

APPENDIX V – 68

SCHOOL:		PRINCIPAL:	
MONITORS:		DATE:	

	Indicators	RUBRIC		
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Classroom Environment	Student work is visible. Environment is print-rich. Seating arrangement encourages interaction.	The environment is decidedly comfortable, attractive, and conducive to learning.	The environment is sparse but nevertheless supports learning.	The environment hinders or significantly detracts from learning.
Lesson Focus	The appropriate standards and performance objectives/indicators are posted and congruent to the lesson. Lesson plans comply with the TUSD-approved model for the class designation.	The lesson includes clearly stated objective/s, which is/are appropriately challenging and congruent to the lesson. Lesson plans comply with the identified program model (DL, ILLP, ELD or Mainstream).	The lesson includes poorly stated objective/s, which is/are somewhat challenging and somewhat congruent to the lesson. Lesson plans partially comply with the identified program model (DL, ILLP, ELD or Mainstream).	The objectives are not stated, the lesson involves an inappropriate degree of rigor, and/or the lesson does not comply with the identified program model.
Language Use	Language use is deliberate, consistent and grammatically correct. Teacher language is comprehensible and balanced 50/50 with student language.	The teacher's speech is clear, well paced, grammatically correct and balanced with student speech; in DL class, language use is congruent with the DL Model.	The teacher's speech at times is unclear, grammatically incorrect or poorly balanced with student speech; in DL class, language use is slightly congruent with DL Model.	The teacher's speech is often unclear, grammatically incorrect or overwhelms student speech; in DL class, language use is not congruent with DL Model.
Instructional Strategies	Differentiated instruction and SIOP components, such as Building Background and Comprehensible Input, are evident. The teacher often checks for understanding.	The teacher demonstrates a strong command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher often checks for understanding.	The teacher demonstrates to some effect a command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher occasionally checks for understanding.	The teacher does not demonstrate a command of differentiated instruction, SIOP components and ELL instructional strategies. The teacher does not check for understanding.
Student Engagement	Active participation activities, strategic grouping and interactive lessons lead to full student engagement	All or most students are actively and productively engaged in the lesson while observed.	Some students appear to be actively and productively engaged in the lesson while observed.	Few students appear to be actively and productively engaged in the lesson while observed.
Assessment Data	Electronic data entry, if applicable, is up to date and/or other appropriate alternate assessments are evident. In an ILLP classroom Attachment B is observable and aligned to Attachment A.	Data entries are largely up to date and show progress for all or nearly all students. And/or other alternative assessments are used to show progress. For ILLPs, assessments are evident and recommendations are noted.	Data entries are somewhat up to date or indicate many making limited progress. And/or limited alternative assessments are used to show student progress. For ILLPs, assessments are somewhat evident and recommendations are not appropriate.	Few checks or data entries are recorded, and/or the entries indicate no progress for all or nearly all students. And/or there is no evidence of alternative assessment in use to show progress. For ILLPs, assessments are not evident and recommendations are not noted.

	Classroom Environment	Lesson Focus	Language Use	Instructional Strategies	Student Engagement	Assessment Data
Classroom I						
Classroom II						
Classroom III						
Classroom IV						
Classroom V						
Classroom VI						
SUBTOTALS:						

TOTAL SCORE: _____

TOTAL SCORE CATEGORIES:	100-80%: Meets Program Expectations	79-60%: Approaches Expectations	59-0%: Falls Far Below Expectations
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LAD RECOMMENDATIONS:	
PRINCIPAL'S FOLLOW UP:	