Login Screen (Temporary Reil Home Page)

http://

Approved

REIL an initiative of

MCESA

Maricopa County Education Service Agency

User ID (HQT ID)

Password

Login Role:

Evaluator

Analytic User

Login

Logout

Page 1

Observation Tool Demographic Entry

http://

Home | Formative Cycle Report | Summative Cycle Report | Print Evaluation Documents

REIL is an initiative of

MCESA

Maricopa County Education Service Agency

Logout

Analytic User Document Requests

Welcom UserName:

Which files do you need:

- [ ] Teacher Demographics
- [x] Teacher First Round Summative Results
- [ ] Teacher Final Summative Results
- [ ] Administrator Demographics
- [ ] Administrator Round Summative Results
- [ ] Administrator Final Summative Results

File OutputType:

- (•) Comma Seperated Values (.csv)
- ( ) Tab-delimited (.txt)
- ( ) Excel (.xls)
- ( ) XML

Export

Page 2

Evaluation Start Page

Print Documents | Evaluation Start Page | Logout

REIL

REIL is an initiative of

MCESA

Maricopa County Education Service Agency

Approved

Evaluation Start Page

Evaluator ID: Auto-Populate from login

Evaluator First Name: Auto-Populate from login

Evaluator Last Name: Auto-Populate from login

MI

Evaluator School Entity ID: Auto-Populate from login

School Name: Auto-Populate from login

Evaluator District Entity ID: Auto-Populate from login

District Name: Auto-Populate from login

Report Information Error

What would you like to do:

- Print Field Documents
- Enter Scores

Whom are you evaluating ?

- Administrator
- Teacher

Continue

A Web Page

http://

Error Form

This will provide information and or send an email to a support group TBD.

Submit Error Report

Approved

Page 3

Teacher Selection Page

Print Documents | Evaluation Start Page | Logout

REIL is an initiative of MCESA

Maricopa County Education Service Agency

Select	Name	ID	Evaluation Start Date	Evaluation Type	Status
☑	Smith	10001	09/01/10	Observation	Saved
☐	Smithson	2002	09/15/10	Documentation	Submitted
☐	Smithy	3004			

Teacher Selection

Search by Last Name or ID number

search | Search

HQT ID — Populate from Search Results

Last Name — Populate from Search Results

First Name — Populate from Search Results

Middle Initial — Popula

District ID — Populate from Search Results

District Name — Populate from Search Results

School ID — Populate from Search Results

School Name — Populate from Search Results

Report Information Error

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

0
1-2
3-10
11+
Not known

Teacher Type: Continuing / Non-Continuing

Save

What session: Pre-Conference / Observation / Post-Conference

Enter Session Date: / /

Enter Evaluation Scores

Print Documents | View and Print Observation Cycle Reports | View and Print Summative Cycle Reports

A Web Page

http://

Error Form

This will provide information and or send an email to a support group TBD.

Submit Error Report

Approved

Page 3.5

Teacher Selection Page

Print Documents | Evaluation Start Page | Logout

REIL is an initiative of MCESA

Maricopa County Education Service Agency

Select	Name	ID	Evaluation Start Date	Evaluation Type	Status
☑	Smith	10001	09/01/10	Observation	Saved
☐	Smithson	2002	09/15/10	Documentation	Submitted
☐	Smithy	3004			

Leader Selection

Search by Last Name or ID number

search | Search

HQT ID — Populate from Search Results

Last Name — Populate from Search Results

First Name — Populate from Search Results

Middle Initial — Popula

District ID — Populate from Search Results

District Name — Populate from Search Results

School ID — Populate from Search Results

School Name — Populate from Search Results

Report Information Error

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

0
1-2
3-10
11+
Not known

Teacher Type: Continuing / Non-Continuing

Save

Enter Evaluation Scores - Slect Setting Below:

Observaton Setting: Business Meeting

Documentation: Continuous Improvement Plan and Budgets

Enter Session Date: / /

Enter Evaluation Scores

Print Documents

A Web Page

http://

Error Form

This will provide information and or send an email to a support group TBD.

Submit Error Report

Select Documets Page

Print Documents | Evaluation Start Page | Logout

REIL is an initiative of

MCESA

Maricopa County Education Service Agency

Select Documents

Leader Field Documents

Observation

- ☐ Leadership Team Meeting
- ☑ Business Meeting
- ☐ Professional 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

Pending Review

Teacher Field Documents

- ☐ Observation Score Collection Sheet
- ☐ Observation Setting Analysis Document

Teacher Documents Section Approved

Complete Observation Sets

- ☐ Leading Observation Instrument (Principal)
- ☐ Learning Observation Instrument (Teacher)

Preview Selected Documents

Print Selected

Approved

Print

Close

Observation Score Collection Sheet for REIL
Learning Observation Instrument

Teacher Name: _____ School Name: _____ District Name: _____

	Observation 1	Observation 2
Assignment:		
Grade Observed:		
Subject Observed:		

Dates:	Pre	Obs	Post	Pre	Obs	Post

Content Rubric

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Conceptual Understanding						
Task Analysis						
Connections to Content						
Content Accessibility						

Formative Assessment Rubric

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Real-Time Assessment						
Student Progress						
Correct Level of Difficulty						

Instructional Strategies

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Modeling or Constructing Knowledge						
Practice / Aligned Activity						
Feedback						
Monitor and Adjust						
Analysis of Instruction						

Learner Engagement

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Student-to-Student Interaction						
TeachertoStudent Interaction						
Authentic engagement / Quality of Work						
Critical Thinking						

Learning Community

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Routines and Procedures						
Responsibility for Learning						
Monitorring and Responding to Student Behavior						
Relationships						

Professional Responsibilities (Optional)

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Engagement in Meaningful Learning Opportunities						
Collaboration with Colleagues						
Engagement with Families						
Communication with Families						
Leadership						

Learning Observation Analysis Document

Print

Teacher Name: _____ **School Name:** _____ **District Name:** _____

Assignment:

Grade Observed: **Date:** _____

Subject Observed:

Represents the Learning Observatio Document - This is only partial, show the first two rubrics and one elemer the third rubric. There are nine mor elements not shown

Approved

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 Meets Criteria at levels 3, 4, and 5	4 Meets criteria at levels 3 and 4	3	2	1	0	Comments
	Descriptors						
Conceptual Understanding	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a)	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a)	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a)	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)		
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)	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)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c)	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c)	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c)		
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)	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 within the lesson 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)		

Formative Assessment Rubric

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 observed lesson objective.

Element	5 Meets Criteria at levels 3, 4, and 5	4 Meets criteria at levels 3 and 4	3	2	1	0	Comments
	Descriptors						
Real Time Assessment	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)		

Instructional Strategies

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 Meets Criteria at levels 3, 4, and 5	4 Meets criteria at levels 3 and 4	3	2	1	0	Comments
	Descriptors						
Modeling	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.	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)	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	Models an exemplary product/ performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/ performance. (8d, 8e, 8f)		
Or							
Constructing Knowledge	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)	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)	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)	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i)	Presents problem/situation with discussion. (8d, 8e, 8i)		

Evaluator Notes: These will not print on the teacher reports

Observation Entry Form

Approved

Print Documents | Evaluation Start Page | Logout

REIL – an initiative of
MCESA
Maricopa County Education Service Agency

Observation Entry Form

Teacher: Teacher Name:

Assignment: Free Form Text

Grade Observed: Drop Down Control

Subject Observed: DropDown Control

Save | Clear All | Submit | Return to Teacher Selection

The post conference must be completed within five business days from classroom observation. date

Pre-Conference Date: 12/12/12 | Observation Date: 12/12/12 | Post-Conference Date:

Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities (Optional)

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 Meets Criteria at levels 3, 4, and 5	4 Meets criteria at levels 3 and 4	3	2	1	0	Comments
	Descriptors						
Conceptual Understanding	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a) ☑	Incorporates multiple effective representations and explanations of concepts, throughout the lesson. (4a) ☐	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a) ☐	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a) ☐	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a) ☐	☐	
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) ☑	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) ☐	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c) ☐	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c) ☐	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c) ☐	☐	
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) ☑	Uses purposeful and strategic questioning & facilitation strategies that result in students applying disciplinary knowledge to real world problems. (5b) ☐	Uses purposeful questioning strategies and activities to activate students' prior knowledge and guide them to understand, question, reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f) ☐	Uses questioning strategies and/or activities in order to develop students' understanding; guides students to question and/or reflect on ideas about the content. (4b, 4d, 8f) ☐	Uses questioning strategies and/or activities to develop students' understanding of the content. (4b) ☐	☐	

Evaluator Notes: These will not print on the teacher reports

Observation Entry Form

Approved

Print Documents | Evaluation Start Page | Logout

REIL is an initiative of

MCESA

Maricopa County Education Service Agency

Observation Entry Form

Teacher — Teacher Name:

Assignment: Free Form Text

Grade Observed: Drop Down Control

Subject Observed: DropDown Control

Save | Clear All | Submit | Return to Teacher Selection

The post conference must be completed within five business days from classroom observation. date

Pre-Conference Date: 12/12/12 | Observation Date: 12/12/12 | Post-Conference Date:

Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities (Optional)

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 observed lesson objective.

Element	5	4	3	2	1	0	Comments
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
	Descriptors						
Red-Time Assessment ☐	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) Pre- ☐	☐	

Evaluator Notes: These will not print on the teacher reports

Approved

REIL is an initiative of

MCESA

Maricopa County Education Service Agency

Print Documents | Evaluation Start Page | Logout

Observation Entry Form

Teacher: Teacher Name:

Assignment: Free Form Text

Grade Observed: Drop Down Control

Subject Observed: DropDown Control

Save | Clear All | Submit | Return to Teacher Selection

The post conference must be completed within five business days from classroom observation. date

Pre-Conference Date: 12/12/12 | Observation Date: 12/12/12 | Post-Conference Date:

Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities (Optional)

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	2	1	0	Comments
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
	Descriptors						
Modeling	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.	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.	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	Models an exemplary product/ performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/ performance. (8d, 8e, 8f)		
Or							
Constructing Knowledge	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) ☑	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) ☐	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) ☐	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i) ☐	Presents problem/situation with discussion. (8d, 8e, 8i) ☐	☐	
Practical / Aligned Activity	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. ☑	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) ☐	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) ☐	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) ☐	Assigns independent practice or conceptual development activity. (6d, 8d) ☐	☐	
Feedback during the lesson	Students accurately apply specific feedback to advance their learning. (6d) ☑	Provides effective, corrective, academic feedback, with precise labels, that is specific to the learner and aligned to sub-objective content. (6d) ☐	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) ☐	Provides corrective academic feedback that references a specific level of skill or knowledge. (6d) ☐	Provides academic feedback during the lesson. (6d ☐	☐	
Feedback during the lesson	Utilizes appropriate overt responses, from all students at each sub-objective to either move forward or adjust one of the following: Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b) ☑	Utilizes appropriate overt responses, from all students for most sub-objectives to either move forward or adjust one of the following: Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b) ☐	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) ☐	Utilizes overt responses from at least half (50%) of the students to either move forward with/or adjust instruction. (8a, 8b) ☐	Utilizes overt responses from less than half of the students to either move forward with/or adjust instruction. (8a, 8b) ☐	☐	

Evaluator Notes: These will not print on the teacher reports

Observation Cycle Report

Teacher Name: Previously Entered

School Name Previously Entered

District Name Previously Entered

Approved

Cycle 1

Some Assignment

Some Grade

Some Subject

Rubric	Element	Pre (08/08/12)	Obs (08/09/12)	Post (08/10/12)	Sum	Points Possible	Rubric Points Earned	Rubric Points Possible	Comments
Content	Conceptual Understanding	—	4		4	5	15	25	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	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	
	Student Progress			2	2	5			
	Correct Level of Difficulty			3	3	5			
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10	15	30	
	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	
	TeachertoStudent 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	
	Responsibility for Learning		2		2	5			
	Monitoring and Responding to Student Behavior		2		2	5			
	Relationships		2		2	5			
					Observation Total:		60	115	

Rubric	Element	Pre	Obs	Post	Sum	Points Possible	Points Earned	Points Possible	Comments
Professional Responsibilities (Optional)	Engagement in Meaningful and Appropriate...				0	5		20	
	Collaboration with Colleagues				0	5			
	Engagement with Families				0	5			
	Communication with Families				0	5			
	Leadership				0	5			

Evaluator Name:

Todays Date 12/12/12

Rubric: Content

Element: Conceptual Understanding

Reinforcement: Some text is entered here.

Rubric: Learner Engagement

Element: Critical Thinking

Refinement: More text is entered here.

Educator Goal

Save

Close

Preview

Override Scores

Overriding scores will unlock all the scores so that they can be re-entered.

Observation Cycle Report

Teacher Name:

School Name

District Name

Approved

Cycle 1

Some Assignment

Some Grade

Some Subject

Rubric

Date of Session: 08/08/12 08/09/12 08/10/12

Rubric	Element	Pre	Obs	Post	Sum	Points Possible	Element Totals	Rubric Points Earned	Rubric Points Possible	Comments
Content	Conceptual Understanding	—	4		4	5		15	25	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	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	
	Student Progress			2	2	5				
	Correct Level of Difficulty			3	3	5				
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10		15	30	
	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	
	TeachertoStudent 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	
	Responsibility for Learning		2		2	5				
	Monitoring and Responding to Student Behavior		2		2	5				
	Relationships		2		2	5				
							Observation Total:	60	115	
Professional Responsibilities (Optional)	Engagement in Meaningful and Appropriate...				0	5			20	
	Collaboration with Colleagues				0	5				
	Engagement with Families				0	5				
	Communication with Families				0	5				
	Leadership				0	5				

Comments

Comments

Comments

Comments

Comments

Comments

Rubric	Element
Content	Conceptual Understanding
Reinforcement	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

Rubric	Element
Learner Engagement	Critical Thinking
Refinement	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

Todays Date: 12/12/12

Teacher Name will print here — Signature

Evaluator Name will print here — Signature

Submit

Print

Close

An employee signature on this document indicates that he/she has received the information and has had an opportunity to discuss with the supervisor.

Observation Cycle Report

Teacher Name:

School Name

District Name

Cycle 1

Some Assignment

Some Grade

Some Subject

Rubric

Date of Session: 08/08/12 08/09/12 08/10/12

Rubric	Element	Pre	Obs	Post	Sum	Points Possible	Element Totals: Points Earned	Rubric: Points Possible	
Content	Conceptual Understanding	—	4		4	5	15	25	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	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	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	Student Progress			2	2	5			
	Correct Level of Difficulty			3	3	5			
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10	15	30	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	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	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	TeachertoStudent 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	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	Responsibility for Learning		2		2	5			
	Monitoring and Responding to Student Behavior		2		2	5			
	Relationships		2		2	5			
	Observation Total:						60	115	

Rubric	Element	Pre	Obs	Post	Sum	Points Possible			
Professional Responsibilities (Optional)	Engagement in Meaningful and Appropriate...				0	5		20	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.
	Collaboration with Colleagues				0	5			
	Engagement with Families				0	5			
	Communication with Families				0	5			
	Leadership				0	5			

Represents a printed Observation Cycle Report

Rubric	Element
Content	Conceptual Understanding
Reinforcement	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

Rubric	Element
Learner Engagement	Critical Thinking
Refinement	lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor

Todays Date: 12/12/12

Teacher Name will print here — Signature

Evaluator Name will print here — Signature

An employee signature on this document indicates that he/she has received the information and has had an opportunity to discuss with the supervisor.

Summative Cycle Report (Spawned Browser Window)

Summative Cycle Report

Teacher Name:

School Name

District Name

Approved

Rubric	Observation Cycle 1 Some Assignment Some Grade Some Subject Points Earned	Points Possible	Observation Cycle 2 Some Assignment Some Grade Some Subject Points Earned	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
	60	115	70	115

Points Earned	Points Possible:
130	230

Summative Total:

Professional Responsibilities (Optional)	0	20	0	20

Reinforcement

Rubric	Element	Rubric	Element
Content	Conceptual Understanding	Content	Conceptual Understanding
lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.		lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.	

Refinement

Learner Engagement	Critical Thinking	Learner Engagement	Critical Thinking
lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.		lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.	

Educator Goal

Today's Date: 12/12/12

Teacher Name Signature

Evaluator Name: Signature

Print

Close

An employee signature on this document indicates that he/she has received the information and has had an opportunity to discuss with the supervisor.

Pre - Conference Entry Form

Print Documents | Evaluation Start Page | Logout

REIL Approved

REIL an initiative of MCESA

Maricopa County Education Service Agency

Pre Conference Entry Form

Teacher Teacher Name:

Assignment: Free Form Text

Grade Observed: Drop Down Control

Subject Observed: DropDown Control

Save | Clear All | Submit | Return to Teacher Selection

The post conference must be completed within five business days from classroom observation. date

Pre-Conference Date: 12/12/12 Observation Date: Post-Conference Date:

Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities (Optional)

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	2	1	0	Comments
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
	Descriptors						
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) ☑	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) ☐	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4f, 7a, 7b, 7c) ☐	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c) ☐	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c) ☐	☐	

Evaluator Notes: These will not print on the teacher reports

Pre - Conference Entry Form

Print Documents | Evaluation Start Page | Logout

Approved

REIL is an initiative of

MCESA

Maricopa County Education Service Agency

Pre-Conference Entry Form

Teacher: Teacher Name:

Assignment: Free Form Text

Grade Observed: Drop Down Control

Subject Observed: DropDown Control

Save | Clear All | Submit | Return to Teacher Selection

The post conference must be completed within five business days from classroom observation. date

Pre-Conference Date: 12/12/12

Observation Date:

Post-Conference Date:

Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities (Optional)

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 observed lesson objective.

Element	5	4	3	2	1	0	Comments
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
	Descriptors						
Red-Time Assessment ☐	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) Pre- ☐	☐	

Evaluator Notes: These will not print on the teacher reports

Pre - Conference Entry Form

Approved

Print Documents | Evaluation Start Page | Logout

REIL is an initiative of
MCESA
Maricopa County Education Service Agency

Pre - Conference Entry Form

Teacher: Teacher Name:

Assignment: Free Form Text

Grade Observed: Drop Down Control

Subject Observed: DropDown Control

Save | Clear All | Submit | Return to Teacher Selection

The post conference must be completed within five business days from classroom observation. date

Pre-Conference Date: 12/12/12 | Observation Date: | Post-Conference Date:

Content | Formative Assessment | Instructional Strategies | Learning Engagement | Learning Community | Professional Responsibilities (Optional)

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 Meets Criteria at levels 3, 4, and 5	4 Meets criteria at levels 3 and 4	3	2	1	0	Comments
	Descriptors						
Modeling	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.	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.	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	Models an exemplary product/ performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/ performance. (8d, 8e, 8f)		
Or							
Constructing Knowledge	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) ☑	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) ☐	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) ☐	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i) ☐	Presents problem/situation with discussion. (8d, 8e, 8i) ☐	☐	

Evaluator Notes: These will not print on the teacher reports