

Multi-Classroom Leader Observation Instrument

August 2017



MCESA

Maricopa County Education Service Agency

Rewarding Excellence in Instruction & Leadership | Multi-Classroom Leader Observation Instrument

ENHANCING CULTURE RUBRIC

The *Enhancing Culture* rubric is designed to support the Multi-Classroom Leader (MCL) in establishing and maintaining trusting relationships that earn teacher confidence and encourage risk-taking. Through active listening and collaboration, the MCL can support teachers with focus and shared commitment on common goals that support the vision, mission, and Continuous Improvement Plan (CIP).

Element		4	3	2	1	0
Descriptors						
Relationships	Observation Setting	<p>Leverages established relationships to engage in challenging conversations that lead to honest or vulnerable reflection, risk-taking, and changes in teaching and learning.</p>	<p>Establishes and maintains trusting relationships to promote learning and risk-taking through partnership with teacher and sharing responsibility for challenges.</p>	<p>Initiates and nurtures valued professional relationships evidenced by at least three of the following behaviors:</p> <ul style="list-style-type: none"> shows care, concern, and empathy for teachers as individuals identifies and validates the teacher's individual strengths, interests, or ideas makes connections to common ideas or interests asks questions to engage the teacher on a personal and professional level. 	<p>Develops cordial and professional relationships with colleagues evidenced by mutual respect, positive interactions, and care for teacher.</p>	
	Power LOI Observation Collaborative Team Meeting	<p>Earns the confidence of teachers and administrators by understanding and demonstrating confidentiality; teachers regard MCL as critical influence on their success.</p>	<p>Earns the confidence of teachers and administrators by understanding and demonstrating confidentiality; teachers value MCL relationship.</p>	<p>Earns the confidence of teachers and administrators by understanding and demonstrating confidentiality.</p>	<p>Earns the confidence of teachers by understanding and demonstrating confidentiality.</p>	
Active Listening	Observation Setting	<p>Facilitates active listening, group acceptance, and learning from dissonant voices and underlying beliefs, and gaining new perspective without personalizing the resistance.</p>	<p>Actively listens and analyzes the causes, beliefs, and/or understandings of dissonant voices; and reframes negatives into positives.</p>	<p>Actively listens and handles diverse opinions or values in a constructive way without reinforcing barriers.</p>	<p>Listens attentively and uses influence with others to promote collegiality.</p>	
	Power LOI Observation Collaborative Team Meeting	<p>Uses mirroring body language and oral language that is plural, open-ended, and framed with positive presuppositions, which results in setting teacher at ease to focus on professional learning and future lessons.</p>	<p>Uses mirroring body language and oral language that is plural, open-ended, and framed with positive presuppositions to focus on future lessons.</p>	<p>Uses oral language that is free of judgment and framed with positive pre-suppositions.</p>	<p>Uses oral language that is mostly free of judgment.</p>	

Element		4	3	2	1	0
		Descriptors				
Collaboration	Assigned teachers develop ideas and products by using the norms of collaboration with one another (see level 2), which result in maintained focus, shared commitments, achieved outcome, and continued positive relationships.	Develops ideas and products by using the norms of collaboration most appropriate for the group or context (see level 2).	Develops ideas and products collaboratively by four or more of the following: <ul style="list-style-type: none"> Asking questions to clarify or probe for specificity Paraphrasing, or restating other ideas Pausing to allow other voices and eliciting different perspectives and responses from others Balancing advocacy and inquiry Paying attention to self and others Presuming positive intentions 	Develops ideas or products by encouraging equal participation.		
	Observation Setting					
Power LOI Observation	Collaborative Team Meeting					
Goal Orientation	Staff frequently references vision, mission, and continuous improvement plan goals and grade-level/department goals in designing and implementing action plans or making decisions.	Enlists teachers and actively shares responsibility in developing, maintaining, and/or implementing grade-level/department goals that align to continuous improvement plan with advocacy for vision and mission.	Facilitates conversations to confirm and explicitly connect work to vision, continuous improvement plan, and grade-level/department goals.	References continuous improvement plan or grade-level/department goal to establish purpose.		
	Observation Setting					
Power LOI Observation	Collaborative Team Meeting	Holds self and assigned teachers to high standards in delivering high-quality learning experiences for students aligned to vision, goals and Educator Goal Plans with vertical and horizontal coherence across grade/department teams.	Conveys high expectations (<i>verbal & written</i>) for student learning that are aligned to vision, goals and Educator Goal Plans.	Conveys high expectations (<i>verbal or written</i>) for student learning that are aligned to Educator Goal Plans.		
Power LOI Observation	Collaborative Team Meeting	Assigned teachers initiate celebrations of measurable student gains and engage in deeper conversations about cause/effect relationship between teaching decisions and student learning.	Guides sharing celebrations of measurable student gains and facilitates a deeper conversation about cause/effect relationship between teaching decisions and student learning.	Fosters sharing celebrations of measurable student gains; peers articulate how student gains were achieved.	Identifies individual teacher practices to promote peers learning from one another.	

DESIGNING SUPPORT RUBRIC

The *Designing Support* rubric is designed to support the MCL in guiding teachers to systematically identify patterns and relationships in data to improve teacher effectiveness and designing systems of coaching support for the teacher to improve short-term and long-term planning and delivery of instruction. By monitoring, the MCL can support the achievement of Continuous Improvement Plan goals, Educator Goal Plans, and specific teacher needs based upon pedagogy, content, and student data to ultimately impact improved student achievement.

Element		4	3	2	1	0
		Descriptors				
Power LOI Observation	Collaborative Team Meeting	<p>Teachers use previous year’s summative data and/or recent diagnostic data from several sources aligned to narrowed focus organized for in-depth analysis (<i>e.g., common formative assessments, student work, behavior logs, progress monitoring tools</i>).</p>	<p>Guides use of previous year summative data and/or recent diagnostic data from several sources aligned to narrowed focus organized for in-depth analysis (<i>e.g., common formative assessments, student work, behavior logs, progress monitoring tools</i>).</p>	<p>Guides use of previous year summative and/or recent diagnostic data.</p>	<p>Provides data to teacher team.</p>	
	Collaborative Team Meeting	<p>Teachers use systematic process to identify specific patterns and relationships in the data, conceptions and misconceptions, root causes, and to develop and test hypotheses or generalizations about specific needs of individual students and sub-populations.</p>	<p>Guides discussion of the evidence of student learning and develops teacher capacity to ask questions of the data linked to specific patterns and relationships, conceptions and misconceptions, and root causes about specific needs of individual students and sub-populations.</p>	<p>Engages teachers in a discussion of the evidence of student learning to identify achievement strengths and high priority areas for improving student learning.</p>	<p>Presents student achievement strengths and weaknesses in student learning data.</p>	
Power LOI Observation	Collaborative Team Meeting	<p>Teachers utilize effective protocols to articulate cause/effect relationships between student learning data, teacher content knowledge, and teacher actions to accurately identify how to improve their own effectiveness.</p>	<p>Guides teachers through a protocol to articulate relationship between student data, teacher content knowledge, and teacher actions (<i>i.e. considers factors such as task analysis of the content sub-skills, use of assessment data, personal mastery of specific instructional strategies, choice of instructional strategies to build understanding, learning time, sufficient practice, etc.</i>).</p>	<p>Poses questions to engage teachers in the interpretation of the relationship between student data, teacher content knowledge, and teacher actions.</p>	<p>Offers interpretation of student data to improve teaching and learning.</p>	
	Collaborative Team Meeting					

Element		4	3	2	1	0
		Descriptors				
Instructional Planning	Observation Setting	Teachers use in-depth instructional analysis of content, pedagogy (<i>research-based & LOI aligned</i>), and student learning data to plan high opportunity next steps for short-range and long-range instruction plans and assessment development to meet individual needs.	Scaffolds teachers in using in-depth instructional analysis of content, pedagogy (<i>research-based & LOI aligned</i>), and student learning data to identify high opportunity next steps for short-range and long-range instructional plans and assessment development to meet individual needs.	Directs teachers in whole group and sub-group short-range and long-range planning (<i>for initial instruction, re-teaching, interventions, and/or enhancements</i>) or assessment development based on instructional analysis.	Plans whole-group or sub-group instructional plans to support teacher.	

IMPLEMENTING PROFESSIONAL LEARNING/DEMONSTRATION OF INSTRUCTION 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 *Implementing Professional Learning | Demonstration of Instruction* rubric is designed to support the MCL in providing job-embedded, team-based, differentiated professional development and effective classroom instruction. Through demonstration of instruction aligned to elements from the Learning Observation Instrument, effective facilitation of collaborative learning teams, and focused dialogue and feedback all focused on the relationship between teaching and learning, the MCL can develop teacher capacity to improve student achievement and maintain their own instructional effectiveness.

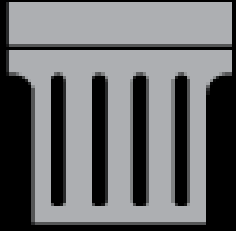
Element		4	3	2	1	0
		Descriptors				
Task Analysis		Taught lesson objective(s), sub-objective(s), & materials are logically organized/sequenced in relation to the lesson, unit, and year-long plan . (7c)	Taught lesson objective(s), sub-objective(s), & materials anticipate possible student misconceptions and are logically organized/ sequenced in relation to lesson and unit . (4f, 7b, 7c)	Taught lesson objective(s), sub-objective(s) , & materials are aligned to content standards, segmented for learning, reflect prior learning, and are logically organized/ sequenced in relation to the lesson . (4d, 4f, 7b, 7c)	Taught lesson objective(s) and materials are sequenced and aligned to content standards. (7b, 7c)	
Observation Setting						
Power LOI Observation	Collaborative Team Meeting					
Conceptual Understanding		Guides all students to create or select their own representations and explanations of concepts ; ensures students demonstrate understanding of concepts through multiple ways/examples. Utilizes questions at essential sub-objectives with increasing complexity or depth of content that are differentiated according to student cognitive level . (2a, 2c, 4a, 8i)	Utilizes effective representations and explanations of concepts throughout the lesson that capture key ideas and details that build conceptual understanding in the discipline; prompts students to demonstrate understanding of concepts through multiple ways/examples. Utilizes questions at essential sub-objectives with increasing complexity or depth of content ; surface learner misconceptions that may interfere with learning. (2a, 4a, 4e, 8i)	Utilizes representations and explanations of concepts (e.g., comparisons, analogies, examples, TPR, realia, manipulatives, anchor charts, graphic organizers) that capture key ideas and details that build conceptual understanding in the discipline. Utilizes questions at essential sub-objectives that support student understanding in the discipline and stimulate discussion for a specific purpose (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, encouraging students to question and analyze ideas from diverse perspectives). (4a, 4b, 8i)	Utilizes-representations and explanations of concepts that capture key ideas essential to build understanding of the lesson outcome. Utilizes questions within the lesson to probe for learner understanding related to the lesson outcome. (4a, 8i)	
Observation Setting						
Power LOI Observation	Collaborative Team Meeting					

Element	4	3	2	1	0
	Descriptors				
Connections to Content Observation Setting	Engages students in applying interdisciplinary content knowledge to a real-world question, problem, issue, or event through the lens of local and/or global issue(s) . (4b, 5b, 5d, 5g)	Engages students in applying disciplinary content knowledge to a real-world question, problem, issue, or event . (4b)	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)	
Power LOI Observation Collaborative Team Meeting					
Student Progress Observation Setting	Articulates and presents evidence of student progress, relative to rigorous short-term (<i>e.g., unit, series of lessons</i>) and long-term (<i>e.g., end-of-year</i>) goals in order to guide planning. Presents evidence that nearly all students (95 -100%) met the lesson objective. (6c, 6g, 8b)	Articulates and presents evidence of student progress, relative to rigorous short-term (e.g., unit, series of lessons) and long-term (e.g., end-of-year) goals in order to guide planning. Presents evidence that most of the students (75-94%) met the lesson objective . (6c, 6g, 7f, 8b)	Articulates and presents evidence of student progress to guide planning. Presents evidence that nearly all students (95-100%) demonstrate progress (<i>growth</i>) relative to the lesson objective . (6c)	Articulates student progress; 75% - 94% of students demonstrate progress (<i>growth</i>).	
Power LOI Observation Collaborative Team Meeting					
Practice/ Aligned Activity Observation Setting	Engages all students in examining their own thinking and/or learning; students effectively provide support for one another . (3b, 6f)	Provides sufficient, aligned practice or conceptual development activity aligned to appropriate sub-objective(s) . Effectively provides scaffolding for students who need assistance and appropriately fades away or renews support as needed to ensure all students are challenged to move toward independence. (2b)	Provides sufficient, aligned practice or conceptual development activity to support successful learning of the lesson objective. Actively guides and scaffolds individual students as they practice the objective and move toward independence (<i>e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning, prompting, cueing</i>). (2a)	Provides opportunity for students to practice the lesson objective before independent practice is assigned; or provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective.	
Power LOI Observation Collaborative Team Meeting					

Element		4	3	2	1	0
		Descriptors				
Student-to-Student Interaction	Observation Setting	<p>Students respond to shifts in conversation as they explore the topic; different students may emerge as experts (e.g., appropriately adjusts within the context, draws on multiple and/or diverse perspectives, challenges assumptions with justification and evidence) in order to develop expressive language proficiency and demonstrate deep or extended learning. (4b, 4h, 5d, 6f, 8h)</p>	<p>Students engage in focused learning conversations to build on other students' thoughts/ideas/writing/non-linguistic representation (e.g., questioning, piggybacking, summarizing, clarifying, paraphrasing), in order to develop expressive language proficiency and demonstrate deep or extended learning. (4h, 5d, 6f, 8h)</p>	<p>Students engage in structured, scaffolded student-to-student academic dialogue aligned to the lesson objective in order to develop expressive language proficiency and solidify learning.</p> <p>Students demonstrate individual accountability, equal participation, application of content vocabulary, and justification of ideas. (4h, 8h)</p>	<p>Students engage in structured, student-to-student academic dialogue (e.g., reporting, sharing, clarifying), aligned to the lesson objective.</p> <p>Students demonstrate individual accountability and use of content vocabulary. (4h, 8h)</p>	
	Power LOI Observation					
Teacher-to-Student Interaction	Observation Setting	<p>Elicits participation from all students consistently throughout the lesson for each sub-objective.</p> <p>Students hold one another accountable for engagement in activities and responses. (3c)</p>	<p>Elicits participation from nearly all (95%-100%) students for most sub-objectives, through a systematic progression of purposeful questions and a variety of activities. (8i)</p>	<p>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 (<i>internal</i>) thinking and provides sufficient wait time before calling on individual students.</p> <p>Adjusts level of concern to promote mandatory participation through time limits, calling on non-volunteers, pacing, proximity, and/or performance checks. (8i)</p>	<p>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).</p> <p>Utilizes questioning strategies that require covert (<i>internal</i>) thinking and sufficient wait time before calling on individual students. (8i)</p>	
	Power LOI Observation					
Authentic Engagement	Observation Setting	<p>Facilitates authentic engagement by: (1) Involving all students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work; and (2) Collaborates with all students to design and implement relevant learning experiences. (2a, 3b, 5f, 5g, 7a, 8c, 8i)</p>	<p>Facilitates authentic engagement by assigning differentiated, meaningful tasks that require complex thinking, that most students associate with a result or outcome that has clear meaning and personal relevance. (2a, 7a, 8c, 8i)</p>	<p>Facilitates authentic engagement by assigning tasks that most students associate with a result or outcome that has clear meaning and personal relevance (<i>connects task(s) to learning outcome relative to big idea; purpose for learning</i>). (7a, 8c, 8i)</p>	<p>Assigns tasks that some students associate with a result or outcome that has clear meaning.</p>	
	Power LOI Observation					

Element		4	3	2	1	0
		Descriptors				
Critical Thinking Observation Setting		Students use complex reasoning with planning over an extended period of time in connection with a long-term project, problem, performance, and/or investigation (e.g., process multiple conditions of a problem or task; use multiple sources to gather and synthesize information; examine and explain alternatives).	Students use complex reasoning for more than one sub-objective during the lesson to make new meaning not provided by the teacher (e.g., apply a concept in a new context; develop a plan or sequence of steps; select or devise an approach to research a problem; recognize and explain misconceptions; propose and evaluate solutions to problems; draw conclusions; make connections across time and place to explain a concept or big idea; develop generalizations). (5f)	Students use complex reasoning to make new meaning not provided by the teacher (e.g., apply a concept in a new context; develop a plan or sequence of steps; select or devise an approach to research a problem; recognize and explain misconceptions; propose and evaluate solutions to problems; draw conclusions; make connections across time and place to explain a concept or big idea). (5f)	Students use information or conceptual knowledge to demonstrate comprehension of content (e.g., summarize essential points; express learning in a graph or non-linguistic representation; explain cause-effect relationship; categorize; infer).	
	Power LOI Observation Collaborative Team Meeting	Students monitor their thinking to ensure learning; seek knowledge about how they learn new concepts, facts, and procedures; gain control in directing their solution process. (5f)				
Routines & Procedures Observation Setting		Students support each other in consistently and effectively applying the routines and procedures as members of a highly functioning learning community. (3c, 3d)	Routines and procedures are effectively and consistently utilized and internalized by students to maximize instructional time. (3d)	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)	
	Power LOI Observation Collaborative Team Meeting					
Responsibility for Learning Observation Setting		Students are self-directed learners who assume responsibility for productivity and maintain momentum without continuous monitoring. Students use exemplary anchor papers, rubrics and/or other exemplary student work to evaluate their work and the work of others. (3a, 3c, 3e)	Collaborates with students to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. (3a, 3c, 3e)	Conveys high expectations for learning using one or more of the following strategies: <ul style="list-style-type: none"> 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.	
	Power LOI Observation Collaborative Team Meeting					

Element		4	3	2	1	0
		Descriptors				
Standards Implementation	Observation Setting	Communicates an in-depth understanding of content vertical progressions in more than one subject and facilitates teachers in content integration of mathematics or English language arts standards with other content(s).	Communicates an in-depth understanding of content through vertical progressions and can apply knowledge in more than one subject.	Communicates an in-depth understanding of content through vertical progressions.	Communicates an in-depth understanding of some content concepts and how concepts progress within a cluster of grades.	
	Power LOI Observation Collaborative Team Meeting	Team members demonstrate proficient understanding of curriculum and ability to apply knowledge of curriculum as they unpack standards, map curriculum, develop aligned assessments, select/create resources, and/or develop unit plans aligned to year-long plans.	Guides understanding of curriculum and application to teaching by guiding teachers as they unpack standards, map curriculum, develop aligned assessments, select/create resources, and/or develop unit plans.	Supports implementation of curriculum by helping teachers to unpack standards, map curriculum, develop aligned assessments, and/or select aligned resources for a sequence of lessons that lead to attainment of a standard or performance objective.	Supports implementation of curriculum by helping teachers to unpack standards and map curriculum for application to daily lesson planning.	
Group Facilitation	Observation Setting	Uses agenda with clearly stated prioritized objectives; harnesses the expertise of participants to monitor progress, advance shared goals, and develop quality products; and participants share in the use of facilitation strategies (<i>maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas</i>).	Uses agenda with clearly stated prioritized objectives, makes efficient use of time, makes progress on priority action items, and uses nearly all of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas.	Uses agenda with clearly stated objectives, makes efficient use of time ; makes progress on majority of action items, and uses a few of the following facilitation strategies : maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas.	Clearly states objectives to provide focus, adheres to agenda, and uses one of the following facilitation strategies: maintains neutrality, clarifies role with group, focuses group energy, keeps group on task, encourages everyone to participate, and ensures safety in sharing ideas.	
	Power LOI Observation Collaborative Team Meeting	Participants reinforce the norms and direct processes to be used in the meeting to match meeting's purpose (<i>dialogue, reflection, shared decision making, planning or problem solving</i>).	Reinforces shared accountability for norms and directs processes and resources to be used in the meeting to match meeting's purpose (<i>dialogue, reflection, shared decision making, planning or problem solving</i>).	Directs the norms, processes, and resources to be used in the meeting to match meeting's purpose (<i>dialogue, reflection, shared decision-making, planning or problem solving</i>).	States the norms or protocols and garners support from group, and uses communication strategies for specific audience.	
		Checks for understanding with meeting participants to ensure clear expectations for next steps, responsible persons, due date, and manner of follow-up.	Ensures clear identification of next steps, responsible persons, and when task should be completed.	Ensures all next steps are clearly identified.	Identifies next steps.	



Multi-Classroom Leader Observation Instrument

		Observation Settings	
		Power LOI Observation (2x)	Collaborative Team Meeting(2x)
Enhancing Culture	Relationships		√√
	Active Listening		√√
	Collaboration		√√
	Goal Orientation		√√
Designing Support	Student Needs Analysis		√√
	Instructional Analysis		√√
	Instructional Planning		√√
Implementing Professional Learning / Demonstration of Instruction	Task Analysis	√√	
	Conceptual Understanding	√√	
	Connections to Content	√√	
	Student Progress	√√	
	Practice/Aligned Activity	√√	
	Student-to-Student Interaction	√√	
	Teacher-to-Student Interaction	√√	
	Authentic Engagement	√√	
	Critical Thinking	√√	
	Routines & Procedures	√√	
	Responsibility for Learning	√√	
	Standards Implementation		√√
	Group Facilitation		√√