

Teacher-Centered Observation

| Elements of Instructional Core | Areas that Need Work | Criteria for Proficiency | Evidence of Meeting or Exceeding Standard |
|---|----------------------|--|---|
| <p>Warm Demander Stance</p> | | <ul style="list-style-type: none"> ☐ Actions, language, and tone are strong, respectful and positive, and communicate high expectations ☐ Utilizes a range of strategies (one mic, positive narration, urgency, etc) to hold students accountable to 100% engagement ☐ Addresses all off-task behavior in the moment and redirects students back to the lesson ☐ Actively engages with student in multiple ways (small groups, individual student support, whole class, etc) from beginning to end of class ☐ Upholds all Codes of Respect from beginning to end of class ☐ Consistently pushes students, especially challenging students, beyond what is comfortable, understanding this is in their best interest | |
| <p>Literacy and Academic Discourse</p> | | <ul style="list-style-type: none"> ☐ Objective is clearly displayed and has the Content, Learning and Product (CLP) clearly identified in it. ☐ Students engage in reading grade-level text for significant amount of class time (text can be written audio, video, or subject specific) ☐ Highly structured academic discourse asks students to think critically, discuss ideas, and make meaning of content multiple times per class ☐ Explicit vocabulary development built into the lesson | |
| <p>Cultural Relevance</p> | | <ul style="list-style-type: none"> ☐ Lessons include issues and topics related to student's culture and/or youth culture as a lever for engagement ☐ Public and Community Health Pathway content is related to student's culture and/or youth culture as a lever for engagement ☐ Uses relationships to push students, especially challenging students, beyond what they think they are capable of ☐ Teacher expresses positive perspective about students' backgrounds, families, and/or cultures (asset-based pedagogy) ☐ Instruction and learning take place in an environment that encourages multicultural viewpoints and allows for inclusion of knowledge that is relevant to the students | |

ARISE Instructional Core Rubric 2019-20

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| | | integrated | |
| Rigor and Critical thinking | | <ul style="list-style-type: none"> ☐ Student learning is active; students are taking on a majority of the cognitive load and continually build towards greater independence ☐ Teacher holds students accountable to high expectations for learning by developing, implementing, and measuring clear objectives ☐ Students are presented with grade appropriate challenging content that pushes them to work through productive struggle ☐ Students self-monitor their level of focus and actively support each other's academic success ☐ Teacher incorporates multiple elements of the PBL "Gold Standard" in curriculum and instruction | |
| Mastery of Objectives | | <ul style="list-style-type: none"> ☐ Objectives are purposely designed to build skills and/or build towards higher order thinking and raising of critical consciousness ☐ Warrior Intellectual rubrics and Public and Community Health Pathway elements are integrated into curriculum and/or objectives ☐ Objectives are displayed in class and students can clearly self-assess their learning in relation to the objective ☐ Teacher differentiates and scaffolds to insure equitable access to learning targets, activities, and texts for all students, especially English learners and students with IEPs and 504s ☐ Teacher consistently checks for understanding through high inference and low inference data collection (exit tickets, surveys, quick writes, academic discourse trackers, etc) | |
| Classroom Aesthetics | | <ul style="list-style-type: none"> ☐ Room is arranged physically to intentionally achieve the learning objectives ☐ Handouts and key documents are easily accessible to students ☐ Core Values, Mission and Vision, and other key ARISE documents are displayed throughout the room ☐ Student work is displayed prominently throughout the room ☐ White board set up (objectives, agenda, homework) is displayed clearly ☐ Walls and classroom space are used to teach key concepts, skills, and content ☐ Room feels welcoming to students by being kept tidy, clean, and well-organized | |

Student-Centered Observation

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|---------------------------------|----------------------|--|---|
| Warm Demander Stance | | <ul style="list-style-type: none"> ☐ Students monitor their own level of focus ☐ Students respond respectfully and quickly to teacher redirections ☐ Students are engaged across multiple modalities (individually, small groups, etc) | |
| Literacy and Academic Discourse | | <ul style="list-style-type: none"> ☐ Objective is clearly displayed and has the Content, Learning and Product (CLP) clearly identified in it. ☐ Students engage in reading grade-level text for significant amount of class time (text can be written audio, video, or subject specific) ☐ Highly structured academic discourse asks students to think critically, discuss ideas, and make meaning of content multiple times per class ☐ Explicit vocabulary development built into the lesson | |
| Cultural Relevance | | <ul style="list-style-type: none"> ☐ Lessons include issues and topics related to student's culture and/or youth culture as a lever for engagement ☐ Public and Community Health Pathway content is related to student's culture and/or youth culture as a lever for engagement ☐ Uses relationships to push students, especially challenging students, beyond what they think they are capable of ☐ Teacher expresses positive perspective about students' backgrounds, families, and/or cultures (asset-based pedagogy) ☐ Instruction and learning take place in an environment that encourages multicultural viewpoints and allows for inclusion of knowledge that is relevant to the students integrated | |
| Rigor and Critical thinking | | <ul style="list-style-type: none"> ☐ Student learning is active; students are taking on a majority of the cognitive load and continually build towards greater independence ☐ Teacher holds students accountable to high expectations for learning by developing, implementing, and measuring clear objectives ☐ Students are presented with grade appropriate challenging content that pushes them to work through productive struggle | |

ARISE Instructional Core Rubric 2019-20

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| | | <ul style="list-style-type: none"> ☐ Students self-monitor their level of focus and actively support each other's academic success ☐ Teacher incorporates multiple elements of the PBL "Gold Standard" in curriculum and instruction | |
| <p>Mastery of Objectives</p> | | <ul style="list-style-type: none"> ☐ Objectives are purposely designed to build skills and/or build towards higher order thinking and raising of critical consciousness ☐ Warrior Intellectual rubrics and Public and Community Health Pathway elements are integrated into curriculum and/or objectives ☐ Objectives are displayed in class and students can clearly self-assess their learning in relation to the objective ☐ Teacher differentiates and scaffolds to insure equitable access to learning targets, activities, and texts for all students, especially English learners and students with IEPs and 504s ☐ Teacher consistently checks for understanding through high inference and low inference data collection (exit tickets, surveys, quick writes, academic discourse trackers, etc) | |
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