

# Best Practice Framework New York

Theme: **Monitoring, Compilation, Analysis, & Use of Data**  
Level: **School**

**National Center for  
Educational  
Accountability**  
national sponsor of **Just for the Kids**  
<http://www.just4kids.org>

Practice: **Monitor teacher performance and student learning**

Instructional leaders use this rubric to observe and provide detailed reports to teachers.

Superintendent of Schools

Assistant Superintendent  
for Curriculum & Instruction

Assistant Superintendent  
for Business

## TEACHER OBSERVATION

Teacher: \_\_\_\_\_

Date of Pre-Conference: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Date of Post Conference: \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Observer's Signature

\_\_\_\_\_  
Date

(Teacher comments may be attached)



*"To empower all students to reach their full potential"*

Teacher \_\_\_\_\_  
 School \_\_\_\_\_  
 Subject \_\_\_\_\_  
 Observer \_\_\_\_\_

Grade \_\_\_\_\_  
 Date \_\_\_\_\_  
 Period \_\_\_\_\_

**Planning & Preparation**

	EVIDENCE	LIMITED	DEVELOPING	PROFICIENT	DISTINGUISHED	GOALS/ STRATEGIES
<b>Knowledge of Students' Varied Approaches to Learning</b>		Unfamiliar with learning styles of students	Demonstrates awareness of different learning styles. Limited use of student grouping.	Includes a variety of different learning styles in designing each lesson, attempting to match students' needs.	Designed activities match with learning styles of students in class(es). Teacher can explain rationale for selected activities. Excellent use of grouping.	
<b>Knowledge of Student interests, Experiences, and Information Base</b>		Displays little knowledge of student interests and knowledge. Unaware of student results on state and local assessments.	Recognizes the value of student interests and knowledge displayed in previous lessons and attempts to utilize it in their planning. Aware of student results in state and local assessments.	Consistently gathers and utilizes information about student interests and knowledge. Uses the results of state and local assessments.	Utilizes students' interests, experience, and knowledge as resource to enhance learning for all. Uses all data to adjust teaching.	
<b>Selecting Instructional Objectives and Essential Question</b>		Instructional objectives are unclear and do not reflect important learning nor do they reflect the QUFSD curriculum map.	Instructional objectives reflect an awareness of state standards and QUFSD curriculum map. (Builds lessons in an organized fashion.)	Writes clearly articulated instructional objective which match the state standards and QUFSD curriculum map in an organized method.	Writes clearly articulated instructional objective which match the state standards and QUFSD curriculum map in an organized method. Students can verbalize connection between goals and classroom activities.	
<b>Knowledge of Resources for Teaching</b>		Unaware of resources available through the school district.	Seeks to use district resources available within the classroom.	Utilizes resources from school district and local community to enhance student learning.	Actively seeks resources from schools district, local, and global communities to maximize instruction and students learn to access resources.	
<b>Knowledge of Technology Resources</b>		Unaware of technology resources available through the school district.	Seeks to use district technology available within the classroom.	Utilizes technology resources from school district and local community to enhance student learning.	Actively seeks technology resources from schools district, local, and global communities to maximize instruction and students learn to access technology resources and display results.	
<b>Designing Assessment</b>		Teacher assessment not appropriate to student needs and level of understanding. Do not reflect QUFSD curriculum maps.	Recognizes necessity for appropriate assessment of student learning and the QUFSD curriculum map.	Develops assessment appropriate to student needs and the QUFSD curriculum map communicates clearly to student what assessment will reveal.	Develops appropriate classroom assessment; uses and analyzes assessment results for future lesson planning. Students are involved in self-assessment and planning.	

Teacher \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Date \_\_\_\_\_  
 Subject \_\_\_\_\_ Period \_\_\_\_\_  
 Observer \_\_\_\_\_

**Planning & Preparation Continued**

	EVIDENCE	LIMITED	DEVELOPING	PROFICIENT	DISTINGUISHED	GOALS/ STRATEGIES
<b>Planning Units</b>		Unit plans are not evident. Lessons without integration.	Unit plans are available including standards, activities, and assessments.	Unit plans clearly articulate understanding; essential questions and performance tasks.	Students are knowledgeable about unit plans and able to self-assess performance tasks.	
<b>Substitute Units</b>		Plans are not available or are inappropriate.	Generic plans are available with accurate schedules.	Plans are continually updated to be academically appropriate.	Students are aware of appropriate plans and able to assist with implementation.	

Teacher \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Date \_\_\_\_\_  
 Subject \_\_\_\_\_ Period \_\_\_\_\_  
 Observer \_\_\_\_\_

**Instruction**

	EVIDENCE	LIMITED	DEVELOPING	PROFICIENT	DISTINGUISHED	GOALS/ STRATEGIES
<b>Knowledge of Content</b>		Makes content errors. Doesn't correct content errors students make.	Displays basic content knowledge. Consistently corrects student content errors.	Displays solid knowledge. Consistently corrects student errors and encourages student self-correction.	Displays extensive content knowledge with evidence of continuing pursuit of such knowledge. Student appropriately self-correct content errors.	
<b>Knowledge of Content Integration</b>		No connection between specific content and other parts of the discipline.	Does not articulate connections with other parts of discipline or with other disciplines.	Makes connections between content and other parts of discipline and other disciplines.	Connects content to other parts of discipline, other disciplines, and to world beyond school. Students begin to make connections and pursue independent study.	
<b>Lesson Delivery</b>		No evidence of a clear objective. Lesson lacks sequence and learning strategies. Lesson lacks closure.	Had an objective for lesson. Lesson is logically sequenced with anticipatory set and closure. Strategies are sufficient.	Communicates clear objective for lesson to students. Lesson proceeds in logical sequence aligned with objectives. Uses strategies that reflect higher level thinking skills and problem solving skills that enhance student learning. Essential questions are evident.	Students can verbalize objectives of lesson. Lesson is aligned with objectives and integrated into previous and future lessons. Uses diverse, interesting, and challenging strategies throughout lesson that reflect high and level thinking skills, problem solving skills and latest research on learning. Essential questions are guiding link.	
<b>Learning Activities</b>		Learning activities do not support instructional goals.	Learning activities are usually suitable for instructional goals. Some students are engaged.	Learning activities are sequential and pertinent to students and instructional goals. All students are engaged.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole, engaging student, and reflecting recent professional research. Universal engagement.	
<b>Questioning</b>		Questions are virtually all at knowledge recall level and addressed by only a few students. Does not allow sufficient wait time.	Involves most students; offers limited wait time.	Uses a variety of question types in logical sequence to encourage higher level thinking from all students. Adequate time is available for students to respond.	uses a variety of question types in logical sequence to encourage higher level thinking from all students with adequate time for students to give extended response. Students' questions indicate high level thinking	

Teacher \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Date \_\_\_\_\_  
 Subject \_\_\_\_\_ Period \_\_\_\_\_  
 Observer \_\_\_\_\_

**Instruction Continued**

	EVIDENCE	LIMITED	DEVELOPING	PROFICIENT	DISTINGUISHED	GOALS/ STRATEGIES
<b>Lesson Adjustment</b>		Adheres rigidly to instructional plan, even when change will clearly improve lesson.	Recognizes the need to adjust lesson.	Attempts to adjust lesson and pacing with adequate results.	Makes appropriate adjustments which enhance student learning.	
<b>Assessment Criteria and Standards</b>		Content and methods of assessment lack congruence with instructional goals. No regard to analysis of assessment data.	Assessment criteria and standards are congruent, but not clearly articulated to students. Assessment data is collected.	Assessment criteria and standards are congruent and have been articulated to the students from the beginning of the task. Assessment data is used to drive interaction.	Assessment criteria and standards are congruent and have been clearly articulated to students throughout task. Evidence that students contributed to the development of criteria and standards. Consistently uses data analysis to drive instruction.	
<b>Persistence in Seeking Student Success</b>		When student has difficulty learning, gives up or blames student or environment for student's lack of success.	has only a limited repertoire of instructional strategies to use when students encounter difficulty.	Seeks new approaches for students who have difficulty learning. Possesses and implements moderate repertoire of strategies.	Persists in seeking effective approaches for students who need help, using extensive repertoire of strategies and soliciting additional resources from the school.	
<b>Managing Resources for Students</b>		Materials and resources do not support instructional goals or engage students in meaningful learning.	Some materials and resources are relevant to instructional goals and students.	Materials and resources support instructional goals and provide meaningful engagement of students.	Materials and resources enhance instructional goals and provide meaningful engagement of students. Students participate in selecting and/or adapting material.	
<b>Managing Technology Resources for Students</b>		Technology materials and resources do not support instructional goals or engage students in meaningful learning.	Some technology materials and resources are relevant to instructional goals and students.	Technology materials and resources support instructional goals and provide meaningful engagement of students.	Technology materials and resources enhance instructional goals and provide meaningful engagement of students. Students participate in selecting and/or adapting material.	

Teacher \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Date \_\_\_\_\_  
 Subject \_\_\_\_\_ Period \_\_\_\_\_  
 Observer \_\_\_\_\_

**Classroom Environment**

	EVIDENCE	LIMITED	DEVELOPING	PROFICIENT	DISTINGUISHED	GOALS/ STRATEGIES
<b>Teacher Interaction with Students</b>		Interaction with a student is negative, demeaning, sarcastic, or inappropriate. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate. Absence of favoritism, sarcasm, and/or negative remarks. Respect for teacher is inconsistent.	Teacher-student interactions are friendly and demonstrate genuine warmth, caring, and respect. Students exhibit respect for teacher.	Teacher-student relationship is characterized by genuine caring support and respect for individual students. All student exhibit respect for the teacher and their peers.	
<b>Classroom Management</b>		Inefficient management of time.	Time-management causes students to be sometimes off task.	Manages time on task and incorporates strategies that keep students' attention on learning.	Manages time and students to foster student self-direction and learning.	
<b>Classroom Environment/ Character Education</b>		Student interactions are characterized by conflict, sarcasm, and put-downs.	Students do not demonstrate negative behaviors toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and implement all character education elements.	
<b>Physical Environment</b>		Physical environment sometimes interferes with learning.	Physical environment does not interfere with learning. Appropriate visual stimuli.	Classroom environment is stimulating. It reflects the curriculum and student performance.	Physical environment enhances learning. Student performances are continually being highlighted.	

Teacher \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ Date \_\_\_\_\_  
 Subject \_\_\_\_\_ Period \_\_\_\_\_  
 Observer \_\_\_\_\_

**Professional Responsibility**

	EVIDENCE	LIMITED	DEVELOPING	PROFICIENT	DISTINGUISHED	GOALS/ STRATEGIES
<b>Communication</b>		Does not communicate with all constituent groups or communicates inappropriately	Communicates with constituent groups at designated times during the school year in an appropriate manner.	Frequently communicates with colleagues, parents, and community with information spoken and written that is appropriate, clear, and concise. Incorporates technology.	Frequently communicates with colleagues, parents, and community with written or spoken information that incorporates student generated material. Consistently uses technology in communication.	
<b>Research</b>		Shows no evidence of knowledge of current research in learning, higher level thinking skills and/or problem solving skills.	Aware of current research in learning and brain development.	Planning and class activities show evidence of understanding of latest research in learning skills, higher level thinking skills, and problem solving skills.	Keeps abreast of the up-to-date literature involving learning research, higher level thinking skills, and problem solving. Applies principles in his/her teaching and communicates these to students and parents.	
<b>Professional Growth</b>		Does not attend workshops, conferences, in-service, or participate on committees.	Attends workshops, in-services, and committees sponsored by district.	Contributes to classroom and district as a result of his/her continued professional growth and committee leadership.	Contributes and initiates significant professional activities that enhance student learning (maintains membership in professional organizations). As a result of continued professional development, teacher initiates and contributes to the district significant activities that enhance student learning.	
<b>Academic Background</b>		Displays lack of content, knowledge, methodologies, and technology skills to provide basic subject matter understanding.	Displays sufficient content knowledge and methodologies to present the material in a clear manner. Uses technology and resources occasionally.	Exhibits content knowledge and methodologies to maintain students' interest in the study of the subject matter. Demonstrates technological knowledge and encourages student use.	Exhibits strong content knowledge and methodologies necessary to motivate students to continue their study of subject matter. Uses and involves students in the use of technology and appropriate resources to enhance the content.	
<b>Interaction with Staff</b>		Makes no effort to interact with staff.	Maintains cordial relationship with colleagues to fulfill goals of school.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiatives in assuming leadership among faculty.	
<b>Reflecting on Teaching</b>		Teacher does not know if lesson was effective and makes no suggestion.	Teacher generally aware of lessons' effectiveness and can make general suggestions.	Teacher makes accurate assessment of lesson and makes a few specific suggestions.	Teacher makes thoughtful accurate assessments and has extensive repertoire of alternatives.	
<b>Response to Constructive Feedback</b>		Sees constructive feedback as a personal attack and/or ignores it.	Is resistant to making changes based on constructive feedback.	Takes steps to make changes of practice in response to constructive feedback.	Views constructive feedback as a learning opportunity and seeks it to improve practice.	