



http://



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Does Role for a district Office Personnel evaluator need to be set here?

User ID

Password

Login Role:

Evaluator
Analytic User

?
User can be Evaluator
Could also be Analytic User.
Functions will be limited to generate
the output file/s

Login

Is Login Required to print ?



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[Home](#) | [Formative Cycle Report](#) | [Summative Cycle Report](#) | [Something Else](#)



Evaluator Demographic Entry

Search will return list with ID,s and evaluation start dates. User will select evaluation to be resumed if any.

Name	ID	Evaluation Start	Evaluation Type	Status	Select
Smith	10001	09/01/10	Observation	Saved	<input checked="" type="checkbox"/>
Smithson	2002	09/15/10	Documentation	Submitted	<input type="checkbox"/>

Open Evaluation

To open a previous evaluation enter the last name or ID of the evaluated person

Search for previous evaluation:

Open Evaluation takes user directly to entry form.

Enter missing information in the Fields below.

Evaluator ID

Evaluator First Name

Evaluator Last Name

Evaluator School Entity ID

Evaluator District Entity ID

Evaluator Middle Initial

To Start a New Evaluation or print field documents select type below:

This evaluation is for a:

Leader

Teacher



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Analytic User Document Requests

Welcom UserName:

- Which files do you need:
- Teacher Demographics
 - Teacher First Round Summative Results
 - Teacher Final Summative Results
 - Leader Demographics
 - Leader First Round Summative Results
 - Leader Final Summative Results

- File Type:
- Comma Seperated Values (.csv)
 - Tab-delimited (.txt)
 - Excel (.xls)
 - XML

File types are mutually exclusive

Export

Logout



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Learning Demographic Entry

Name	ID
<input checked="" type="checkbox"/> Smith	10001
<input type="checkbox"/> Smithson	2002

Evaluator can select session type needed. Only those documents will appear on the entry forms or on the field documents

Search by Last Name or ID number

Enter missing information in the Fields below.

- What setting:
- Pre-Conference
 - Observation
 - Post-Conference

Start Evaluation populates this form.

Enter Scores will take evaluator to first Rubric Tab.

Teacher ID

Teacher Last Name

Teacher First Name

Teacher Middle Initial

Teacher District ID

Teacher District Name

Teacher School ID

Teacher School Name

Subject:

Grade:

Teacher Assignment

Not counting the current school year, how many TOTAL years of teaching experience does this teacher have? Include years not at this school/district.

- 1-2
- 3-10
- 11+
- Not known

Teacher Type:

User can logout only after save. Otherwise session is abandoned. There should be a warning to save work before logging the user out of the system.



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Leading Demographic Entry

[Home](#) | [Formative Cycle Report](#) | [Summative Cycle Report](#) | [Something Else](#)

Name	ID
<input checked="" type="checkbox"/> Smith	10001
<input type="checkbox"/> Smithson	2002

Get Principal Demographics

search

Search

Enter missing information in the Fields below.

Select Evaluation Documents

Evaluator can select document type needed. Only those documents will appear in the entry forms. Only the document type selected would be printed for field use.

Principal ID (HQT)	<input type="text" value="10001"/>	Principal ID(EduStakeholderID)	<input type="text" value="10001"/>
Principal Last Name	<input type="text" value="Smith"/>	Principal Middle Initial	<input type="text"/>
Principal First Name	<input type="text" value="Mary"/>		
Principal District ID	<input type="text"/>	Principal District Name	<input type="text"/>
Principal School ID	<input type="text"/>	Principal School Name	<input type="text"/>

Not counting the current school year, how many TOTAL years of School Administrator experience does this teacher have? Include years not at this school/district.

- 1-2
- 3-10
- 11 - 20
- 21 or more
- Not known

Save

Enter Scores

Logout

User can logout only after save. Otherwise session is abandoned

Enter Scores will take evaluator to first Rubric Tabl



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Select Field Documents Needed

Observation Settings

- Leadership Team Meeting
- Business Meeting
- Development Learning Meeting
- Grade Level/Department Meeting
- Teacher Observation and Scoring
- Teacher Pre- and Post-Conference
- Walk-thru Visit of Classroom

Documentation

- Continuous Improvement Plan and Budgets
- Educator Goal Plans and School PD Plans
- Student Achievement Data
- Management Systems and Artifacts
- Teacher Evaluation Data
- Parent Survey
- Staff Survey
- Student Survey

Evaluator can select field document type needed. Only the relevant elements for each rubric will be printed for field use.

Print Documents

Logout

Print documents will take user to first field document available to be printed.



Leading Evaluation Field Document -

Principal _____ Observation Date _____

This is a PDF Document.
Printed Size 8 1/2 x 11

The post conference must be completed within five

Setti

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high

	4	3	2	1	0
Element	CIP: Continuous Improvement Plan		PD: Professional Development		
Shared Purpose	<ul style="list-style-type: none"> Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision. 	<ul style="list-style-type: none"> Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals. 	<ul style="list-style-type: none"> Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: <ul style="list-style-type: none"> Posted vision/mission. Referenced in planning sessions / meetings. Referenced in communication materials. 	<ul style="list-style-type: none"> Communicates and/or references school vision as evidenced by: <ul style="list-style-type: none"> Posted vision /mission. Referenced in planning sessions / meetings. Referenced in communication materials. 	
Goal Setting	<ul style="list-style-type: none"> Works with school & district leadership team to use multiple data/evidence, with relevant staff, to assess the strengths & weaknesses of the school in order to set district-aligned goals for the CIP. Establishes measurable and achievable growth for all students, with designated 	<ul style="list-style-type: none"> Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple sources of data/evidence to set district-aligned goals for the CIP. Ensures that designated student subgroups (e.g., 3rd grade ELL; 10th special education) are in place. 	<ul style="list-style-type: none"> Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district-aligned goals for the CIP. 	<ul style="list-style-type: none"> Sets attainable, rigorous student achievement goals to close achievement gaps. 	
Continuous Improvement Planning	<ul style="list-style-type: none"> Works with the staff to incorporate action steps in CIP that include: <ul style="list-style-type: none"> Differentiated PD with systematic monitoring and coaching. Targeted student intervention systems for identified subgroups. Regular data analysis, remediation/intervention delivery, progress monitoring, communication. 	<ul style="list-style-type: none"> Works with the staff to include aligned key objectives in CIP, sequenced chronologically, and student interventions. 	<ul style="list-style-type: none"> Works with the staff to: <ul style="list-style-type: none"> Include task assignments toward the goal. Identify action steps and task assignments for achieving goal. Budget funds and resources and responsible person(s) aligned to each objective. 	<ul style="list-style-type: none"> Lists measurable and attainable action steps for each objective in CIP. Includes source of funding for each objective. 	
Consensus-Building around the CIP	<ul style="list-style-type: none"> Empowers others to lead conversations with grade level and content area teams centered on the CIP goals. 	<ul style="list-style-type: none"> Builds school consensus around the CIP. 	<ul style="list-style-type: none"> References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind. 	<ul style="list-style-type: none"> Shares CIP with staff. 	

Comments

For the Setting Documentation - Educator Goal Plans and School PD Plans, only the Shared Purpose Element would print. Other parts of rubric could be disabled or

Evaluator Notes: These will not print on the output



Formative Cycle Report

Teacher Name:

Subject:

Grade:

Rubric	Element	Observation Cycle 1			Element Totals		Rubric		Comments
		Pre	Obs	Post	Sum	Points Possible	Sum	Points Possible	
Content	Conceptual Understanding		4		4	5	15	25	<input type="text"/>
	Task Analysis	2	3		5	10			
	Connections to Content		3		3	5			
	Content Accessibility			3	3	5			
Formative Assessment	Real Time Assessment	2	3		5	5	10	15	<input type="text"/>
	Student Progress			2	2	5			
	Correct Level of Difficulty			3	3	5			
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10	15	30	<input type="text"/>
	Practice/Aligned Activity		2		2	5			
	Feedback (during the lesson)		2		2	5			
	Monitor and Adjust		2		2	5			
	Analysis of Instruction			3	3	5			
Learner Engagement	Student-to-Student Interaction		2		2	5	11	25	<input type="text"/>
	Teacher to Student Interaction		1		1	5			
	Authentic Engagement/Quality of Work		2		2	5			
	Critical Thinking	3	3		6	10			
Learning Community	Routines and Procedures		3		3	5	9	20	<input type="text"/>
	Responsibility for Learning		2		2	5			
	Monitoring and Responding to Student Behavior		2		2	5			
	Relationships		2		2	5			
Professional Responsibilities	Engagement in Meaningful and Appropriate...				0	5	0		<input type="text"/>
	Collaboration with Colleagues				0	5			
	Engagement with Families				0	5			
	Communication with Families				0	5			
	Leadership				0	5			
Observation Total:							60	115	

Reinforcement Goal:

Refinement Goal

Educator Goal

Educator Goal Met?

Evaluator Name:

Teacher Name:

Date:

Signature _____

Signature _____

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with the content. Within five days of receipt of this document the teacher may attach comments if desired unless a post-conference is requested. If a post-conference is requested, the written response may be submitted within five (5) working days after the post-conference.



Leading Evaluation Field Document - Observation

Principal Name: _____ Observation Date and Time: _____

The post conference must be completed within five business days of the observation.

Setting: Business Meeting

This is a PDF Document.
Printed Size 8 1/2 x 11 Portrait

Print Document

Next Document

Return to Select Field Documents

Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

	4	3	2	1	0
	CIP: Continuous Improvement Plan		PD: Professional Development		
Element	Descriptors				
Shared Purpose <input style="width: 40px; height: 15px;" type="text"/>	<ul style="list-style-type: none"> Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision. 	<ul style="list-style-type: none"> Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals. 	<ul style="list-style-type: none"> Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: <ul style="list-style-type: none"> Posted vision/mission. Referenced in planning sessions / meetings. Referenced in communication materials. 	<ul style="list-style-type: none"> Communicates and/or references school vision as evidenced by: <ul style="list-style-type: none"> Posted vision /mission. Referenced in planning sessions / meetings. Referenced in communication materials. 	
Goal Setting <input style="width: 40px; height: 15px;" type="text"/>	<ul style="list-style-type: none"> Works with school & district leadership to use multiple longitudinal measures of data/evidence, with feedback from staff, to assess the strengths & weaknesses of the school in order to set district-aligned goals for the CIP. Identifies indicators for significant and achievable growth for all students, with designated subgroups and content/grade-level specific goals (e.g., 5th grade literacy ELL; high school algebra), are in place. 	<ul style="list-style-type: none"> Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple measures of data/evidence to set measurable goals for the CIP. Identifies goals for prioritized student subgroups (e.g., 3rd grade ELL; 10th special education) are in place. 	<ul style="list-style-type: none"> Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district goals. 	<ul style="list-style-type: none"> Sets attainable, rigorous student achievement goals to drive high performance. 	
Continuous Improvement Planning <input style="width: 40px; height: 15px;" type="text"/>	<ul style="list-style-type: none"> Works with the staff to incorporate action steps in CIP that include: <ul style="list-style-type: none"> Differentiated PD with systematic monitoring and coaching. Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication). 	<ul style="list-style-type: none"> Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities. 	<ul style="list-style-type: none"> Works with the staff to: <ul style="list-style-type: none"> Include task-analyzed objectives that identify milestones toward the goal. Include action steps and timelines for achieving task-analyzed objectives. Budget funds and allocate resources and responsible person(s) aligned to each objective. 	<ul style="list-style-type: none"> Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. Includes source of funding for identified objectives. 	
Consensus-Building around the CIP <input style="width: 40px; height: 15px;" type="text"/>	<ul style="list-style-type: none"> Empowers others to lead conversations with grade level and content area teams centered on the CIP goals. 	<ul style="list-style-type: none"> Builds school consensus around the CIP. 	<ul style="list-style-type: none"> References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind. 	<ul style="list-style-type: none"> Shares CIP with staff. 	

Comments _____

There is no Goal Setting Element for Setting and Communicating Direction rubric in a Business Meeting Observation Setting. Therefore this element should not print.

Evaluator Notes: These will not print on the output _____



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Need Help



Leader Entry Form

Principal Name: Observation Date:

Observation Setting: Documentation:

[Setting and Communicating Direction](#) | [Building Relationships](#) | [Developing the Organization](#) | [Leading Instruction](#) | [Securing Accountability](#)

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

	4	3	2	1	0
Element	CIP: Continuous Improvement Plan		PD: Professional Development		
Shared Purpose	<ul style="list-style-type: none"> Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision. 	<ul style="list-style-type: none"> Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision means for the school. 	<ul style="list-style-type: none"> Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement. 	<ul style="list-style-type: none"> Communicates and/or references school vision as evidenced by: <ul style="list-style-type: none"> Posted vision /mission. References in planning sessions / meetings. References in communication materials. 	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal Setting	<ul style="list-style-type: none"> Works with school & district leadership to set multiple longitudinal measures of data/evidence, with feedback from staff, to assess the strengths & weaknesses of the school in order to set district-aligned goals for the CIP. Identifies indicators for significant and achievable growth for all students, with designated subgroups and content/grade-level specific goals (e.g., 5th grade literacy ELL; high school algebra), are in place. 	<ul style="list-style-type: none"> Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple measures of data/evidence to set measurable goals for the CIP. Identifies indicators for personalized student subgroups (e.g., 3rd grade ELL; 10th special education) are in place. 	<ul style="list-style-type: none"> Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district goals. 	<ul style="list-style-type: none"> Sets attainable, rigorous student achievement goals to close achievement gaps and improve performance. 	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuous Improvement Planning	<ul style="list-style-type: none"> Works with the staff to incorporate action steps in CIP that include: <ul style="list-style-type: none"> Differentiated PD with systematic monitoring and coaching. Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication). 	<ul style="list-style-type: none"> Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities. 	<ul style="list-style-type: none"> Works with the staff to: <ul style="list-style-type: none"> Include task-analyzed objectives that identify milestones toward the goal. Include action steps and timelines for achieving task-analyzed objectives. Budget funds and allocate resources and responsible person(s) aligned to each objective. 	<ul style="list-style-type: none"> Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. Includes source of funding for identified objectives. 	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consensus-Building around the CIP	<ul style="list-style-type: none"> Empowers others to lead conversations with grade level and content area teams centered on the CIP goals. 	<ul style="list-style-type: none"> Builds school consensus around the CIP. 	<ul style="list-style-type: none"> References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind. 	<ul style="list-style-type: none"> Shares CIP with staff. 	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The sections of the rubric visible for entry will depend upon the Observation Setting or Documentation Selected. Only one Setting or Documentation entry would be available at a time.

Comments

Evaluator Notes: These will not print on the output



Leading Evaluation Field Document - Observation

Principal Name: _____ Observation Date and Time: _____

The post conference must be completed within five business days of the observation.

Setting:

This is a PDF Document.
Printed Size 8 1/2 x 11 Portrait

[Print Document](#)

[Next Document](#)

[Return to Select Field Documents](#)

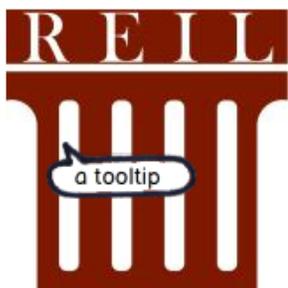
Setting and Communicating Direction

The Setting & Communicating Direction rubric is designed to support the school administrator in building a shared vision and plan for continuous improvement, fostering the acceptance of group goals, and setting and communicating high performance expectations.

Element	4	3	2	1	0
	CIP: Continuous Improvement Plan PD: Professional Development				
Shared Purpose	<ul style="list-style-type: none"> Aligns all key decisions to the vision. Sets benchmarks and milestones in place to check on the progress of the vision. 	<ul style="list-style-type: none"> Ensures the shared vision is clearly articulated and acted upon by staff via specific goals that explain what the vision looks like in the short-term and long-term. Conveys high expectations (verbal & written) for student learning that are aligned to school vision, mission, and goals. 	<ul style="list-style-type: none"> Enlists stakeholders in developing, maintaining, and implementing a vision and mission for high student achievement and college readiness. Communicates and/or references school vision focused on academic outcomes as evidenced by: <ul style="list-style-type: none"> Posted vision/mission. Referenced in planning sessions / meetings. Referenced in communication materials. 	<ul style="list-style-type: none"> Communicates and/or references school vision as evidenced by: <ul style="list-style-type: none"> Posted vision /mission. Referenced in planning sessions / meetings. Referenced in communication materials. 	
Goal Setting	<ul style="list-style-type: none"> Works with school & district leadership team to use multiple longitudinal measures of data/evidence, with feedback from staff, to assess the strengths & weaknesses of the school in order to set district-aligned goals for the CIP. Ensures measurable indicators for significant and achievable growth for all students, with designated 	<ul style="list-style-type: none"> Facilitates leadership team in diagnosis of the school's strengths and weaknesses, using multiple sources of data/evidence to set measurable district-aligned goals for the CIP. Ensures targeted goal(s) for prioritized student subgroups (e.g., 3rd grade ELL; 10th special education) are in place. 	<ul style="list-style-type: none"> Analyzes teacher evaluation and student achievement data to determine strengths and weaknesses in order to set measurable district-aligned goals for the CIP. 	<ul style="list-style-type: none"> Sets attainable, rigorous student achievement goals to close achievement gaps or maintain high levels of performance. 	
Continuous Improvement Planning	<ul style="list-style-type: none"> Works with the staff to incorporate action steps in CIP that include: <ul style="list-style-type: none"> Differentiated PD with systematic monitoring and coaching. Targeted student intervention systems for identified sub-populations. (differentiated plans /materials, data analysis, remediation/intervention delivery, progress monitoring, communication). 	<ul style="list-style-type: none"> Works with the staff to include task-analyzed objectives in CIP, aligned to goals, which are sequenced chronologically for PD and student intervention activities. 	<ul style="list-style-type: none"> Works with the staff to: <ul style="list-style-type: none"> Include task-analyzed objectives that identify milestones toward the goal. Include action steps and timelines for achieving task-analyzed objectives. Budget funds and allocate resources and responsible person(s) aligned to each objective. 	<ul style="list-style-type: none"> Aligns objectives to goal(s) in CIP. Lists measurable and attainable action steps for each objective in CIP. Includes source of funding for identified objectives. 	
Consensus-Building around the CIP	<ul style="list-style-type: none"> Empowers others to lead conversations with grade level and content area teams centered on the CIP goals. 	<ul style="list-style-type: none"> Builds school consensus around the CIP. 	<ul style="list-style-type: none"> References goals in a variety of ways (e.g., meetings, planning sessions, and communications) to ensure the school-wide goals are present in everyone's mind. 	<ul style="list-style-type: none"> Shares CIP with staff. 	

Comments _____

Evaluator Notes: These will not print on the output _____



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Submit will be disabled until all required values for all rubrics are submitted. (6.1.4.5,6)

Need Help? User can logout only after save. Otherwise session is abandoned



Save Clear All Submit Print Report Logout

Observation Entry Form

Scores will be populated by selecting the button value in the descriptors.

Teacher Name:
Subject:
Grade:

The post conference must be completed within five business days of the observation.

Report Date: Observation Date:

If Clear All is selected the decision will be validated: Are you sure? Only the elements on this tab would be cleared.

Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Evaluator can view or print reports only when all rubrics are completed and the results are

Element Score	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Conceptual Understanding	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a) <input checked="" type="checkbox"/>	Incorporates multiple effective representations and explanations of concepts throughout the lesson. (4a) <input type="checkbox"/>	Incorporates effective representations and explanations of concepts that capture key details essential to building conceptual understanding of discipline. (4a) <input type="checkbox"/>	Incorporates representations and	Incorporates representations	
Task Analysis	Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c) <input checked="" type="checkbox"/>	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c) <input type="checkbox"/>	Lesson objective(s), sub-objective(s) & materials are aligned to standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c) <input type="checkbox"/>			
Connections to Content	Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g) <input checked="" type="checkbox"/>	Uses purposeful and strategic questioning & facilitation strategies that result in students applying disciplinary knowledge to real world problems. (5b) <input type="checkbox"/>	Uses purposeful questioning strategies and activities to students' prior knowledge to help them understand, question, and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f) <input type="checkbox"/>	guides students to question and/or reflect on ideas about the content. (4b, 4d, 7f) <input type="checkbox"/>	content. (4b) <input type="checkbox"/>	<input type="checkbox"/>

Content Rubric:: Connections of Content :: - 3 Points
2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

Evaluator Notes: These will not print on the output

Scores should be autosaved



Summative Cycle Report

Teacher Name:

Subject:

Grade:

Observation Cycle 1

Rubric	Sum	Points Possible	Sum	Points Possible
Content	15	25	16	25
Formative Assessment	10	15	13	15
Instructional Strategies	15	30	18	30
Learner Engagement	11	25	13	25
Learning Community	9	20	10	20
Professional Responsibilities	0	20	0	
	60	115	70	115

If data is entered into this Rubric, it should be displayed on reports, along with Total Points Possible. If no data entered for this Rubric, then the Total Points Possible for this Rubric should not be included on the report.

Summative Total: Points Possible:

Reinforcement Goal:

Refinement Goal:

Educator Goal:

Educator Goal Met?

Evaluator Name:

Teacher Name:

Date:

Signature: _____

Signature: _____

Signing this form verifies receipt of the evaluation but does not necessarily indicate agreement with the content. Within five days of receipt of this document the teacher may attach comments if desired unless a post-conference is requested. If a post-conference is requested, the written response may be submitted within five (5) working days after the post-conference.



Evaluation Field Document Post-Conference

Teacher Name:

Subject:

Grade:

Observation Date and Time: _____

You have five days from the observation date to complete post.

Document should print in landscape orientation.

Content Rubric

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Descriptors						
Guides students to create their						
	Incorporates multiple effective	Incorporates effective	Incorporates	Incorporates		
Content Accessibility	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty for all students within the lesson, as evidenced by adapted materials, modifications and tracking of relevant literacy performance data for each student. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced by adapted materials, student work, and modifications based on assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced in planning and assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty for less than half (6%-49%) of the students, as evidenced in planning and assessment data. (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for some students (1%-5%) as evidenced in planning data. (2a, 2e, 5h)	

Comments

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Formative Assessment

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the

Element	5	4	3 Proficient	2	1	0
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Descriptors						
Student Progress	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)	
Correct Level of Difficulty	Produces evidence that real-time assessment(s) are at the correct level of difficulty at the individual student level. (2c, 6a)	Produces evidence that real-time assessment(s) are at the correct level of difficulty at the sub-group level. (2c, 6a)	Produces evidence that real-time assessments are at the correct level of difficulty for more than half of the students, as evidenced by pre/prior assessment(s) and student work. (2c, 6a)	Articulates that real-time assessments are at the correct level of difficulty for more than half of the students. (2c, 6a)	Real-time assessment(s) are at the correct level of difficulty for less than half of the students. (2c, 6a)	

Comments

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Pre-Conference Entry Form

Teacher Name:

The post conference must be completed within five business days of the observation.

Subject:

Report Date:

Pre-Conference Date:

Grade:

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

	5	4	3 Proficient	2	1	0
Element	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Task Analysis	Descriptors integrates knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks (4a, 4f, 7c)	integrates content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7e)	summarizes, organizes, sequences, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	sequences and aligned to content standards. (4f, 7a, 7b, 7c)	sequences. (4f, 7b, 7c)	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

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If Clear All is selected the decision will be validated: Are you sure?



Observation Entry Form

Teacher Name:

The post conference must be completed within five business days of the observation.

Subject:

Report Date:

Observation Date:

Grade:

[Content](#) [Formative Assessment](#) [Instructional Strategies](#) [Learning Engagement](#) [Learning Community](#) [Professional Responsibilities](#)

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the

Element Score	5	4	3	2	1	0	Comments (optional)
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.	Proficient				
Real-Time	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)	Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction. (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (5a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)		
<input type="text"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Need Help ?

Observation Entry Form

Teacher Name:

Subject:

Grade:

Assign:

The post conference must be completed within five business days of the observation.

Report Date: Observation Date:

[Content](#) | [Formative Assessment](#) | [Instructional Strategies](#) | [Learning Engagement](#) | [Learning Community](#) | [Professional Responsibilities](#)

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Element	5	4	3 Proficient	2	1	0	Comments (optional)
	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.					
Modeling <input type="text" value="5"/>	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for each sub-objective. (8d, 8e, 8f) <input checked="" type="checkbox"/>	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for more than one sub-objective. (8d, 8e, 8f) <input type="checkbox"/>	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f) <input type="checkbox"/>	Models an exemplary product/ performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f) <input type="checkbox"/>	Shows an example of a product/ performance. (8d, 8e, 8f) <input type="checkbox"/>	<input type="checkbox"/>	
Or Constructing knowledge <input type="text" value="5"/>	<ul style="list-style-type: none"> Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. Scaffolds questions with increasing complexity or depth of content for each learner to gain thorough understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels. (6f, 8d, 8e, 8i) <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. Scaffolds questions with increasing complexity or depth of content to ensure student understanding and to clarify misunderstandings. Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning. (8d, 8e, 8i) <input type="checkbox"/> 	<ul style="list-style-type: none"> Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. Scaffolds questions to class to guide understanding and clarify misunderstanding. Solidifies learning after constructed experience with clear academic vocabulary or labels. (8d, 8e, 8i) <input type="checkbox"/> 	<ul style="list-style-type: none"> Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i) <input type="checkbox"/> 	<ul style="list-style-type: none"> Presents problem/situation with discussion. (8d, 8e, 8i) <input type="checkbox"/> 	<input type="checkbox"/>	
Practice/ Aligned Activity <input type="text" value="5"/>	Engages students in examining their own thinking and/or learning as well as the performance of others; students effectively provide support for one another as a member of a highly functioning learning community. (2b, 3b, 3c, 6d, 6f, 8d) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Provides sufficient, aligned practice or conceptual development activity for each sub-objective or constructed inquiry learning experience. Effectively guides and scaffolds students who need assistance and appropriately fades away or renews support as needed to ensure all students are challenged to move toward independence. (2b, 6d, 8d) <input type="checkbox"/> 	<ul style="list-style-type: none"> Provides sufficient, aligned practice or conceptual development activity to support successful learning of the lesson objective before independent practice Actively guides and scaffolds individual students as they practice the objective and move toward independence (e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning). (2b, 6d, 8d) <input type="checkbox"/> 	Provides opportunity for students to practice the lesson objective before independent practice is assigned; or provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective. (6d, 8d) <input type="checkbox"/>	Assigns independent practice or conceptual development activity. (6d, 8d) <input type="checkbox"/>	<input type="checkbox"/>	
Feedback (during the lesson) <input type="text" value="5"/>	Students accurately apply specific feedback to advance their learning. (6d) <input checked="" type="checkbox"/>	Provides effective, corrective, academic feedback, with precise labels, that is specific to the learner and aligned to sub-objective content. (6d) <input type="checkbox"/>	Provides effective, corrective, academic feedback in order to promote learning and retention that: (1) is aligned to the objective; (2) references a specific level of skill or knowledge, and (3) is timely. (6d) <input type="checkbox"/>	Provides corrective academic feedback that references a specific level of skill or knowledge. (6d) <input type="checkbox"/>	Provides academic feedback during the lesson. (6d) <input type="checkbox"/>	<input type="checkbox"/>	
Monitor and Adjust <input type="text" value="5"/>	Utilizes appropriate overt responses, from all students at each sub-objective to either move forward or adjust one of the following: <ul style="list-style-type: none"> Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b) <input checked="" type="checkbox"/> 	Utilizes appropriate overt responses, from all students for most sub-objectives to either move forward or adjust one of the following: <ul style="list-style-type: none"> Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b) <input type="checkbox"/> 	Utilizes appropriate (provides relevant student performance information) overt responses, from most students (75% or more) at essential sub-objective levels to either move forward with/or adjust instruction. (8a, 8b) <input type="checkbox"/>	Utilizes overt responses from at least half (50%) of the students to either move forward with/or adjust instruction. (8a, 8b) <input type="checkbox"/>	Utilizes overt responses from less than half of the students to either move forward with/or adjust instruction. (8a, 8b) <input type="checkbox"/>	<input type="checkbox"/>	

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