# A Better OTES Rubric

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## Pre-Conference

| Focus for Learning | Focus | is unclear or inappropriate or is too general to guide instruction |
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| | | is clear |
| | | is appropriate |
| | | references Ohio standards |
| | | is measurable |
| | | importance of is demonstrated |
| | | is challenging |
| | | accounts for a range of student needs |
| | | is related to unit, course, and school goals |
| Assessment Data | Planning of assessments | is not performed |
| | | understanding of the characteristics, uses, and limitations of various instruments |
| | | understands how to use assessment to support student learning |
| | | effectively incorporates various forms of assessment |
| | | is purposeful |
| | | is differentiated |
| | Teacher's use of assessments | utilizes a single assessment form |
| | | utilizes multiple assessment forms |
| | | is varied |
| | | is informed by the analysis of data |
| | | is related to individual learning goals |
| | | is informed by the analysis of individual student data |
| Prior Knowledge and Sequencing | Connections | are not made or are inaccurately presented or explained |
| | | are partially made to prior knowledge or future learning |
| | | are made to prior knowledge and future learning |
| | | are clear and coherent |
| | | are stated explicitly |
| | | are made clear during the lesson |
| | | are informed by input from families, colleagues, and other professionals |
| | | are meaningful and relevant to other disciplines and career fields |
| | Lesson sequence | is illogical |
| | | recognizes the priorities of the district and state standards |
| | | recognizes prerequisite relationships of content |
| | | incorporates multiple pathways for learning |
| | | accurately articulates how the lesson fits within the discipline |

| Knowledge of Students | Familiarity with students' backgrounds | is not demonstrated or has not been pursued |
| | | to some degree |
| | | through the use of at least one procedure |
| | | and experiences |
| | | through the use of multiple procedures |
| | | and articulates the value of this information |
| | | on an individual level |
| | Lesson strategies and planning | fails to account for students backgrounds, experiences, or readiness for learning |
| | | draws upon analysis of students background, experiences and readiness for learning |
| | | analysis is complete and accurate |
| | | is connected to student data |
| | | meet the needs of groups of and individual students |

## Formal and Informal Observations

| Lesson Delivery | Teacher explanations | are unclear, incoherent, or inaccurate and are generally ineffective |
| | | use language that fails to engage students or discourages independent thought |
| | | are accurate |
| | | are clear |
| | | utilize developmentally appropriate language |
| | | encourage independent, creating and critical thinking |
| | | are precise and well-timed |
| | | are individualized |
| | | appropriate incorporate questioning and discussion techniques |
| | Teacher addresses confusion | ineffectively, if at all |
| | | by re-explaining topics and ideas |
| | | by providing alternative explanations |
| | | by ensuring (checking) for understanding |
| | | by utilizing purposeful questioning |
| | | by presenting information in multiple formats |
| | | by offering clarification throughout the lesson |
| | | by varying the levels of questioning |
| | Classroom instruction is | teacher directed |
| | | includes some student-led activities |
| | | includes a balance of teacher- and student-led activities |
| | | is teacher-facilitated |

# Pre-Conference; Formal and Informal Observations

| Differentiation | The teacher | fails to make the lesson accessible and challenging for most students |
| | | relies on a single strategy or alternate set of materials |
| | | utilizes a variety of strategies, materials and/or pacing |
| | | makes learning accessible to groups of students |
| | | matches strategies, materials, and/or pacing to individual student needs |
| | | makes learning challenging for all students |
| | | utilizes independent, collaborative and whole-class instruction |
| | | provides varied options for students to demonstrate mastery |

| Resources | Instructional materials | are not relevant or are inappropriate |
| | | are appropriate |
| | | are aligned to instructional goals |
| | | address student learning styles |
| | | actively engage students |
| | | are varied |
| | | encourage students to take ownership of their learning |

| Classroom Environment | To build rapport, the teacher | may respond disrespectfully or ignore students |
|---|---|---|
| | | addresses student questions and comments |
| | | demonstrates respect for all students |
| | | demonstrates interest in all students |
| | | makes eye contact and connects with individual students |
| | | demonstrates interest in individuals' experiences, thoughts, and opinions |
| | | responds quietly, individually, and with sensitivity |
| | Classroom routines and procedures | are not in place, expectations are unclear, students may be idle |
| | | are in place |
| | | run smoothly |
| | | ensure that students assume age-appropriate levels of responsibility |
| | | result in an efficiently run class |
| | | are well-established and orderly |
| | | are maintained and monitored by students |
| | Transitions | are inefficient, significant loss of instructional time |
| | | result in disinterested or disengaged students |
| | | result in some loss of instructional time |
| | | are efficient and smooth |
| | | occur between varied learning situations |
| | | are seamless |
| | | maximize instructional time |
| | | connect independent, collaborative and whole-class learning situations |
| | Communication with families | occurs rarely, if at all |
| | | is welcomed |
| | | is two-way |
| | | offers volunteer opportunities and activities to support student learning |
| | | is ongoing |
| | | results in active participation and partnerships which contribute to student learning |
| | Classroom management | expectations are not established or are inappropriate |
| | | responses to misbehavior may be inappropriate |
| | | expectations are established and appropriate |
| | | system has been implemented |
| | | system is appropriate and responsive to classroom and individual student needs |
| | | utilizing purposeful questioning |
| | | makes expectations clear |
| | | is monitored an a consistent, appropriate and effective manner |
| | | system has been designed and adjusted with student input |
| | | system encourages students to take responsibility for their behavior |
| | | is researched-based, lessens disruptive behaviors and reinforces positive behaviors |

# Pre-Conference; Formal and Informal Observations; Post-Conference

| Assessment of Learning | Assessments are used | sporadically and fail to assess mastery |
| | | to measure mastery |
| | | to identify students' strengths and needs |
| | | to differentiate instruction |
| | | to identify trends and patterns in individual and group progress |
| | | to anticipate learning obstacles |
| | The teacher checks for understanding | rarely, if ever and does not adjust instruction in response to student confusion |
| | | and makes attempts to adjust instruction accordingly |
| | | at key moments |
| | | and adjusts instruction accordingly |
| | | and provides additional clarification when needed |
| | | continually |
| | | and adjusts quickly and seamlessly |
| | | and provides an alternative explanation if required |
| | Student data | is not utilized; teacher uses a single strategy to address misunderstandings |
| | | is gathered from more than one source |
| | | us used to choose appropriate instructional strategies for groups of students |
| | | is gathered from a variety of sources |
| | | used to implement instructional strategies for groups of students |
| | | is used to adapt material and pacing to meet the needs of individual students |
| | Feedback | is not provided |
| | | is provided occasionally and may be limited |
| | | is substantive, specific and timely |
| | | is provided to students, families, and other school personal |
| | | is provided confidentially |
| | | allows students the opportunity to self-assess |
| | | student feedback used for reflection and to monitor teaching strategies |

# Professional Plans; Pre- and Post-Conference; Interactions with Others

| Professional Responsibilities | The teacher communicates | ineffectively or not at all; fails to collaborate with colleagues |
| | | with students and families through variety of strategies |
| | | and collaborates with colleagues |
| | | effectively |
| | | to examine problems, analyze student work, and identify targeted strategies |
| | | collaboratively to improve practice through a professional dialogue |
| | | and engages in peer observation/feedback, coaching and other learning activities |
| | Regulations, policies, and agreements | are not followed and are misunderstood |
| | | are followed at a minimal level |
| | | are modeled and upheld |
| | | ethical and professional responsibilities are met with integrity and honesty |
| | | helps colleagues access and interpret law and policies |
| | | helps colleagues understand implications of law and policies |
| | Areas of professional growth | are not identified; self-assessment is inaccurate |
| | | are identified and target goals are implemented |
| | | short- and long-term data-based goals are acted upon |
| | | short- and long-term professional goals are regularly self-assessed |
| | | are regularly modified by on an analysis of student learning evidence |