Reach Associate Observation Instrument

MCESA
Maricopa County Education Service Agency

Rewarding Excellence in Instruction & Leadership │ Reach Associate Observation Instrument

CONTENT RUBRIC
Aligns with In-TASC Standard 2 (Learning Differences), 4 (Content Knowledge), 5 (Application of Content), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Content* rubric is designed to support *Reach Associates* with implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content.

Element	3	2	1	0
Connections to Content	**Prompts student reflection** of prior content knowledge; linking new concepts to familiar concepts; makes connections to students' experiences. (2d, 4d)	Activates students' **prior knowledge**; makes connections to students' experiences to enhance understanding of the content. (2d, 4d)	Makes connections to students' experiences to enhance understanding of the content.	

INSTRUCTIONAL STRATEGIES RUBRIC
Aligns with In-TASC Standard 2 (Learning Differences), 3 (Learning Environment), 6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Instructional Strategies* rubric is focused on specific instructional strategies that *Reach Associates* utilize to ensure learners develop understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Element	3	2	1	0
Reach Associate (RA) Role	Varies reach associate role (*e.g., RA-led, facilitation of student learning*) **effectively** during the instructional process **in relation to content and purpose of instruction.** (8d)	Varies reach associate role (*e.g., RA-led, facilitation of student learning*) during the instructional process **to support learning outcome(s).** (8d)	Varies reach associate RA role (*e.g., RA-led, facilitation of student learning*) during the instructional process. (8d)	
Feedback	Provides academic feedback in order to promote learning and retention that: **(1) is aligned at the sub-objective level; (2) references a specific level of skill or knowledge, and (3) is timely.** (6d)	Provides academic feedback that is **aligned to the objective.** (6d)	Provides academic feedback during the lesson. (6d)	
Monitor and Adjust	Checks for understanding by eliciting overt responses **from most students (75% or more)** at **essential sub- objective levels**.	Elicits overt responses from **at least half (50%)** of the students to either move forward with or adjust instruction. (8a, 8b)	Elicits overt responses from a few of the students to either move forward with or adjust instruction. (8a, 8b)	

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LEARNER ENGAGEMENT RUBRIC

Aligns with In-TASC Standard 2 (Learning Differences), 3 (Learning Environments), 4 (Content Knowledge),
5 (Application of Content),6 (Assessment), 7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Learner Engagement* rubric is designed to support *Reach Associates* with establishment of classroom environments that support authentic engagement in learning, under the direction of the supervising teacher/team. The effective *Reach Associate* collaborates with learners through *Reach Associate*-to-student interaction.

Element	3	2	1	0
Reach Associate-to-Student Interaction	Elicits participation from **most (85%-94%)** of the students at significant points during the lesson, through **purposeful questioning and/or activities** (*e.g., speak, write, signal, perform, think*) requires students to engage in covert (*internal*) thinking and provides sufficient wait time before calling on individual students. **Adjusts level of concern to promote mandatory participation through time limits, calling on non-volunteers, pacing, proximity, and/or performance checks.** (8i)	Elicits participation from **more than half** of the students during parts of the lesson, through questioning and/or activities (*e.g., speak, write, signal, perform, think*). **Utilizes questioning strategies that require covert (*internal*) thinking and sufficient wait time before calling on individual students.** (8i)	Elicits participation from **less than half** of the students, during parts of the lesson, through questioning and/or activities. (8i)	

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LEARNING COMMUNITY RUBRIC
Aligns with In-TASC Standard 3 (Learning Environments)

The *Learning Community* rubric is designed to support *Reach Associates* with establishment of a classroom learning environment that enhances individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation. The learning environment must motivate student learning by ensuring respectful interactions and promoting a sense of belonging between and among learners. Collaboration with learners to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work will ensure a quality learning community is established and supported.

Element	3	2	1	0
Routines & Procedures	**Supports students in utilizing routines and procedures to maximize instructional time**. (3a, 3d, 3f)	Implements routines and procedures to enable the classroom to run more smoothly. (3f)	Re-directs students to follow routines and procedures. (3f)	
Responsibility for Learning	**Conveys high expectations** for learning using **one or more** of the following strategies: ▪ Focuses students on their academic and/or social goals. ▪ Prompts students to monitor their own work habits and take initiative. ▪ Encourages students to use strengths as a basis for growth and their misconceptions as opportunities for learning. (3e)	**Conveys high expectations** for student work and behavior through statements of lesson objective expectations, references to criteria for quality, **and/or** asking students to share with one another what is expected.	Assigns work to students and addresses misbehavior.	
Monitoring And Responding to Student Behavior	**Uses verbal and non-verbal cues in ways that demonstrate respect, and conveys the reason for the appropriate behavior in order to develop a collaborative community.** (3c, 3f) If needed, provides prompt intervention in a respectful and effective manner when a student(s) does not meet community **and/or** performance expectations.	Uses strategies to effectively monitor and respond to student behavior. If needed, respectfully responds to student(s) who do not meet community **and/or** performance expectations.	Uses strategies to monitor student behavior and responds to disrespectful or off task behavior.	
Relationships	Facilitates and demonstrates polite and respectful verbal and non-verbal Reach Associate-to-student interactions **in ways that demonstrate respect for and responsiveness to the cultural backgrounds and/or differing perspectives students bring to the learning environment.**	Facilitates polite and respectful Reach Associate-to-student interactions.	Listens and observes in a thoughtful and responsive manner.	

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PROFESSIONAL RESPONSIBILITIES RUBRIC
Aligns with In-TASC Standard 9 (Professional Learning & Ethical Practice) and 10: (Leadership & Collaboration)

The *Professional Responsibilities* rubric is designed to support *Reach Associates* in identifying appropriate professional responsibilities in the context of the other rubrics embedded in the Learning Observation Instrument. The effective *Reach Associate* 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, teacher teams, and other professionals), and adapts practice to meet the needs of each learner. The effective *Reach Associate* seeks appropriate leadership roles and opportunities to take responsibility for student learning and to collaborate with colleagues, to ensure learner growth.

Element	3	2	1	0
Engagement in Meaningful and Appropriate Professional Learning Opportunities	Seeks out and participates in **ongoing** professional learning opportunities **within and outside the school that generally address needs identified through examination of evidence of instructional effectiveness.** (9a, 9b)	Attends required professional learning activities. Seeks out and participates in optional professional learning opportunities.	Attends required professional learning activities.	
Collaboration with Colleagues	**Actively engages** with grade level or subject area colleagues in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning. **Seeks opportunities** to share practices and learning with colleagues and to learn from them. Relationships with colleagues are characterized by mutual support, respect, and cooperation. (1c, 10a, 10b, 10i)	Participates with grade level or subject area colleagues in **sharing responsibility for student learning.** Relationships with colleagues are cordial and respectful.	Participates professionally with grade level or subject area colleagues. Relationships with colleagues are cordial, and respectful.	
Leadership	Seeks opportunities and accepts leadership roles within the school. Actively supports the school's shared vision and common goals. Contributes to improvement efforts within the school. (10c, 10k)	Participates in leadership opportunities when asked. (10k)	Understands and supports the school's shared vision and common goals. (10c)	

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