



OTES Rubric and Highly Effective Teaching Characteristics

		OTES Indicator	Highly Effective Teaching Characteristic & Look-For
Pre-Conference	Focus For Learning		<p>Sets Appropriately Challenging Goals:</p> <p>#2 - The instructional plan is developed with students' unique goals in mind.</p> <p>#3 - There is an obvious connection between the instruction and how it can help students achieve their academic goals.</p> <p>Knows & Applies Best Practice:</p> <p>#1 - Learning targets for the lesson are clearly identified and students are aware of them.</p>
	Assessment Data		<p>Supports Students through Effective Assessments:</p> <p>#1 - The teacher uses formative assessments to gauge student understanding and plan instruction.</p> <p>#3 - The teacher provides differentiated learning experiences for students based on formal and informal assessments.</p> <p>Creates Student-Centered Classrooms:</p> <p>#3 - The teacher understands the developmental, cognitive, social, and physical needs of the age group and uses this information to guide instruction.</p> <p>Continually Strives to Learn:</p> <p>#1 - There is evidence that the teacher is using data to guide his/her instructional decisions.</p> <p>Gives & Receives Feedback:</p> <p>#4 - Students give feedback to the teacher about what they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged, etc.</p>
	Prior Content Knowledge/ Sequence/ Connections		<p>Sets Appropriately Challenging Goals:</p> <p>#2-The instructional plan is developed with students' unique goals in mind.</p> <p>#3-There is an obvious connection between the instruction and how it can help students achieve their academic goals.</p> <p>Knows & Applies Best Practice:</p> <p>#1-Learning targets for the lesson are clearly identified and students are aware of them.</p> <p>#2-The teacher uses direct instruction to teach surface-level knowledge and then creates opportunities for students to explore content deeper through strategic questioning, critical thinking, project-based and/or inquiry learning.</p> <p>Creates Student-Centered Classrooms:</p> <p>#1-Students' personal experiences are woven into the instruction of the lesson.</p> <p>Continually Strives to Learn:</p> <p>#1-There is evidence that the teacher is using data to guide his/her instructional decisions.</p> <p>#2-The teacher is knowledgeable of best practice and district initiatives.</p> <p>#3-The teacher is using skills/knowledge provided at District professional development experiences in his/her instruction.</p>
	Knowledge of Students		<p>Sets Appropriately Challenging Goals:</p> <p>#1-The teacher holds high expectations for all students in the classroom. Just "do your best" is not accepted by the teacher as being enough.</p> <p>#2-The instructional plan is developed with students' unique goals in mind.</p> <p>Knows & Applies Best Practice:</p> <p>#4-The teacher uses a variety of instructional strategies in the lesson to meet the needs of diverse learners.</p> <p>Creates Student-Centered Classrooms:</p> <p>#1-Students' personal experiences are woven into the instruction of the lesson.</p> <p>#2-The teacher has positive interactions with students and seems to genuinely care about them.</p> <p>#3-The teacher understands the developmental, cognitive, social, and physical needs of the age group and uses this information to guide instruction.</p> <p>#4-The teacher respects and cares about students as individuals and demands that students treat one another with respect.</p> <p>Continually Strives to Learn:</p> <p>#2-The teacher is knowledgeable of best practice and district initiatives.</p>



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Formal Observation	Lesson Delivery	<p>Knows & Applies Best Practice: #1-Learning targets for the lesson are clearly identified and students are aware of them. #2-The teacher uses direct instruction to teach surface-level knowledge and then creates opportunities for students to explore content deeper through strategic questioning, critical thinking, project-based and/or inquiry learning. #3-The teacher models worked examples, and students are given time to practice their learning with guidance from the teacher and/or peers. #4-The teacher uses a variety of instructional strategies in the lesson to meet the needs of diverse learners.</p> <p>Gives & Receives Feedback: #1-The targeted feedback from teacher to student aims to fill the gap between what students understand and what the teacher wants them to understand and requires action by the students.</p> <p>Models Success & 21st Century Skills: #4-The teacher incorporates the key 21st century skills-critical thinking, communication, collaboration, and creativity-into his/her instruction.</p>
	Differentiation	<p>Knows & Applies Best Practice: #2-The teacher uses direct instruction to teach surface-level knowledge and then creates opportunities for students to explore content deeper through strategic questioning, critical thinking, project-based and/or inquiry learning. #3-The teacher models worked examples, and students are given time to practice their learning with guidance from the teacher and/or peers. #4-The teacher uses a variety of instructional strategies in the lesson to meet the needs of diverse learners.</p> <p>Supports Students through Effective Assessments: #3 - The teacher provides differentiated learning experiences for students based on formal and informal assessments.</p>
	Resources	<p>Knows & Applies Best Practice: #1-Learning targets for the lesson are clearly identified and students are aware of them. #4-The teacher uses a variety of instructional strategies in the lesson to meet the needs of diverse learners.</p>
	Classroom Environment	<p>Creates Student-Centered Classrooms: #2-The teacher has positive interactions with students and seems to genuinely care about them. #4-The teacher respects and cares about students as individuals and demands that students treat one another with respect.</p> <p>Gives & Receives Feedback: #1-The targeted feedback from teacher to student aims to fill the gap between what students understand and what the teacher wants them to understand and requires action by the students. #2-The feedback from teacher to student focuses on what students have done correctly - not incorrently. #4-Students give feedback to the teacher about what they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged, etc.</p> <p>Models Success and 21st Century Skills: #1-The teacher models success in the classroom.</p>
	Assessment of Student Learning	<p>Gives & Receives Feedback: #1-The targeted feedback from teacher to student aims to fill the gap between what students understand and what the teacher wants them to understand and requires action by the students. #2-The feedback from teacher to student focuses on what students have done correctly - not incorrently.</p> <p>Supports Students through Effective Assessments: #1 - The teacher uses formative assessments to gauge student understanding and plan instruction. #2-Students are given opportunities to self-assess and can identify strengths/weaknesses in their learning. #3 - The teacher provides differentiated learning experiences for students based on formal and informal assessments.</p>
Post-Conference	Professional Responsibilities	<p>Continually Strives to Learn: #1-There is evidence that the teacher is using data to guide his/her instructional decisions. #2-The teacher is knowledgeable of best practice and district initiatives. #3-The teacher is using skills/knowledge provided at District professional development experiences in his/her instruction. #4-There is evidence that the teacher is collaborating with colleagues in developing instruction and assessing students.</p> <p>Supports Students through Effective Assessments: #1 - The teacher uses formative assessments to gauge student understanding and plan instruction.</p>