



http://



REIL an initiative of

MCESA

Maricopa County Education Service Agency



User ID (HQT ID)

Password

Login Role:

Evaluator
Analytic User

Login

Logout

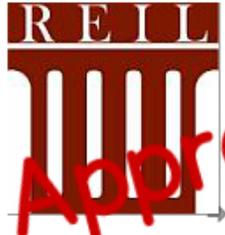
Page 1

?

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



Address bar with search icon



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Maricopa County Education Service Agency



Page 2

Evaluation Start Page

Evaluator ID

Evaluator First Name

Evaluator Last Name

MI

Evaluator School Entity ID

School Name

Evaluator District Entity ID

District Name

What would you like to do:

Print Field Documents Enter Scores

Whom are you evaluating ?

Leader Teacher

This section appears only if enter scores is selected above

A Web Page

http://

Error Form

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



Search bar with magnifying glass icon



Selecting the Teacher populates this form.

| 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 | | | |

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

Teacher Selection

Search by Last Name or ID number

Search input field with 'search' text and 'Search' button

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](#)

School ID [Populate from Search Results](#)

District Name [Populate from Search Results](#)

School Name [Populate from Search Results](#)

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

Enter Session Date should allow a calendar pop-up

Save button

Continuing - employed by the school district for more than the major portion of three consecutive school years

Non-continuing - has not been employed by the school district for more than the major portion of three consecutive school years

A Web Page

http://

Error Form

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

Submit Error Report

Sessions must be completed in order top to bottom

What session:

Pre-Conference

Observation

Post-Conference

Enter Session Date:

// [calendar icon]

Enter Evaluation Scores

Enter Evaluation Scores Saves session information to database

Print Documents

View and Print Observation Cycle Reports

View and Print Summative Cycle Reports

Observation and Summative Reports Button spawn browser windows

View and Print Reports are not active until scores are submitted.



Search bar with magnifying glass icon

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What will be in the search results?
Page 3.5

| 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 | | | |

Leader Selection

Search by Last Name or ID number

Search input field with placeholder 'search' and magnifying glass icon

Search button

Selecting the Leader populates this form.

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](#)

School ID [Populate from Search Results](#)

District Name [Populate from Search Results](#)

School Name [Populate from Search Results](#)

Report Information Error button

A Web Page

http://

Error Form

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

Submit Error Report

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 button

Enter Evaluation Scores - Slect Setting Below:

Observation Setting: Business Meeting

Documentation: Continuous Improvement Plan and Budgets

Enter Session Date:

//



Enter Evaluation Scores

Enter Session Date should allow a calendar pop-up

Either Setting or documentation selection is allowed. Selecting one disables the

Print Documents button



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[Print Documents](#)

[Evaluation Start Page](#)

[Logout](#)

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](#)

This control would display the first document to be printed. The system should iterate over the documents selected until all selected documents are printed.

Approved

Observation Score Collection Sheet for REIL
Learning Observation Instrument

Print
Close

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



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

| Dates: | Observation 1 | | | Observation 2 | | |
|--------|---------------|-----|------|---------------|-----|------|
| | 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 | | | | | | |

Spawned Window



Learning Observation Analysis Document

Print

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

This page is a spawned window.

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

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 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) | | |

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. | 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

Blank area for evaluator notes.



Search bar



Grade and Subject are combo boxes. MCESA will investigate ETL extraction to populate these dropdowns: v. 1 may be freeform. v2. goal will be to have these as dropdowns. By 10-14 we will have core values. Assignment is free form text

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



Observation Entry Form

Teacher:

Assignment:

Grade Observed:

Subject Observed:

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 | 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"/> <p>Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Task Analysis <input type="checkbox"/> <p>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)</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4b. Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. 4b Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. 8f. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. |
| Connections to Content <input type="checkbox"/> <p>Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students applying interdisciplinary knowledge through the lens of local and global issues. (5b, 5d, 5g)</p> | <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

Page 7

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

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

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

Scores will be populated by selecting the check boxes in the descriptors.

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

These will not print on documents, but it will be stored and can be viewed upon review



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[Print Documents](#)

[Evaluation Start Page](#)

[Logout](#)

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

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.

| Element | 5 | 4 | 3 | 2 | 1 | 0 | Comments |
|---|---|--|---|---|--|--------------------------|----------|
| | Meets Criteria at levels 3, 4, and 5 | Meets criteria at levels 3 and 4 | | | | | |
| Red-Time Assessment <input type="checkbox"/> | Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d) <input checked="" type="checkbox"/> | Assesses at the objective and sub-objective level to measure student progress at the sub-group level. (1a, 6a, 6b, 7d) <input type="checkbox"/> | 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) <input type="checkbox"/> | Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b) <input type="checkbox"/> | Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b) Pre- <input type="checkbox"/> | <input type="checkbox"/> | |

Evaluator Notes: These will not print on the teacher reports

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

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

Scores will be populated by selecting the check boxes in the descriptors.

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

These will not print on documents, but it will be stored and can be viewed upon review



MCESA
Maricopa County Education Service Agency



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 | | | | | |
| Element | 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 | Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. Scaffold 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. Scaffold 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. Scaffold questions to class to guide understanding and clarify misunderstanding. 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Practical / Aligned Activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Feedback during the lesson | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Feedback during the lesson | <input 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

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

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

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

Scores will be populated by selecting the check boxes in the descriptors.

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

These will not print on documents, but it will be stored and can be viewed upon review

Observation Cycle Report

Teacher Name: **Previously Entered**

School Name **Previously Entered**

District Name **Previously Entered**

Elements with no values will have dashes to indicate there is no possible value.

This page is a spawned window.



| Rubric | Element | Date of Session: | | | | Element Totals | Rubric | | Comments |
|--|---|------------------|----------|----------|----------|----------------|---------------|-----------------|---|
| | | 08/10/12 | 08/10/12 | 08/10/12 | 08/10/12 | | 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 | | | |

Save is visible only when Reinforcement and Refinement have values

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

Rubric: Element:

Reinforcement: 256 Character maximum entry

Rubric: Element:

Refinement:

Educator Goal:

Save Close Preview Submit Override Scores

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

Override Scores: Unlocks Scores and takes user to Teacher Entry Page.. Override scores is disabled until Submit has been completed. Override can only be used once per cycle.

Can be submitted only after Reinforcement and Refinement are 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) | Element | Pre | Obs | Post | Sum | Points Possible | | 20 | Comments |
| | Engagement in Meaningful and Appropriate... | | | | 0 | 5 | | | |
| | 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

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.

Summative Cycle Report

Teacher Name:

School Name

District Name



Observation
Cycle 1
Some Assignment
Some Grade
Some Subject

Observation
Cycle 2
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: 130
Points Possible: 230

Summative Total:

| | | | | |
|--|---|----|---|----|
| Professional Responsibilities (Optional) | 0 | 20 | 0 | 20 |
|--|---|----|---|----|

| | | | | |
|---------------|---|-------------------------------------|---|-------------------------------------|
| Reinforcement | Rubric Content | Element Conceptual Understanding | Rubric Content | Element Conceptual Understanding |
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| 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

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

This page is a spawned window. Close below.



Grade and Subject are combo boxes. MCESA will investigate ETL extraction to populate these dropdowns: v. 1 may be freeform. v2. goal will be to have these as dropdowns. By 10-14 we will have core values. Assignment is free form text

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Education Service Agency



Pre Conference Entry Form

Teacher:

Assignment:

Grade Observed:

Subject Observed:

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 | | | | | |
| Task Analysis | Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c) <input checked="" type="checkbox"/> | Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning. (4d, 4f, 7a, 7b, 7c) <input type="checkbox"/> | Lesson objective(s), sub-objective(s), & materials are aligned to 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"/> | |

Evaluator Notes: These will not print on the teacher reports

Submit will be disabled until all required values for all rubrics are submitted. (6.1.4 5,6)

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

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

Scores will be populated by selecting the check boxes in the descriptors.

Browser window should appear upon selection of TASC standards. Maximum One window. This window should close if another is selected.

These will not print on documents, but it will be stored and can be viewed upon review





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MCESA
 Maricopa County Education Service Agency

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Submit will be disabled until all required values for all rubrics are submitted. (6.1.4.5.6)

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.

| Element | 5 | 4 | 3 | 2 | 1 | 0 | Comments |
|---------------------|--|--|---|---|---|--------------------------|----------|
| | Meets Criteria at levels 3, 4, and 5 | Meets criteria at levels 3 and 4 | | | | | |
| 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- | | |
| | <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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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 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 |
|------------------------|--|--|---|--|--|---|----------|
| Element | 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 | Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. | Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. | 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, 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 | 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, 8f) | 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) | | | | | |

Evaluator Notes: These will not print on the teacher reports

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