

Draft V.2 Rubric for Evaluating Colorado Teachers

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Essential	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards; their district's organized plan of instruction; and the individual needs of their students.				
THE TEACHER <i>Plans lessons that reflect:</i> <ul style="list-style-type: none"> ○ <i>Instructional objectives appropriate for students.</i> PP1aE1 ○ <i>Colorado Academic Standards.</i> PP1aE2 ○ <i>Student assessment results.</i> PP1aE3 	... and THE TEACHER <i>implements lessons that:</i> <ul style="list-style-type: none"> ○ <i>Connect and communicate specific learning objectives to approved curriculum.</i> PP1aPP1 ○ <i>Aligns to the district's plan of instruction.</i> PP1aPP2 	... and THE TEACHER: <ul style="list-style-type: none"> ○ Demonstrates knowledge of vertical and horizontal alignment of the grade or subject area. PP1aP1 	... and STUDENTS: <ul style="list-style-type: none"> ○ <i>Can articulate connections to the standards.</i> PP1aA1 	... and STUDENTS: <ul style="list-style-type: none"> ○ <i>Demonstrate new skills based on standards.</i> PP1aEX1
<input type="radio"/> Professional Practice is Observable during a classroom observation. <input type="checkbox"/> Professional Practice is Not Observable during a classroom observation.				

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ELEMENT B: Teachers demonstrate knowledge of the content, central concepts, disciplinary inquiry , appropriate evidence-based instructional practices and specialized characteristics of the disciplines being taught.				
THE TEACHER <ul style="list-style-type: none"> Scaffolds questions, concepts, and skills based on a sequence of learning. PP1bE1 Uses instructional materials that are accurate and appropriate for the lesson being taught. PP1bE2 Encourages and provides opportunities for students to make connections to prior learning. PP1bE3 	... and THE TEACHER <i>implements:</i> <ul style="list-style-type: none"> Content-based instructional strategies that best align to the learning objective. PP1bPP1 Multiple models and delivery methods to explain concepts accurately. PP1bPP2 Questioning techniques to support disciplinary inquiry. PP1bPP3 	... and THE TEACHER: <ul style="list-style-type: none"> Anticipates student misconceptions related to learning and addresses those misconceptions during instruction. PP1bP1 Facilitates relevant exploration of ideas and concepts that allow students to ask questions and construct new meaning. PP1bP2 	... and STUDENTS: <ul style="list-style-type: none"> Develop a variety of explanations and multiple representations of concepts. PP1bA1 Apply skills and knowledge learned in the classroom to engage in more complex concepts, ideas and theories. PP1bA2 Choose challenging tasks and opportunities. PP1bA3 	... and STUDENTS: <ul style="list-style-type: none"> Generate questions that lead to further inquiry and self-directed learning. PP1bEX1 Synthesize concepts to create original thinking within and across disciplines. PP1bEX2
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ELEMENT C: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.				
THE TEACHER <ul style="list-style-type: none"> Connects lessons to key concepts and themes within other disciplines and/or content areas. PP1cE1 Has knowledge of how to support literacy and mathematical practices in own content area. PP1cE2 	... and THE TEACHER <ul style="list-style-type: none"> Employs instructional strategies that include literacy, mathematical practices and language development across content areas. PP1cPP1 Makes complex reading and content-specific language accessible to students. PP1cPP2 	... and THE TEACHER: <ul style="list-style-type: none"> Makes interdisciplinary connections explicit to students. PP1cP1 Integrates literacy skills (reading, writing, listening, speaking) across content areas. PP1cP2 Integrates mathematical practices across content areas. PP1cP3 	... and STUDENTS: <ul style="list-style-type: none"> Make connections between other disciplines and/or content areas and the current lesson. PP1cA1 Apply literacy skills. PP1cA2 Apply mathematical practices. PP1cA3 	... and STUDENTS: <ul style="list-style-type: none"> Accelerate their learning by elaborating on current lesson with connections to prior lessons within the content area and/or with other disciplines. PP1cEX1
<ul style="list-style-type: none"> Professional Practice is Observable during a classroom observation. Professional Practice is Not Observable during a classroom observation. 				

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Essential	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.				
THE TEACHER maintains: <ul style="list-style-type: none"> ○ <i>Safety and welfare of students and the environment.</i> PP2aE1 ○ <i>A nurturing and caring relationship with each student.</i> PP2aE2 ○ <i>Clear expectations for student behavior.</i> PP2aE3 ○ <i>Procedures and routines to guide instruction and transitions.</i> PP2aE4 	... and THE TEACHER: <ul style="list-style-type: none"> ○ <i>Facilitates student accountability to school and class procedures and routines.</i> PP2aPP1 ○ <i>Consistently reinforces student expectations.</i> PP2aPP2 	... and THE TEACHER makes maximum use of instructional time by: <ul style="list-style-type: none"> ○ <i>Overlooking inconsequential behavior.</i> PP2aP1 ○ <i>Reinforcing positive behavior.</i> PP2aP2 ○ <i>Implementing purposeful pacing and efficient transitions.</i> PP2aP3 	... and STUDENTS: <ul style="list-style-type: none"> ○ <i>Uphold school and class rules.</i> PP2aA1 ○ <i>Encourage and advise others to provide a caring and nurturing environment.</i> PP2aA2 	... and STUDENTS: <ul style="list-style-type: none"> ○ <i>Interactions with their teacher(s) and each other demonstrate mutual support.</i> PP2aEX1 ○ <i>Hold high expectations for themselves and their peers.</i> PP2aEX2
ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.				
THE TEACHER: <ul style="list-style-type: none"> ○ <i>Acknowledges the influence of race, ethnicity, gender, religion, socioeconomic and other aspects of culture on student perspectives.</i> PP2bE1 ○ <i>Creates a classroom environment in which diversity is used to further student learning.</i> PP2bE2 	... and THE TEACHER: <i>establishes processes that result in:</i> <ul style="list-style-type: none"> ○ <i>A sense of community among students.</i> PP2bPP1 ○ <i>Effective interactions among students.</i> PP2bPP2 ○ <i>Incorporates instruction that reflects diverse backgrounds, experiences and different points of view.</i> PP2bPP3 	... and THE TEACHER: <ul style="list-style-type: none"> ○ <i>Delivers lessons to ensure students backgrounds and contextual knowledge are considered.</i> PP2bP1 ○ <i>Capitalizes on diversity as an asset in the classroom.</i> PP2bP2 ○ <i>Uses materials and lessons that counteract stereotypes and acknowledges the contributions of all cultures.</i> PP2bP3 	... and STUDENTS: <ul style="list-style-type: none"> ○ <i>Respect the uniqueness of fellow students.</i> PP2bA1 ○ <i>Seek a variety of perspectives to enhance their learning.</i> PP2bA2 	... and STUDENTS: <ul style="list-style-type: none"> ○ <i>Advocate for diversity, equity and social justice.</i> PP2bEX1
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QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Essentials	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.				
THE TEACHER: <ul style="list-style-type: none"> Recognizes that students have a variety of learning needs and interests. PP2cE1 Addresses individual student needs by adapting the environment. PP2cE2 Collaborates with specialists who can support the special learning needs of students. PP2cE3 	<p>... and</p> THE TEACHER: <ul style="list-style-type: none"> Implements a variety of inclusion, intervention or enrichment practices to address unique learning needs and interests. PP2cPP1 Implements recommendations of specialists and colleagues to address student needs. PP2cPP2 Encourages the values and contributions of students regardless of backgrounds or abilities. PP2cPP3 	<p>... and</p> THE TEACHER: <ul style="list-style-type: none"> Initiates collaboration with colleagues to better understand and respond to student learning needs. PP2cP1 Provides challenging opportunities and support for students to self-select tasks that accelerate their learning. PP2cP2 Integrates self-advocacy skills into instruction. PP2cP3 	<p>... and</p> STUDENTS: <ul style="list-style-type: none"> Actively engage in and monitor their learning. PP2cA1 Articulate their learning needs and interests that affect their classroom performance to the teacher and/or parent. PP2cA2 	<p>... and</p> STUDENTS: <ul style="list-style-type: none"> Apply coping skills such as self-reflection, self-regulation and persistence to classroom situations. PP2cEX1 Encourage fellow students to participate and challenge themselves. PP2cEX2
ELEMENT D: Teachers work with families and/or significant adults in the lives of their students.				
THE TEACHER: establishes: <ul style="list-style-type: none"> A classroom environment that is inviting to families and/or significant adults. PP2dE1 Respectful relationships with students, their families, and/or significant adults. PP2dE2 	<p>... and</p> THE TEACHER: <ul style="list-style-type: none"> Uses a variety of methods to initiate communication with families and/or significant adults in the school and community. PP2dPP1 	<p>... and</p> THE TEACHER: <ul style="list-style-type: none"> Coordinates communication between families and/or colleagues who provide student services. PP2dP1 Recognizes obstacles to family and community participation and seeks solutions to overcome them. PP2dP2 	<p>... and</p> FAMILIES AND/OR SIGNIFICANT ADULTS: <ul style="list-style-type: none"> Participate in classroom and/or school-based activities as a result of teacher outreach. PP2dA1 	<p>... and</p> FAMILIES AND/OR SIGNIFICANT ADULTS: <ul style="list-style-type: none"> Sustain active and appropriate participation in the classroom and school community. PP2dEX1
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QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Essential	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social and emotional development of their students.				
THE TEACHER: <ul style="list-style-type: none"> Demonstrates knowledge of the interrelatedness of students' intellectual, social and emotional development. PP3aE1 	... and THE TEACHER: <ul style="list-style-type: none"> Engages students in developmentally appropriate learning. PP3aPP1 	... and THE TEACHER: <ul style="list-style-type: none"> Implements knowledge gained from colleagues with expertise in child and adolescent development to improve the quality of instruction. PP3aP1 	... and STUDENTS: <ul style="list-style-type: none"> Advocate for their learning needs. PP3aA1 	... and STUDENTS: <ul style="list-style-type: none"> Apply new and different ways of learning and evaluates the impact. PP3aEX1
ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.				
THE TEACHER: <ul style="list-style-type: none"> Determines the students' current skill levels and uses that information to plan instruction. PP3bE1 Selects assessment strategies aligned to the learning objective. PP3bE2 Actively monitor student learning in relation to the learning objective. PP3bE3 Shares feedback on student progress with families and/or significant adults. PP3bE4 	... and THE TEACHER: <ul style="list-style-type: none"> Uses assessment results to guide real-time adjustments to instruction. PP3bPP1 Evaluates and documents student performance based on multiple measures. PP3bPP2 Provides timely feedback to students that is academically focused, frequent, and high quality. PP3bPP3 	... and THE TEACHER: <ul style="list-style-type: none"> Provides opportunities that encourage students to take academic risks based on assessment results. PP3bP1 Teaches students to use feedback to improve learning. PP3bP2 	... and STUDENTS: <ul style="list-style-type: none"> Self-assess on a variety of skills and concepts. PP3bA1 Use formal and informal feedback to monitor and accelerate their learning. PP3bA2 	... and STUDENTS: <ul style="list-style-type: none"> Discuss performance with the teacher, family and/or significant adults. PP3bEX1 Take academic risks. PP3bEX2
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Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

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ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in higher level thinking skills.				
THE TEACHER: <ul style="list-style-type: none"> Employs strategies and procedures to ensure that students have equitable access to available technology. PP3cE1 Assesses available technology to use with instruction. PP3cE2 	... and THE TEACHER: uses available technology to: <ul style="list-style-type: none"> Facilitate classroom instruction. PP3cPP1 Develop students' knowledge and skills. PP3cPP2 Models responsible and ethical use of technology and applications. PP3cPP3 	... and THE TEACHER integrates available technology to enhance: <ul style="list-style-type: none"> Creativity. PP3cP1 Problem solving. PP3cP2 Use of information. PP3cP3 Communication. PP3cP4 Collaboration. PP3cP5 	... and STUDENTS: <ul style="list-style-type: none"> Demonstrate responsible and ethical digital citizenship. PP3cA1 Use available technology to: <ul style="list-style-type: none"> Deepen critical thinking skills. PP3cA2 Apply team-building and networking skills. PP3cA3 	... and STUDENTS: <ul style="list-style-type: none"> Are informed consumers of technology. PP3cEX1 Use available technology to innovate. PP3cEX2

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ELEMENT D: Teachers establish and communicate high expectations and use processes, such as questioning, to support the development of critical-thinking and problem-solving skills.

THE TEACHER: <ul style="list-style-type: none"> Sets and communicates student expectations at a level that challenges students. PP3dE1 Understands the importance of developing students' critical thinking and problem solving skills. PP3dE2 	... and THE TEACHER: <ul style="list-style-type: none"> Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills. PP3dPP1 Uses wait time equitably to initiate student responses. PP3dPP2 	... and THE TEACHER: <ul style="list-style-type: none"> Teaches students critical thinking and problem-solving skills that are discipline appropriate. PP3dP1 	... and STUDENTS: <ul style="list-style-type: none"> Use questioning strategies to develop and test innovative ideas. PP3dA1 Connect and synthesize knowledge. PP3dA2 Demonstrate teacher's high expectations through their work and/or discourse. PP3dA3 	... and STUDENTS: <ul style="list-style-type: none"> Seek opportunities to expand and enhance their problem-solving and higher order thinking skills. PP3dEX1
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ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership qualities.				
THE TEACHER: <ul style="list-style-type: none"> Has a clear purpose for student collaboration. <i>PP3eE1</i> 	... and THE TEACHER: <ul style="list-style-type: none"> Provides opportunities for students to participate using various roles and modes of communication. <i>PP3ePP1</i> Adjusts team composition based on learning objectives and student needs. <i>PP3ePP2</i> 	... and THE TEACHER: <ul style="list-style-type: none"> Holds students accountable for work product and collaboration processes. <i>PP3eP1</i> Promotes student leadership and teamwork skills. <i>PP3eP2</i> 	... and STUDENTS: <ul style="list-style-type: none"> Assume leadership roles in their teams. <i>PP3eA1</i> Utilize group processes to build trust and promote effective interactions among team members. <i>PP3eA2</i> Use group feedback and input to improve the quality of their work. <i>PP3eA3</i> 	... and STUDENTS: <ul style="list-style-type: none"> Reflect on their contribution to refine the quality of the product. <i>PP3eEX1</i>
ELEMENT F: Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.				
THE TEACHER: <ul style="list-style-type: none"> Provides clear directions to guide student learning and behavior. <i>PP3fE1</i> Actively listens to students. <i>PP3fE2</i> 	... and THE TEACHER: <ul style="list-style-type: none"> Models a variety of methods for communication with all students. <i>PP3fPP1</i> Establishes classroom practices to support effective communication. <i>PP3fPP2</i> 	... and THE TEACHER: <ul style="list-style-type: none"> Teaches students to articulate thoughts and ideas clearly and effectively. <i>PP3fP1</i> 	... and STUDENTS: <ul style="list-style-type: none"> Apply clear and appropriate communication skills in a variety of situations. <i>PP3fA1</i> Formulate questions and make unsolicited contributions. <i>PP3fA2</i> 	... and STUDENTS: <ul style="list-style-type: none"> Extend and enrich the discussion. <i>PP3fEX1</i> Invite others to participate. <i>PP3fEX2</i>
<ul style="list-style-type: none"> ○ Professional Practice is Observable during a classroom observation. □ Professional Practice is Not Observable during a classroom observation. 				

QUALITY STANDARD IV

Teachers reflect on their practice.

Essential	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers link professional growth to their professional goals.				
THE TEACHER: <ul style="list-style-type: none"> ○ <i>Implements performance feedback from supervisor and/or colleagues to improve practice.</i> PP4aE1 ○ <i>Actively engages in professional learning focused on meeting professional goals.</i> PP4aE2 	... and THE TEACHER: engages in professional learning activities based on: <ul style="list-style-type: none"> ○ <i>Alignment with Colorado Academic Standards.</i> PP4aPP1 ○ <i>School and district initiatives.</i> PP4aPP2 ○ <i>Current research.</i> PP4aPP3 ○ <i>Student needs.</i> PP4aPP4 	... and THE TEACHER: <ul style="list-style-type: none"> ○ <i>Applies knowledge and skills learned through professional learning to improve student outcomes.</i> PP4aP1 ○ <i>Develops and follows a professional learning plan aligned to goals.</i> PP4aP2 	... and THE TEACHER: <ul style="list-style-type: none"> ○ <i>Monitors and evaluates instructional strategies acquired through professional learning and the impact on student growth.</i> PP4aA1 ○ <i>Reflects on student data, professional learning and results to provide higher-quality instruction.</i> PP4aA2 	... and THE TEACHER: <ul style="list-style-type: none"> ○ <i>Self-selects professional learning beyond district/school offerings that builds instructional expertise.</i> PP4aEX1
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ELEMENT B: Teachers are able to respond to a complex, dynamic environment.				
THE TEACHER: <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an understanding that change is constant. PP4bE1 	... and THE TEACHER: <ul style="list-style-type: none"> ○ <i>Adapts to the changing demands of the classroom environment.</i> PP4bPP1 ○ <i>Maintains a positive, productive and respectful relationship with colleagues.</i> PP4bPP2 	... and THE TEACHER: initiates collaborative activities with colleagues to: <ul style="list-style-type: none"> <input type="checkbox"/> Navigate change while maintaining a focus on student learning. PP4bP1 <input type="checkbox"/> Contribute to school and district improvement planning. PP4bP2 	... and THE TEACHER: <ul style="list-style-type: none"> <input type="checkbox"/> Serves as a critical friend for colleagues to improve school environment. PP4bA1 	... and THE TEACHER: <ul style="list-style-type: none"> <input type="checkbox"/> Models professionalism by embracing change. PP4bEX1
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NOT FOR DISTRIBUTION

QUALITY STANDARD V

Teachers demonstrate leadership.

Essential	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT A: Teachers promote professional growth for all educators and collaborate with their colleagues to improve the school community and the teaching profession.				
THE TEACHER: <ul style="list-style-type: none"> Participates in school activities expected of all teachers. PP5aE1 Supports school goals and initiatives. PP5aE2 	... and THE TEACHER <ul style="list-style-type: none"> Contributes to school committees and teams. PP5aPP1 	... and THE TEACHER: <ul style="list-style-type: none"> Seeks opportunities to lead professional learning activities. PP5aP1 Actively participates in school decision-making processes. PP5aP2 	... and THE TEACHER: <ul style="list-style-type: none"> Assumes a leadership role in implementing the unified improvement plan throughout the building. PP5aA1 Advocates for improvements to teaching and learning at the local, state, and/or national level. PP5aA2 	... and THE TEACHER: <ul style="list-style-type: none"> Leads activities designed to improve local, state and/or national level policies and procedures. PP5aEX1

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Essential	Partially Proficient	Proficient (Meets State Standard)	Accomplished	Exemplary
ELEMENT B: Teachers demonstrate high standards for professional conduct.				
THE TEACHER: Maintains confidentiality of: <ul style="list-style-type: none"> Student records as required by law. PP5bE1 Student, family and fellow teacher interactions. PP5bE2 Student data. PP5bE3 Demonstrates reliable and responsible behavior. PP5bE4 	... and THE TEACHER: Models ethical behavior, including: <ul style="list-style-type: none"> Honesty. PP5bPP1 Integrity. PP5bEPP2 Fair treatment and respect for others. PP5bPP3 	... and THE TEACHER: <ul style="list-style-type: none"> <i>Helps students understand the importance of ethical behavior as an individual and member of society.</i> PP5bP1 	... and THE TEACHER: <ul style="list-style-type: none"> Holds colleagues accountable to high standards for professional conduct. PP5bA1 	... and STUDENTS: <i>Hold their peers accountable for ethical behavior, including:</i> <ul style="list-style-type: none"> <i>Honesty.</i> PP5bEX1 <i>Integrity.</i> PP5bEX2 <i>Fair treatment and respect for others.</i> PP5bEX3

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