. Support: 2.4, 2.10, 4.7, 6.1

September Comments and Goals:

October Comments and Goals:

November Comments and Goals:

December Comments and Goals:

January Comments and Goals:

February Comments and Goals:

March Comments and Goals:

April Comments and Goals:

Adapted from:

▪*Observations using "Math Talk Learning Community Rubric" Source: Journal for Research in Mathematics Education, 2004*

▪*Teacher self-reports using "The Mathematics Teaching Rubric" by Silicon Valley Mathematics Initiative.*

▪*21st Century Knowledge and Skills in Educator Preparation, by AACTE*

▪*Classroom Engagement Rubric by Gallagher & Gallagher*

▪*Elements of Effective Teaching, by the California International Studies Project*

▪*Teaching Works, "High Leverage Practices", University of Michigan.*

▪*What Core Skills Do Teachers Need to be Effective? by Hanford, KQED.*

▪*Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity, by McDonald, Kazemi, & Schneider-Kavanagh*

▪*Preparing Teachers For Deeper Learning: Competency-Based Teacher Preparation and Development, by Cator, Schneider, & Vander Ark.*

▪*Fast Start: Training Better Teachers Faster, with Focus, Practice and Feedback, by TNTP*

Recommended Directions:

1. Schedule an uninterrupted time each month where the MT and resident discuss the assigned pages for the month.
2. When completing the form in September-December, start in the "Emerging" column and discuss evidence for items in that column.
3. See *example of how one MT and resident pair completed this form.*
4. Look at "Competent" and "Successful" columns for goal setting purposes.
5. Set goals.
6. When completing the form in January-April, review previous goals.
7. Start in the "Competent" column and discuss evidence for items in that column.
8. Use the "Successful" column for goal setting purposes.
9. Set goals.
10. Ultimately, this rubric can be used to set goals for residents' Individual Development Plan which will be used in their induction program.