SY 2021-22 Formal Observation Guidance:
Home & Hospital Teachers

This guidance is intended to support educators and observers who engage in the formal observations of Home and Hospital teachers. Home and Hospital teachers are unique in that all lesson materials travel with the teacher for a 1-1 lesson in the student's home or hospital room.

Formal observations for these teachers will continue in SY 2021-22, using the Instructional Framework Rubric and following the timelines associated with the Teacher Effectiveness Annual Evaluations for this year.

Teachers who are confirmed by the Office of Human Capital as being Off Cycle for this year's annual evaluation will not be formally observed this year. Rather, their professional practice scores (formal observations, professional expectations) from SY 2020-21 will be included in this year's annual evaluation calculation. Student growth data still remains a portion of their annual evaluation and they must complete the SLO process this year via either an approved SLO Learning Target or SLO Exemption.

General Reminder: Using the Instructional Framework Rubric

When conducting observations – especially formal observations of practice – observers should collect a large amount of evidence and make a holistic determination about which level within the descriptor progression matches that evidence. After reviewing the evidence across all the descriptor progressions and determining which level of performance the preponderance of evidence aligns, the overall rating for that specific indicator would be determined.

Other Resources: Supporting the use of the Instructional Framework Rubric

There are other resources as well, which support the implementation of the Instructional Framework Rubric – whether for observations of practice, providing feedback, or reflecting on practice. These resources are available on the district website.

Using the Instructional Framework Rubric: Applying this Guidance

When using the Instructional Framework Rubric to determine a formal observation rating, there should be a preponderance of evidence at that level of the continuum. Our guidance – and the rubric itself – already acknowledges that every descriptor may not be evident every day.

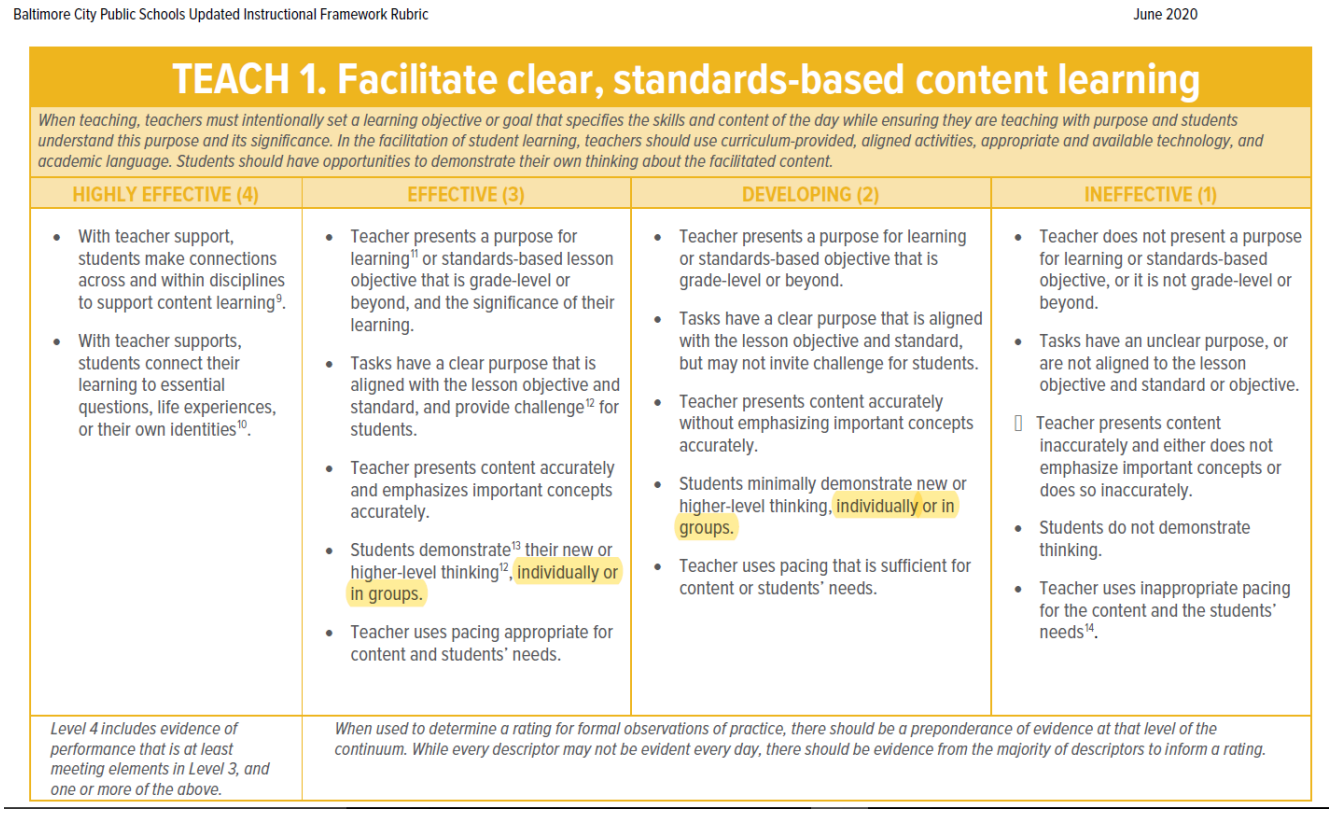
While we say there should be evidence from the majority of descriptors to inform a rating, we acknowledge this may not always be possible for our Home and Hospital teachers, due to the uniqueness of their role.

When there is not evidence for a particular descriptor, this should be treated as "not applicable" and not be considered when determining an overall rating for this TEACH indicator. To support observers

and teachers, the Employee Effectiveness Team and observers within the Home and Hospital Program have reviewed the TEACH indicators and noted which rubric descriptors are not likely to be evident.

Below, you will see images of each TEACH indicator from our Instructional Framework Rubric. Sometimes, language in the rubric descriptor will be highlighted.

If the language is highlighted, this means we do **not** anticipate there will be evidence related to this descriptor or portion of the descriptor. This should not indicate a lower level of performance by the teacher. Rather, this would not be considered (treated like "not applicable") when determining an overall rating for this TEACH indicator.



Baltimore City Public Schools Updated Instructional Framework Rubric June 2020

TEACH 1. Facilitate clear, standards-based content learning

When teaching, teachers must intentionally set a learning objective or goal that specifies the skills and content of the day while ensuring they are teaching with purpose and students understand this purpose and its significance. In the facilitation of student learning, teachers should use curriculum-provided, aligned activities, appropriate and available technology, and academic language. Students should have opportunities to demonstrate their own thinking about the facilitated content.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• With teacher support, students make connections across and within disciplines to support content learning[9]. • With teacher supports, students connect their learning to essential questions, life experiences, or their own identities[10].	• Teacher presents a purpose for learning[11] or standards-based lesson objective that is grade-level or beyond, and the significance of their learning. • Tasks have a clear purpose that is aligned with the lesson objective and standard, and provide challenge[12] for students. • Teacher presents content accurately and emphasizes important concepts accurately. • Students demonstrate[13] their new or higher-level thinking[12], individually or in groups. • Teacher uses pacing appropriate for content and students' needs.	• Teacher presents a purpose for learning or standards-based objective that is grade-level or beyond. • Tasks have a clear purpose that is aligned with the lesson objective and standard, but may not invite challenge for students. • Teacher presents content accurately without emphasizing important concepts accurately. • Students minimally demonstrate new or higher-level thinking, individually or in groups. • Teacher uses pacing that is sufficient for content or students' needs.	• Teacher does not present a purpose for learning or standards-based objective, or it is not grade-level or beyond. • Tasks have an unclear purpose, or are not aligned to the lesson objective and standard or objective. • Teacher presents content inaccurately and either does not emphasize important concepts or does so inaccurately. • Students do not demonstrate thinking. • Teacher uses inappropriate pacing for the content and the students' needs[14].
Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.	*When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.*		

NOTE: For the second descriptor in TEACH 1 Highly Effective, student identity connections may include how the student is dealing with their present situation of being on home instruction and/or the underlying condition which has led to their home instruction.

Baltimore City Public Schools Updated Instructional Framework Rubric June 2020

TEACH 2. Use strategies and tasks to engage students in rigorous work

While teaching, teachers use strategies in order to engage each student in rigorous work and learning that provides challenge. Teachers use curricular materials, evidence-based strategies, and appropriate differentiation and scaffolding to provide access points for students at all levels. Through these strategies, students are empowered to take charge of their learning and classwork.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• With teacher supports, students determine and select strategies[15] that support their learning needs and goals to engage in the learning task. • Teacher incorporates student voice and choice[16] into lesson, while maintaining access to grade-level or beyond learning.	• Students have time and opportunities to engage in and grapple[17] with complex texts[18] and rigorous tasks. • In response to teacher's guidance, students engage in the lesson learning and use strategies to persist in order to meet the challenge. • Teacher appropriately[19] provides scaffolds[20] or differentiates[21] in a manner that supports each student's[22] access to grade-level or beyond learning. • Teacher uses or models evidence-based strategies[23] to engage students with texts and/or tasks. • Teacher's release of responsibility to students is responsive to how students engage with complexity and challenge.	• Students have opportunities to engage with complex texts and rigorous tasks, but do not have adequate time to grapple with or make meaning. • While students engage in the lesson learning in response to teacher instructions, teacher does not monitor or address lack of student persistence through challenge. • Teacher provides scaffolds or differentiates for students to access grade-level or beyond learning that is whole class and/or is not based on student progress information. • Teacher models and assists students with evidence-based strategies to engage students with texts and/or tasks. Strategies are teacher-dependent. • Teacher's release of responsibility to students is not responsive to how students are engaging with complexity and challenge.	• Students sometimes have opportunities to engage with complex texts and rigorous tasks, though the opportunities are superficial. • Few students engage in the lesson learning in response to teacher instructions, and teacher does not monitor or address lack of student engagement. • Teacher does not provide scaffolds and/or differentiates for students to access grade-level or beyond learning within the class, or does so in a manner that does not appropriately[24] support students. • Teacher does not use or model evidence-based strategies. • Teacher releases no responsibility to students.
Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.	*When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.*		

Baltimore City Public Schools Updated Instructional Framework Rubric June 2020

TEACH 3. Use intentional questioning to deepen learning

When teaching, teachers use questions to deepen learning and push student thinking. Through intentionally planned and scaffolded questions, students increase their levels of thinking and justify responses by regularly using evidence. Questions should occur at key points, be aligned to the learning goal, and provide opportunity for multiple students to respond.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• Students lead questioning throughout the class. • Students hold one another (and themselves) accountable for justifying their answers by using evidence and/or elaborating on their thought processes, when needed.[25] • Students reflect on the variety of pathways they and/or their peers used in order to appropriately respond to questions.	• Teacher consistently[26] poses varied questions[27] that engage multiple students[28] in the lesson learning. • Teacher ensures students justify their thinking by explaining their thought process and/or using evidence[29]. • Teacher asks questions that are clear[30] and lesson-appropriate[31] at key points[32] throughout the lesson that are followed by sufficient wait time[33]. • When needed, teacher supports students in exploring a variety of appropriate[34] responses and pathways for arriving at appropriate responses. • Teacher values[35] input from all students and ensures students have opportunities to contribute equitably.	• Teacher poses varied questions that engage students in the lesson learning. • Teacher sometimes requires students justify their thinking by explaining their thought processes and/or using evidence. • Teacher asks questions that are clear and lesson-appropriate at key points throughout the lesson, but wait time is not sufficient. • Teacher supports students in getting to appropriate responses in a leading manner[36]. • Teacher encourages input from students, but uses few strategies to ensure equitable contribution by students.	• Teacher poses minimal or no questions that engage students in the lesson learning. • Teacher does not require students to justify their thinking or use evidence. • Teacher asks questions that are unclear[37] or not lesson-appropriate. • Teacher accepts any response, even if it is inappropriate, or responds to students with criticism or judgment. • Teacher minimally encourages student input and/or repeatedly calls on the same students for contribution.
Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.	*When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.*		

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TEACH 4. Monitor progress and provide feedback

During a lesson, teachers monitor progress of student learning through formative assessments and address student misunderstandings. Teachers use that information to guide their moves to facilitate student learning and understanding during the current lesson and future lessons. Artifacts should indicate student learning towards the lesson objective or goal.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• In response to evidence from formative assessments, teacher facilitates peer learning opportunities that advance learning. • Students correct, clarify, expand, or redo work in response to feedback from teacher or other students	• Teacher conducts formative assessments[38] that yield useful information for student groups' learning progress at key points[39] throughout the lesson. • Teacher decisions and/or adjustments are based on student progress information and contribute to student understanding of the content. • In response to student misunderstandings, teacher or other students provide specific academic feedback[40] that is actionable and clarifies next steps for students. • Student artifacts[41] indicate application of learning, mastery, or progress towards objective or learning goal.	• Teacher conducts formative assessments that yield a general sense of the whole class' learning progress at some points throughout the lesson. • Teacher decisions and/or adjustments are based on student progress information, but fail to contribute to student understanding of the content. • In response to student misunderstandings, teacher attempts to clarify the concept with general academic feedback that communicates current progress. • Student artifacts indicate minimal application of learning or progress towards objective or learning goal.	• Teacher does not conduct or conducts sporadic formative assessments to get a general sense of the whole class' learning progress. • Even when needed, teacher does not make real-time adjustments or the teacher's decisions and/or adjustments are not based on student progress information. • Teacher does not attempt to address student misunderstandings, or does so with minimal or non-academic feedback that does not specify current progress or next steps[42]. • Student artifacts indicate no application of learning, mastery, or progress of objective or learning goal.
Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.	*When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.*		

TEACH 5. Facilitate student interactions and academic talk[43]

Teachers facilitate student interactions that engage students and support their progress towards the learning goal. Interactions should vary in format to include writing and/or speaking opportunities within the full class, smaller groups and/or partners. Student interactions should be flexible, purposeful and consider student data. During student interactions, attention is paid to ensuring each student is engaged and using content and academic vocabulary.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• Students use academic language and vocabulary as they lead academic discussions or group work with minimal teacher support.[44] • Students monitor their progress in group work and support one another in staying productive and on task. • Students demonstrate ability to reflect on or adapt their interactions with other students based on their own growing or developing social-emotional competencies.	• Teacher provides multiple opportunities for student interactions that serve diverse purposes[45]. • Teacher consistently models and uses strategies[46] to reinforce student use of academic vocabulary and language. • In most student interactions, students engage with their peers to make meaning of content or deepen their understanding[47] of grade-level or beyond content. • Students work collaboratively towards learning goals by using structures and supports the teacher has put in place. • Teacher ensures[48] that student interactions are flexible, based on student data[49].	• Teacher provides multiple opportunities for student interaction that are similar in purpose. • Teacher consistently models academic vocabulary and language. • In some student interactions, students engage with their peers to make meaning of content or deepen their understanding of grade-level or beyond content. • Student interactions promote students meeting learning goals, but are dependent upon teacher prompting. • Teacher ensures there is flexibility in student interactions.	• Teacher provides no or superficial opportunities for student interactions that are similar in purpose. • Teacher inconsistently models academic vocabulary and language. • Student interactions do not focus student engagement with their peers on making meaning of content or deepening their understanding of grade-level or beyond content. • Student interactions do not help students meet learning goals. • Teacher does not ensure there is flexibility in student interactions or does so in sporadic ways.
Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.	*When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.*		

NOTE: For the second descriptor in TEACH 5, strategies should be developmentally appropriate.

TEACH 6. Organize and implement routines to support a learning-focused classroom[50]

Teachers create a classroom culture of high expectations, student ownership, and academic risk-taking. During the lesson, routines are used to focus students on learning. Routines should help to maximize instructional time, ensure smooth transitions, increase student understanding of responsibilities, and provide a safe environment for students to take academic risks.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• Teacher creates conditions[51] where students are expected to take chances in the learning task. • Students handle breaks in structure by maintaining their academic focus. • Teacher and students have created and follow shared agreements that support the learning-focused classroom.	• Students are on task and engaged in learning throughout the lesson. • Teacher holds all students to appropriately high expectations[52] in a supportive manner[53]. • Teacher has appropriate routines[54] in place that students execute successfully.[55] • Teacher's arrangement of space and materials facilitates student movement, interactions, and learning, and includes celebration of student experiences and current work. • Students manage materials in a developmentally appropriate manner.	• Teacher provides short periods of time for students to be off task. • Teacher holds students to expectations in a supportive manner, but these expectations vary for students. • Teacher has appropriate routines in place, but students demonstrate they are sometimes unclear about what they should be doing and may ask questions frequently. • Teacher's arrangement of space and materials facilitates student movement, interactions, and learning. • Teacher manages materials.	• Teacher provides large periods of time for students to be off task. • Teacher holds low expectations for students, or reinforces or communicates these expectations with criticism or judgement. • Teacher has minimal to no routines in place and students demonstrate they are unclear about what they should be doing, ask questions constantly, or do not follow teacher directions. • Teacher's arrangement of space and materials hinders student movement, interactions, or learning. • Materials are not available for students.
Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.	*When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.*		

NOTE: For the last descriptor series in TEACH 6: If instruction was facilitated virtually, examples may focus on students using platform tools appropriately, based on norms and teacher guidance (ie: chat, shared documents) or students using physical materials appropriately (ie: holding up written answers).

TEACH 7. Cultivate a supportive learning community

To support student learning and well-being, teachers cultivate and model competencies such as self-awareness, self-management, social awareness, and responsible decision making. By creating a safe and welcoming classroom environment that nurtures strong relationships, teachers create opportunities for student voice, leadership, and agency.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
• Students support one another through affirmation, encouragement, demonstrated empathy, or other supportive actions. • Teacher inquires about and is responsive to student needs and perspective during instructional delivery. • Students feel safe sharing their perspective, which may differ from a majority of others.	• Students demonstrate effective coping strategies[56] or use supports teacher has put in place for coping. • Teacher implements routines and practices that appropriately build student leadership[57]. • Teacher implements practices that encourage the inclusion of one another and one another's ideas.[58] • Teacher cultivates a positive[59], supportive[60] classroom community and student awareness of their impact within the classroom[61]. • When needed, teacher appropriately addresses, redirects or de-escalates[62] student misbehavior or disruption[63] in a manner that solves the issue with minimal disruption to the lesson or other student learning.	• Teacher models effective coping strategies. • Teacher implements routines and practices that appropriately build student leadership in some students. • Teacher implements practices that encourage inclusion of one another or one another's ideas. • Teacher cultivates a positive, supportive classroom community. • When needed, teacher addresses, redirects or de-escalates student misbehavior or disruption in a manner that solves the issue but with disruption to the lesson or other student learning.	• Teacher does not model effective coping strategies. • Teacher does not implement routines or practices that build student leadership, or the practices are sporadic or inappropriate for the students. • Teacher does not implement practices that encourage student inclusion of one another or one another's ideas. • Teacher inconsistently cultivates a positive, supportive classroom community. • Teacher does not address or redirect student misbehavior or disruption, or does so in a manner that does not solve the issue[64].
Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.	*When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.*		

NOTE: For the last descriptor in TEACH 7 Highly Effective, there may also be evidence of parents feeling safe sharing their perspective.