



http://



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User ID (HQT ID)

Password

Login Role:

Evaluator ▼
Analytic User



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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

What would you like to do:

Print Field Documents

Enter Scores

Report Information Error

Page 2

A Web Page

http://

Error Form

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

Submit Error Report





Search bar



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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](#)

What would you like to do:

Print Field Documents Enter Scores

Whom are you evaluating ?

Administrator Teacher

Page 2b



http://

Error Form

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





Search bar with magnifying glass icon

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Select	Name	ID	Evaluation Start Date	Evaluation Type	Status
<input checked="" type="checkbox"/>	Smith	10001	09/01/10	Observation	Saved
<input type="checkbox"/>	Smithson	2002	09/15/10	Documentation	Submitted
<input type="checkbox"/>	Smithy	3004			

Teacher Selection

Search by Last Name or ID number

Search input field with placeholder '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:

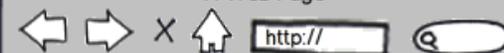
// [Calendar icon]

Enter Evaluation Scores

Print Documents

View and Print Observation Cycle Reports

View and Print Summative Cycle Reports



http://

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

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Select Documents

Administrator 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

Teacher Field Documents

Observation Score Collection Sheet

Observation Setting Analysis Document

Complete Observation Sets

Leading Observation Instrument (Principal)

Learning Observation Instrument (Teacher)

[Preview Selected Documents](#)

[Print Selected](#)

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Observation Score Collection Sheet for REIL
Learning Observation Instrument

Print
Close

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



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

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						
Teacher-to-Student 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						
Monitoring 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						

**Observation Score Collection Sheet for REIL
Learning Observation Instrument**

Teacher Name: Mary Smith

School Name: Esposito

District Name: Osborn



Assignment: Grade Observed: Subject Observed:	Observation 1		Observation 2	
	4th Grade		4th Grade	
	5th		5th	
	English		English	

	Pre	Obs	Post	Pre	Obs	Post
Dates:	2/01/11	2/07/11	2/10/11	4/10/11	4/15/11	4/20/11

Content Rubric

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Conceptual Understanding		4			5	
Task Analysis	4	3		4	4	
Connections to Content		3			4	
Content Accessibility			3			3

Formative Assessment Rubric

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Real-Time Assessment	5	2		3	2	
Student Progress			4			3
Correct Level of Difficulty			4			3

Instructional Strategies

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Modeling or Constructing Knowledge	3	2		3	3	
Practice / Aligned Activity		3			4	
Feedback		4			4	
Monitor and Adjust		2			3	
Analysis of Instruction		3	3			4

Learner Engagement

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Student-to-Student Interaction		5			5	
Teacher-to-Student Interaction		4			4	
Authentic engagement / Quality of Work		3			3	
Critical Thinking	3	5		4	5	

Learning Community

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Routines and Procedures		3			3	
Responsibility for Learning		3			3	
Monitoring and Responding to Student Behavior		4			4	
Relationships		3			3	

Professional Responsibilities (Optional)

	Observation 1			Observation 2		
	Pre	Obs	Post	Pre	Obs	Post
Engagement in Meaningful Learning Opportunities			4			4
Collaboration with Colleagues			4			4
Engagement with Families			4			3
Communication with Families			3			4
Leadership			4			4



Learning Observation Analysis Document

Print

Teacher Name: _____ School Name: _____ District Name: _____
 Assignment: _____
 Grade Observed: _____ Date: _____
 Subject Observed: _____

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 correct 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					
Conceptual Understanding	Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multi-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/tasks. (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, 7c, 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 problem, 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, 5f)	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, 5f)	Facilitates content accessibility by accommodating or modifying the problem, complexity of text, and/or vocabulary to the correct level of difficulty for within the lesson for less than half (51%-41%) of the students, as evidenced in planning and assessment data. (2a, 2e, 5f)	Facilitates content accessibility by accommodating or modifying the problem, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for some students (11%-51%) as evidenced in planning data. (2a, 2e, 5f)		

Represents the Learning Observation Document - This is only partial, show the first two rubrics and one element from the third rubric. There are nine more elements not shown

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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	4	3	2	1	0	Comments
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
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	4	3	2	1	0	Comments
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
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. (8d, 8e, 8f)	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	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, 8f)	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, 8f)	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. Scaffolds questions to elicit understanding and clarify misunderstandings. Solidifies learning after constructed experience with clear academic vocabulary or labels. (8d, 8e, 8f)	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development, asks questions to promote learning. (8d, 8e, 8f)	Presents problem/situation with discussion. (8d, 8e, 8f)		
Constructing Knowledge							

Evaluator Notes: These will not print on the teacher reports



Learning Observation Analysis Document

Teacher Name: Mary Smith School Name: Esposito District Name: Osborn
 Assignment: _____
 Grade Observed: 5th Date: 02/07/11
 Subject Observed: English

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	2	1	0	Comments
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
Descriptors							
Conceptual Understanding 4	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)		<i>lorem ipsum dolor sit amet, consectetur ur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam,</i>
Task Analysis 3	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 3	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 problem, 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, 5f)	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, 5f)	Facilitates content accessibility by accommodating or modifying: the problem, complexity of text, and/or vocabulary to the correct level of difficulty for within the lesson for less than half (50%-49%) of the students, as evidenced in planning and assessment data. (2a, 2e, 5f)	Facilitates content accessibility by accommodating or modifying: the problem, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for some students (19%-50%) as evidenced in planning data. (2a, 2e, 5f)		

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	4	3	2	1	0	Comments
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
Descriptors							
Real Time Assessment 2	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 red-time assessment(s) to elicit an overt response from students. (6a, 6b)		<i>quis nostrud exercitati on ullamco laboris nisi ut aliquip ex ea</i>

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	4	3	2	1	0	Comments
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
Descriptors							
Modeling Or Constructing Knowledge 2	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)	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)		<i>Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</i>
	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. (8f, 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 close 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. Scaffolds 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

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Observation Entry Form

Teacher **Teacher Name:**

Assignment:

Grade Observed:

Subject Observed:

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

Pre-Conference Date: 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					
Conceptual Understanding <input type="checkbox"/>	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 ideas and details essential to building conceptual understanding in the discipline. (4a) <input type="checkbox"/>	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a) <input type="checkbox"/>	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a) <input type="checkbox"/>	<input type="checkbox"/>	
Task Analysis <input type="checkbox"/>	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, and reflect prior learning. (4d, 4f, 7a, 7b, 7c) <input type="checkbox"/>	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) <input type="checkbox"/>	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c) <input type="checkbox"/>	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c) <input type="checkbox"/>	<input type="checkbox"/>	
Connections to Content <input type="checkbox"/>	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 activate students' prior knowledge and guide them to understand, question, reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f) <input type="checkbox"/>	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) <input type="checkbox"/>	Uses questioning strategies and/or activities to develop students' understanding of the content. (4b) <input type="checkbox"/>	<input type="checkbox"/>	

Evaluator Notes: These will not print on the teacher reports





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Observation Entry Form

Teacher **Teacher Name:**

Assignment:

Grade Observed:

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

Subject Observed:

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.

	5	4	3	2	1	0	Comments
Element	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
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)	Pre-	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluator Notes: These will not print on the teacher reports



Observation Entry Form

Teacher:

Assignment:

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

Subject Observed:

Pre-Conference Date: 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.

	5	4	3	2	1	0	Comments
	Meets criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
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) <input checked="" type="checkbox"/>	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"/>	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"/>	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"/>	Presents problem/situation with discussion. (8d, 8e, 8i) <input type="checkbox"/>		
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. <input checked="" type="checkbox"/>	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"/>	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"/>		
Feedback during the lesson	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"/>		
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) <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: Adjusts instructional strategy (e.g., pacing, 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"/>		

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



Cycle 1
Some Assignment
Some Grade
Some Subject

Rubric	Element	Date of Session:				Element Totals	Rubric		Comments
		08/08/12	08/09/12	08/10/12	Sum		Points Earned	Points Possible	
Content	Conceptual Understanding	4			4	5	15	25	Comments lorem ipsum dolor sit amet, consectetur adipiscing 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	Comments
	Student Progress			2	2	5			
	Correct Level of Difficulty			3	3	5			
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10	15	30	Comments
	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	Comments
	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	Comments
	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	Comments
	Collaboration with Colleagues				0	5			
	Engagement with Families				0	5			
	Communication with Families				0	5			
	Leadership				0	5			

Evaluator Name: Today's Date 12/12/12

Rubric: Element:

Reinforcement:

Rubric: Element:

Refinement:

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	Element	Date of Session:				Element Totals	Rubric		Comments
		08/08/12	08/09/12	08/10/12	Sum		Points Earned	Points Possible	
Content	Conceptual Understanding	—	4		4	5	15	25	lorem ipsum dolor sit amet, consectetur adipiscing 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	Comments
	Student Progress			2	2	5			
	Correct Level of Difficulty			3	3	5			
Instructional Strategies	Modeling or Constructing Knowledge	3	3		6	10	15	30	Comments
	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	Comments
	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	Comments
	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	0	20	Comments
	Collaboration with Colleagues				0	5			
	Engagement with Families				0	5			
	Communication with Families				0	5			
	Leadership				0	5			

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

Today's Date: 12/12/12

Teacher Name will print here _____

Signature _____

Evaluator Name will print here _____

Signature _____

Submit

Print

Close

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

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

Approved



Cycle 1
Some Assignment
Some Grade
Some Subject

Rubric	Element	Date of Session:				Element Totals	Rubric		Comments
		08/08/12	08/09/12	08/10/12	Sum		Points Earned	Points Possible	
Content	Conceptual Understanding	—	4		4	5	15	25	lorem ipsum dolor sit amet, consectetur adipiscing 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	
	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	
	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			

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

Today's Date: 12/12/12

Teacher Name will print here

Signature _____

Evaluator Name will print here

Signature _____

Submit

Print

Close

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

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Observation Cycle Report

Teacher Name: _____

School Name _____

District Name _____



Cycle 1

Some Assignment

Some Grade

Some Subject

Rubric	Date of Session:	Element Totals				Rubric	
		08/08/12	08/09/12	08/10/12	Sum	Points Earned	Points Possible
Content	Element	Pre	Obs	Post	Sum	Points Possible	
	Conceptual Understanding	—	4		4	5	15 25
	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
	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
	Responsibility for Learning		2		2	5	
	Monitoring and Responding to Student Behavior		2		2	5	
	Relationships		2		2	5	
Observation Total:						60	115

Represents a printed Observation Cycle Report

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Rubric	Element	Pre	Obs	Post	Sum	Points Possible	
		Engagement in Meaningful and Appropriate...				0	
Collaboration with Colleagues				0	5		
Engagement with Families				0	5		
Communication with Families				0	5		
Leadership				0	5		

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

Today's Date: 12/12/12

Teacher Name will print here _____

Signature _____

Evaluator Name will print here _____

Signature _____

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

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

Teacher Name:

School Name

District Name



Observation
Cycle 1

Observation
Cycle 2

Some Assignment
Some Grade
Some Subject

Some Assignment
Some Grade
Some Subject

Approved

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

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REIL an initiative of
MCESA

Maricopa County Education Service Agency



Pre Conference Entry Form

Teacher Teacher Name:

Assignment:

Grade Observed:

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

Subject Observed:

Pre-Conference Date: 12/12/12

Observation Date:

Post-Conference Date:

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	2	1	0	Comments
Element	Descriptors						
Task Analysis	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
<input type="checkbox"/>	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)		
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluator Notes: These will not print on the teacher reports





REAL, an initiative of

MCESA

Maricopa County Education Service Agency



Pre-Conference Entry Form

Teacher **Teacher Name:**

Assignment:

Grade Observed:

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

Subject Observed:

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.

	5	4	3	2	1	0	Comments
Element	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
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)	Pre-	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Evaluator Notes: These will not print on the teacher reports





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MCESA

Maricopa County Education Service Agency



[Print Documents](#) | [Evaluation Start Page](#) | [Logout](#)

Pre - Conference Entry Form

Teacher **Teacher Name:**

Assignment:

Grade Observed:

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

Subject Observed:

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	4	3	2	1	0	Comments
	Meets Criteria at levels 3, 4, and 5	Meets criteria at levels 3 and 4					
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) <input checked="" type="checkbox"/>	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"/>	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"/>	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"/>	Presents problem/situation with discussion. (8d, 8e, 8i) <input type="checkbox"/>		

Evaluator Notes: These will not print on the teacher reports