

<b>CLASSROOM ENVIRONMENT AND CULTURE</b>			
<b>1. Maintains a safe, organized classroom, and manages the use and accessibility of materials and equipment.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Physical environment of the room is unsafe and the arrangement gets in the way or distracts from student learning and the purpose of the lesson.</p> <p>The resources, materials and technology in the classroom do not relate to the content or current units studied, or are not accessible to all students to support their learning during the lesson.</p>	<p>The physical environment is safe but the arrangement neither supports learning nor the purpose of the lesson.</p> <p>The resources, materials and technology in the classroom relate to the content or current unit studied and are accessible to all students but are not referenced by teacher.</p>	<p>The physical environment is safe, and the arrangement supports student learning and the purpose of the lesson.</p> <p>The resources, materials and technology in the classroom relate to the content or current unit studied, are accessible to all students and are intentionally used by teacher to support learning</p>	<p>The physical environment is safe, and the arrangement supports student learning and the purpose of the lesson.</p> <p>The resources, materials and technology in the classroom relate to the content or current unit studied, are accessible to all students and are intentionally used by both teacher and student to support learning.</p> <p>Students are familiar and comfortable with using the available resources.</p>
<p><b>Possible Teacher Observables:</b> The document camera is ready and set up for use, but is positioned in a way that most students cannot see what is projected.</p> <p>Teacher has arranged the classroom to accommodate independent work. Furniture is difficult to adjust for group work.</p> <p>Teacher tends to remain stationary in the front of the classroom.</p> <p>There are few to no exemplars of student work on the walls. The walls are decorated with permanent posters.</p> <p>Books, materials, charts, technology, and tools are on shelves where students cannot reach them.</p>	<p><b>Possible Teacher Observables:</b> The document camera is ready and set up for use, but is positioned in a way that some students cannot see what is projected.</p> <p>Teacher has arranged the classroom to accommodate small group work and independent work. Furniture can be moved easily.</p> <p>Teacher tends to remain in a certain portion of the classroom.</p> <p>There are some exemplars of student work on the walls, some of which are outdated.</p> <p>The resources, materials and technology in the classroom relate to the content or current unit studied and are accessible to</p>	<p><b>Possible Teacher Observables:</b> The document camera is ready and set up for use, and optimally positioned so that all students can see what is projected.</p> <p>Teacher has arranged the classroom to ideally accommodate whole group teaching, small group work, and independent work. Furniture in the room is organized for different configurations.</p> <p>Teacher is able to circulate through the classroom to monitor, observe and confer.</p> <p>There are exemplars of student work on the walls that include written feedback from teacher</p> <p>Books, materials, charts, technology, and tools are well organized, labeled and easy to find.</p>	<p><b>Possible Teacher Observables:</b> In addition to Effective:</p> <p>Teacher strategically circulates through the classroom to monitor, observe and confer.</p> <p>There are current exemplars of student work on the walls that include constructive, written feedback from teacher and students.</p> <p>Teacher encourages students to get materials they need to support their learning.</p> <p><b>Possible Student Observables:</b> All students smoothly transition to the "meeting area" and know where to sit so they have personal space.</p> <p>Students know where co-constructed charts are located for their reference.</p>

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<p><b>Possible Student Observables:</b> Students are unfamiliar with the concept of a “meeting area” because it does not exist in the classroom.</p> <p>Students are unaware of any charts that teacher might have created for their reference.</p> <p>Students are unaware of materials and how to use them.</p> <p>Students only use resources that are typically stored in their desks.</p>	<p>all students but are not referenced by teacher.</p> <p><b>Possible Student Observables:</b> With prompting and support, some students can transition to the “meeting area,” while others struggle to find a space to do their best thinking.</p> <p>Students are unsure of where charts are located for their reference.</p> <p>Students are not sure where certain materials are kept. When they go to get materials they take a lot of time sorting through them to find what they are looking for.</p> <p>Students choose from a collection of resources for learning, but the resources do not necessarily help them with the assigned task.</p>	<p><b>Possible Student Observables:</b> Most students can transition to the “meeting area” so that each student has personal space.</p> <p>Students know where charts are located for their reference.</p> <p>Students know where materials are kept and access them with ease. They quickly get what they need, causing minimal interruption to the rest of the class.</p> <p>Students choose from a collection of resources for learning, but teacher reminds them that these resources are available and which ones may work the best for the assigned task.</p> <p>Students find materials that help them with their tasks.</p>	<p>Students can be seen going to a chart when stuck.</p> <p>Students choose from a collection of resources for learning without reminders or prompts from teacher as to which materials may be the most helpful.</p>
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<b>CLASSROOM ENVIRONMENT AND CULTURE</b>			
<b>2. Manages student behavior</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Rarely or never responds to student misbehavior by following classroom routines and/or building discipline procedures. Student behavior does not change or may escalate.</p>	<p>Responds to student misbehavior by following classroom routines and/or building discipline procedures, but with uneven student behavior results.</p>	<p>Responds to student misbehavior by following classroom routines and building discipline procedures. Student misbehavior is rare.</p>	<p>Responds to student misbehavior by following classroom routines and building discipline procedures.  Student behavior is appropriate.  Students manage themselves, assist each other in managing behavior, or there is no student misbehavior.</p>
<p><b>Possible Teacher Observables:</b> After teacher cue, misbehaving student continues poor behavior, and teacher fails to follow through with the appropriate consequence.</p> <p><b>Possible Student Observables:</b> Students do not adhere to classroom routines and behavioral expectations, and are therefore unpredictable at times.</p> <p>Students often try to lay blame on everyone except themselves.</p> <p>With a prompt from teacher, few students remind each other about classroom behavior routines.</p>	<p><b>Possible Teacher Observables:</b> After teacher cue, misbehaving student stops poor behavior, and with guidance, becomes passively compliant.</p> <p><b>Possible Student Observables:</b> With prompting and monitoring, some students follow classroom routines and behavioral expectations.</p> <p>Students know that they are responsible for their own work and own behavior, but they do not necessarily meet these expectations.</p> <p>With a prompt from teacher, some students remind each other about classroom behavior routines.</p>	<p><b>Possible Teacher Observables:</b> After teacher cue, misbehaving student stops poor behavior and, with guidance, attends to the task at hand.</p> <p><b>Possible Student Observables:</b> With prompting and monitoring, most students follow classroom routines and behavioral expectations.</p> <p>Students know that they are responsible for their own work and behavior.</p> <p>With a prompt from teacher, students remind each other about classroom behavior routines.</p>	<p><b>Possible Teacher Observables:</b> After teacher cue, misbehaving student stops poor behavior and the established classroom procedure to attend to the task at hand.</p> <p><b>Possible Student Observables:</b> Most students independently follow classroom routines and behavioral expectations.</p> <p>Students know and can articulate that they are responsible for their own work and own behavior.</p> <p>Students remind each other about classroom behavior routines.</p>

<b>CLASSROOM ENVIRONMENT AND CULTURE</b>			
<b>3. Students use established procedures for discussion, collaboration and accountability.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>"Procedures for discussion and collaborative work are absent, poorly executed or do not hold students accountable for their work and learning.</p>	<p>"Procedures for discussion and collaborative work are present, but may not result in effective discourse. Students are held accountable for completing their work but not for learning.</p>	<p>"Procedures for discussion and collaborative work have been taught, are evident, and result in effective discourse related to the lesson purpose.</p> <p>With prompts, students use these routines during the lesson. Students are held accountable for their work and learning.</p>	<p>"Procedures for discussion and collaborative work have been explicitly taught, are evident, and result in effective discourse related to the lesson purpose.</p> <p>With prompting, students independently use the routines during the lesson. Students are held accountable for their work, take ownership for their learning and support the learning of others.</p>
<p><b>Possible Teacher Observables:</b> Teacher has posted sentence stems and invitations such as: "What do you think about that?" or "Do you agree?" or "What is your evidence?" but has never formally introduced them to students.</p> <p>Teacher has set few expectations for partner conversations.</p> <p>Teacher shouts or says "shhhhh" to small groups to be quiet.</p> <p>Students are asked to write in response to the question, "What is the mood the author creates in the story?" and when finished. Write a response to the second question, "How do you know?"</p> <p>Teacher asks students to hand their responses to a neighbor to read.</p> <p><b>Possible Student Observables:</b> Students are content to have teacher dominate classroom conversations.</p>	<p><b>Possible Teacher Observables:</b> Teacher has posted and introduced sentence stems and invitations such as: "What do you think about that?" or "Do you agree?" or "What is your evidence?" but students seem artificial when using them.</p> <p>Teacher occasionally prompts students to use A-B partners, prompts one to go first, then the other, and has set times for the conversation.</p> <p>Teacher tells small groups to "stay on task" but does not provide guidelines for participation.</p> <p>Teacher states, "How did the author create the mood for the story?" and calls on students with their hands raised.</p> <p>One time during the whole group lesson teacher asks students to turn and talk to each other for 30 seconds and then calls on those with their hands raised.</p>	<p><b>Possible Teacher Observables:</b> Teacher has posted and refers to sentence stems and invitations such as: "What do you think about that?" or "Do you agree?" or "What is your evidence?" Teacher prompts students to use the sentence stems during their discussion.</p> <p>With teacher prompting, students use an A-B partner structure for their conversation. Students keep track of their own air time.</p> <p>Teacher monitors group work and ensures use of participation protocol.</p> <p>Teacher states, "Think about the ways the author created the mood for this story, write down your ideas, and then turn to a partner and share your thinking." Teacher monitors the level of conversations of students as well as how many are talking to each other.</p>	<p><b>Possible Teacher Observables:</b> In addition to Effective: Teacher has posted, refers to and expects students to use sentence stems and invitations such as: "What do you think about that?" or "Do you agree?" or "What is your evidence?" Students do so routinely.</p> <p>Teacher and students monitor group work and ensure use of participation protocols.</p> <p>Teacher listens in on the student conversations and picks students to share based on the qualities of their conversations with each other that teacher would like to highlight for the entire class.</p> <p><b>Possible Student Observables:</b> Students consistently use phrases like "I agree with..." or "I disagree with..." as a routine to listen to and build discourse around a topic.</p>

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<p>Individual students focus on socializing with their peers.</p> <p>Half of the students work quietly on the assigned task.</p> <p>Half of the students are reading a book quietly.</p>	<p><b>Possible Student Observables:</b> Students robotically use phrases like “I agree with…” or I disagree with …,” but neglect to listen to one another, therefore making the discourse flat and artificial.</p> <p>Students perform closing procedures that include materials/assignment management.</p> <p>There are 9 students out of 30 who respond to all of the teacher questions.</p> <p>When asked to turn and talk, half of the students in the class have something to say to each other.</p>	<p>Teacher calls on students randomly to share their thinking.</p> <p>Teacher states, “I noticed that most of you were talking to each other. Please jot down in your notebook what you could do next time to increase the quality of talk in your partnerships.”</p> <p><b>Possible Student Observables:</b> With coaching from teacher, students use phrases like “I agree with…” or “I disagree with…” as a routine to listen to and build discourse around a topic.</p> <p>Students perform closing procedures that include individual reflection and materials/assignment management.</p> <p>When asked to talk, there are 6 students in the back who just listen to the thinking of their partner. When asked what they could do to improve the level of their talk, all 6 write down at least one idea.</p>	<p>Students perform closing procedures that include individual/joint reflection and materials/assignment management.</p> <p>When asked to talk together, students quickly get into pairs and begin to share their thinking. One student says to another, “That is a great idea, why don’t you share that out with the others.”</p> <p>If a student is not participating, another student asks them to share their thinking.</p>
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<b>DIRECT INSTRUCTION</b>			
<b>4. Sets expectations and engages students' attention, curiosity, interest, optimism, and passion in work that has clear meaning and immediate value.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Teacher expectations and strategies engage few or no students in work of high cognitive demand.</p> <p>Teacher plans for and accepts ritual compliance where the student is willing to expend whatever effort is necessary to avoid negative consequences, even though the student sees little meaning or value in the task.</p>	<p>Teacher expectations and strategies engage some students in work of high cognitive demand.</p> <p>Teacher plans for or accepts strategic compliance when the assigned work has little or no inherent meaning or immediate value to the student, but the student associates it with extrinsic results that are of value.</p>	<p>Teacher expectations and strategies engage most students in work of high cognitive demand.</p> <p>Teacher expects evidence and precision from students and probes students' answers accordingly.</p> <p>Teacher provides high quality work for students- work that is engaging, meaningful, and of value.</p>	<p>Teacher expectations and strategies engage all students in work of high cognitive demand.</p> <p>Teaching and learning allows students to generate knowledge or make meaning via such behaviors as clarifying, asking questions, comparing, and applying new information.</p>
<p><b>Possible Teacher Observables:</b> Teacher writes a problem on the board about finding the surface area of an irregular shape. Teacher poses questions such as, "What is the hypotenuse?" "What is the answer?"</p> <p><b>Possible Student Observables:</b> The same two or three students call out answers to teacher's questions.</p> <p>Student work look like:</p> <ul style="list-style-type: none"> <li>• Overwhelming choices</li> <li>• Chaos</li> <li>• Lack of procedures and protocols</li> <li>• Being singled out</li> <li>• Contrived activities</li> </ul>	<p><b>Possible Teacher Observables:</b> Teacher writes a problem on the board about finding the surface area of an irregular shape and asks students to work independently to solve the problem.</p> <p>Teacher pulls popsicle sticks out of a jar, calls on five students randomly to explain how they solved the problem, and the other students are asked to pose questions to the five students.</p> <p><b>Possible Student Observables:</b> Students work independently to solve the problem and respond to teacher's questions when called upon. Some students pose questions to their classmates.</p> <p>Student work looks like:</p> <ul style="list-style-type: none"> <li>• Recall of answers</li> <li>• Only one answer possible</li> </ul>	<p><b>Possible Teacher Observables:</b> Teacher writes a problem on the board about finding the surface area of an irregular shape, asks students to work independently to solve the problem and then asks students to turn to a partner and explain how they solved it.</p> <p><b>Possible Student Observables:</b> Students work independently to solve the problem and all turn to a partner to explain how they solved it.</p> <p>Students habitually display persistence in providing textual evidence to support answers and responses, both orally and in writing.</p> <p>Student work looks like:</p> <ul style="list-style-type: none"> <li>• Supported predictions</li> <li>• Comparisons</li> </ul>	<p><b>Possible Teacher Observables:</b> Teacher writes a problem on the board about finding the surface area of an irregular shape. Students work independently to solve the problem.</p> <p>Teacher asks students to use their "A/B" partners. "A" partners are asked to turn to their partner and explain how they solved the problem. "B" partners are asked to restate what "A" said and whether they agree or not and why. Teacher monitors for student participation while partners share.</p> <p><b>Possible Student Observables:</b> Students work independently to solve the problem and all turn to a partner to explain how they solved it. Students restate their partner's reasoning, whether or not they agree, and why.</p>

# OCSB Instructional Evaluation Rubric

	<ul style="list-style-type: none"><li>• Answering single-answer questions</li><li>• Simply taking turns talking</li><li>• Group grades only</li><li>• Avoiding an assignment</li><li>• Practice without context</li><li>• Repetition of low-level work</li></ul>	<ul style="list-style-type: none"><li>• Summary statements</li><li>• Explanations</li><li>• Strategies</li><li>• Visual exemplars</li><li>• Clear format and procedures</li><li>• Students take risks with unpopular or more subtle answers</li><li>• Reasoning first, answers second</li></ul>	<p>Student work looks like:</p> <ul style="list-style-type: none"><li>• Supported Opinions</li><li>• Quantity and quality required in personal response activities</li><li>• Sources, evidence, and examples are cited</li><li>• Reciprocal teaching</li><li>• Literature circles</li><li>• Connections to audience/purpose</li><li>• Voice</li><li>• Proficient work posted</li></ul>
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<b>DIRECT INSTRUCTION</b>			
<p><b>5.</b> Scaffolds the task, and uses strategies for the purpose of gradually releasing responsibility to students, providing opportunities for students to take ownership of their learning.</p>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Teacher rarely or never provides opportunities and strategies for students to take ownership of their own learning to develop, test and refine their thinking.</p> <p>Teacher rarely or never uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.</p> <p>Teacher rarely or never provides scaffolds and structures that are related to and support the development of the targeted concepts and/or skills</p>	<p>Teacher occasionally provides opportunities and strategies for students to take ownership of their own learning. Locus of control is with teacher.</p> <p>Teacher occasionally uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.</p> <p>Teacher provides limited scaffolds and structures that may or may not be related to and support the development of the targeted concepts and/or skills.</p>	<p>Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student's learning.</p> <p>Teacher frequently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.</p> <p>Teacher keeps all students persevering with challenging tasks.</p> <p>When appropriate, teacher explicitly attends to strengthening students' language and reading foundational skills. Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills.</p>	<p>Teacher consistently provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student's learning.</p> <p>Teacher consistently uses strategies for the purpose of gradually releasing responsibility to students to promote learning and independence.</p> <p>Teacher provides scaffolds and structures that are clearly related to and support the development of the targeted concepts and/or skills. Students use scaffolds across tasks with similar demands.</p>
<p><b>Possible Teacher Observables:</b> During a unit of study on realistic fiction, teacher provides students the same book to read during independent reading time.</p> <p>Students are expected to read the same number of pages per day and answer the same, mostly knowledge or comprehension, questions.</p> <p>Teacher assigns students a science article to read on their own. No routines or structures are in place to support independent work.</p>	<p><b>Possible Teacher Observables:</b> During a unit of study on realistic fiction, teacher provides students with a choice of three different titles that they can read during independent reading time.</p> <p>Students in the same books are expected to read the same number of pages per day and answer the same, mostly knowledge or comprehension, questions and share their answers with each other.</p> <p>Teacher instructs students on how to "skim and scan" a science article by</p>	<p><b>Possible Teacher Observables:</b> During a unit of study on realistic fiction, teacher has the librarian give book talks on 10 different titles. Students are taught how to choose a book at their level and all students read the realistic fiction book of their choice during independent reading time.</p> <p>At the end of each independent reading time, students are asked to reflect on what they are learning about the genre of realistic fiction.</p>	<p><b>Possible Teacher Observables:</b> In addition to Effective: Teacher prompts students to begin literature circle discussions.</p> <p>Teacher tells students they will be using "skim and scan" routine when reading the science article. Students use the "skim and scan" routine without additional prompting from teacher.</p> <p>Teacher adapts activities to focus on a single page or event instead of the whole. When students are ready, the teacher</p>

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<p>Teacher asks students to write a five-paragraph essay on the topic of their choice. Teacher explains that there is a paragraph for the introduction, a paragraph for each of three ideas and a paragraph for the conclusion.</p> <p><b>Possible Student Observables:</b> Students all read the same realistic fiction book during independent reading time.</p> <p>Students answer the questions with one- or two-word responses and check off in a reading log that they completed the task.</p> <p>Students are uncertain as to how to successfully complete the reading and depend on teacher for assistance.</p> <p>Students listen to directions and work independently on their writing. There is no writing plan or pre-writing activity. Students do not use wall charts or they are not available.</p>	<p>modeling how to “skim and scan” and then inviting students to try the new strategy on their own. “Skim and scan” routine is posted on the wall.</p> <p>In addition to Unsatisfactory:</p> <p>Teacher explains how to plan for and write a five-paragraph essay. Teacher models each type of paragraph separately. Teacher provides wall chart(s) with descriptors for each type of paragraph.</p> <p><b>Possible Student Observables:</b> Students reading the same realistic fiction book during independent reading time answer questions and check with each other to see if they have the same answers.</p> <p>Students answer the questions with one- or two-word responses and check off in a reading log that they completed the task.</p> <p>Students work independently with some teacher assistance. Some students use the “skim and scan” routine, some do not.</p> <p>Students turn and tell their partners what teacher modeled and/or what they will be working on.</p>	<p>Teacher instructs students on how to “skim and scan” a science article by modeling, then providing guidance and feedback as students try the same strategy, and finally inviting students to try the new strategy on their own.</p> <p>“Skim and scan” routine is posted on the wall. Teacher periodically prompts students to use the routine.</p> <p>In addition to Needs Improving/Developing:</p> <p>Teacher provides students with exemplary models of each type of paragraph. Teacher models how to use wall chart(s) to assist their thinking.</p> <p>Teacher teaches a routine for flagging unknown words in a passage then provides students with a structure to decode or analyze unknown words.</p> <p><b>Possible Student Observables:</b> After reflecting on their own book, students meet as a whole group to discuss what their books have in common and what they are learning about the genre of realistic fiction.</p> <p>Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.</p> <p>Students work independently with some teacher assistance.</p> <p>Students respond to teacher prompting by using the “skim and scan” routine.</p>	<p>helps them connect the event to the larger story.</p> <p><b>Possible Student Observables:</b> Students meet in book groups to discuss what their books have in common and what they are learning about the genre of realistic fiction.</p> <p>Students commence using the “skim and scan” routine independently and successfully without teacher assistance.</p> <p>Students revise models accurately. They use the wall charts and consult each other for assistance during revision</p>
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<b>DIRECT INSTRUCTION</b>			
<b>6. Focus each lesson on high-quality text or multiple texts (ELA, Science, Social Studies and Technical Subjects). Ensures the work of the lesson reflects the Shifts required by MAFS (Mathematics Florida Standards).</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Instructional materials and tasks never align with the standard.</p> <p>The lesson contains no meaningful connections to the student's prior skills or knowledge.</p>	<p>Instructional materials and tasks loosely align with the standard.</p> <p>Materials and tasks are below grade level or below student's developmental level.</p> <p>-----</p> <p>The lesson focuses on mathematics outside the grade-level standard or superficially reflects the grade-level standard without evidence of the need for remediation.</p> <p>The lesson targets aspects or rigor that are not appropriate for the standard(s) being addressed.</p>	<p>Instructional materials and tasks align with the standard.</p> <p>Materials and tasks frequently align with student's level of challenge.</p> <p>A majority of the lesson is spent reading, writing, or speaking about text(s). The text(s) are at or above the complexity level expected for the grade and time in the school year. The text(s) exhibit exceptional craft and thought and/or provide useful information.</p> <p>-----</p> <p>The lesson focuses on the depth of the grade-level standard(s), or part(s) thereof. The lesson intentionally relates new concepts to students prior skills and knowledge.</p> <p>The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.</p>	<p>Instructional materials and tasks align with the standard.</p> <p>Materials and tasks consistently align with student's level of challenge.</p> <p>The entire lesson is spent reading, writing or speaking about text(s). The text(s) are at or above the complexity level expected for the grade and time in the school year. The text(s) exhibit exceptional craft and thought and/or provide useful information.</p> <p>-----</p> <p>The lesson focuses only on mathematics within the grade-level standards and fully reflects the depth of the grade level cluster(s), grade-level content standard(s)s, or part(s) thereof.</p> <p>The lesson explicitly builds on students prior skills and knowledge and students articulate these connections.</p>
<p><b>Possible Teacher Observables:</b> Teacher uses materials that have a lower reading level than grade level standard.</p> <p><b>Possible Student Observables:</b> Some students finish task early. Many students indicate boredom with the materials.</p>	<p><b>Possible Teacher Observables:</b> Teacher uses materials with a grade level standard reading level.</p> <p><b>Possible Student Observables:</b> All students are using the same materials.</p>	<p><b>Possible Teacher Observables:</b> In addition to Needs Improvement/Developing: Teacher supplements core texts and materials with materials at higher and lower reading levels several times a week.</p>	<p><b>Possible Teacher Observables:</b> In addition to Effective: Teacher supplements core texts and materials with materials at higher and lower reading levels in each lesson.</p> <p><b>Possible Student Observables:</b></p>

		<p><b>Possible Student Observables:</b> Several times a week students have a range of reading and interest level materials available to select from.</p>	<p>For each lesson, students have a range of reading and interest level materials available to select from.</p>
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<b>DIRECT INSTRUCTION</b>			
<b>7. Provides differentiated instruction</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Teacher does not use strategies that differentiate for individual learning strengths and needs.</p>	<p>Teacher uses one strategies- such as time, space, structure, or materials- to differentiate for individual learning strengths and needs.</p>	<p>Teacher uses multiple strategies-such as time, space, structure, materials- to differentiate for individual learning strengths and needs.</p>	<p>Teacher uses multiple strategies- such as time, space, structure, materials- to differentiate for individual learning strengths and needs.</p> <p>Teacher provides targeted and flexible supports within the strategies.</p>
<p><b>Possible Teacher Observables:</b> Teacher explains a math procedure and provides a single activity for all students to complete.</p> <p><b>Possible Student Observable:</b> All students are working on the same math activity.</p>	<p><b>Possible Teacher Observables:</b> Teacher explains a math procedure and provides a single activity for all students to complete that includes three different levels of math problems. Teacher has problem-solving strategies posted on the wall.</p> <p><b>Possible Student Observable:</b> Students begin working on the activities at different places. Students use the problem-solving strategies when prompted by teacher.</p>	<p><b>Possible Teacher Observables:</b> Teacher explains a math procedure, provides two or three different activities with varying levels of difficulty for each. Teacher gives each student an activity based on their recent assessment data. Teacher has problem-solving strategies posted on the wall.</p> <p>Teacher organizes small groups of students based on recent assessment data to remediate or accelerate in teacher directed center.</p> <p><b>Possible Student Observable:</b> Students are working on different activities. Some students use posted problem-solving strategies without prompting from teacher.</p>	<p><b>Possible Teacher Observables:</b> In addition to Effective: Teacher uses probing questions with targeted groups of students to encourage the development of specific problem-solving strategies.</p> <p>Teacher provides students with a range of models for each type of paragraph and asks students to revise them so they are exemplary.</p> <p><b>Possible Student Observable:</b> In addition to Effective: Students engage with teacher and each other about how and when to use specific problem-solving strategies.</p>

<b>DIRECT INSTRUCTION</b>			
<b>8. Uses quality questions to probe and deepen students understanding.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Teacher rarely or never asks questions to probe and deepen student's understanding or uncover misconceptions.</p> <p>Lack of wait time hinders students from participating.</p>	<p>Teacher occasionally asks questions to probe and deepen students' understanding or uncover misconceptions.</p> <p>Lack of wait time hinders some students from participating.</p>	<p>Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions.</p> <p>Teacher assists students in clarifying their thinking with one another.</p> <p>Teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle.</p> <p>Wait time is sufficient to allow students to participate.</p>	<p>Teacher frequently asks questions to probe and deepen students' understanding or uncover misconceptions.</p> <p>Teacher assists students in clarifying and assessing their thinking with one another.</p> <p>Students question one another to probe for deeper thinking.</p> <p>Teacher supports students through wait time and scaffolding and does not allow students to "opt out" when asked to participate.</p>
<p><b>Possible Teacher Observables:</b> Teacher's questions are at the knowledge level such as, "Where did the Civil War start?" "What states seceded from the Union during the Civil War?"</p> <p>If a student answers incorrectly, teacher "corrects" the student and quickly moves to another knowledge question.</p> <p><b>Possible Student Observables:</b> One student raises her hand and responds to teacher's question with a one-word answer.</p> <p>Another student answers teacher's next question with another one-word answer.</p>	<p><b>Possible Teacher Observables:</b> Teacher's questions are primarily at the knowledge level, and occasionally at an application level such as, "Describe in your own words what Lincoln meant by____" or "Why was Lincoln's speech at Gettysburg significant?"</p> <p>If a student answers incorrectly, teacher provides a brief explanation of why the answer is incorrect.</p> <p><b>Possible Student Observables:</b> One student states, "Oh that makes sense, I now see why that answer is incorrect."</p>	<p><b>Possible Teacher Observables:</b> The majority of teacher's questions are at the application analysis, synthesis or evaluation level such as, "How does what occurred during the final stages of the Civil War compare with what happened during the Revolutionary War?" or "What could have been the outcome of the war if the North had not won the battle at Gettysburg?"</p> <p>If a student has faulty thinking or does not provide enough evidence for their response, teacher asks the entire class to discuss in their table groups and come up with other ideas.</p> <p><b>Possible Student Observables:</b> At the end of a discussion in response to open-ended questions, students write down how their thinking has changed as a result of the discussion.</p>	<p><b>Possible Teacher Observables:</b> In addition to Effective:  Teacher spends the beginning of a lesson explaining the difference between low and high level questions along with a process for students to question and respond to one another.</p> <p><b>Possible Student Observables:</b> In addition to Effective:  A student states to another student, "I do not agree with your analysis of the situation because..." Another student responds, "That could be correct, but..."</p> <p>One student says to another, "I used to think this way, but you brought up some good points, so now I think..."</p>

<b>DIRECT INSTRUCTION</b>			
<b>9. Demonstrates knowledge of content, pedagogy, and standards</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Teacher demonstrates a lack of knowledge of discipline-based concepts by making content errors.</p>	<p>Teacher demonstrates a basic knowledge of how discipline-based concepts relate to or build upon one another.</p>	<p>Teacher demonstrates a solid understanding of how discipline-based concepts relate to or build upon one another.</p> <p>Teacher identifies and addresses student misconceptions in the lesson or unit.</p>	<p>Teacher demonstrates an in-depth understanding of how discipline-based concepts relate to or build upon one another.</p> <p>Teacher identifies and addresses student misconceptions that impact conceptual understanding over time.</p>
<p><b>Possible Teacher Observables:</b> Teacher tells students learning to subtract that the larger number goes on top, the smaller on the bottom or that the larger number always goes first in the equation.</p> <p><b>Possible Student Observable:</b> Students complete subtraction problems by procedurally “plugging in the number” and checking to see if their answers are correct.</p>	<p><b>Possible Teacher Observables:</b> Teacher models for students various ways to set up subtraction equations based on the language in the problem.</p> <p><b>Possible Student Observable:</b> Students correctly explain several ways to set up and solve a subtraction problem.</p>	<p><b>Possible Teacher Observables:</b> In addition to Needs Improving/Developing: Teacher listens to student talk describing how to set up a subtraction problem. Teacher asks probing questions until students can identify their mistake.</p> <p><b>Possible Student Observable:</b> In partner talk, students describe how to put the larger number on top when setting up a subtraction problem. In response to teacher’s questions, they can state why a certain number should go on top based on the text of the problem.</p>	<p><b>Possible Teacher Observables:</b> In addition to Effective: Teacher explains to students that when they get older they will be learning about something called negative numbers, so it’s important now to understand how subtraction problems are set up.</p> <p><b>Possible Student Observable:</b> No student observable required. Teacher is explaining future concepts, not something that will be used now.</p>

<b>ASSESSMENT FOR STUDENT LEARNING</b>			
<b>10. Creates formative assessment opportunities for students and uses formative assessment data.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Teacher rarely or never uses an observable system and/or routines for recording formative assessment data. Teacher rarely or never uses formative assessment data to make instructional adjustments, give feedback to students or modify lessons.</p> <p>Assessment tasks are not aligned with the learning target(s). Students are rarely or never given an opportunity to assess their own learning in relation to the success criteria for the learning target.</p>	<p>Teacher has an observable system and routines for recording formative assessment data and occasionally uses the system for instructional purposes. Teacher uses formative assessment data to modify future lessons.</p> <p>Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides no information about student thinking and needs. Students are occasionally given an opportunity to assess their own learning in relation to the success criteria for the learning target.</p>	<p>Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and frequently uses the system for instructional purposes. Teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons and give general feedback aligned with the learning target.</p> <p>Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs.</p> <p>Students frequently assess their own learning in relation to the success criteria for the learning target.</p>	<p>Teacher has an observable system and routines for recording formative assessment data, uses multiple sources and consistently uses the system for instructional purposes.</p> <p>Teacher uses formative assessment data to make in-the-moment adjustments, modify future lessons and give targeted feedback aligned with the learning target to individual students.</p> <p>Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs. Students consistently assess their own learning in relation to the success criteria and can determine where they are in connection to the learning target.</p>
<p><b>Possible Teacher Observables:</b> Teacher confers with students, but does not write anything down. Teacher is unaware of or indifferent to the purpose of using exit slips.</p> <p>Teacher listens to partner turn-and-talk discussion. Teacher only clarifies student misconceptions when a student asks for direct assistance.</p> <p>Teacher states the learning target at the beginning of the lesson.</p>	<p><b>Possible Teacher Observables:</b> Teacher occasionally takes notes while conferring to document students' progress but the notes are not necessarily filed or revisited.</p> <p>Teacher rarely reads exit slips to check for understanding.</p> <p>Teacher listens to partner turn-and-talk discussion. The next day, teacher addresses a misconception stated by a few students.</p>	<p><b>Possible Teacher Observables:</b> Teacher uses a note taking system while conferring to document students' progress and next steps. The system is used to differentiate the lesson the next day.</p> <p>Teacher reads exit slips to check for understanding. The learning target or success criteria for the next day are adjusted accordingly.</p> <p>Teacher listens to partner turn-and-talk discussion. Teacher poses probing questions to partners to address a</p>	<p><b>Possible Teacher Observables:</b> Teacher uses a note taking system to document students' progress and next steps while conferring, listening to turn-and-talk responses, and reading responses from exit slips. The system is used to adjust the next day's lesson, to differentiate for individuals, and for future planning.</p> <p>Teacher reads exit slips to check for understanding, and responds to ones that require further attention.</p>

## OCSB Instructional Evaluation Rubric

<p>At the end of the class session, teacher reminds students about homework, but does not ask students to reflect on their learning.</p> <p><b>Possible Student Observable:</b> Students work on a task with minimal direction or feedback from teacher or fellow students.</p>	<p>Several times a week, teacher reminds students of the success criteria, provides an exit slip or journal prompt connected to the success criteria, and reads what students wrote at the end of each week.</p> <p>Teacher uses a “thumbs up: strategy to assess what students know about the learning target at the end of the class. Multiple students’ thumbs are down. Teacher states that they will return to the learning target tomorrow.</p> <p><b>Possible Student Observable:</b> Students receive feedback from teacher or students, but do not adjust their activity or discussion. Students may focus on completing the final product.</p> <p>Students document their work and some reflections about their learning in a notebook during or after the lesson.</p> <p>All Students engage in the thumbs up process. Multiple students have their thumbs down.</p>	<p>misconception. At the end of class, teacher talks about the next day’s learning targets, adjusting them based on today’s student feedback.</p> <p>At the end of each class session, teacher reminds students of the success criteria, provides an exit slip or journal prompt connected to the success criteria, and reads what each student wrote on a daily basis.</p> <p>Teacher uses a “thumbs up” strategy at the beginning and end of the lesson to gauge progress towards the learning target.</p> <p><b>Possible Student Observable:</b> Students receive feedback from teacher or students and attempt to incorporate feedback into product or discussion.</p> <p>Students’ exit slips describe either what they learned that day connected to the success criteria or how close they are to meeting the success criteria.</p>	<p>In addition to Effective:</p> <p>Teacher monitors the kinds of questions students are asking to determine how to adjust current and future lessons.</p> <p>Teacher tells class how the next day’s learning targets will be adjusted based on today’s student feedback.</p> <p>Teacher prompts students before, during and after the lesson to reflect upon and assess their own learning in relation to the success criteria.</p> <p>Students identify if and to what extent they have met the learning target.</p> <p><b>Possible Student Observable:</b> Students analyze feedback from teacher and strategize how to incorporate feedback into the final product.</p> <p>In addition to Effective: Individual students can describe what they need to improve in order to meet the learning target.</p>
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<b>ASSESSMENT FOR STUDENT LEARNING</b>			
<b>11. Ensures students demonstrate learning and students use assessment data.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Assessments are not aligned with the learning targets.</p> <p>Sporadically monitors student learning.</p> <p>Provides poor quality or late feedback. Students receive only numerical or letter grades.</p>	<p>Assessment tasks are partially aligned with the learning targets, allowing students to demonstrate some understanding and/or skill related to the targets.</p> <p>Understands the importance of feedback but fails to consistently provide high quality feedback in a timely manner.</p> <p>Written comments are mostly descriptive.</p>	<p>Assessment tasks are aligned with the learning targets, allowing students to demonstrate their understanding and/or skill related to the learning targets.</p> <p>Provides students with timely and consistent feedback leading to improvement in learning.</p> <p>Grading practices focus on next steps for student learning.</p> <p>Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details.</p>	<p>Assessment tasks are aligned with the learning targets and allow students to demonstrate complex understanding and/or skill related to the learning targets.</p> <p>Feedback is consistently provided in a timely manner and is of high quality. Students assume responsibility monitoring and analyzing their own progress.</p>
<p><b>Possible Teacher Observables:</b> The learning target states that students will demonstrate double-digit subtraction. The assessment asks students to demonstrate single-digit subtraction.</p> <p><b>Possible Student Observable:</b> Students are unclear what their learning target is or why they are doing the work they are doing.</p>	<p><b>Possible Teacher Observables:</b> The learning target states that students will demonstrate double-digit subtraction. The assessment asks students to complete three double-digit subtraction problems correctly.</p> <p><b>Possible Student Observable:</b> Students complete the three problems. Students are able to explain how their work is connected to the learning target.</p>	<p><b>Possible Teacher Observables:</b> The learning target states that students will demonstrate double-digit subtraction. The assessment asks students to complete three double-digit subtraction problems correctly and explain their thinking to a peer.</p> <p><b>Possible Student Observable:</b> Students complete the three problems and explain their thinking to a peer. Students are able to explain how their work is connected to the learning target.</p>	<p><b>Possible Teacher Observables:</b> The learning target states that students will demonstrate double-digit subtraction. The assessment asks students to complete three double-digit subtraction problems correctly, explain their thinking to a peer, and determine the most efficient method for completing the problem.</p> <p><b>Possible Student Observable:</b> Students complete the three problems, explain their thinking to a peer and identify a method they believe is most efficient. Students are able to explain how their work is connected to the learning target.</p>

<b>TECHNOLOGY</b>			
<b>12. Explores and implements innovative ways to incorporate existing technologies to increase active participation by students and enhance student achievement.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Fails to use appropriate technology in the instructional process. Fails to provide students with opportunities to use technology.</p> <p>Does not plan for student use of technology. Does not allow students access to technology in the classroom.</p>	<p>Makes occasional use of technology to engage students in the learning process. Recognizes that students like to use technology and occasionally integrates technology into the learning process. Rarely plans for student use of technology.</p> <p>Little evidence of student use of technology in the class.</p>	<p>Plans lessons that are interesting and challenging by incorporating technology. " Realizes that technology use will increase student interest.</p> <p>Uses technology to increase the use of higher level thinking skills.</p> <p>Promotes 21<sup>st</sup> Century skills through the appropriate use of technology.</p> <p>Teaches research strategies appropriate for grade level and subject.</p> <p>Provides time and/or opportunity to share research. Maximizes technology resources.</p>	<p>Seeks out and envisions creative ways for using technology to deliver content. " Uses technology to design lessons that are rigorous and relevant. Technology use is seamless in lesson design, delivery, and student use. Students assume responsibility for utilizing technology to support their own learning, gathering and sharing of research, are seamlessly integrated into lessons.</p> <p>Students assume responsibility for maximizing the opportunities provided for them to fully integrate the use of technologies in their learning process.</p> <p>Creates ways for students to become authentically engaged in the learning process through the use of technology.</p>
<p><b>Possible Teacher Observables:</b></p> <p>Teacher has access to technology devices and does not incorporate their use in the lesson/activity when appropriate.</p> <p><b>Possible Student Observables:</b></p> <p>Student is not allowed/encouraged to use appropriate technology.</p>	<p><b>Possible Teacher Observables:</b></p> <p>Teacher uses available technology activities collaboratively to produce and publish writing as well as to interact with others.</p> <p><b>Possible Student Observables:</b></p> <p>Student completes a digital worksheet or partners with another to complete a graphic organizer digitally.</p>	<p><b>Possible Teacher Observables:</b></p> <p>Teacher routinely uses available technology activities collaboratively to produce and publish writing as well as to interact with others.</p> <p>Teacher explains how to use Google Research Tool (within Google Docs) to gather relevant information from multiple sources, assess the credibility of each source; and paraphrase or quote sources while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><b>Possible Teacher Observables:</b> <b>In addition to effective:</b></p> <p>Teacher plans strategically for students to use digital media such as Photoshop, Google Slides, Prezi, etc. in presentations to enhance understanding of findings, reasoning, evidence and to add interest.</p> <p><b>Possible Student Observables:</b></p> <p>Student uses multimedia production software such as Google Slides, etc., when presenting findings of a research project.</p>

		<p><b>Possible Student Observables:</b></p> <p>Student routinely uses Google Docs or other word processor to produce and publish a writing and collaborate with others.</p> <p>Student uses a search engine, specific websites for students, or online note-taking applications for research on an assignment or activity.</p> <p>Student uses an online plagiarism detector to prove authenticity of his/her work or cites sources appropriately for his/her grade level.</p>	<p>Student analyze various accounts of a subject using multimedia and print.</p> <p>Students integrate quantitative analysis such as charts, graphs, research data, etc., in digital text.</p>
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<b>PLANNING AND PREPARATION</b>			
<b>13. Lessons are based on grade level standards that require rigorous coursework, discussions and tasks.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>It is evident that standards are not a part of the long range or daily planning process.</p> <p>Lesson plans are incongruent with state standards.</p> <p>The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.</p>	<p>Has some understanding of the district and state content standards and sometimes addresses them in lesson plans.</p> <p>The lesson is based on grade level standards and the learning target(s) align to the standard.</p> <p>The lesson is occasionally linked to broader purpose or a transferable skill.</p>	<p>Utilizes district and state content standards to develop long range plans. Revisits long range plans as the year progresses.</p> <p>The lesson is based on grade level standards and the learning target(s) align to the standard.</p> <p>The lesson is frequently linked to broader purpose or a transferable skill.</p>	<p>Utilizes district and state content standards to develop long range plans and continues to monitor and adjust throughout the semester/year.</p> <p>Continually revisits long range plans, sharing findings and drawing conclusions with colleagues.</p> <p>The lesson is based on grade level standards and the learning target(s) align to the standard.</p> <p>The lesson is consistently linked to broader purpose or a transferable skill.</p>
<p><b>Possible Teacher Observables:</b></p> <p>A 6<sup>th</sup> grade teacher presents a lesson on the American Revolution. Content and skills are 5<sup>th</sup> grade standards.</p> <p>A 6<sup>th</sup> grade teacher presents a lesson on African geography that meets 6<sup>th</sup> grade standards. Lesson is not connected to a broader purpose such as how African geography is important to the current economics of the continent or how the skills learned will apply to a subsequent geography lesson. There is no learning target.</p>	<p><b>Possible Teacher Observables:</b></p> <p>A 6<sup>th</sup> grade teacher presents a lesson on revolutions in Africa. Content and learning target(s) are 6<sup>th</sup> grade standards.</p> <p>A 6<sup>th</sup> grade teacher only explains how geography skills are used at the beginning of the unit. Learning target(s) come from the teacher's manual and are aligned to standards.</p>	<p><b>Possible Teacher Observables:</b></p> <p>In addition to Needs Improvement/Developing:</p> <p>Teacher explains at the beginning and close of each lesson how the study of African geography will help students understand current events in Africa. This is repeated each week of that unit.</p> <p>When reviewing the week, teacher explains how the skills learned in the current lesson will be used in subsequent geography lessons.</p>	<p><b>Possible Teacher Observables:</b></p> <p>In addition to Effective:</p> <p>Teacher explains at the beginning, middle and end of lesson how the study of African geography is relevant to American students.</p> <p>When teaching African geography, teacher reminds students that they will approach the current geography lesson using the same skills learned in the study of Asia.</p>

<b>PLANNING AND PREPARATION</b>			
<b>14. Lessons are designed to meet the needs of students.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Teacher rarely or never bases the teaching point(s) on students' learning needs – academic background, life experiences, culture and language.</p> <p>Does not differentiate instruction to meet goals of the MTSS, IEP, LEP or 504 Plans.</p>	<p>Teacher bases the teaching point(s) on limited aspects of students' learning needs – academic background, life experiences, culture and language.</p> <p>Identifies the needs of students (MTSS, IEP, LEP or 504), but lesson plans only minimally address those needs.</p>	<p>Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for some groups of students.</p> <p>Instructional plans explicitly address the needs and goals of students with MTSS, IEP, LEP, 504, EP or acceleration plans.</p>	<p>Teacher bases the teaching point(s) on the learning needs – academic background, life experiences, culture and language – for groups of students and individual students.</p> <p>Individualizes instruction for students with MTSS, IEP, LEP, or 504 plans.</p> <p>Ensures that individual allowable accommodations and interventions are provided for eligible students.</p>
<p><b>Possible Teacher Observables:</b> The teaching point(s) are copied from a teacher's manual.</p>	<p><b>Possible Teacher Observables:</b> The teaching point(s) address students' prior knowledge of the content.</p>	<p><b>Possible Teacher Observables:</b> In addition to Needs Improvement/Developing:  The teaching point(s) address students' prior understanding, experiences, and skills with the content. Teaching point(s) address students' ability to work together.</p>	<p><b>Possible Teacher Observables:</b> In addition to Effective:  The teaching point(s) take into account the language proficiency levels of ELL students. There are teaching point(s) for specific language functions.</p>

<b>PLANNING AND PREPARATION</b>			
<b>15. Develops lessons which include prerequisite relationships between important concepts and communicates success criteria.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>The lesson is rarely or never linked to previous and future lessons.</p> <p>The success criteria for the learning target(s) are nonexistent or aren't clear to students.</p>	<p>The lesson is sometimes linked to previous and future lessons.</p> <p>The success criteria for the learning target(s) are clear to students.</p> <p>The performance tasks align to the success criteria in a limited manner.</p>	<p>The lesson is clearly linked to previous and future lessons.</p> <p>Lessons build on each other in a logical progression.</p> <p>The success criteria for the learning target(s) are clear to students.</p> <p>The performance tasks align to the success (assessment) criteria.</p>	<p>The lesson is clearly linked to previous and future lessons, and students understand how the lesson relates to the previous lesson.</p> <p>Lessons build on each other in ways that enhance student learning.</p> <p>The success criteria for the learning target(s) are clear to students.</p> <p>The performance tasks align to the success criteria,</p> <p>Students refer to success criteria, and use them for improvement.</p>
<p><b>Possible Teacher Observables:</b> After writing lesson on interesting words, teacher has students work on a spelling worksheet on adding -ing to words.</p> <p>Teacher states what students will learn by writing personal narratives, but does not share what successful narratives look like.</p> <p><b>Possible Student Observables:</b> Students complete a worksheet.</p> <p>A student asks teacher, "Is this good enough?" Teacher says, "You're getting close. Just keep trying."</p>	<p><b>Possible Teacher Observables:</b> After a writing lesson on interesting words, teacher has students work on the spelling of interesting words but does not tell them when or how they will be using the words.</p> <p>Teacher explains a four-point rubric for personal narratives and states that the success criteria is to meet level 4 on the rubric.</p> <p><b>Possible Student Observables:</b> Students complete a worksheet.</p> <p>During independent writing time 5 or 6 students in the class ask teacher if their writing meets the expected success criteria. Teacher tells them to look at their rubric.</p>	<p><b>Possible Teacher Observables:</b> Before a lesson on interesting words, teacher reminds students what they studied previously. Students work on adding interesting words to their writing. After the lesson, the teacher tells students how they will be using interesting words the next day.</p> <p>Teacher shows students examples of exemplary personal narratives and has students describe why the writing is exemplary. Teacher states that the success criteria is to meet level 4 on the rubric.</p> <p><b>Possible Student Observables:</b> Students add interesting words to the spelling notebook they keep on an ongoing basis.</p>	<p><b>Possible Teacher Observables:</b> Before a lesson on interesting words, teacher reviews the learning targets of the lesson, showing students what they studied previously and how the lesson on interesting words fits into their unit of study on revision. Students work on adding interesting words to their writing. After the lesson teacher reviews how today's learning will be used in future lessons.</p> <p>In addition to Effective: The rubric with samples of student writing is posted in the front of the room. In the middle of independent writing, students are asked to reread the rubric before continuing. During the last five minutes of the lesson, students are handed an exit slip that each</p>

		<p>Students create a four-point rubric for effective personal narratives.</p> <p>After their independent writing time, students are asked to compare their writing to the rubric they created.</p>	<p>student has to complete before leaving class.</p> <p><b>Possible Student Observables:</b> Students go back to a prior piece of writing and revise to incorporate interesting words.</p> <p>At the end of the lesson all students write about one aspect of their writing they need to improve in order to reach the exemplary level.</p>
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<b>PLANNING AND PREPARATION</b>			
<b>16. Develops or selects questions and tasks, both oral and written, which are text/task specific and accurately address the analytical thinking/problem solving required by the grade-level standards.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Questions and tasks do not refer to the text.                      Questions and tasks can be answered without evidence from the text.                      No questions or tasks focus students on the words that matter most and how they are used in text/tasks.</p> <p>Questions seem random and are not intentionally sequenced to support building knowledge.                      Questions are not designed to prompt students sharing their thinking.</p> <p>Questions are not designed to encourage reasoning or offer opportunities for productive struggle.</p>	<p>Few questions and tasks return students to the text to build understanding.</p> <p>Few questions and tasks require students to cite evidence from the text.</p> <p>Vocabulary questions and tasks rarely focus students on the words that matter most and how they are used in the text/tasks.</p> <p>Few questions are intentionally sequenced to support building knowledge.</p> <p>Few questions and problems prompt students to share their thinking.                      Few questions encourage reasoning and problem solving, and offer opportunities for productive struggle.</p>	<p>Many questions and tasks are designed for the students to reach the specificity of the grade level or content required standard.</p> <p>Many questions and tasks require students to cite evidence from the text/tasks.</p> <p>Vocabulary questions and tasks mostly focus students on the words that matter most and how they are used in the text.                      Some questions are intentionally sequenced to support building knowledge.                      Many questions and problems prompt students to share their thinking. Many questions encourage reasoning and problem solving, and offer opportunities for productive struggle.</p>	<p>Most questions and tasks are designed for the students to reach the specificity of the grade level or content required standard.</p> <p>Most questions and tasks require students to cite evidence from the text/tasks.</p> <p>Vocabulary questions and tasks consistently focus students on the words that matter most and how they are used in the text.</p> <p>Most questions are intentionally sequenced to support building knowledge.</p> <p>Most questions and problems prompt students to share their thinking.                      Most questions encourage reasoning and problem solving, and offer opportunities for productive struggle.</p>
<p><b>Possible Teacher Observables:</b></p> <p>Teacher fails to preplan questions and asks questions only in response to student questions.</p> <p>Teacher focuses on teaching procedures and formulas.</p> <p>Teacher gives easier work to struggling students.</p>	<p><b>Possible Teacher Observables:</b></p> <p>Teacher prepares questions that are not text dependent.</p> <p>Examples of questions not text-dependent:</p> <p>In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.</p> <p>In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you</p>	<p><b>Possible Teacher Observables:</b></p> <p><b>Teacher prepares text-dependent questions.</b></p> <p><b>Examples of text-dependent questions:</b></p> <hr/> <p>What makes Casey's experiences at bat humorous?</p> <p>What can you infer from King's letter about the letter that he received?</p>	<p><b>Possible Teacher Observables:</b></p> <p>Teacher creates text-dependent questions, by do the following:</p> <hr/> <p>Teacher determines how many days to devote to reading to ensure that questions progress from promoting general understanding to students forming and supporting opinions.</p> <p>Teacher understands that questions should progress from establishing general understanding to considering key details,</p>

	<p>wanted to fight against something that you felt was unfair.</p> <p>In "The Gettysburg Address" Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?</p>	<p>"The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?  <b>In math, teacher prepares questions and statements to encourage productive struggle.</b></p> <p>"Tell me what you're trying to figure out?"</p> <p>"Walk me through what you have done so far."</p> <p>Call on student who may not have the correct answer, then guide student in the process of questioning their thinking.</p> <p>Provide non-routine problems that can't be solved with a memorized formula. This challenges students to make sense of the problem, then figure out the math needed to solve it.</p>	<p>vocabulary/text structure, author's purpose, inferring, and forming arguments. Through rereading, all question levels must be addressed.</p> <p>Teacher has specifically and purposefully planned for text dependent questions.</p> <p>Here's a sample three-day sequence:</p> <p>After the first reading, literal-level questions promote general understanding and focus on key textual details so students grasp the main idea. Examples include "Who's the main character? What information in the text lets you know this is the main idea?"</p> <p>The second reading fosters deeper thinking, focusing attention on vocabulary, text structure, and author's purpose. Questions ask students to think about the author's decisions, to consider the purpose. Examples include "How do the words influence the book's meaning? How does the story change from beginning to end?"</p> <p>On the third rereading, students answer questions requiring inferences and the formation of opinions and arguments about the text, using textual evidence for support. Examples include "What would logically happen next? What clues support your thinking? Do you agree/disagree with the author? Provide evidence for your answers.</p>
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<b>INDIVIDUAL PROFESSIONAL DEVELOPMENT</b>			
<b>17. Annually develops a Deliberate Practice Plan (DPP) which focuses on an indicator within Domain 1- Classroom Strategies and Behaviors.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Fails to write and monitor goals as required.</p>	<p>Writes goals for DPP, but does so in isolation. Does not collaborate with principal.</p> <p>Does not monitor evidence of progress toward attainment of the goal until the end of the semester/year.</p>	<p>Aligns learning opportunities to focus on selected goals.</p> <p>Goal 1 of the DPP is based on the mutual (teacher/principal) identification of a professional development need within Domain 1.</p> <p>Goal 2 of the DPP is a self-identified “area of growth” that will have significant impact on student learning.</p> <p>Seeks out and participated in PD which supports Goal 1 &amp; 2 on DPP.</p>	<p>Monitors and documents strategies to assure that progress is being made toward goal attainment.</p> <p>Gathers data and shares findings with colleagues.</p> <p>Goal 1 of the DPP is based on the mutual (teacher/principal) identification of a professional development need within Domain 1.</p> <p>Goal 2 on DPP is a self-identified “area of growth” that will have significant impact on student learning.</p> <p>Seeks out and participates in PD which supports Goal 1 &amp; 2 on DPP.</p>
<p><b>Possible Teacher Observables:</b></p> <p>Teacher does not create a DPP.</p>	<p><b>Possible Teacher Observables:</b></p> <p>Teacher writes DPP goals based on student data, but does not participate in PD or change of practice.</p>	<p><b>Possible Teacher Observables:</b></p> <p>Teacher uses student data or teacher evaluation data to identify an area on which to focus his/her professional development or change in practice. ie. The prior year’s 4th grade math scores show significant room for growth in the Numbers and Operations-Fractions subsection of FSA.</p> <p>Teacher discusses the problem with the principal and colleagues and decides that students need to understand fractions on</p>	<p><b>Possible Teacher Observables:</b></p> <p>In Addition to effective:</p> <p>Teacher will monitor his/her practice by requesting feedback from colleagues, the administrator, self-reflection, or analyzing student work on newly implemented practices. After receiving feedback/reflection, the teacher will adjust strategies/practices if necessary.</p> <p>Teacher will monitor student progress on these skills quarterly.</p>

		<p>a more conceptual level in order to increase student achievement on this subsection.</p> <p>Teacher decides to learn more about which standards require conceptual understanding and learn more about the methods and strategies used to teach these standards conceptually.</p> <p>He/She sets a goal for students to increase their scores on the numbers and Operations-Fractions subsection of FSA by an average of 2 pts. over last year's students.</p> <p>The strategy the teacher will use to meet this goal is to research and implement conceptual strategies throughout the year (change in practice) and/or attend PD on conceptual strategies.</p>	
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<b>PROFESSIONAL COLLABORATION AND COMMUNICATION</b>			
<b>18. Collaborates with peers and other professionals to enhance student learning.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practice or student learning. Teacher rarely or never develops or sustains professional and collegial relationships for the purpose of student, staff or district growth.</p> <p>Teacher may subvert professional and collegial relationships.</p>	<p>Rarely collaborates or engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher develops limited professional and collegial relationships for the purpose of student, staff or district growth.</p>	<p>Collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher develops and sustains professional and collegial relationships for the purpose of student, staff or district growth.</p>	<p>Seeks opportunities to facilitate or lead in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher develops and sustains professional and collegial relationships for the purpose of student, staff or district growth.</p> <p>Teacher serves as a mentor for others' growth and development.</p>
<p><b>Possible Teacher Observables:</b> Teacher attends only required professional development activities and does not attempt to apply new learning. Teacher does not reflect on his/her teaching or is not accurate about its effectiveness.</p> <p>Teacher avoids interaction with administrators or indicates that they are only welcome on the formal evaluation cycle.</p> <p>Teacher works in isolation, only attends required staff meetings, and/or avoids conversations about his/her students' learning.</p>	<p><b>Possible Teacher Observables:</b> Teacher engages in continuing education to maintain certification and attempts to apply new learning.</p> <p>Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective and attempts to change instructional practice accordingly.</p> <p>Teacher is respectful to administrators but does not discuss instruction and student learning.</p> <p>Teacher participates in formal and informal meetings about teaching and learning.</p> <p>Teacher acknowledges differences in evidence of student learning. Teacher shares resources with other members of the department or grade level.</p>	<p><b>Possible Teacher Observables:</b> Teacher seeks and takes advantage of opportunities for continuous growth.</p> <p>Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective and identifies ways to improve.</p> <p>Teacher shares lessons and asks for feedback.</p> <p>Teacher can demonstrate improved student learning as a result of his/her changed practices.</p> <p>Teacher welcomes administrators into the classroom and engages in reflective conversation about students and their learning.</p>	<p><b>Possible Teacher Observables:</b> Teacher pursues specific goals and identifies relevant ways to learn, including action research, networking and professional organizations.</p> <p>Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective, and incorporates improvements.</p> <p>Teacher works with peers on a lesson, asks for a peer to observe, and participates in a reflective conversation. Teacher works with a colleague to set professional goals related to student achievement. Teacher works with administration to share instructional leadership and improvement throughout the school.</p>

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	<p>Teacher focuses on student achievement during collaboration time.</p>	<p>Teacher initiates conversations with colleagues and shares challenges of student learning.</p> <p>Teacher knows how to communicate with peers in a way that is honest about practice but respects the individual. In a team setting, teacher gives fair airtime, participates, shares ideas and workload, and helps teammates.</p> <p>Teacher works with a colleague to set professional goals related to student achievement.</p>	<p>Teacher sets and works towards common instructional practice goals with colleagues.</p> <p>Teacher is able to pose inquiry questions to peers that stimulate professional dialogue.</p> <p>Teacher deprivatizes practice by inviting colleagues to visit, observe and provide feedback.</p>
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<b>PROFESSIONAL COLLABORATION AND COMMUNICATION</b>			
<b>19. Establishes and maintains a positive collaborative relationship with the students' families to increase student achievement and provides accurate, timely academic and behavioral information to parents and students.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Rarely or never communicates in any manner with parents and guardians about student progress. Teacher maintains minimal student records. Teacher rarely communicates student progress information to relevant individuals within the school community.</p>	<p>Occasionally communicates with all parents and guardians about goals of instruction and student progress, but usually relies on only one method for communication or requires support or reminders. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only)</p>	<p>Communicates with all parents and students using multiple tools to communicate in a timely and positive manner.  Effectively engages in two-way communication and responds to parent and guardians promptly.  Teacher updates grades in Skyward once a week.  Teacher communicates student progress information to relevant individuals within the school community in a timely way, accurately, and in an organized manner, including both successes and challenges.</p>	<p>Routinely communicates with all parents and students using multiple tools to communicate in a timely and positive manner.  Considers the language needs of parents and guardians.  Effectively engages in two-way communication and responds to parents and guardians promptly.  Teacher updates grades in Skyward once a week. Teacher communicates student progress information to relevant individuals within the school community in a timely way.  Teacher and student communicate accurately and positively about student successes and challenges.</p>
<p><b>Possible Teacher Observables:</b> Even when prompted, teacher does not send required information to parents and guardians or is late in doing so.  Teacher records (print and electronic) are incomplete.</p>	<p><b>Possible Teacher Observables:</b> Teacher sends required progress reports and requires return with a signature. Teacher contacts parents and guardians over behavior problems.  Teacher keeps electronic records (e.g., district data system) current for parent and guardian access.  Teacher contacts parents and guardians in a timely manner when student begins to have academic problems.</p>	<p><b>Possible Teacher Observables:</b> In addition to Needs Improvement/Developing: Teacher sends regular updates to parents and guardians about progress in the classroom using print and/or technology (e.g., backpack bulletins, email news flash).  Teacher anticipates when content will become difficult for students and tells parents and guardians ahead of time how to support their student.</p>	<p><b>Possible Teacher Observables:</b> In addition to Effective: Teacher uses available technology tools or other tools accessible to parents (e.g., social media, Remind, Schoology, DoJo, etc.) to communicate about class content, special events, and student progress. Teacher sets additional conference times with parents and guardians as needed. Teacher prepares and engages students in student-led conferences.  Teacher develops individual communication plan (e.g., initialing</p>

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	<p>Teacher meets with parents and guardians at scheduled conference times and is fully prepared.</p> <p>Teacher provides timely responses to parent and guardian questions via phone or email.</p> <p>Teacher must be prompted to complete student records and transmit information needed by colleagues and administrators.</p> <p>Teacher has an effective system for tracking student learning progress and can describe each student's status in relationship to current learning goals, but does not initiate student referrals in a timely manner.</p>	<p>Teacher is aware of potential barriers in language and technology and ensures that important learning documents are translated into the first language of parents and guardians as needed.</p> <p>Teacher shares succinct and relevant information about student progress at an intervention meeting (MTSS, PBIS, IEP, etc.).</p> <p>Teacher presents students in best possible light at all times.</p> <p>Teacher responds accurately and positively to request from special education teacher about student experiences in the classroom.</p> <p>Teacher requests additional information from support staff in order to assist a student.</p>	<p>assignment book daily) with specific students.</p> <p>Teacher communicates with students, colleagues, parents, administrators and support services.</p> <p>Students also know their status related to learning goals.</p> <p>Teacher communicates with grade level team accurately and positively about successes and challenges for students.</p>
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<b>PROFESSIONAL RESPONSIBILITIES</b>			
<b>20. Acts in a professional and ethical manner and adheres at all time to the Code of Ethics of the Education Profession in Florida and Principles of Professional Conduct for the Education Profession in Florida.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.</p>	<p>Teacher's professional role toward adults and students is ethical and generally friendly and the teacher's attitude supports learning for some students.</p>	<p>Teacher's professional role toward adults and students is ethical, friendly, and supports learning for all students, including historically underserved.</p>	<p>Teacher's professional role toward adults and students is ethical, friendly and supports learning for all students, including historically underserved.</p> <p>Teacher advocates for fair and equitable practices for all students.</p>
<p><b>Possible Teacher Observables:</b>                      Teacher goes without speaking to another adult all day. When others initiate conversation, teacher is curt and/or too busy.</p> <p>Teacher shows inequitable treatment to students.</p> <p>Teacher is over-friendly and/or inappropriately affectionate with some students.</p> <p>Teacher shares no or too much personal information.</p> <p>Teacher blames lack of student learning on the characteristics of students or makes pejorative comments about groups of students.</p>	<p><b>Possible Teacher Observables:</b>                      Teacher complies with all school and district policies and procedures.</p> <p>Teacher extends ordinary courtesies and positive nonverbal behavior to all adults and students.</p> <p>Teacher is honest and reliable.</p> <p>Teacher is genuinely concerned about all students, but may lack cultural awareness that affects relationships in the school setting.</p>	<p><b>Possible Teacher Observables:</b>                      In addition to Needs Improvement/Developing:</p> <p>Teacher actively seeks experiences that will enhance understanding of student backgrounds.</p> <p>Teacher shares knowledge of students' backgrounds and life experiences to help colleagues focus on positive assets and appropriate supports.</p> <p>Teacher encourages all students to participate in academic and non-academic activities of the school.</p> <p>Teacher recognizes implications of home language and advocates for responsive practices in school communications, parent conferences and school programs</p>	<p><b>Possible Teacher Observables:</b>                      In addition to Effective:</p> <p>Teacher reflects on school programs and extracurricular activities, recognizes barriers to participation, and advocates to increase students' opportunities through strategies such as changes in scheduling and transportation.</p> <p>Teacher recognizes a student's strengths or talents and personally connects student with coach or sponsor.</p> <p>Teachers are proactive in thwarting attitudes and practices which may be harmful or demeaning to students.</p>

<b>PROFESSIONAL RESPONSIBILITIES</b>			
<b>21. Supports school district, and state curriculum, policies and initiatives.</b>			
<b>Unsatisfactory</b>	<b>Needs Improvement/Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Teacher is unaware of or does not support school, district, or state initiatives relative to their job assignment.</p> <p>Teacher violates a district policy or rarely or never follows district curriculum/pacing guide.</p>	<p>Teacher supports and has a basic understanding of school, district, and state initiatives.</p> <p>Teacher does not follow district policies and curriculum/pacing guide.</p>	<p>Teacher supports and has solid understanding of school, district, and state initiatives.</p> <p>Teacher follows district policies and implements district curricula and policy.</p> <p>Teacher makes pacing adjustments as appropriate, to meet whole group needs without compromising an aligned curriculum.</p>	<p>Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district, and state initiatives.</p> <p>Teacher develops curricula and works to develop policy as a part of a committee or team.</p> <p>Teacher makes pacing adjustments as appropriate to meet whole group and individual needs, without comprising an aligned curriculum.</p>
<p><b>Possible Teacher Observables:</b></p> <p>Teacher questions and comments indicate lack of awareness of major initiatives at the school, district and state level, or complains about mandates and changes. Teacher rarely or never follows district curriculum/pacing guide. Teacher does not follow district policies when bringing in supplement materials. Teacher spends additional time on some topics and ignores others based on personal preference. Teacher chooses supplemental materials from personal collections or uses materials designated for other courses/grade levels.</p>	<p><b>Possible Teacher Observables:</b></p> <p>Teacher can describe the nature and rationale of new initiatives in the school, district and state. Teacher follows district curriculum/pacing guide, but either goes too quickly in order to cover the curriculum, or goes too slowly to adequately meet student learning needs on the key concepts and skills. Teacher follows district policy when bringing in supplemental materials.</p>	<p><b>Possible Teacher Observables:</b></p> <p>Teacher is able to fluently describe the instructional programs and interventions available in the school. Teacher can describe the nature and rationale of new initiatives in the school, district and state and how he/she is implementing them. Teacher follows district curriculum in the core classroom program, uses the district pacing guide and makes adjustments as appropriate to meet whole group needs. Teacher follows district policy when bringing in supplemental materials.</p>	<p><b>Possible Teacher Observables:</b></p> <p>Teacher asks thoughtful questions about new initiatives to clarify purpose and expectations. Teacher helps colleagues connect current successful practice to new initiatives. Teacher follows district curriculum in the core classroom program, uses the district pacing guide and makes adjustments as appropriate to meet whole group and individual needs. Teacher follows district policy when bringing in supplemental materials. Teacher participates in district committees to develop curriculum and/or select materials.</p>