

Handout G
Activity #6 Fostering Learning and Promoting Inclusivity
Educator Observation Rubric

Which Guideline were you assigned? _____

Procedure:

1. Read your assigned Guideline (e.g., 5.1, 5.2, 5.3).
2. Review the rubric. This rubric, when completed by you, will provide information on what criteria shape highly successful teaching.
3. Read the example and consider how the criteria, *Organizing physical space*, is elaborated across four levels of educator application, starting with the highest level of success (Highly Effective) and ending with the lowest level (Does Not Meet Expectation).
4. Individually or as a group, determine what criteria should be used to gauge the novice educators' ability to apply your assigned guideline. Write at least three criteria in the left-hand column.
5. Taking one criterion at a time, write a description for each of the four levels (e.g., Highly Effective, Effective, Improvement Necessary, and Does Not Meet Expectation). Each should describe a different level of success. You may want to begin by writing a description of what it means for an educator to be Highly Effective and then write a description of what it means if the teaching Does Not Meet Expectation. Then, complete the middle two levels, Effective and Improvement Necessary.
6. Review your work. Be prepared to discuss how you addressed the inclusion of all learners.

**Fostering Learning and Promoting Inclusivity
Educator Observation Rubric**

Criteria	Highly Effective	Effective	Improvement Necessary	Does Not Meet Expectation
<p>Example: Organizing physical space</p>	<p><i>The classroom environment is safe, and learning is accessible to all participants, including those with special needs. The educator makes effective use of physical resources, including computer technology. The educator ensures that the physical arrangement is appropriate to the learning activities. Participants contribute to the use or adaptation of the physical environment to advance learning</i></p>	<p><i>The classroom is safe, and participants have equal access to learning activities; the educator ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</i></p>	<p><i>The classroom is safe, and essential learning is accessible to most participants. The educator makes modest use of physical resources, including computer technology. The educator attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</i></p>	<p><i>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</i></p>