Fresno Observation Rubric of Educators (FORed)

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

1 EXPLORING	2 ATTEMPTING	3 EMERGING	4 DEVELOPING
Engagement: Very few or no students attempt instructional tasks, volunteer responses, and/or ask relevant questions.	**Engagement:** Some students attempt instructional tasks, volunteer responses, and/or ask relevant questions.	**Engagement:** Most students attempt instructional tasks, volunteer responses, and/or ask relevant questions.	**Engagement:** All or almost all students attempt instructional tasks, volunteer responses, and/or ask relevant questions.
Expectations: Very few or no students follow behavioral expectations and/or directions.	**Expectations:** Some students follow behavioral expectations and/or directions.	**Expectations:** Most students follow behavioral expectations and/or directions.	**Expectations:** All or almost all students follow behavioral expectations and/or directions.
Procedures: Students do not carry out transitions, routines, and procedures in an orderly manner. Students are left without anything to do for a significant portion of the class period.	**Procedures:** Students carry out transitions, routines, and procedures in an orderly and efficient manner only some of the time and/or require substantial direction or narration. Students are idle while waiting for the teacher or left with nothing to do for several portions of the lesson.	**Procedures:** Students carry out transitions, routines and procedures in an orderly and efficient manner, most of the time though they may require some direction or narration from the teacher. Students are only idle for short periods of time.	**Procedures**: Students assume responsibility for routines and procedures and execute them in an orderly, efficient manner, requiring little or no direction or narration from the teacher. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning.

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 to 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)

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

1 ATTEMPTING	2 EXPLORING	3 EMERGING	4 DEVELOPING
Content: The lesson does not focus on content that advances students toward grade-level content standards, ELD standards or expectations, and/or IEP/504 goals.	**Content:** The lesson partially focuses on content that advances students toward grade-level content standards, ELD standards or expectations, and/or IEP goals.	**Content:** The lesson mostly focuses on content that advances students toward grade-level content standards, ELD standards or expectations, and/or IEP goals.	**Content:** The lesson focuses on content that advances students toward grade-level content standards, ELD standards or expectations, and/or IEP goals.
Lesson Activities: Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.	**Lesson Activities:** Only some activities students engage in are aligned to the stated or implied learning goal(s).	**Lesson Activities:** Most activities students engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move students toward mastery.	**Lesson Activities:** All activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced and build on each other to move students toward mastery.
Materials: Instructional materials students use (e.g., texts, questions, problems, exercises and assessments, manipulatives, etc.) 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 (ex. Lexile level and complexity of text).	**Materials:** Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments, manipulatives, etc.) 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 (ex. Lexile level and complexity of text).	**Materials:** Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments, manipulatives, etc.) 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 (ex. Lexile level and complexity of text).	**Materials:** All instructional materials students use (e.g., texts, questions, problems, exercises and assessments, etc.) 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 (ex. Lexile level and complexity of text).
Connections: Students do not have the opportunity to make connections between what they are learning and content within/across disciplines or real-world situations.	**Connections:** Students have some opportunities to make connections between what they are learning and content within/across disciplines or real-world situations.	**Connections:** Students have the opportunity to make connections between what they are learning and content within/across disciplines or real-world situations.	**Connections**: Students make connections between what they are learning and other content across disciplines and 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)

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

1 ATTEMPTING	2 EXPLORING	3 EMERGING	4 DEVELOPING
Cognitive Work: 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.	**Cognitive Work:** Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher, or a very small number of students, complete most of the cognitive work.	**Cognitive Work:** 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.	**Cognitive Work:** 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.
Evidence: Very few or no students provide meaningful evidence (oral, written, or other) to support their thinking.	**Evidence:** Some students provide meaningful evidence (oral, written, or other) to support their thinking.	**Evidence:** Most students provide meaningful (oral, written, or other) to support their thinking.	**Evidence:** All or almost all students provide meaningful evidence (oral, written, or other) to support their thinking.
Discourse: Very few or no students respond to their peers' thinking, ideas, or answers.	**Discourse:** Some students respond to their peers' thinking, ideas, or answers, and/or provide feedback to their classmates.	**Discourse:** Most students respond to their peers' thinking, ideas, or answers, and provide feedback to their classmates.	**Discourse**: All or almost all 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 their peers' thinking, ideas, or answers.
Perseverance: No students or very few students try hard to complete academic work or answer questions.	**Perseverance:** Some students try hard to complete challenging academic work and answer questions.	**Perseverance:** Most students try hard to complete academic work and answer questions, even if the work is challenging.	**Perseverance:** All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.

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 ATTEMPTING	2 EXPLORING	3 EMERGING	4 DEVELOPING
Checks for Understanding: Questions, tasks, or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.	**Checks for Understanding:** Questions, tasks, or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.	**Checks for Understanding:** Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward learning goals and to sometimes make adjustments in instruction.	**Checks for Understanding:** Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and to regularly make adjustments in instruction.
Opportunity: Students have very few or no opportunities to express learning through academic writing, explanations using academic language, or alternative means of expression.	**Opportunity:** Students have few opportunities to express learning through academic writing, explanations using academic language, or alternative means of expression.	**Opportunity:** Students have some opportunities to express learning through academic writing, explanations using academic language, or alternative means of expression.	**Opportunity:** Students have extensive opportunities to express learning through academic writing, explanations using academic language, or alternative means of expression.
Student Understanding: Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.	**Student Understanding:** Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	**Student Understanding:** Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	**Student Understanding:** All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.
Practice: Student responses, work, and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.	**Practice:** Student responses, work, and interactions demonstrate that some students are on track to achieve stated or implied learning goals.	**Practice:** Student responses, work, and interactions demonstrate that most students are on track to achieve stated or implied learning goals.	**Practice:** Student responses, work, and interactions demonstrate that all or almost all students are on track to achieve stated or implied learning goals.

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 usable 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)