Content

Formative Assessment

Instructional Strategies

Learner Engagement

Learning Community

Professional Responsibilities

Learning Observation Instrument Handbook

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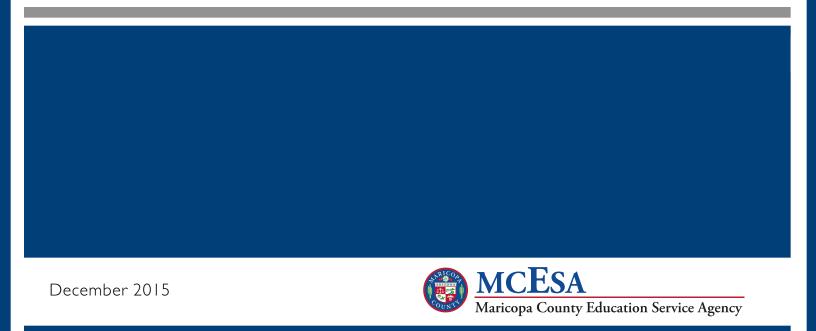
Rewarding Excellence in Instruction and Leadership (REIL) and Rewarding Excellence in Instruction and Leadership- The Next Generation (REIL-TNG) are initiatives of the Maricopa County Education Service Agency (MCESA) and 13 partner school districts.
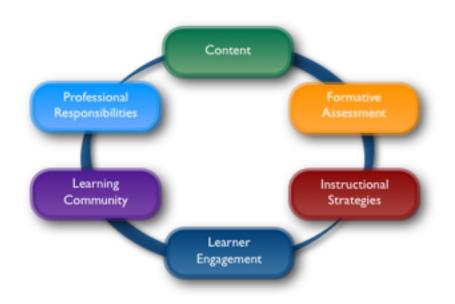
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The Learning Observation Instrument (LOI)

The REIL Learning Observation Instrument (LOI) is the result of a collaborative effort to create a cross-district teacher observation tool to be used as part of a performance-based evaluation system. It is a research-based instrument designed to define effective teaching practices, encourage dialogue about instruction, and support differentiated areas for professional growth. The LOI meets the requirements for Arizona's legislation regarding the evaluation process and implementation of a high quality teacher observation instrument. Using the LOI, your assigned evaluator(s) will conduct scheduled observation cycles and provide rubric-based scores five times over the course of the school year.

The LOI is composed of six rubrics which contain specific elements and descriptors. The initial five rubrics are implemented and scored across districts and comprise the observation portion of the REIL score. These rubrics are: Content, Formative Assessment, Instructional Strategies, Learner Engagement, and Learning Community. The sixth rubric, Professional Responsibilities, is scored at the discretion of each district.

Each rubric contains elements specific to identified areas of instructional practice. There are a total of twenty-one elements scored during one of the three process stages of the observation cycle: pre-conference, observation, and post-conference.

Structure of the Learning Observation Instrument

A The highlighted gray bar near the top identifies the rubric and cites the InTASC standards. Directly below the gray bar is the "purpose statement" for the rubric.

B Below the purpose statement you will see a color-coded bar. This bar lists the differentiated performance levels, 0-5. Level 3 represents a "proficient" rating.

C At the top of the column on the left hand side of the page is the word "element." Each rubric contains several elements. For example, the Formative Assessment Rubric contains the following elements: Real Time Assessment, Student Progress and Correct Level of Difficulty.

D Each element is defined by descriptors, which describe teacher and student actions.

E The last component is the setting. In the left hand column, each element connects to a trio of vertical bars titled Pre-Conference, Observation, and Post-Conference. These vertical bars indicate the process stage(s) during the observation cycle in which each element is scored.

Observation Settings

The shaded areas in each rubric reflect the process stage during which each element is scored, also referred to as the setting. For example, in the Content rubric, the Task Analysis element is scored in both the pre-conference and classroom observation settings, whereas Conceptual Understanding and Connections to Content are only scored in the classroom observation setting.

Content			
Pre	Obs	Post	Conceptual Understanding
Pre	Obs	Post	Task Analysis
Pre	Obs	Post	Connections to Content
Pre	Obs	Post	Content Accessibility

Formative Assessment			
Pre	Obs	Post	Real-Time Assessment
Pre	Obs	Post	Student Progress
Pre	Obs	Post	Correct Level of Difficulty

Instructional Strategies			
Pre	Obs	Post	Teacher Role
Pre	Obs	Post	Instructional Approach
Pre	Obs	Post	Practice/Aligned Activity
Pre	Obs	Post	Feedback
Pre	Obs	Post	Monitor and Adjust
Pre	Obs	Post	Analysis of Instruction

The Learner Engagement Rubric			
Pre	Obs	Post	Student-to-Student Interaction
Pre	Obs	Post	Teacher-to-Student Interaction
Pre	Obs	Post	Authentic Engagement
Pre	Obs	Post	Critical Thinking

The Learning Community Rubric			
Pre	Obs	Post	Routines and Procedures
Pre	Obs	Post	Responsibility for Learning
Pre	Obs	Post	Monitoring and Responding to Student Behavior
Pre	Obs	Post	Relationships

Performance Levels

The Learning Observation Instrument contains six performance levels (0-5) that serve to differentiate instructional effectiveness. Level 3 is considered to be proficient. The triple line is used as a visual indicator to signal the relationship that exists between levels 3, 4, and 5. In order to receive a "4" for a specific element, a teacher has to demonstrate all of the descriptor language included in level 3 as well as level 4. In order to receive a "5" for a specific element, a teacher has to demonstrate all of the descriptor language included in levels 3 and 4, as well as level 5.

The Observation Cycle

Cycle Overview

The observation cycle (pre-conference, observation, and post-conference) is an opportunity for teachers and evaluators to have on-going communication regarding instruction five times over the course of the school year. All cycles collectively contribute to the final REIL score.

Pre-Conference

The purpose of the pre-conference is to create a setting in which the teacher articulates the plans and rationale for the upcoming lesson that will be observed by the evaluator, including lesson objectives and expected outcomes. This discussion allows the evaluator to determine how effectively the teacher plans for task-analysis, content accessibility, real-time assessment, and correct level of difficulty. During the pre-conference, the evaluator might script the conversation and ask clarifying questions. The evaluator might also provide feedback regarding the upcoming lesson. The pre-conference will be scored on the 4 pre-conference elements of the LOI.

The
Learning
Observation
Cycle

Pre-Conference

Post-Conference

Observation

Observation

The observation is an opportunity for the teacher to present a complete lesson as discussed in the pre-conference. The evaluator will observe the lesson within three school days of the pre-conference.   During the observation, the evaluator will script the lesson as well as students' responses and actions. The observation will be scored on the 16 observation elements of the LOI.

Post-Conference

The purpose of the post-conference is to create a setting in which the teacher analyzes the lesson, demonstrates attributes that indicate scores on the post-conference elements, receives a reinforcement and refinement, and reviews observation and post-conference element scores.

The evaluator may ask questions for clarification, review any data and artifacts that are presented, and script the discussion. The evaluator will offer a reinforcement and refinement from the observation and discuss other areas of the LOI as needed. The post-conference will be scored on the 2 post-conference elements of the LOI.

Scheduling Guidelines

Pre-Conference	20-30 minutes	1-3 school days before observation
Observation	One complete lesson	
Post-Conference	30-40 minutes	1-5 school days after observation

Related Documents

Appendix A
The Learning Observation Instrument At A Glance

The REIL Learning Observation Instrument

At A Glance

The Learning Observation Cycle

Pre-Conference

Post-Conference

Observation

The 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.

Pre	**Obs**	Post	Conceptual Understanding
Pre	**Obs**	Post	Task Analysis
Pre	**Obs**	Post	Connections to Content
Pre	Obs	Post	Content Accessibility

The Instructional Strategies Rubric

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.

Pre	**Obs**	Post	Teacher Role
Pre	**Obs**	Post	Instructional Approach
Pre	**Obs**	Post	Practice/Aligned Activity
Pre	**Obs**	Post	Feedback
Pre	**Obs**	Post	Monitor and Adjust
Pre	Obs	**Post**	Analysis of Instruction

The 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.

Pre	Obs	Post	Real-Time Assessment
Pre	Obs	**Post**	Student Progress
Pre	Obs	Post	Correct Level of Difficulty

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The Learner Engagement Rubric

The Learner Engagement rubric is designed to support teachers with establishment of classroom environments that support authentic engagement in learning. The effective teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self–direction and ownership of learning. The teacher collaborates with learners to develop shared values and expectations for rigorous academic discussions, and individual and group responsibility for quality work. Engagement is both student–to–student and teacher–to–student, and is grounded in development of critical thinking skills focused on content specific process skills. This facilitates authentic engagement where students are not just compliant, but can see a connection between the assigned task and the results/outcomes, and that there is clear meaning and personal relevance.

Pre	Obs	Post	Student-to-Student Interaction
Pre	Obs	Post	Teacher-to-Student Interaction
Pre	Obs	Post	Authentic Engagement
Pre	Obs	Post	Critical Thinking

The Learning Community Rubric

The Learning Community rubric is designed to support teachers with establishment of a classroom learning environment that supports individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self–motivation. The learning environment must motivate student learning through establishing interest, providing choices, making relevant connections, building understanding, assessing learning outcomes, developing close teacher–learner relationships, and creating a sense of belonging between and among learners. The teacher collaborates with learners to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

Pre	Obs	Post	Routines and Procedures
Pre	Obs	Post	Responsibility for Learning
Pre	Obs	Post	Monitoring and Responding to Student Behavior
Pre	Obs	Post	Relationships

The Professional Responsibilities Rubric

The Professional Responsibilities rubric is designed to identify appropriate professional responsibilities in the context of the other rubrics embedded in the Learning Observation Instrument. The effective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The effective teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Engagement in Meaningful and Appropriate Professional Learning Opportunities
Collaboration with Colleagues
Engagement with Families
Leadership

Appendix B
Teacher Pre-Conference Forms

Teacher Pre-Conference Notes

Date: _____ Teacher Name: _____ Evaluator Name: _____

Content – Task Analysis
How have you task analyzed and sequenced the lesson objective?

Be prepared to discuss...	Be prepared to share...
• The rationale behind your objective/sub-objectives • The sequence of your lesson (organization of content) • Your plan to teach/facilitate each sub-objective of the lesson • Connection of prior learning to objective/sub-objectives • *Sub-objectives to be taught in this lesson, to show you have anticipated student misconceptions related to background knowledge, vocabulary and/or processes* • *The connection of this lesson and sub-objectives to the overall unit and year-long planning*	• Lesson Plan(s) • Evidence of sub-objectives in your lesson plan • Lesson materials that align to the objective and content standards • Planning materials (ie. pacing guides, curriculum maps, unit plans)

Teacher Notes:

Content – Content Accessibility

How is the content accessible for all students? Share assessment data that determined the modifications you made for the lesson.

Be prepared to discuss...	Be prepared to share...
• Your plan for making content accessible to all students • Identified sub-groups • The materials and strategies you will use to scaffold instruction • The evidence and data which determined content accessibility • *Assessment data and relevant literacy data used to plan for sub groups and/ or individual students*	• Lesson Plan(s) • Materials and resources • IEPs, ILLPs • Relevant assessment data including formative assessments

Teacher Notes:

Formative Assessment - Real-Time Assessment

What real-time assessments do you plan to use throughout the lesson in order to measure student progress towards your lesson objective?   How have you identified your sub-groups of students?

Be prepared to discuss...	Be prepared to share...
• The real-time assessments you plan to use at each sub-objective (How do you plan to assess students during and at the end of the lesson?) • The appropriateness of your real-time assessments that allow for an overt response from students during and at the end of the lesson • Your plan to review student responses to the real-time assessments in order to adjust instruction • Identified sub-groups of students • *Assessments that will be used for sub-groups of students* • *Real-time assessments that measure individual student progress towards the lesson sub-objectives*	• Lesson Plan(s) • Evidence of real time assessments in your lesson plan for key sub-objectives • Copies of real-time assessments (if applicable) • Possible monitoring documents (ie. checklist, seating chart)

Teacher Notes:

Formative Assessment - Correct Level of Difficulty

What is your evidence that your real-time assessments are at the correct level of difficulty?

Be prepared to discuss...	Be prepared to share...
• Evidence and rationale for the chosen level of difficulty • Pre-assessments and/or prior assessments • Data and student work • *Sub-group considerations regarding level(s) of difficulty* • *Individual student considerations regarding level(s) of difficulty*	• Lesson Plan(s) • Pre/Prior assessments (ie. Formative assessments, summative assessments) • Student work

Teacher Notes:

Appendix C
Teacher Post-Conference Forms

Teacher Post -Conference Notes

Date: _____   Teacher Name:_____   Evaluator Name:_____

Instructional Strategies – Analysis of Instruction

How have you reflected upon your instruction to ensure increased student learning for the next lesson?

Be prepared to discuss...	**Be prepared to share...**
- The strengths of your lesson - The weaknesses of your lesson - Your next steps based on your student work - *Your next steps for your sub-groups* - *Your long range plans for increasing each student's learning within this content discipline*	- Student work/assessments - Curriculum map/Pacing Guide - Grouping structures

Teacher Notes:

Formative Assessment - Student Progress

How do you know your students made progress and/or mastery toward the lesson objective? Share your evidence and data.

Be prepared to discuss...	Be prepared to share...
• Your data reflecting academic growth towards and/or mastery of the lesson objective • The progress your students have made towards the objective • The percent of students who showed growth • *The percent of students who met the lesson objective* • *How student progress results from this lesson compare to short term and long term student goals*	• Student work/assessments showing growth directly related to this objective • Monitoring documents (ie. Classroom performance sheets, sub-objective checklist)

Teacher Notes