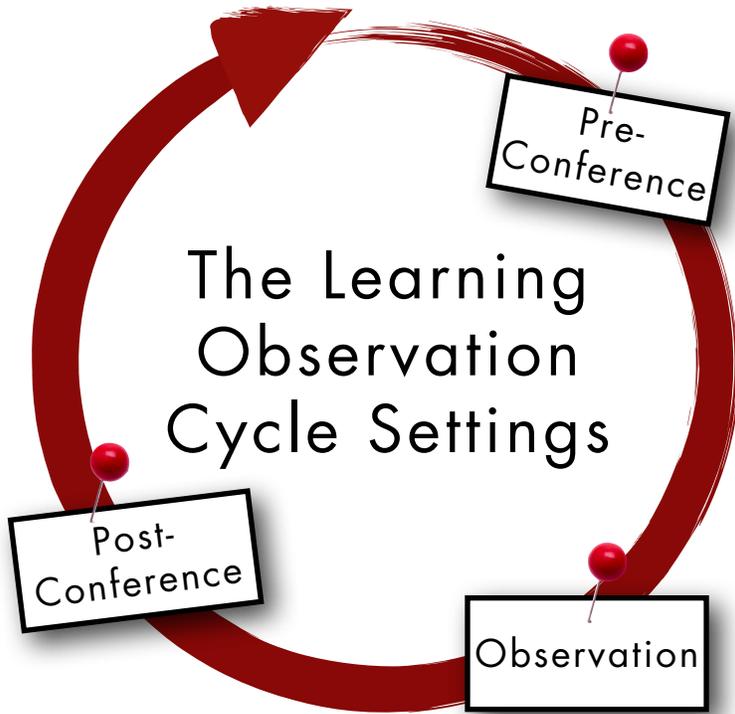


The REIL Learning Observation Instrument

At A Glance



The Content Rubric

The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Pre	Obs	Post	Conceptual Understanding
Pre	Obs	Post	Task Analysis
Pre	Obs	Post	Connections to Content
Pre	Obs	Post	Content Accessibility

The Instructional Strategies Rubric

The Instructional Strategies rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

Pre	Obs	Post	Teacher Role
Pre	Obs	Post	Instructional Approach
Pre	Obs	Post	Practice/Aligned Activity
Pre	Obs	Post	Feedback
Pre	Obs	Post	Monitor and Adjust
Pre	Obs	Post	Analysis of Instruction

The Formative Assessment Rubric

The Formative Assessment rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

Pre	Obs	Post	Real-Time Assessment
Pre	Obs	Post	Student Progress
Pre	Obs	Post	Correct level of Difficulty



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The Learner Engagement Rubric

The Learner Engagement rubric is designed to support teachers with establishment of classroom environments that support authentic engagement in learning. The effective teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. The teacher collaborates with learners to develop shared values and expectations for rigorous academic discussions, and individual and group responsibility for quality work. Engagement is both student-to-student and teacher-to-student, and is grounded in development of critical thinking skills focused on content specific process skills. This facilitates authentic engagement where students are not just compliant, but can see a connection between the assigned task and the results/outcomes, and that there is clear meaning and personal relevance.

Pre	Obs	Post	Student-to-Student Interaction
Pre	Obs	Post	Teacher-to-Student Interaction
Pre	Obs	Post	Authentic Engagement
Pre	Obs	Post	Critical Thinking

The Learning Community Rubric

The Learning Community rubric is designed to support teachers with establishment of a classroom learning environment that supports individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation. The learning environment must motivate student learning through establishing interest, providing choices, making relevant connections, building understanding, assessing learning outcomes, developing close teacher-learner relationships, and creating a sense of belonging between and among learners. The teacher collaborates with learners to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

Pre	Obs	Post	Routines and Procedures
Pre	Obs	Post	Responsibility for Learning
Pre	Obs	Post	Monitoring and Responding to Student Behavior
Pre	Obs	Post	Relationships

The Professional Responsibilities Rubric

The Professional Responsibilities rubric is designed to identify appropriate professional responsibilities in the context of the other rubrics embedded in the Learning Observation Instrument. The effective teacher 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, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The effective teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Engagement in Meaningful and Appropriate Professional Learning Opportunities

Collaboration with Colleagues

Engagement with Families

Leadership