

How to Score a Four

This document is an extension of the Teacher Self-Assessment Guide from the PUHSD Teacher Observation Instrument. The prompts listed below are deeply reflective and designed to assist teachers in elevating scores to Highly Effective in each evaluation standard.

<u>The Learner and Learning</u>			
Pre.	Obs.	Post.	<u>Planning for the Learner and Learning – To score a 4, you must show:</u>
<input type="checkbox"/> Instruction that is clearly structured and planned.	<input type="checkbox"/> Varied instructional tasks: <ul style="list-style-type: none"> ○ 2 or more tasks that involve different learning styles (writing activity, reading activity, pair/share, etc.) 	<input type="checkbox"/> Accommodations and modifications for sub-groups which may include: <ul style="list-style-type: none"> ○ Differentiated assignments ○ Choices during activities ○ Grouping students by using data ○ Documentation in the Class Profile 	<input type="checkbox"/> Rules and procedures: <ul style="list-style-type: none"> ○ Refer to your class rules and class procedures ○ Plan for Success is utilized and appropriate
<input type="checkbox"/> Resources and materials: <ul style="list-style-type: none"> ○ Copies of any PowerPoints or worksheets being used ○ List of other materials ○ Use of a variety of teaching tools to drive instruction 			
Pre.	Obs.	Post.	<u>Learner Development and Differences – To score a 4, you must show:</u>
<input type="checkbox"/> Instruction is: <ul style="list-style-type: none"> ○ Developmentally appropriate ○ At the correct level of difficulty for students ○ Takes into account <u>prior learning, interests, differences, and needs</u> 		<input type="checkbox"/> Knowledge of students' prior learning, interests, differences and needs is applied to enable individual students to advance their learning.	
Pre.	Obs.	Post.	<u>Learner Engagement and Application – To score a 4, you must show:</u>
<input type="checkbox"/> 85% of students are engaged in: <ul style="list-style-type: none"> ○ At least 2 collaborative activities <ul style="list-style-type: none"> • This includes groups of 2 or more • Whole class collaboration or small groups/pairs • Student discussion and/or debate 		<input type="checkbox"/> Learner interaction with a real-world application <ul style="list-style-type: none"> ○ Accessing, interpreting, evaluating, and/or applying information ○ Discussion and/or debate ○ Students are communicating and demonstrating learning targets 	
Pre.	Obs.	Post.	<u>Learning Climate – To score a 4, you must show:</u>
<input type="checkbox"/> A teacher-facilitated safe, supportive, and respectful learning climate on individual and group levels. <ul style="list-style-type: none"> ○ Students and teacher exhibit mutual respect ○ Students are following classroom rules and procedures 			
Pre.	Obs.	Post.	<u>Managing Learning Resources– To score a 4, you must show:</u>
<input type="checkbox"/> Effective use of materials and time: <ul style="list-style-type: none"> ○ Transition time between activities should be fluid ○ Lesson should include time to model, demonstrate and practice learning targets 			

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<u>Content Knowledge</u>			
Pre.	Obs.	Post.	<u>Use of Resources to Support Content Literacy – To score a 4, you must show:</u>
<input type="checkbox"/> Activities that encourage understanding and application of the standards: <ul style="list-style-type: none"> ○ Thinking Maps ○ Graphing ○ Calculators ○ Skits ○ Poems ○ Drawings/illustrations 	<input type="checkbox"/> Effective opportunities for students to: <ul style="list-style-type: none"> ○ Learn and practice ○ Use Academic Language ○ Read and analyze informational text(s) 	<input type="checkbox"/> 85% of learners demonstrate proficiency of the lesson objectives by having students create their own representations and/or explanations. <ul style="list-style-type: none"> ○ Projects ○ Presentations ○ Assessments (teacher/self/peer) ○ Collaborative opportunities 	<input type="checkbox"/> Students use research-based literacy and/or communication strategies including, but not limited to, the following: <ul style="list-style-type: none"> ○ Regular opportunities to <u>read developmentally appropriate text closely</u> (including read alouds) and ask and answer text-dependent questions are present. ○ <u>Text-based discussion and/or writing</u> in response to developmentally appropriate texts are present. ○ The presence and application of <u>academic language</u> (i.e., content-related foundational vocabulary) in the classroom.
Pre.	Obs.	Post.	<u>Presentation of Content – To score a 4, you must show:</u>
<input type="checkbox"/> Content is accurate and aligned to the curriculum <ul style="list-style-type: none"> ○ Objective is aligned to appropriate standards ○ Objectives are broken down into smaller chunks ○ Objectives are scaffolded and built upon prior knowledge 	<input type="checkbox"/> Planning for assumptions or misconceptions is evident. <ul style="list-style-type: none"> ○ Monitoring and adjusting ○ Acknowledge with the students prior misconceptions or assumptions ○ Questioning to refine and redirect if necessary 	<input type="checkbox"/> Lessons are relevant and include: <ul style="list-style-type: none"> ○ Interdisciplinary connection and application ○ Developmentally appropriate materials ○ Differentiated learning opportunities 	
Pre.	Obs.	Post.	<u>Application of Content Knowledge – To score a 4, you must show:</u>
<input type="checkbox"/> A variety of instructional methods and/or theories are utilized: <ul style="list-style-type: none"> ○ Skills necessary for application of content are taught ○ Different needs of learners are addressed through appropriate, individualized interventions 	<input type="checkbox"/> For lessons/units, Key Shifts to Common Core have been considered and included, as needed, to increase learning: <ul style="list-style-type: none"> ○ <u>Close Reading, Text-based Evidence, Academic Vocabulary*</u> 		<input type="checkbox"/> Units or longer lesson include, as needed, to increase learning: <ul style="list-style-type: none"> ○ <u>Balance of Texts and Balance of Writing*</u>
<p><i>*Definitions and clarifications for these Key Shifts can be found on the EQuIP Rubric for Lessons & Units: ELA/Literacy, which can be found in the Teacher Evaluation Toolbox 2013-14>>Alignment with Common Core State Standards.</i></p>			

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<u>Assessment</u>					
Pre.	Obs.	Post.	<u>Assessment Use and Alignment- To score a 4, you must show:</u>		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Planning for Formative and Summative assessments: <ul style="list-style-type: none"> ○ Plan for assessments beyond the individual lesson </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Assessments that: <ul style="list-style-type: none"> ○ Tightly align with curriculum and learning targets (objectives) ○ Meet the needs of the students </td> </tr> </table>				<ul style="list-style-type: none"> <input type="checkbox"/> Planning for Formative and Summative assessments: <ul style="list-style-type: none"> ○ Plan for assessments beyond the individual lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessments that: <ul style="list-style-type: none"> ○ Tightly align with curriculum and learning targets (objectives) ○ Meet the needs of the students
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Pre.	Obs.	Post.	<u>Student Self-Assessment- To score a 4, you must show:</u>		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Students deliberately, consistently, and thoughtfully pre-assess learning targets and plan for learning: <ul style="list-style-type: none"> ○ Students use rubrics, sequential checklists, and other tools to self-assess ○ Systems are in place for student examination of learning targets, work and assessment results (KWL, GRO, Thinking Maps, etc.) </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Students collaborate with other students for growth <ul style="list-style-type: none"> ○ Student groups are strategically organized to elicit peer interaction and assessment. </td> </tr> </table>				<ul style="list-style-type: none"> <input type="checkbox"/> Students deliberately, consistently, and thoughtfully pre-assess learning targets and plan for learning: <ul style="list-style-type: none"> ○ Students use rubrics, sequential checklists, and other tools to self-assess ○ Systems are in place for student examination of learning targets, work and assessment results (KWL, GRO, Thinking Maps, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Students collaborate with other students for growth <ul style="list-style-type: none"> ○ Student groups are strategically organized to elicit peer interaction and assessment.
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Pre.	Obs.	Post.	<u>Appropriate Assessment- To score a 4, you must show:</u>		
<ul style="list-style-type: none"> <input type="checkbox"/> Systematic preparation and accommodation for all learners toward academic assessments and/or particular programs. <ul style="list-style-type: none"> ○ Assessments are appropriate for the levels of students and the content being taught. 					
Pre.	Obs.	Post.	<u>Utilizing Appropriate Data- To score a 4, you must show:</u>		
<ul style="list-style-type: none"> <input type="checkbox"/> Systematic application of data to promote effective assessment <ul style="list-style-type: none"> ○ Data gathered from assignments, assessments, and activities guide planning for future instruction and assessment. 					

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<u>Instructional Practices</u>						
Pre.	Obs.	Post.	<u>Lesson Organization– To score a 4, you must show:</u>			
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporation of school-wide initiatives identified in the CIP <input type="checkbox"/> A variety of instructional strategies used throughout lesson to reach all learning types <input type="checkbox"/> Common Core standards are evident throughout lesson </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Objectives that are: <ul style="list-style-type: none"> ○ Relevant and sequential ○ Meet CIP and content standards ○ Designed, implemented and monitored ○ Demonstrated in multiple ways </td> <td style="width: 33%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Real-time assessments are used to: <ul style="list-style-type: none"> ○ Effectively measure individual student progress In a pre-conference as documentation of real-time assessments ○ Meet individual needs </td> </tr> </table>				<ul style="list-style-type: none"> <input type="checkbox"/> Incorporation of school-wide initiatives identified in the CIP <input type="checkbox"/> A variety of instructional strategies used throughout lesson to reach all learning types <input type="checkbox"/> Common Core standards are evident throughout lesson 	<ul style="list-style-type: none"> <input type="checkbox"/> Objectives that are: <ul style="list-style-type: none"> ○ Relevant and sequential ○ Meet CIP and content standards ○ Designed, implemented and monitored ○ Demonstrated in multiple ways 	<ul style="list-style-type: none"> <input type="checkbox"/> Real-time assessments are used to: <ul style="list-style-type: none"> ○ Effectively measure individual student progress In a pre-conference as documentation of real-time assessments ○ Meet individual needs
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Pre.	Obs.	Post.	<u>Reflection of Instruction– To score a 4, you must show:</u>			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Systematic analysis of the effectiveness of the instruction and articulate how the results will guide future lessons. <ul style="list-style-type: none"> ○ How do you use classroom data to determine instruction effectiveness? ○ Is your next lesson determined using these results? </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment data that identifies trends and individual learning gaps. <ul style="list-style-type: none"> ○ Are you getting to the individual level? ○ Are you able to identify specific learning gaps and find the appropriate intervention for these gaps? </td> </tr> </table>				<ul style="list-style-type: none"> <input type="checkbox"/> Systematic analysis of the effectiveness of the instruction and articulate how the results will guide future lessons. <ul style="list-style-type: none"> ○ How do you use classroom data to determine instruction effectiveness? ○ Is your next lesson determined using these results? 	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment data that identifies trends and individual learning gaps. <ul style="list-style-type: none"> ○ Are you getting to the individual level? ○ Are you able to identify specific learning gaps and find the appropriate intervention for these gaps? 	
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Pre.	Obs.	Post.	<u>Monitor and Adjust– To score a 4, you must show:</u>			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Checking for understanding and questioning strategies: <ul style="list-style-type: none"> ○ Student questioning skills ○ Metacognition techniques ○ Purposeful questioning is used to refine, redirect and possibly re-teach ○ Immediate and clear feedback is given to all students </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input type="checkbox"/> Instruction is adjusted to meet the needs of individual learners: <ul style="list-style-type: none"> ○ Student feedback is used to measure levels of understanding and progress toward identifying and/or bridging learning gaps. ○ Instruction is continuously monitored and adjusted throughout lessons and over time. </td> </tr> </table>				<ul style="list-style-type: none"> <input type="checkbox"/> Checking for understanding and questioning strategies: <ul style="list-style-type: none"> ○ Student questioning skills ○ Metacognition techniques ○ Purposeful questioning is used to refine, redirect and possibly re-teach ○ Immediate and clear feedback is given to all students 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction is adjusted to meet the needs of individual learners: <ul style="list-style-type: none"> ○ Student feedback is used to measure levels of understanding and progress toward identifying and/or bridging learning gaps. ○ Instruction is continuously monitored and adjusted throughout lessons and over time. 	
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Pre.	Obs.	Post.	<u>Collaboration/Student to Student Engagement– To score a 4, you must show:</u>			
<ul style="list-style-type: none"> <input type="checkbox"/> Use of multiple instructional strategies at the group level (2 or more students): <ul style="list-style-type: none"> ○ Learners utilize group level collaboration to assess, interpret, evaluate, and/or apply information ○ Students engage in collaborative learning (small groups, whole group, pairs, etc.) ○ Student-to-student dialogue is encouraged (e.g., debate, discussion, etc.). ○ Some examples of student-to-student collaboration are: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Think-Pair-Share • Socratic Seminar • Philosophical Chairs • Four Corners </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Group Projects • Role Playing • Literary Circles • Reader Response • Peer Editing </td> </tr> </table> 				<ul style="list-style-type: none"> • Think-Pair-Share • Socratic Seminar • Philosophical Chairs • Four Corners 	<ul style="list-style-type: none"> • Group Projects • Role Playing • Literary Circles • Reader Response • Peer Editing 	
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