CULTURE OF LEARNING   Are all students engaged in the work of the lesson from start to finish?

1	2	3	4	5
Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions. Very few or no students follow behavioral expectations and/or directions. Students do not execute transitions, routines and procedures in an orderly manner.	Some students complete instructional tasks, volunteer responses and/or ask appropriate questions. Some students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher.	Most students complete instructional tasks, volunteer responses and/or ask appropriate questions. Most students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher.	All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions. All or almost all students follow behavioral expectations and/or directions. Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher.	All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher. Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them.

CORE Teacher Skills

Facilitating Student Behavior and Equitable Teaching Practices
☐ Establish and maintain clear expectations for positive classroom behavior by consistently communicating classroom routines, procedures, and norms. (TPE 2.6)
☐ Maintain high expectations for learning with equitable support for ALL students by supporting the acquisition and use of academic language to promote subject matter knowledge. (TPEs 2.5, 3.5)
☐ Promote social-emotional growth, development, and individual responsibility (i.e. positive interventions and supports, restorative justice, and/or conflict resolution). (TPE 2.1)
☐ Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (TPE 2.3)
☐ Create and sustain learning environments that promote productive learning, encourage positive interactions, reflect diversity, and are culturally responsive. (TPE 2.2)
☐ Foster a caring and inclusive classroom community where all students are engaged and treated equitably, while maintaining high expectations for learning and/or behavior. (TPE 2.1)
☐ Recognize their own values and implicit and explicit biases, the ways in which they may affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. Exhibit positive dispositions of caring, support, acceptance, and fairness students, families, and colleagues. (TPE 6.2)
☐ Demonstrate professional responsibility for all aspects of student learning and classroom facilitation, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. (TPE 6.5)
☐ Conduct themselves with integrity and model ethical conduct for themselves and others. (TPE 6.5)

CHICO OBSERVATION RUBRIC for EDUCATORS (CORE)

ESSENTIAL CONTENT   Are all students working with content aligned to the appropriate standards for their subject and grade?

1	2	3	4	5
The lesson does not focus on content that advances students toward grade-level content standards, ELD standards or expectations and/or IEP goals. Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other. Instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	The lesson partially focuses on content that advances students toward grade-level content standards, ELD standards or expectations and/or IEP goals. Only some activities students engage in are aligned to the stated or implied learning goal(s). Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards, and/or students' IEP goals (e.g., Lexile level and complexity of text).	The lesson focuses on content that advances students toward grade-level content standards, ELD standards, or expectations and/or IEP goals. Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery of the grade-level standard(s) and/or IEP goal(s). Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards, and/or students' IEP goals (e.g., Lexile level and complexity of text).	The lesson focuses on content that advances students toward grade-level content standards, ELD standards, or expectations and/or IEP goals. All activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals. All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the content standards, ELD standards, and/or students' IEP goals (e.g., Lexile level and complexity of text).	All descriptors for Level 4 are met, and the following evidence is demonstrated: Students make connections between what they are learning and other content across disciplines. Students independently connect lesson content to real-world situations.

CORE Teacher Skills

Planning and Delivering Lessons Effectively
- ☐ Use knowledge of both subject matter and students to organize curriculum so that all learners, including English learners and students with special needs, understand and have access to the content. (TPE 3.2)
- ☐ Use multiple means of representing, expressing, and engaging all students to demonstrate their knowledge of the subject matter. (TPE 3.4)
- ☐ Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language for all students within learning activities to promote subject matter knowledge. (TPE 3.5)
- ☐ Use and adapt resources and instructional materials (including technology) to engage students, support learning and provide equitable access to the curriculum. TPE (3.6,3.7)

Planning Instruction and Designing Learning Experiences for All Students
- ☐ Use knowledge of students' (including cultural, linguistic backgrounds, as well as learning needs) to inform instructional planning and learning experiences. (TPE 4.1, 4.2)
- ☐ Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities for all learners. (TPE 4.4)
- ☐ Provide access to the curriculum for all students through the use of various instructional strategies. (TPE 4.4)
- ☐ Encourage active student participation in learning by planning a range of communication strategies that allow for interaction with the teacher and classmates. (TPE 4.7)

This rubric was adapted from the TNTP Core Teaching Rubric (CC BY-NC 4.0).   Adopted by the CSU Chico School of Education, 5/9/2017   2

ACADEMIC OWNERSHIP   Are all students responsible for doing the thinking in this classroom?

1	2	3	4	5
Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work. Very few or no students provide meaningful oral or written evidence to support their thinking. Students respond negatively to their peers' thinking, ideas, or answers. No students or very few students try hard to complete challenging academic work or answer questions.	Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work. Some students provide meaningful oral or written evidence to support their thinking. Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback. Some students try hard to complete challenging academic work and answer questions.	Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own. Most students provide meaningful oral or written evidence to support their thinking. Students respond to their peers' thinking, ideas or answers and provide feedback to their classmates. Most students try hard to complete academic work and answer questions, even if the work is challenging.	All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own. All or almost all students provide meaningful oral or written evidence to support their thinking. Students respond to and build on their peers' thinking, ideas or answers. Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response. All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.	All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students synthesize diverse perspectives or points of view during the lesson. Students independently show enthusiasm and interest in taking on advanced or more challenging content.

CORE Teacher Skills

Maintaining High Academic Expectations
- ☐ Promote the persistence of students to engage with challenging work. (TPE 2.5)
- ☐ Support students' use of oral and written language to clearly express their ideas. (TPE 2.5)

Building Thinking Skills
- ☐ Structure and deliver lesson activities so that students do an appropriate amount of the thinking required by the lesson. (TPE 1.5)
- ☐ Pose questions or provide lesson activities that encourage students to cite evidence to support their thinking. (TPE 1.5)
- ☐ Provide opportunities for students to respond to and build on their peers' ideas. (TPEs 2.2, 4.7)
- ☐ Provide support necessary for students to complete instructional tasks requiring higher-order thinking skills. (TPE 1.6)

DEMONSTRATION OF LEARNING   Do all students demonstrate that they are learning?

1	2	3	4	5
Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals. Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language. Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals. Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.	Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals. Students have few opportunities to express learning through academic writing and/or explanations using academic language. Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals. Students have some opportunities to express learning through academic writing and/or explanations using academic language. Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down. Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.	All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated: Students self-assess whether they have Achieved the lesson objective and provide feedback to the teacher. Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. Students monitor their own progress, Identify their own errors and seek additional opportunities for practice.

CORE Teacher Skills

Leading Instruction
- ☐ Implement instruction that provides access to California content standards through developmentally, linguistically, and culturally appropriate learning activities. (TPEs 4.3, 4.4)
- ☐ Use communication strategies and activity modes between teacher and students, and among students that are clear, coherent, and support student understanding. (TPE 4.7)
- ☐ Differentiate instruction as needed in response to student learning needs, including extra support and enrichment. (TPEs 4.5, 5.7, 5.8)

Checking for Understanding
- ☐ Assess students' prior knowledge and accurately check students' understanding at key moments (transition points) in the lesson to adjust instruction and keep students actively engaged in learning. (TPEs 1.1, 1.8)
- ☐ Develop and use appropriate assessment types, including formative and summative assessments that yield useable data on students' progress toward grade-level standards. (TPEs 5.1, 5.2)

Responding to Student Misunderstanding
- ☐ Provide feedback that facilitates students self-assessing and reflecting on progress; assist students in modifying learning tactics; provide students with opportunities to revise or reframe their work. (TPE 5.3)
- ☐ Recognize the root of student errors and re-teach or re-frame content to address the underlying cause of misunderstanding. (TPEs 1.8, 5.2., 5.7)