

Chino Valley Unified School District

OBSERVATION FORM WITH RUBRIC

Teacher:		School Year:	
Site:		Evaluator:	
Date of 1 st 2 nd 3 rd Observation: _____ (Circle One) (A minimum of one observation is required.)		Post Observation Conference Date: _____ Observation Form Provided On: _____	
☐ Hourly/Voc.	☐ Intern	☐ Temporary ☐ Probationary 1 ☐ Probationary 2 ☐ Permanent	
Overall Observation Rating _____		Assistance Plan ☐ Yes (<i>Assistance Plan Attached</i>) ☐ No	

Formal observation(s) must be at least 30 minutes in length or equal to one class lesson. A minimum of one (1) and a maximum of three (3) formal observations will be held. Descriptors (criteria) are available and shall be used as a reference to establish ratings for each area. The rubric provided below shall be used when determining observation ratings for the teaching standards.

Rubric: Individual Standards Rating

- 1) For any 3 elements within a standard rated “*Element Expectations Not Met*,” the teacher will receive an overall rating for that Standard of “*Element Expectation(s) Not Met*.” [U]
- 2) For any 2 elements within a standard rated “*Element Expectations Not Met*,” the teacher will receive an overall rating for that Standard of “*Meets Element Expectations with Growth Recommended*.” [G]
- 3) For any 3 elements within a standard rated “*Meets Element Expectations with Growth Recommended*,” the teacher will receive an overall rating for that Standard of “*Meets Element Expectations with Growth Recommended*.” [G]
- 4) Within a Standard, for any 1 element rated “*Element Expectations Not Met*” and any 2 elements rated “*Meets Element Expectations with Growth Recommended*,” the teacher will receive an overall rating for that Standard of “*Meets Element Expectations with Growth Recommended*.” [G]
- 5) For any combination, other than those stated above, the teacher will receive an overall rating for that Standard of “*Meets Element Expectations*” [M] or “*Exceeds Element Expectations*.” [E] Comments are required for any rating(s) of “*Exceeds Element Expectations*.”
- 6) Specific observed objective evidence shall be cited for any Standard rating of “*Meets Element Expectations with Growth Recommended*,” or “*Element Expectation(s) Not Met*.”
- 7) Any rating of “*Not Observed*” or “*Not Applicable*” shall not affect the observation rating in any way.
- 8) A teacher who receives an overall observation rating of “*Element Expectation(s) Not Met*” [U] shall complete an Assistance Plan, pursuant to Article 8 of the Agreement.

STANDARD 1: Engaging and Supporting All Students in Learning	Element Rating (Based on objective and observable evidence)
Connecting students' prior knowledge, life experience, and interests with learning goals	

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STANDARD 1: Engaging and Supporting All Students in Learning	Element Rating (Based on objective and observable evidence)
Using a variety of instructional strategies and resources to respond to students' diverse needs	
Facilitating learning experiences that promote autonomy, interaction, and choice	
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	
Promoting self-directed, reflective learning for all students	
STANDARD RATING:	
Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)	

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning	Element Rating (Based on objective and observable evidence)
Creating a physical environment that engages all students	
Establishing a climate that promotes fairness and respect	
Promoting social development and group responsibility	
Establishing and maintaining standards for student behavior	
Planning and implementing classroom procedures and routines that support student learning	
Using instructional time effectively	
STANDARD RATING:	
Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)	

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning	Element Rating (Based on objective and observable evidence)
Demonstrating knowledge of subject matter content and student development	
Organizing curriculum to support student understanding of subject matter	
Interrelating ideas and information within and across subject matter areas	
Developing student understanding through instructional activities and strategies that are appropriate to the subject matter	
Using materials, resources, and technologies to make subject matter accessible to students	
STANDARD RATING:	
Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)	

STANDARD 4: Planning Instruction and Designing Learning Experiences for All Students	Element Rating (Based on objective and observable evidence)
Drawing on and valuing students' backgrounds, interests, and developmental learning needs	
Establishing and articulating goals for student learning	
Developing and sequencing instructional activities and materials for student learning	
Designing short-term and long-term plans to foster student learning	
Modifying instructional plans to adjust for student needs	
STANDARD RATING:	
Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)	

KEY: NA: Not Applicable or Not Observed, E: Exceeds Element Expectation(s), M: Meets Element Expectation(s), G: Meets Element Expectation(s) with Growth Recommended, U: Element Expectation(s) Not Met

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STANDARD 5: Assessing Student Learning	Element Rating (Based on objective and observable evidence)
• Establishing and communicating learning goals for all students	
• Collecting and using multiple sources of information to assess student learning	
• Involving and guiding all students in assessing their own learning	
• Using the results of assessments to guide instruction	
• Communicating with students, families, and other audiences about student progress	
STANDARD RATING:	
Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)	

STANDARD 6: Developing as a Professional Educator	Element Rating (Based on objective and observable evidence)
• Reflecting on teaching practices and planning professional development	
• Establishing professional goals and pursuing opportunities to grow professionally	
• Working with communities to improve professional practice	
• Working with families to improve professional practice	
• Working with colleagues to improve professional practice	
STANDARD RATING:	
Cite objective and observable evidence (G and U ratings) / Comments: (E ratings)	

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

The teacher's signature does not necessarily indicate agreement with the ranking or its contents, but indicates that he/she has received a copy of the observation.