

# Form C: Teacher Observation Rubric and Scoring Sheet

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_ # Observation: \_\_\_\_\_

Instructional Planning	Instructional Planning	Accomplished 5.0-4.5	Proficient 4.4-4.0	Developing 3.9-3.5	Ineffective 3.4-3.0	Score
	<b>Focus for Learning</b>  <b>Standard 4: Instruction</b>	<p>Content of measurable learning goals reflects the complex range of skills needed to apply higher order of thinking</p> <p>Learning goals align with prior and future Ohio standards as well as cross-curricular expectations</p> <p>Students will effectively communicate the learning goals of that day and unit</p> <p>Teacher connects the goal and its real-world applications</p>	<p>Measureable learning goal is posted</p> <p>Learning goals align with the Ohio standards.</p> <p>Students understand the expectations of the lesson</p> <p>Teachers demonstrate the importance of the goal and its appropriateness for the students</p>	<p>Posted learning goals or are too general goals</p> <p>Teacher identified learning goals for the day and explanation</p> <p>Instructional plan supports the needs of all students</p>	<p>No learning goals established</p> <p>Students do not know what they are learning about today</p> <p>Instructional plan does not support the needs of all the students</p>	/5
	<b>Assessment Data</b>  <b>Standard 3: Assessment</b>	<p>Teacher plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate assessments into lesson plans</p> <p>Individual learning needs are accurately identified through an analysis of student data from formative and summative assessments.</p> <p>Teacher analyzes data from assessments to identify student strengths and areas for student growth</p>	<p>Evidence of differentiated assessments are being incorporated into planning</p> <p>Evidence of formative and summative assessments to drive instruction</p> <p>Consistently analyzes the data to inform instructional planning</p> <p>Teacher uses complete and accurate records to reflect on student needs</p>	<p>Assessments are being incorporated into planning</p> <p>Teacher uses more than one measure</p> <p>Inconsistently analyzes the data to plan instruction</p> <p>Teacher maintains records of student performance</p>	<p>No evidence that teacher incorporates assessments into planning</p> <p>No evidence that teacher drives instruction based on assessment data</p> <p>Does not utilize a variety of means and instruments to assess student achievement of learning goals and standards</p> <p>Maintains inaccurate or incomplete records of student performance</p>	/5
	<b>Prior Content Knowledge, Sequence, Connections</b>  <b>Standard 1: Students, Standards 2: Content, Standard 4: Instruction</b>	<p>Teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences</p> <p>Teacher uses prior knowledge to connect grade-level curriculum and to make clear connections to prior and future content</p>	<p>Consistently uses variety of tools to determine prior knowledge of all students</p> <p>Lessons created from prior knowledge allow the flexibility to meet the students needs</p> <p>Lessons are logically sequenced and the content is connected to prior and future content</p>	<p>Randomly uses tools to determine prior knowledge</p> <p>Lessons make connections to content</p> <p>Content is connected to grade level curriculum</p>	<p>No evidence of connection to students prior knowledge</p> <p>Lessons are randomly taught</p> <p>Content does not connect to the grade level curriculum</p> <p>Content does not connect to prior and future content</p>	/5

	<b>Knowledge of Students</b>  <b>Standard 1: Students</b>	<p>Demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each students' background knowledge and experiences, and describes multiple procedures used to obtain this information</p> <p>The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.</p>	<p>Uses prior knowledge and background experiences to engage students</p> <p>Teacher builds rapport to gain knowledge of background and learning styles</p> <p>Instructional plan draws on analysis of students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.</p>	<p>Inconsistent attempts made to become familiar with student backgrounds</p> <p>Rapport has been established with limited population of students</p> <p>Instructional plan is inappropriately tailored to the specific population of students in the classroom</p>	<p>Lack of familiarity with student backgrounds and have made no attempt to find this information</p> <p>Lack of rapport with students and have made no attempt to establish relationship</p> <p>Instructional plan does not demonstrate an understanding of student learning</p>	/5
	<b>Comments</b>					

<b>Instruction and Assessment</b>	<b>Instruction and Assessment</b>	<b>Accomplished 5.0-4.5</b>	<b>Proficient 4.4-4.0</b>	<b>Developing 3.9-3.5</b>	<b>Ineffective 3.4-3.0</b>	<b>Score</b>
	<b>Lesson Delivery</b>  <b>Standard 2: Content</b> <b>Standard 4: Instruction</b> <b>Standard 6: Collaboration and Communication</b>	<p>Teacher accurately anticipates confusion by presenting information utilizing various teaching styles and clarifying content before students ask questions.</p> <p>Teacher explanations are clear, coherent, and precise</p> <p>Students demonstrate independent, creative, and critical thinking through high expectations set by the teacher.</p> <p>Teacher utilizes effective questioning techniques to encourage high levels of understanding</p> <p>The lesson is student-centered, with the teacher in the role of facilitator.</p>	<p>Teachers utilize various teaching styles to clarify content</p> <p>Teacher explanations are clear and accurate.</p> <p>Teacher facilitates independent, creative and critical thinking</p> <p>Teacher uses a variety of higher-order questioning techniques to encourage understanding</p> <p>The lesson has a balance of teacher-directed instruction and student-led learning</p>	<p>Various teaching styles are used scarcely or the same style is used consistently</p> <p>Explanations may be generally clear and accurate</p> <p>Some evidence of attempted facilitation of independent, creative and critical thinking</p> <p>Use of limited questioning techniques</p> <p>Lesson is primarily teacher- directed</p>	<p>No evidence of various teaching styles used</p> <p>Explanations are unclear or inaccurate and fails to address student confusion or frustrations</p> <p>No evidence of encouraging independent, creative or critical thinking</p> <p>No evidence of using appropriate questioning techniques</p> <p>Lesson is almost entirely teacher-directed</p>	/5
	<b>Resources</b>  <b>Standards 2: Content,</b> <b>Standard 4: Instruction</b>	<p>Materials and resources are aligned with instruction are varied and appropriate to student ability levels, and actively engages them in ownership of their learning.</p>	<p>Materials and resources are aligned with instruction and are engaging and appropriate for student needs and learning styles.</p>	<p>Materials and resources are appropriate and support learning goals, but may not meet students needs or engage them in learning</p>	<p>Materials and resources are not relevant to the lesson or inappropriate for students</p>	/5

	<p><b>Differentiation</b></p> <p><b>Standard 1: Students</b> <b>Standard 4: Instruction</b></p>	<p>The teacher matches strategies, materials, and/or pacing to students' <b>individual</b> needs, to make learning accessible and challenging for all students in the classroom.</p> <p>The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group</p> <p>Teacher provides varied options for student demonstration of mastery</p>	<p>Relies on a single strategy or alternate set of materials to meet learning goals</p> <p>Teacher uses alternate materials for differentiation but does not meet the needs of all students</p>	<p>Teacher does not attempt to make lesson accessible for most students</p> <p>Teachers does not challenge most students</p> <p>Teacher attempts to differentiate but the materials are developmentally inappropriate.</p>	/5
	<p><b>Classroom Environment</b></p> <p><b>Standard 1: Students</b> <b>Standard 5: Learning Environment</b> <b>Standard 6: Collaboration and Communication</b></p>	<p>Teacher demonstrates respect and positive rapport with students through their individual experiences, conversations and questions <i>Ex. Teacher responds sensitively to student confusion or distress</i></p> <p>Evidence that routines and procedures are well established and orderly. Students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless. Teachers effectively maximize instructional time, combining independent, collaborative, and whole-class learning situations.</p> <p>Teacher engages in ongoing, two-way communication that results in an active volunteer, community and family partnerships.</p> <p>A behavioral management system has been designed, implemented and adjusted with student input and students take responsibility for their behavior. Teacher uses research-based strategies.</p>	<p>Teacher demonstrates positive rapport, respect for, and shows interest in all students <i>Ex. Teacher making eye contact and attempting to use personal connections</i></p> <p>Evidence that routines and procedures run smoothly</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, collaborative and independent).</p> <p>Teacher engages in two-way communication offering a variety of volunteer opportunities and activities that support student learning</p> <p>A behavioral management system has been implemented that is appropriate, consistent and responsive with evidence of clear expectations for all students.</p>	<p>Fair treatment of students and establishes a basic rapport <i>ex. Teacher addresses student questions and comments but does not inquire about student well-being</i></p> <p>Evidence of routines and procedures but they may inappropriately prompt or not direct students when they are unclear or idle</p> <p>Teacher transitions between activities but not seamless. They occasionally lose instructional time.</p> <p>Teacher replies to families in a timely manner</p> <p>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.</p>	<p>Little or no evidence of positive rapport between teacher and student <i>Ex. Disrespectful or ignoring students questions</i></p> <p>No evidence of routines or procedures <i>Ex. Students seem unclear of what they should be doing or are idle</i></p> <p>Transitions are inefficient with considerable instructional time lost <i>Ex. Lessons progress too slowly or quickly so students are disengaged</i></p> <p>Learning environment allows little or no communication or engagement with families</p> <p>Behavioral expectations are ineffective or inappropriate. Little or no monitoring of behavior or the teacher responses to misbehavior is inappropriate.</p>	/5

<p><b>Assessment of Student Learning</b></p> <p><b>Standard 3: Assessment</b></p>	<p>Assessment data is utilized to identify, modify, and differentiate instruction to address students' strengths and needs to reveal trends and patterns in group progress.</p> <p>Continually checks for understanding and makes adjustments to instruction quickly and seamlessly within the lesson and uses an alternative way to explain the concepts</p> <p>Teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as whole class</p> <p>Teacher provides substantial, specific, and timely feedback of student progress to students, families and other school personnel while maintaining confidentiality. Students use self-assessment strategies to monitor learning. The teacher uses the data to monitor teaching strategies.</p>	<p>Assessment data is utilized to identify, modify, and differentiate instruction to address students' strengths and needs.</p> <p>Teacher checks for understanding at key moments and makes adjustments to instruction and corrects misunderstanding by providing additional clarification.</p> <p>Teachers collect and use a variety of sources to choose and implement appropriate instructional strategies</p> <p>Teacher provides substantial, specific, and timely feedback of student progress to students, families and other school personnel while maintaining confidentiality.</p>	<p>Evidence of usage of assessment of student mastery, but may not differentiate instruction</p> <p>Checks for student understanding and makes attempts to adjust however, may cause some additional confusion</p> <p>Teacher uses data to select a few sources to choose appropriate instructional strategies</p> <p>Students receive occasional or limited feedback about their performance from the teacher</p>	<p>No evidence of routine use of assessments to measure student mastery</p> <p>No evidence of checking student understanding and/or fails to adjust in response to student confusion</p> <p>No evidence that instructional strategies are modified according to data</p> <p>No evidence of student feedback about learning</p>	/5
	Comments				

	<b>Professionalism</b>	<b>Accomplished 5.0-4.5</b>	<b>Proficient 4.4-4.0</b>	<b>Developing 3.9-3.5</b>	<b>Ineffective 3.4-3.0</b>	Score
	<p><b>Professional Responsibilities</b></p> <p><b>Standard 6: Collaboration and Communication</b></p> <p><b>Standard 7: Professional Responsibility and Growth</b></p>	<p>Teacher facilitates and collaborates effectively with stakeholders to improve district and school practices.</p> <p>Teacher exceeds and facilitates ethical and professional responsibilities.</p> <p>Teacher analyzes, modifies and enacts professional goals based on self-assessment.</p>	<p>Teacher shows evidence of effective communication with stakeholders to examine problems of practice, analyze student work, and identify targeted strategies.</p> <p>Teacher shows evidence of a positive and ethical approach to following district and school policies.</p> <p>Teacher sets professional goals based on self-assessment to foster teaching growth.</p>	<p>Evidence of communication with stakeholders but may not achieve the intended outcome.</p> <p>Evidence of following district and school policies.</p> <p>Pursues or identifies some professional development opportunities or self-assessment to foster teaching growth</p>	<p>No evidence of effective communication with all stakeholders.</p> <p>No evidence of following district and school policies</p> <p>Does not pursue or identify professional development opportunities or self-assessment to foster teaching growth</p>	/5