MSD of Decatur Township

Evaluation System
Part I

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Part 1

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Mission:

The MSD of Decatur Township is Student Invested, Community Connected. We prioritize Student Learning, Safety and Customer Service, fostering a support system for our families.

Vision:

Preparing Students to be Tomorrow Ready

Belief Statement:

A focus on student learning is essential for all of our children as we empower growth and development through a high level of expectations well beyond high school graduation. MSD of Decatur Township Graduates are prepared to achieve their life goals that they have developed through a focus on college and career readiness during their time at the MSD of Decatur Township.

Evaluation and Professional Growth System Policy

The Board of Education recognizes the importance of professional growth based upon reflective practice and expects a high level of competency from its teaching staff. Mutual trust and respect are cornerstones of a professional environment in which staff and students engage in a continuous learning process. Inherent in an effective evaluation system is the belief that professional development is ongoing, self-directed, and dynamic.

The board acknowledges that assessment of professional staff is a dynamic process that must consider both formative and summative perspectives. It is the belief of the board that an assessment system requires ongoing review and revision based on evolving research, analysis, and experiences to remain vital to the needs of the professional staff and continue to promote student learning. This system shall provide a continuum of learning and growth opportunities. The Board recognizes that individuals may, from time to time, require special assistance and intervention.

Formative assessment promotes professional growth, improves the instructional process, and affects the academic achievement of students. It involves a continuous dialogue between professional partners that encourages collegiality. This process supports creative and diverse pedagogy. It is intended to result in reflection and purposeful action by all members of the learning community.

Summative assessment considers the progress of a staff member towards meeting both Primary and Secondary Professional Goals. Designing/planning instruction, the learning environment, instruction and responsibilities are used to determine overall performance.

TAP Performance Standards Overview

Designing and Planning Instruction- 20% 1. Instructional Plans 2. Student Work 3. Assessments	***The Learning Environment- 5%*** 1. Expectations 2. Managing Student Behavior 3. Environment 4. Respectful Culture
Instruction- 75% 1. Standards and Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lesson Structure and Pacing 5. Learning Activities and Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem Solving	***Professional Standards*** (refer to page 57) 1. Attendance 2. On-Time Arrival 3. Policies and Procedures 4. Respect 5. Communication

Evaluation Changes

A short and a long observation will be provided to those ***teachers with 0-2 years of experience*** each semester. Those teachers hired at the MSD of Decatur Township with more experience, will be given the same opportunity for 0-2 years of evaluation to make sure that they receive the support they need for success. If a teacher is hired mid-year, they will receive an announced long observation during the second semester.

(Regardless of years of experience)- ***The teacher with needs improvement scores will have two observations, including a short for each.*** One cycle the first semester and one cycle the second semester. (A cycle is a short and a long observation)

An effective or highly effective teacher (over the 0-2 years) will have an announced observation first semester and an unannounced observation second semester within a one week window.

An effective or highly effective teacher may have a short before their evaluation or may decline the short.

A Principal, Assistant Principal, or Director will evaluate all teachers over the period of a school year. Assistant Principals, Central Office Administrators, Lead Teachers, or Content Leaders may assist with evaluation as they do now.

Observation Overview

❖ **Observation**

The purpose of observation is to gather data in one classroom practice as outlined in the rubric. Teacher observations will be determined with the following parameters:

- Teachers with 0-2 years' experience in Decatur Township will have two observations (1 short and 1 long) per semester.
- Teachers with greater than 2 years of experience will have a long announced observation first semester and a long unannounced observation second semester within a 1 week window, with optional short observations.

Administration reserves the right to observe teachers as often as they deem necessary in order to support professional growth and increase student achievement. The short observation will be used as a coaching session to provide feedback (no scoring required) and information to assist with the long observation. Principals, Assistant Principals or Directors will conduct a long observation and evaluate every teacher in their building. The second semester long unannounced observation will be observed by the Principal, Assistant Principal or Director in their building. Administration, Lead Teachers or Content Leaders will be available for coaching.

For the announced long observation, the teacher will submit a completed lesson plan to the observer 24 hours before the pre-conference (announced only). Following the observation, the teacher should collect all student work to be submitted to the observer, provide scoring and feedback on student work to be submitted, and complete the self-evaluation reflection form, and provide any other evidence the teacher would like to submit. These must be completed and submitted to the observer within 48-hours after the observation. The post-conference will be conducted within 7 school days of the observation. The teacher will receive a copy of the final report during the post-conference and their TAP score.

The first semester the long observation will be announced. Short observations will always be announced. The second semester the long observation will be unannounced within a one week window. General Education, Special Education and Special Area teachers will be informed of the subject or grade level before their unannounced observation. Special Area teachers will be observed in an intermediate grade 1st semester and a primary grade 2nd semester and they will be informed of the specific grade level for both semesters.

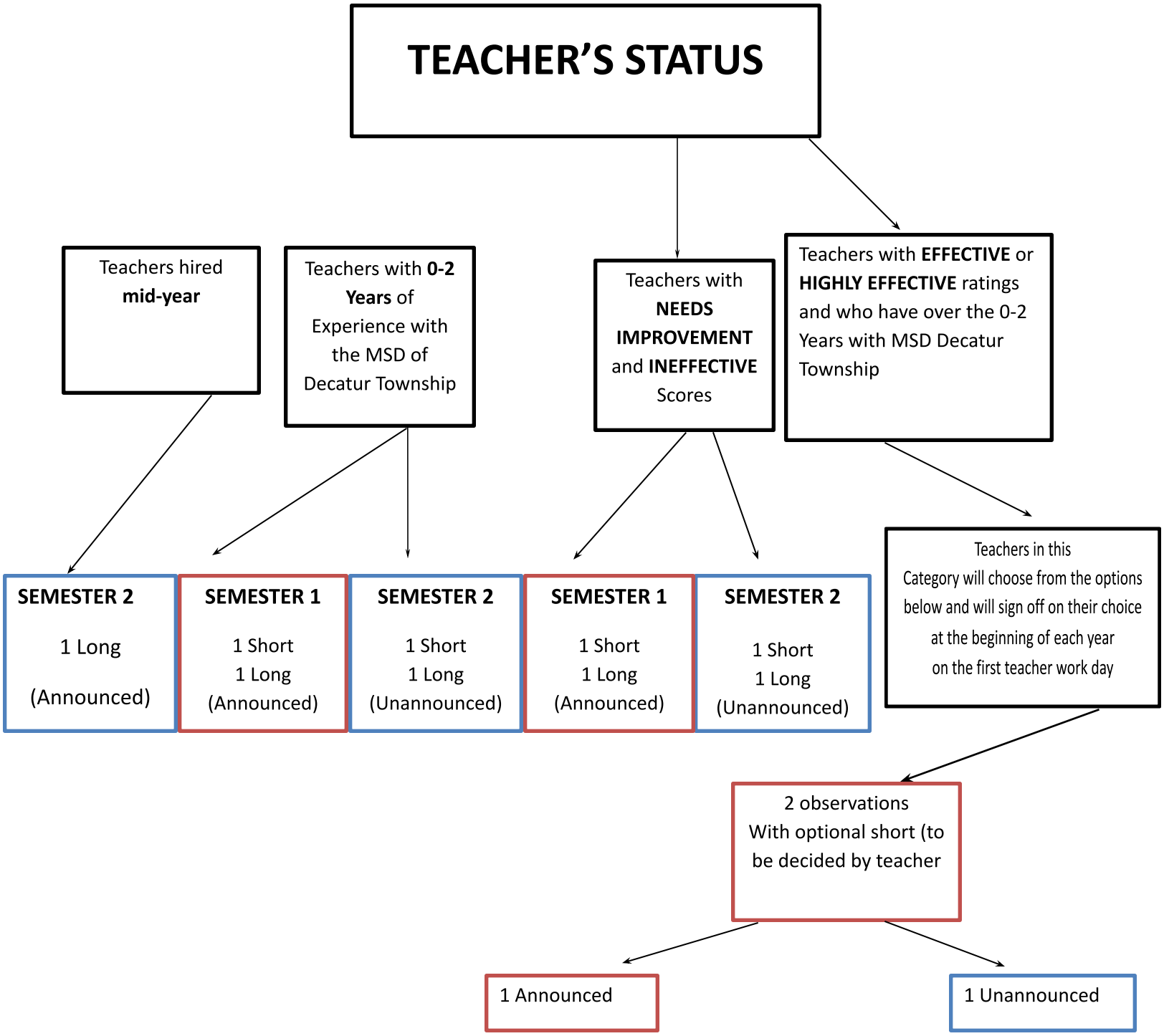
- **Elementary** – Observations will be in Math, Language Arts, or Reading (Subject or grade level will be communicated prior to unannounced observation)
- **Secondary** – Conversations between administrator and teacher to determine which subject area will be observed

❖ **Mentoring (first year) – Intern**

The purpose of mentoring is to provide a supportive learning environment in which new teachers can gain confidence in instructional competencies, increase professional knowledge, and learn the culture of the school and district. Inexperienced teachers will be assigned a mentor for the entire school year. The district mentoring program guidelines will provide direction for this one-year partnership. Mentor/new teacher relationships will be collegial in nature and activities will include, but not be limited to orientation, consultation, and peer-coaching experiences.

- **New Teacher Training (mandatory)**
  The purpose of new teacher training is to provide opportunities to acquire and/or refine new skills and knowledge related to district professional teaching standards. All new teachers to the district will attend the New Teacher Orientation program that focuses on topics related to fundamental competencies.

- **Summative Evaluation**
  Summative Evaluation that includes a conference between the teacher and administrator will be completed by the last day before **Winter Break** and **two weeks before the last student day** (includes mid-year and end of year check in). Final average score will be provided within 7 school days of the last observation. Teachers who require more intervention based on observation may require additional evaluation and feedback.


TEACHER'S STATUS
Teachers hired mid-year
Teachers with 0-2 Years of Experience with the MSD of Decatur Township
Teachers with NEEDS IMPROVEMENT and INEFFECTIVE Scores
Teachers with EFFECTIVE or HIGHLY EFFECTIVE ratings and who have over the 0-2 Years with MSD Decatur Township
SEMESTER 2
1 Long
(Announced)
SEMESTER 1
1 Short
1 Long
(Announced)
SEMESTER 2
1 Short
1 Long
(Unannounced)
SEMESTER 1
1 Short
1 Long
(Announced)
SEMESTER 2
1 Short
1 Long
(Unannounced)
Teachers in this Category will choose from the options below and will sign off on their choice at the beginning of each year on the first teacher work day
2 observations
With optional short (to be decided by teacher
1 Announced
1 Unannounced

OBSERVATION SELECTION FORM:

(Must be completed by First Student Day or within 20 Days of Date of Hire)

Name: _____

Date: _____

Teachers with EFFECTIVE or HIGHLY EFFECTIVE rating and who have over 0-2 years with MSD of Decatur Township – Select from below:

- Two Short Observations YES ☐

  No ☐

Teacher Signature: _____ **Date**: _____

Principal Signature: _____ **Date**: _____

Note: Once signed form is final, Principal reserves the right to have multiple observations if needed.

Feedback from the Short Observation

Date: _____

Observer: _____

Teacher: _____

School Name: _____

This visit was announced.

Reinforcement points:

Refinement points:

Positive evidence should be used towards Long Observation.

Copy provided to Teacher and to Evaluator of Long Observation

NIET | NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING

NIET Teaching and Learning Standards Rubric

Updated April 2021

The *NIET Teaching and Learning Standards Rubric* is designed to support improvements in classroom instruction. By clearly defining effective teaching and student-centered instruction, it provides teachers with a roadmap for strengthening their practice, facilitates high-quality coaching, and fosters collaboration around best instructional practices. The rubric is based on 20 years of research and experience across 21 states, and it has been used by educators in environments ranging from urban to rural and in classrooms of all subjects and modalities. It provides educators with a common understanding and language for designing and planning instruction, using effective instructional practices to support student learning, and creating an equitable and inclusive learning environment. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement and growth. The *NIET Teaching and Learning Standards Rubric* has always been student centered, and in the highest level of performance, there should be evidence that students are taking ownership over their learning with the teacher's facilitation. In the 2021 updates, this focus on students and ensuring their equitable access to high-quality instruction has been clarified and strengthened.

The NIET's *Teaching Standards Rubric* brings a comprehensive focus on three key domains: **instruction, designing and planning instruction,** and **the learning environment.** NIET also has a **professionalism** domain, available separately.

Instruction	Designing and Planning Instruction	The Learning Environment
1. Standards and Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lesson Structure and Pacing 5. Activities and Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem-Solving	1. Instructional Plans 2. Student Work 3. Assessment	1. Expectations 2. Engaging Students and Managing Behavior 3. Environment 4. Respectful Culture

Performance definitions are provided at levels 5, 3, and 1. Observers can score performance at levels 2 or 4 based on evidence and their professional judgment. A rating of 2 often occurs when examination of the evidence is stronger than unsatisfactory but there is not specific evidence to merit a proficient rating. A rating of 4 often occurs when many of the descriptors in the proficient level are evident and strong but there is not enough evidence or consistency to merit an exemplary rating of 5. These ratings should always be based on close evaluation of evidence, including student work and observation analysis.

INSTRUCTION			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
Standards and Objectives (SO)	• All learning objectives and state content standards, and their connection to student work expectations, are explicitly communicated and understood by students. • Objectives and expectations are aligned to the depth and rigor of the standards; lesson content is aligned to the standards and objectives. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Students make connections between learning objectives and (a) what they have previously learned, (b) know from life experiences, and (c) knowledge of other disciplines. • Expectations for each student's performance are clear, demanding, and high, and student work is aligned to state content standards and learning objectives. • Students are able to articulate expectations and explain those to their peers. • State standards are displayed and referenced throughout the lesson with explanations. • Student work shows evidence that each student is progressing or demonstrating mastery of the objective(s).	• Learning objectives and state content standards are communicated. • Objectives and expectations are aligned to the depth and rigor of the standards; lesson content is aligned to the standards and objectives. • Sub-objectives are aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • State standards are displayed. • There is evidence that students are progressing or demonstrating mastery of the objective(s).	• Some learning objectives and state content standards are communicated. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are displayed. • There is little evidence that students are progressing or demonstrating mastery of the objective(s).
Motivating Students (MOT)	• The teacher consistently organizes the content, including curriculum resources, so that it is personally meaningful, relevant, and intellectually engaging to students. • The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. • Students are consistently engaged in their own learning, and the teacher reinforces students' initiative to learn more.	• The teacher organizes the content, including curriculum resources, so that it is personally meaningful and relevant to students. • The teacher develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content, including curriculum resources, so that it is personally meaningful and relevant to students. • The teacher seldom develops learning experiences where inquiry, curiosity, and exploration are valued. • The teacher rarely reinforces and rewards effort.

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INSTRUCTION			
	Significantly Above Expectations (5) Exemplary	**At Expectations (3) Proficient**	**Significantly Below Expectations (1) Unsatisfactory**
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
Presenting Instructional Content (PIC)	Presentation of content always includes: • visuals, including student work exemplars, that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher or student that demonstrates accurate understanding of the content and meets performance expectations; • criteria that clarifies how students can be successful; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content consistently includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • criteria that clarifies how students can be successful; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.	Presentation of content inconsistently includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher to demonstrate his or her performance expectations; • criteria that clarifies how students can be successful; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing (LS)	• The lesson starts promptly. • The lesson's structure is coherent, based on the content, and organized to meet students' needs, with time for reflection to ensure student understanding. • Pacing is brisk, adjusted for rigor of content and individual student learning expectations. • Students' individual needs are attended to and pacing provides many opportunities for individual students who progress at different learning rates. • Students understand and engage in classroom routines and transitions to ensure efficient use of time.	• The lesson starts promptly. • The lesson's structure is coherent, based on the content, and has a beginning, middle, and end, with time for reflection to ensure student understanding. • Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson does not start promptly. • The lesson has a structure, but may be missing key components of the content, or it may not include reflection or introductory elements. • Pacing rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

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INSTRUCTION			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*

Activities and Materials (ACT)	Activities and materials include all of the following:
	• *Content:*
	  ○ support the lesson objectives;
	  ○ are challenging;
	  ○ elicit a variety of thinking;
	  ○ provide time for reflection;
	  ○ are relevant to students' lives;
	• *Student-centered:*
	  ○ sustain students' attention;
	  ○ provide opportunities for student-to-student interaction;
	  ○ evoke student curiosity and suspense;
	  ○ provide students with choices;
	• *Multiple materials:*
	  ○ incorporate multimedia and technology; and
	  ○ incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).
	• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction, and students are continuously self-monitoring.
		Activities and materials include a majority of the following:
		• *Content:*
		  ○ support the lesson objectives;
		  ○ are challenging;
		  ○ elicit a variety of thinking;
		  ○ provide time for reflection;
		  ○ are relevant to students' lives;
		• *Student-centered:*
		  ○ sustain students' attention;
		  ○ provide opportunities for student-to-student interaction;
		  ○ evoke student curiosity and suspense;
		  ○ provide students with choices;
		• *Multiple materials:*
		  ○ incorporate multimedia and technology; and
		  ○ incorporate additional standards-based resources where appropriate (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).
			Activities and materials include few of the following:
			• *Content:*
			  ○ support the lesson objectives;
			  ○ are challenging;
			  ○ elicit a variety of thinking;
			  ○ provide time for reflection;
			  ○ are relevant to students' lives;
			• *Student-centered:*
			  ○ sustain students' attention;
			  ○ provide opportunities for student-to-student interaction;
			  ○ evoke student curiosity and suspense;
			  ○ provide students with choices;
			• *Multiple materials:*
			  ○ incorporate multimedia and technology; and
			  ○ incorporate additional standards-based resources where appropriate (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).

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INSTRUCTION			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
Questioning (QU)	• Teacher questions are varied and high-quality, providing an appropriate mix of question types based on content: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are consistently purposeful and coherent. • The frequency of questions consistently engages students in the rigor of the content and in critical thinking. • Questions are consistently sequenced with attention to the instructional goals. • Wait time (3-5 seconds) is consistently provided. • Students regularly respond to a variety of teacher questions (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). • All students are actively answering questions and engaging with the teacher or each other to share their perspectives. • Students generate questions that lead to further inquiry and self-directed learning.	• Teacher questions are varied and high-quality, providing an appropriate mix of question types based on content: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are purposeful and coherent. • The frequency of questions engages students in critical thinking. • Questions are sequenced with attention to the instructional goals. • Wait time (3-5 seconds) is provided. • Questions require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • The teacher calls on a variety of students to engage different students' perspectives and provide opportunities for many students to respond.	• Teacher questions are inconsistent in quality and include few question types: o knowledge and comprehension; o application and analysis; and o creation and evaluation. • Questions are random and lack coherence. • The frequency of questions sometimes engages students in critical thinking. • Questions are rarely sequenced with attention to the instructional goals. • Wait time (3-5 seconds) is inconsistently provided. • Questions rarely require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). • The teacher mostly calls on volunteers.
Academic Feedback (FEED)	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and review of independent work assignments. • The teacher circulates during instructional activities to prompt student thinking, assess each student's progress based on student work expectations, and provide individual feedback. • Feedback, both verbal and non-verbal, from students is regularly used to monitor and adjust instruction. • Students give specific and clear feedback to each other based on the teacher's expectations.	• Oral and written feedback is academically focused, frequent, and high quality. • Feedback is given during guided practice and review of independent work assignments. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is sometimes given during guided practice and review of independent work assignments. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is sometimes used to monitor or adjust instruction.

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INSTRUCTION			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
Grouping Students (GRP)	• The instructional grouping arrangements (whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. • Teacher sets clear expectations that are understood by students. • In an instructional group, each student takes responsibility for their individual role, tasks, and group work expectations so they can have meaningful and productive collaboration. • In an instructional group, each student assumes accountability for completing group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Students set goals, reflect on, and evaluate their learning in instructional groups. • When provided the choice or independence, students make responsible decisions about how to group themselves.	• The instructional grouping arrangements (whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. • Teacher sets expectations that are understood by students. • In an instructional group, students take responsibility for their roles, tasks, and group work expectations so they can have meaningful and productive collaboration. • Students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge (TCK) *[See companion tool.]*	• Teacher displays extensive content knowledge and understanding of both state standards and instructional materials, including their curriculum, for all the subjects they teach. • Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge. • Teacher consistently highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.	• Teacher displays accurate content knowledge and understanding both of state standards and instructional materials, including their curriculum, for all the subjects they teach. • Teacher implements subject-specific instructional strategies to enhance student content knowledge. • Teacher highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.	• Teacher displays under-developed content knowledge and lacks understanding of state standards or instructional materials, including their curriculum, in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students (TKS)	• Teacher practices display understanding of each student's anticipated learning abilities and challenges. • Teacher practices consistently incorporate student interests, backgrounds, and cultures. • Teacher consistently provides differentiated instructional content and strategies to ensure students have the opportunity to master what is being taught.	• Teacher practices display understanding of students' anticipated learning abilities and challenges. • Teacher practices incorporate student interests, backgrounds, and cultures. • Teacher provides differentiated instructional content and strategies to ensure students have the opportunity to master what is being taught.	• Teacher practices demonstrate some knowledge of students' anticipated learning abilities and challenges. • Teacher practices sometimes incorporate student interests, backgrounds, or cultures. • Teacher practices demonstrate some differentiation of instructional methods or content.

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INSTRUCTION			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
Thinking (TH)	• Students are actively engaged in multiple types of thinking: ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher and/or students model metacognitive strategies. • Students are provided opportunities to: ○ generate a variety of ideas and alternatives; ○ analyze problems from multiple perspectives and viewpoints; and ○ monitor their thinking to ensure they understand what they are learning, are attending to critical information, and are aware of the learning strategies they are using and why.	• The teacher engages students in multiple types of thinking: ○ analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; ○ practical thinking, where students use, apply, and implement what they learn in real-life scenarios; ○ creative thinking, where students create, design, imagine, and suppose; and ○ research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. • The teacher and students: ○ generate a variety of ideas and alternatives; and ○ analyze problems from multiple perspectives and viewpoints.	• The teacher implements some learning experiences that engage students in different types of thinking. • The teacher sometimes provides opportunities where students: ○ generate a variety of ideas and alternatives; or ○ analyze problems from multiple perspectives and viewpoints.
Problem-Solving (PS)	• Students engage in activities that reinforce several of the following problem-solving types: ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing	• The teacher uses and/or engages students in some of the following problem-solving types: ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing	• The teacher sometimes engages students in the following problem-solving types: ○ Abstraction ○ Categorization ○ Drawing conclusions/justifying solutions ○ Predicting outcomes ○ Observing and experimenting ○ Improving solutions ○ Identifying relevant/irrelevant information ○ Generating ideas ○ Creating and designing

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PLANNING			
	Significantly Above Expectations (5) **Exemplary**	**At Expectations (3)** **Proficient**	**Significantly Below Expectations (1)** **Unsatisfactory**
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
Instructional Plans (IP)	Instructional plans include: • measurable and explicit objectives aligned to state standards and aligned curriculum, both in content and in rigor; • activities, materials, and assessments that: o are aligned to state standards; content, including curriculum; and success criteria; o are sequenced and scaffolded based on student need; o build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate; and o provide appropriate time for student work, student reflection, and lesson closure; • evidence that the plan is appropriate for the age, knowledge, and interests of all learners; • evidence that the plan provides regular opportunities to accommodate individual student needs and student choice; and • strategies for student autonomy and ownership.	Instructional plans include: • objectives aligned to state standards and aligned curriculum, both in content and in rigor; • activities, materials, and assessments that: o are aligned to state standards; content, including curriculum; and success criteria; o are sequenced and scaffolded based on student need; o build on prior student knowledge; and o provide appropriate time for student work and lesson closure; • evidence that the plan is appropriate for the age, knowledge, and interests of learners; and • evidence that the plan provides opportunities to accommodate individual student needs.	Instructional plans include: • some objectives aligned to state standards and aligned curriculum; • activities, materials, and assessments that: o are sometimes aligned to state standards; o are sometimes logically sequenced; o sometimes build on prior student knowledge; and o inconsistently provide time for student work and lesson closure; • little evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and • little evidence that the plan provides opportunities to accommodate individual student needs.
Student Work (SW)	Assignments are: • always aligned to the rigor and depth of the standards and curriculum content. • always aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. Students: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.	Assignments are: • aligned to the rigor and depth of the standards and curriculum content. • aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing; and • connect what they are learning to prior learning and life experiences.	Assignments require students to: • mostly reproduce information; • sometimes draw conclusions and support them through writing; and • sometimes connect what they are learning to prior learning or life experiences.

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PLANNING			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning*	*Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning*	*Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction*
Assessment (AS)	Assessments: • are aligned with the depth and rigor of the state standards and content, including curriculum resources; • are designed to provide feedback on progress against objectives; • use a variety of question types and formats to gauge student learning and problem-solving; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); • require extended written tasks as appropriate; • include clear illustrations of student progress toward state standards, which students monitor, understand, and articulate; and • include descriptions of how assessment results will be used by teachers and students to inform future instruction and learning.	Assessments: • are aligned with the depth and rigor of the state standards and content, including curriculum resources; • are designed to provide feedback on progress against objectives; • use a variety of question types and formats to gauge student learning and problem-solving; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); • require written responses as appropriate; and • include performance checks and student reflection on performance throughout the school year.	Assessments: • are sometimes aligned with state standards and content, including curriculum resources; • are not designed well to provide feedback on progress against objectives; • uses few question types to gauge student learning; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); and • include performance checks, although the purpose of these checks is not clear.

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ENVIRONMENT			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher and Students Establish the Environment*	*Some Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher Establishes the Environment*	*Minimal Evidence of Student Ownership of the Learning Environment – Heavy Emphasis on Teacher Direction*
Expectations (ES)	• Teacher engages students in learning with clear and rigorous academic expectations and actively uses aligned and differentiated materials and resources to ensure equitable access to learning. • Students regularly learn from their mistakes and can describe their thinking on what they learned. • Teacher creates learning opportunities where all students consistently experience success. • Students lead opportunities that support learning. • Students take initiative to meet or exceed teacher expectations. • Teacher optimizes instructional time to ensure each student meets their learning goals.	• Teacher engages students in learning with clear and rigorous academic expectations with aligned materials and resources for students to access. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not rigorous for students. • Teacher does not create learning opportunities where students can experience success. • Student work is rarely completed to meet teacher expectations.
Engaging Students and Managing Behavior (ESMB)	• Students are consistently engaged in behaviors that optimize learning and increase time on task. • Teacher and students establish collective commitments for learning and behavior. • Teacher consistently uses and students reinforce several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. • Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • Teacher addresses individual students who have caused disruptions rather than the entire class. • Teacher quickly attends to disruptions with minimal interruption to learning.	• Students are mostly engaged in behaviors that optimize learning and increase time on task. • Teacher establishes rules for learning and behavior. • Teacher uses a variety of techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. • Teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. • Teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are consistently engaged in behavior that interrupts learning or minimizes time on task. • Teacher establishes few rules for learning and behavior. • Teacher uses few techniques to maintain student engagement. • Teacher does not or inconsistently addresses behavior that interrupts learning. • Teacher over-addresses inconsequential behavior.

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ENVIRONMENT			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	*Consistent Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher and Students Establish the Environment*	*Some Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher Establishes the Environment*	*Minimal Evidence of Student Ownership of the Learning Environment – Heavy Emphasis on Teacher Direction*
Environment (ENV)	The classroom: • welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. • is clearly organized and designed for and with students to promote learning for all. • has supplies, equipment, and resources easily and readily accessible to provide equitable opportunities for all students. • displays current student work that promotes a positive and inclusive classroom environment. • is arranged to maximize individual and group learning and to reinforce a positive classroom culture.	The classroom: • welcomes all students and guests. • is organized to promote learning for all students. • has supplies, equipment, and resources accessible to provide equitable opportunities for students. • displays current student work. • is arranged to promote individual and group learning.	The classroom: • is somewhat uninviting. • is not organized to promote student learning. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.
Respectful Culture (RC)	• Teacher-student and student-student interactions consistently demonstrate caring, kindness, and respect for one another and celebrate and acknowledge all students' background and culture. • Teacher seeks out and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture. • Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. • Teacher is receptive to the interests and opinions of students.	• Teacher does not establish a safe and positive classroom culture for students. • Students do not exhibit respect for the teacher or each other. • Teacher and/or student interaction and communication is characterized by unhealthy conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

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Scoring/Evidence Template-Observation
(Probationary, Professional, Established Teachers)
(Evaluator fills this out) Keeps for their records

Designing and Planning Instruction		
Evidence Notes	*Indicator*	
	Instructional Plans	**1**
	Student Work	**2**
	Assessment	**3**

The Learning Environment		
Evidence Notes	*Indicator*	
	Expectations	**4**
	Managing Student Behavior	**5**
	Environment	**6**
	Respectful Culture	**7**

Instruction		
Evidence Notes	*Indicator*	
	Standards and Objectives	**8**
	Motivating Students	**9**
	Presenting Instructional Content	**10**

	Lesson Structure and Pacing	**11**
	Activities and Materials	**12**
	Questioning	**13**
	Academic Feedback	**14**

	Grouping Students	**15**
	Teacher Content Knowledge	**16**
	Teacher Knowledge of Students	**17**
	Thinking	**18**
	Problem Solving	**19**

Lesson Planner

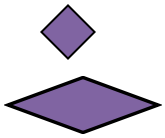
Pre-Observation

Teacher: _____

Subject/Grade: _____

Date: _____

Unit:	
Lesson:	
Standard(s):	
Essential Question: Objective(s):	
Prior Knowledge: 	
Procedure: Materials Needed:	Hook:
	Guided Practice:
	Independent Practice:

Evaluation: closure, exit ticket, assessment, etc.	
Self-Reflection: 	

To Be Completed By: _____Teacher_____

Instructional Self-Checklist

(Optional Planning Tool)

Evident	Non Evident	
☐	☐	State standard(s) AND daily objective clearly posted and referenced
☐	☐	Lesson relevant to students and connected to prior learning
☐	☐	Information presented in a logical sequence that builds upon previous knowledge
☐	☐	Post instruction assessment (formal or informal) to determine mastery
☐	☐	Inquiry, curiosity, and exploration encouraged
☐	☐	Effort and participation reinforced throughout the lesson
☐	☐	Multiple examples, visuals, analogies, and labels used to clarify concepts
☐	☐	Clear beginning, middle, and end (reflection) of lesson
☐	☐	Very little downtime; smooth transitions between activities
☐	☐	Materials increase student engagement and reinforce objectives
☐	☐	High frequency of questions at varied levels: knowledge, comprehension, application, analysis, creation, and evaluation
☐	☐	Specific academic feedback given to students
☐	☐	Students strategically grouped with clear expectations and measured accountability
☐	☐	Potential student remediation and enrichment are considered and planned for accordingly
☐	☐	Higher-level thinking is encouraged: i.e. alternative solutions, making predictions, creativity, analytical thinking, multiple perspectives, etc.

To Be Completed by: ___Teacher____

NAME: _____

OBSERVATION DATE: _____ TIME: _____

NOTES FROM PRE-CONFERENCE

Principal Signature: _____

Date: _____

Teacher Signature: _____

Discussion between Administrator and Teacher

Observation/Self Reflection Report

Evaluator Click here to enter text.

Teacher Evaluated Click here to enter text.

Date Click here to enter text. **Time** Click here to enter text. **Subject** Click here to enter text.

School Name Click here to enter text.

Announced: ☐

Unannounced: ☐

Designing and Planning Instruction	Self-Eval Scores
Instructional Plans (IP)	
Student Work (SW	
Assessment (AS)	
The Learning Environment	
Expectations (EX)	
Managing Student Behavior (MSB)	
Environment (ENV)	
Respectful Culture (RC)	
Instruction	
Standards and Objectives (S & O)	
Motivating Students (MOT)	
Presenting Instructional Content (PIC)	
Lesson Structure and Pacing (LS)	
Activities and Materials (ACT)	
Questioning (QU)	
Academic Feedback (FEED)	
Grouping Students (GRP)	
Teacher Content Knowledge (TCK)	
Teacher Knowledge of Students (TKS)	
Thinking (TH)	
Problem Solving (PS)	

To be completed by: _____Teacher_____

This score is figured into the final score

Post Conference Plan

Teacher Name:
Observer Name:
Post-Conference Date:

CONFERENCE INTRODUCTION/GREETING

Greeting/set the tone

Example: "Thank you for meeting with me today to discuss the lesson I observed."

Establish the length of the conference

Example: "Today's conference will take us about 30 minutes to complete."

Review conference process and purpose

Example (from page 173 of the TAP Leadership Team Handbook):
"We will spend time discussing your lesson with a focus on your instruction and how students were involved in the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement."

Reinforcement Objective	Refinement Objective
By the end of the conference, the teacher will explain how she **(LABEL/INDICATOR)** by **(ACTION/BLOOM'S VERB)** how/some of the ways she **(LANGUAGE/DESCRIPTOR)** and the impact this will have on student achievement.	"By the end of the conference, the teacher will explain how she **(LABEL/INDICATOR)** by **(ACTION/BLOOM'S VERB)** how/some of the ways she **(LANGUAGE/DESCRIPTOR)** and the impact this will have on student achievement."

Ask a general impression question

Review your general impression question(s):

- Make sure they are broad
- Make sure they are open-ended

Example: "How do you think the lesson went?"

REINFORCEMENT PLAN

Reinforcement objective

This objective is for the evaluator and sets the direction for the reinforcement portion of the post-conference.

Review your reinforcement objective:

- Check for structure: Make sure the reinforcement objective follows the below format and includes "ALL" (Action / Label / Language from the rubric)
- Check for specificity: Make sure the reinforcement objective includes only ONE indicator and ONE descriptor

Template:
By the end of the conference, the teacher will explain how she **(LABEL - INDICATOR)** by **(ACTION - BLOOM'S VERB)** how/some of the ways she **(LANGUAGE – DESCRIPTOR)** and the impact this has on student achievement.

Example:
"By the end of the conference, Harry will explain how he **structures and paces his lessons** by **identifying** some of the ways his **routines for distributing materials are efficient** and the impact this has on student achievement."

Self-reflection/self-analysis questions (Prompt teacher to talk about what you want to reinforce)

These are questions you ask the teacher that will lead her to bring up/talk about the reinforcement area you selected.

Review your self-reflection questions:

- Check for alignment: Make sure the questions align with the reinforcement indicator/descriptor from your refinement objective above
- Check for specificity: Make sure the questions are specific enough to *guide* the teacher to the identified area of reinforcement**.** (Hint: A three-tiered approach can be helpful. Start with a very broad question and move to more specific questions if the teacher does not talk about the reinforcement area you selected.)

Template:
Tier 1: (Very Broad) "What do you feel was a strength in this lesson?"

Tier 2: (More Specific) "Talk to me about why **(indicator from reinforcement objective)** in this lesson was a strength?"

Tier 3- (Very Specific) "When you plan a lesson, how do you ensure that **(descriptor from reinforcement objective)**?"

Example:
Tier 1: (Very Broad)"What do you feel was a strength in this lesson?" (Tier 1 – very broad)

Tier 2: (More specific) "Talk to me about why the **Lesson Structure and Pacing** in this lesson was a strength?"

Tier 3: (Very Specific) "When you plan a lesson, how do you ensure that your **routines for distributing materials are efficient**?"

Identify specific examples from the script about what the teacher did relatively well.

Review your reinforcement evidence:

- Check for quantity: Make sure there is enough evidence that relates to the indicator/descriptor from the reinforcement objective (several examples)
- Check for quality: Make sure the evidence does not just restate the descriptor - but *proves* the descriptor
- Check for alignment: Make sure all of the evidence aligns with and proves the indicator/descriptor you selected for the reinforcement and refinement objectives (Do NOT include irrelevant evidence!)

Recommend action to continue practice.

Review your "Recommended action to continue practice" for your reinforcement:

- Make sure to clearly tell the teacher *what* to continue and *why*
- Check for alignment: Ensure you include the indicator/descriptor from the reinforcement objective

Template:
"Continue to **(descriptor from reinforcement objective)**. This is important because…"

Example:
"Continue to plan **routines for distributing materials that are efficient**. This is important because it ensures that you are not taking up instructional time by handing out materials."

Elicit feedback to explain why skill is critical to student learning.

Review your feedback question:

- Make sure this is a question that will either *push* the teacher to think of other ways to continue selected practice or to explain another reason why it is important to continue the selected practice

Template:
"How do you think **(descriptor from reinforcement objective)** impacts your students? How can you ensure that you continue **(descriptor from reinforcement objective)**?"

Example:
"How do you think utilizing **routines for distributing materials that are efficient** impacts your students? How can you ensure that you continue utilizing **routines for distributing materials that are efficient**?"

REFINEMENT PLAN

Refinement objective

This objective is for the evaluator and sets the direction for the refinement portion of the post-conference.

Review your refinement objective:

- Check for structure: Make sure the refinement objective follows the below format and includes "ALL" (Action / Label / Language from the rubric)
- Check for specificity: Make sure the refinement objective includes only ONE indicator and ONE descriptor

Template:

By the end of the conference, the teacher will explain how she **(LABEL - INDICATOR)** by **(ACTION - BLOOM'S VERB)** how/some of the ways she can **(LANGUAGE – DESCRIPTOR)** and the impact this will have on student achievement.

Example:

"By the end of the conference, Harry will explain how he can **group students** by **describing** some of the ways he can ensure **students in groups know their roles, responsibilities, and group work expectations** and the impact this will have on student achievement."

Self-reflection/self-analysis questions: Ask specific questions to prompt teacher to talk about what you want to him or her to improve.

These are questions you ask the teacher that will lead her to bring up/talk about the refinement area you selected.

Review your self-reflection questions:

- Check for alignment: Make sure the questions align with the refinement indicator/descriptor from your refinement objective above
- Check for specificity: Make sure the questions are specific enough to *guide* the teacher to the identified area of refinement**.** (Hint: A three-tiered approach can be helpful. Start with a very broad question and move to more specific questions if the teacher does not talk about the refinement area you selected.)

Template:

Tier 1: (Very Broad) "If you could have changed one thing about this lesson, what might it have been?"

Tier 2: (More Specific) "Talk to me about how you **(indicator from refinement objective)** in this lesson."

Tier 3: (Very Specific) "When you plan a lesson, how do you determine **(descriptor from refinement objective)**?"

Example:
Tier 1: (Very Broad) "If you could have changed one thing about this lesson, what might it have been?"

Tier 2: (More Specific) "Talk to me about how you **grouped students** in this lesson."
Tier 3: (Very Specific) "When you plan a lesson, how do you determine if **students in groups know their roles, responsibilities, and group work expectations**?"

Identify specific examples from script about what to refine

Review your refinement evidence:

- Check for quantity: Make sure there is enough evidence that relates to the indicator/descriptor from the refinement objective (several examples)
- Check for quality: Make sure the evidence does not just restate the descriptor - but *proves* the descriptor
- Check for alignment: Make sure all of the evidence aligns with and proves the indicator/descriptor you selected for the reinforcement and refinement objectives (Do NOT include irrelevant evidence!)
- Avoid stating: "There is a lack of evidence for…" (Instead focus on what you *did* see. For example, instead of saying "The teacher did not group students", you might state: "The teacher did whole group instruction for the entirety of the lesson – 42 minutes.")

Provide a model (e.g. example of what to refine) with concrete suggestions

This is your specific suggestion for exactly how the teacher could have improved this one indicator/descriptor in this lesson and future lessons.

Review your model/suggestion:

- Check for alignment: Make sure the suggestion aligns with the refinement indicator/descriptor from your refinement objective above
- Check for specificity: Make sure your suggestion is SPECIFIC & CONCRETE (You want the teacher to walk away from the conference with something she can easily and immediately implement to begin improving/refining the selected area)

Example:
"We talked about wanting to ensure **students in groups know their roles, responsibilities, and group work expectations**. In this lesson, one way to ensure students knew their roles and responsibilities would have been to assign roles and responsibilities to each individual in the group. You could have done this by handing out index cards with job titles/roles and responsibilities to all group members before you gave the group the signal to begin working. As you plan your future lessons, you can easily use role and responsibility index cards with any group work you do in your classroom as well."

Guided Practice

This is where you ask the teacher a question(s) to make sure they understand your suggestion for improvement and how to apply it to future lessons.

Review your guided practice question:

- Check for alignment: Make sure the question is checking for the teacher's understanding of your suggestion for improvement on the refinement indicator/descriptor
- Make sure the question allows teachers to talk about applying this suggestion in future lessons

Template:
"Thinking about what we've discussed today, what will you do in future lessons to ensure **(descriptor from refinement objective)**?"

Example:
"Thinking about what we've discussed today, what will you do in future lessons to ensure **students in groups know their roles, responsibilities, and group work expectations**?"

Closing statement and/or question; then share the performance ratings (i.e. scores).

Example:
"What is something positive you heard about your lesson? Let's look at how this lesson scored according to the TAP Rubrics."

All teachers
(Probationary, Professional, Established)
(Announced Observations)

<u>Sample</u> Pre-Conference Questions

(These change due to content and grade level. No prior writing is necessary. The evaluator writes a response as you conference.)

- Tell me about this lesson.
- Where does this lesson fall within the unit?
- What do you expect the student to know and be able to do as a result of this lesson?
- How will you know if students have mastered the objective?
- What changes or adjustments will you need to make if students do not show evidence they have mastered the objective/sub-objectives?
- How will you communicate your expectations?
- What procedures and routines do you have in place?
- Is there anything you would like for me to pay special attention to?

If students will be in groups…

- How do you decide on the instructional grouping?
- How do you hold each group accountable?
- How do you hold individuals accountable?
- How do you assess the performance of individuals?

Refinement/Reinforcement focus…

- Is there an indicator on the rubric you are especially working on?
- Is there anything in particular related to the rubric that you would like for me to watch for?

Conclusion…

- How can I support you in your goals for this lesson?
- Is there anything else that I need to know?

Date/Time set for observation: _____

Discussion between Administrator and Teacher

Sample Post-Conference Questions

Tool to guide conversation

GENERAL IMPRESSION QUESTIONS:

- How do you think the lesson I observed went?
- What is something that you think went well in the lesson?
- What is something you would do differently with this lesson?

SELF-ANALYSIS QUESTIONS:

- What did you expect the student to know and be able to do as a result of this lesson?
- How will you know if students have mastered the objective?
- What changes or adjustments will you need to make if students do not show evidence that they have mastered the objective/sub-objective?
- How will you communicate your expectations?
- What procedures and routines do you have in place?

STANDARDS & OBJECTIVES:

- How do you decide on the standards/objectives you will teach?
- How do you identify the sub-objectives for a lesson?
- How do you decide on the method you will use to communicate the standards/objectives to the students?
- How might you utilize a visual of the standards/objectives of the lesson? Why is it that important to student learning?
- What are some ways you communicate your expectations to the students?
- Why is aligning the standards to the objectives important?
- Which sub-objectives need to be taught in order for students to master a standard?
- Was there a connection between students' mastery of the learning objective and the lesson plan?
- How closely was the student work aligned to the lesson objective and/or state standard?
- How did you obtain evidence that most students have demonstrated mastery of the objective?

MOTIVATING STUDENTS:

- How did you plan to accommodate student's individual interests and needs?
- How do you organize the content of a lesson so that it is meaningful and relevant to the students?
- How do you reinforce and reward the efforts of students?
- Why is it important for students to have opportunities to develop their own questions and explore for the answer?
- How does student motivation impact student achievement?

PRESENTING INSTRUCTIONAL CONTENT:

- How do you decide on the types of visuals you will use during a lesson?
- Why is it important for the teacher to model his/her expectations for the students?
- How do you plan for effective modeling during a lesson?
- How do students clearly know your expectations for their assignments and for what they are supposed to learn?
- When planning a lesson, how do you decide on the manner in which the different elements of the lesson will be segmented?
- When planning a lesson, how do you decide on the sequencing of the instruction within the lesson?
- In a lesson, how do you maintain a focus on the learning objective?

LESSON STRUCTURE AND PACING:

- How do you decide on the manner in which you will segment the different parts of the lesson?
- How do you plan for effective closure within a lesson?
- How do you plan for the pacing of a lesson that will provide opportunities to learn for students who progress at different rates?
- How do you ensure that instructional time is used efficiently throughout the lesson so that all students remain actively engaged in learning?

ACTIVITIES AND MATERIAL:

- How did you select the activities, materials, and assessments included in this lesson plan?
- Was the work assigned to students at the appropriate level of challenge considering the students' stage of learning?
- What criteria were used in development or selecting the assessment(s) for this lesson?
- Why might it be important to provide opportunities for students to create and self-monitor their own learning?
- How will allowing for meaningful and student-to-student interaction impact student achievement?
- How might incorporating a time for reflection impact student achievement and master of the objective?

QUESTIONING:

- How do you decide on the types and frequency of questions you ask during a lesson?
- Why is it important for teachers to ask higher order questions during a lesson?
- How do you provide opportunities for all students to respond to your questions?
- How do you provide for wait time during a lesson?
- What is the purpose of providing wait time and how might that affect student achievement?

ACADEMIC FEEDBACK:

- How do you decide on the type of feedback you provide to students?
- How do you use student feedback to make adjustments to your instruction?
- How do you engage students in providing quality feedback to one another?
- What are some ways that providing specific and timely feedback to students during guided practice might impact student achievement?
- Why is it important to vary feedback to meet the unique of your students and classroom?

GROUPING STUDENTS:

- How do you decide on the instructional grouping of students during a lesson?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles individuals will have when working in groups?
- How do you communicate your expectations to students for their own work and that of the group?
- How do you assess the performance of groups and individuals when work is completed in a group setting?

TEACHER CONTENT KNOWLEDGE:

- When planning a lesson, how do you develop or select what instructional strategies to teach?
- How do you decide on ways in which you will connect the content being taught to more powerful ideas?
- What are some other ideas to which you could have connected during the lesson?

TEACHER KNOWLEDGE OF STUDENTS:

- How do you identify the learning styles of your students and incorporate these into your lessons?
- How do you identify the interests of your students and incorporate those interests into your lessons?
- How do you provide differentiated instructional methods within your lessons?
- Why is it important to address the different learning styles of your students when teaching a lesson?

THINKING AND PROBLEM SOLVING:

- What types of thinking or problem solving skills did the work require of the students?
- How do you plan for activities and/or assessments that teach students different types of thinking or problem solving?
- Ask teachers to reflect on the specific activities/materials/assignments/assessments utilized within the lesson. Then ask them to identify the type of thinking and/or problem solving each one taught.

NAME: _____

OBSERVATION DATE: _____ TIME: _____

NOTES FROM POST-CONFERENCE

Principal Signature: _____

Date: _____

Teacher Signature: _____

OBSERVATION/SELF REFLECTION REPORT		
Observer:		Teacher Observed:
Date:	Time:	Subject:
School		
Entered By:		Announced:
Post-Conference:		

	90%	10%
Designing and Planning Instruction – 20%	**Observer Scores**	**Self-Reflect Scores**
Instructional Plans (IP)		
Student Work (SW)		
Assessment (AS)		

The Learning Environment- 5%	**Observer Scores**	**Self-Reflect Scores**
Expectations (ES)		
Managing Student Behavior (MSB)		
Environment (ENV)		
Respectful Culture (RC)		

Instruction – 75%	**Observer Scores**	**Self-Reflect Scores**
Standards and Objectives (S & O)		
Motivating Students (MOT)		
Presenting Instructional Content (PIC)		
Lesson Structure and Pacing (LS)		
Activities and Materials (ACT)		
Questioning (QU)		
Academic Feedback (FEED)		
Grouping Students (GRP)		
Teacher Content Knowledge (TCK)/Content Implementation (CI)		
Teacher Knowledge of Students (TKS)		
Thinking (TH)		
Problem Solving (PS)		

Teacher Reinforcement Objective:	Refinement Objective:
By the end of the conference, the teacher will describe how he/she applies...	By the end of the conference, the teacher will explain how he/she...

Observer Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Teacher – Rebuttal Form on Long Observation Score Sheet

Teacher:_____ Building/Grade Level:_____ Content:_____

Date of observation:____/____/____ Time/Period of day:_____ Announced ☐ Unannounced ☐

Observer:_____ Position/Title of Observer:_____

Evaluator Score	Teacher Score	Indicator	Concern/Response

Any additional concerns or background information that should be considered:

_____
_____
_____
_____
_____

_____ _____
Teacher Signature Date

_____ _____
Observer Signature Date

Return to Principal or Human Resources

Teacher Status Information Sheet

	PROBATIONARY A 1st or 2nd year teacher who did not enter contract for future service prior to July 1, 2012	**PROFESSIONAL**	**ESTABLISHED** All current teachers as of July 1, 2012
HIGHLY EFFECTIVE **Exemplary** **4 & 5** **3.95 - 5.0 TAP Score**	When rated *highly effective* or *effective* for three of five years, the teacher will move to *professional.*	Remains at the *professional* level.	Remains at the *established* level.
EFFECTIVE **Proficient** **3** **2.65 - 3.94 TAP Score**	When rated *highly effective* or *effective* for three of five years, the teacher will move to *professional.*	Remains at the *professional* level.	Remains at the *established* level.
IMPROVEMENT NECESSARY **2** **1.95 - 2.64 TAP Score**	Two **consecutive** may lead to dismissal for incompetency	Remains at the *professional* level. Any combination of three *improvement necessary* or *ineffective* ratings within five years may lead to dismissal for incompetence.	Remains at the *established* level. Any combination of three *improvement necessary* or *ineffective* ratings within five years may lead to dismissal for incompetence.
INEFFECTIVE **1** **1.0 - 1.94 TAP Score**	May be dismissed for incompetence	Moves back to *probationary* after one ineffective rating.	Remains at the *established* level. Any combination of three *improvement necessary* or *ineffective* ratings within five years may lead to dismissal. (Two **consecutive** *ineffective* ratings may also lead to dismissal)

I & R

MSD OF DECATUR TOWNSHIP
Overview of Improvement Plans (Intervention and Remediation)

Intervention and remediation provides a more structured and intensive mode of supervision for all teachers who do not score proficient or higher on the rubric. This is a more formalized process. The administrator will direct the development of a plan of action that should ultimately result in the teacher's demonstration of the competencies specified, even after receiving support at the school level.

The teacher and the administrator will identify areas of needed reinforcement that will lead to success in the classroom. Observation and supervision in intervention and remediation will be formative.

Intensive supervision in remediation should be collaborative, but may also be directive. It is intended to provide the best likelihood for attainment of competency in the job performance. It should maintain the supportive climate inherent in the process for as long as possible, yet it may also become a summative, directed process that leads to further administrative action which may ultimately result in dismissal.

2 PHASES OF INTERVENTION AND REMEDIATION

- **Intervention Plan**
  In the intervention plan, the administrator identifies that the teacher needs additional support. Multiple alternative sources of data might include, but are not to be limited to, formal/informal observation, student achievement, teacher interview, student and/or parental feedback. The administrator contacts the teacher making him/her aware of the problem and collaboratively develops the action plan to resolve the problem. While the administrator and teacher attempt to resolve the problem, the teacher continues to work on the job performance.

- **Remediation Plan – Below an average score of a 2.65**
  Based on documentation of the lack of resolution of a refinement area, relating to the rubric, the teacher moves into the Remediation Plan which is based on intensive intervention. The DEA President and Director for Human Resources will be notified when a teacher is moved to the Remediation Plan. While the administrator and teacher attempt to resolve the problem, the teacher continues to work on the performance standards. Teachers placed on a Remediation Plan must use Professional Development activities intended to help the teacher when renewing their license. A teacher who receives a rating of ineffective may request a private conference with the Superintendent or Superintendent's designee no later than 5 days after receiving a notice that the teacher received a rating of ineffective.

  After a meeting and discussion between the administrator, the teacher, DEA representation (based on membership), and the Director of Human Resources, a written action plan will be developed. A copy is forwarded to Human Resources for the personnel file.

If it is determined that the teacher is not able to meet the district's rubric, the administrator, in consultation with the superintendent, may make a recommendation for dismissal.

Once on this remediation plan, dismissal can only be acted on after the steps in the remediation plan have been implemented; however, the underlying assumption exists that teacher behaviors threatening the safety and welfare of students will result in immediate disciplinary action for any teacher.

MSD of Decatur Township
INTERVENTION AND REMEDIATION
INTERVENTION PLAN

Teacher	School
Assignment	Date
Administrator	

1. Identification of the problem and/or expectation not being met

2. Goal

3. Plan of action, timeline, and resources if needed

Teacher Signature	Date	
Administrator Signature	Date	

Signatures of teacher and administrator document that a discussion of the concern has occurred, a plan of action for intervention has been developed and date(s) to review the effectiveness of the plan of action has been established.

Date(s) to review and initials to verify implementation of the plan:

_____ _____

_____ _____

_____ _____

Initials indicate that reviews occurred.

MSD of Decatur Township
Intervention and Remediation
Intervention Review
(to be held within 30 school days)

Teacher	School
Assignment	Date
Administrator	

After review of implementation of the plan of action described on the Intervention Plan, the administrator recommends:

_____ 1. Intervention Plan continues as revised.

- Teacher will continue in Intervention Plan
- This form will be filed only at the building level

Revised plan of action resources: Date to review:_____

_____ 2. Concern not resolved.

- Teacher will be moved to Remediation Plan
- This form will be forwarded to the Director of Human Resources

Teacher Signature	Date
Administrator Signature	Date

MSD of Decatur Township
INTERVENTION AND REMEDIATION
REMEDIATION PLAN

Teacher	School
Assignment	Date
Administrator	Date information forwarded to Director of Human Resources:

1. Identification of the problem and/or expectation not being met

2. Goal

3. Plan of action, timeline, and resources if needed

_____ Teacher is participating in Peer Assistance Program (Assistance from a professional colleague as assigned by Principal)

Teacher Date	Administrator Date	DEA Representative Date

Signatures of teacher and administrator document that a discussion of the concern has occurred, a plan of action for remediation has been developed and date(s) to review the effectiveness of the plan of action has been established.
Date(s) to review and initials to verify implementation of the plan (Suggested Every Week)

_____ _____ _____

_____ _____ _____

Initials indicate that reviews occurred.

MSD OF DECATUR TOWNSHIP
INTERVENTION AND REMEDIATION
REMEDIATION REVIEW

Teacher	School
Assignment	Date
Administrator	

After review of implementation of the assistance plan of action, the administrator recommends:

_____ 1. Concern resolved
- This form will be forwarded to Human Resources for filing in the staff member's file.

_____ 2. Concern not resolved, continue on remediation plan. Date of review: _____

_____ 3. Concern not resolved
- Staff member is recommended for cancellation of contract.
- This form will be forwarded to Human Resources for filing in the staff member's file.

Will not go beyond 90 days

1st (30) Days: _____ 2nd (30) Day: _____
DATE: DATE:
3rd (30) Days: _____

Teacher Date	Administrator Date	DEA Representative Date

Signatures verify that recommendation/decision has been communicated to the teacher. The signature does not denote that the teacher agrees with the decision.

MSD OF DECATUR TOWNSHIP
INTERVENTION AND REMEDIATION
REMEDIATION PLAN EVALUATION FORM

Teacher	School
Assignment	Date
Administrator	

Goal: (Refinement area)

Summary of Observable Performance:

- Recommend for continued employment
- Not recommended for continued employment

Teacher Signature:	Date	
Administrator Signature:	Date	

Note: Signatures indicate that this document has been reviewed but does not necessarily imply agreement. Evaluation form should be completed by Winter Break or May 1.

SUMMARY OF EVALUATION TERMS

Designing and Planning Instruction
The section of the rubric that is based on instructional plans, student work, and assessment.

Established Teacher
All current teachers on contract as of July 1, 2012.

Instruction
The section of the rubric that includes standards and objectives, motivating students, presenting instructional content, lesson structure and pacing, activities and materials, questioning, academic feedback, grouping students, teacher content knowledge, teacher knowledge of students, thinking and problem solving.

Intervention Plan
The first phase of the Improvement Plan. The Administrator identifies a problem with the performance standards. More support and intervention is provided to the teacher to assist with performance standards.

Learning Environment
The section of the rubric that includes expectations, managing student behavior, environment, and respectful culture.

Learning Target
Learning objective, “I Can” statement or Learning target should be used in student friendly language and posted in front of the classroom. Students will know what the goal of the day is by referring to the Learning Target, Learning Objective or “I Can” statement.

Long Observation
An observation by a Primary Evaluator that lasts a class period/full lesson.

Observation Cycle SEE PAGES ___4___ to ___8____, Part I

Primary Evaluator
The individual who is primarily responsible for conducting observations and evaluations. In most cases, the Principal or Director of the Building.

Primary Indicator SEE PAGES ___2___ to ___5____, Part II

Probationary Teacher
A teacher new to the District hired after July 1, 2012.

Professional Teacher
A probationary teacher that is rated highly effective or effective for three of five years will move to professional status.

Rating
The average score from the TAP Rubric based on the two long observations.

Remediation Plan
The second phase of the Intervention Plan. A teacher who scores ineffective or improvement necessary on the evaluation. The plan is tied to the areas of improvement needed.

Responsibilities
The feedback form that includes growing and developing professionally and reflecting on teaching.

Scoring-Refer to page 32
The teacher will be placed into one of four categories:

- Highly Effective (4.0-5.0)
- Effective (2.7-3.9)
- Improvement Necessary (2.0-2.6)
- Ineffective (1.0-1.9)

Secondary Evaluator
An individual who will conduct short observations, and will assist the Principal and/or Director with Evaluations.

Secondary Indicator SEE PAGE __2__ TO __5___, Part II

Self-Reflection
The written analysis of the lesson by the teacher outlining their thinking and sharing of artifacts that the Primary and Secondary evaluator may have missed based on the teacher's opinion.

Short Observation
An observation by a Primary or Secondary that lasts at least 20 minutes.

MSD of Decatur Township

Evaluation System

Part II

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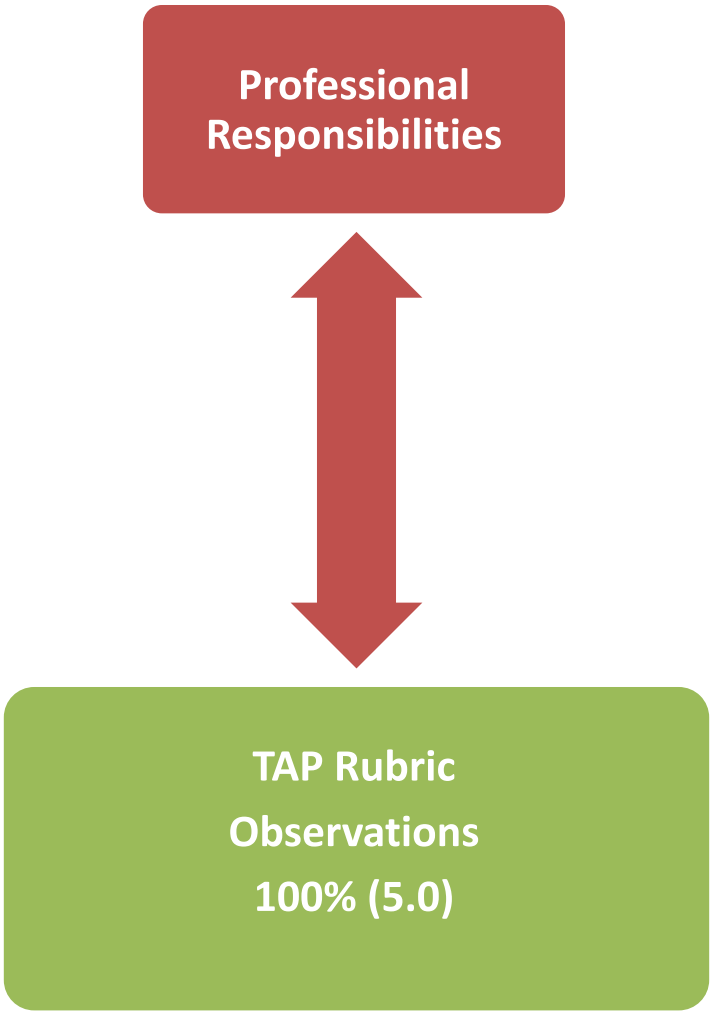
Decatur Township Teacher Evaluation System



The MSD of Decatur Teacher Evaluation System is constructed using a five-point (5pt.) system. As weightings for each primary and secondary indicator are configured, an individual can multiply each percentage by the factor of five to determine the number in decimal form. For example:

Scale

Highly Effective: 3.95-5.0

Effective: 2.65-3.94

Improvement Necessary 1.95-2.64

Ineffective: 1.0-1.94

Classroom Teachers

A teacher could receive up to the full 100% (5.0), based on the average of two evaluations conducted during the course of a school year. The Fall observation would be an announced evaluation and the Spring observation would be an unannounced evaluation.

Negative Impact Statement

A teacher, in the MSD of Decatur Township, who negatively affects student achievement and growth, cannot receive a rating of highly effective or effective (IC 20-28-11.5-6).

The state defines negative impact as both a significant decrease in student achievement and notably low levels of student growth.

The evaluator shall discuss with the teacher, an explanation of the evaluator's recommendation for improvement, and the time in which improvement is expected.

If the teacher satisfies the following, he or she will not be eligible to receive a summative rating in the Effective or Highly Effective range:

1. The teacher receives a negative impact rating by the Indiana Department of Education Negative Impact Report through LVIS.

The above mentioned criteria must be met for a teacher to be identified as negatively impacting student learning. A teacher who has had a negative impact on student achievement and growth could rate no higher than in the Improvement Necessary range.

TAP Evaluation Tool: 5.0 value

Evaluators will utilize this tool to provide a quantitative measure against a research-based, best practice rubric. This metric is determined by the mean value of the individual teacher's two observation scores.

Professional Standards:

Indicator	Ineffective	Effective
1. Attendance	Individual demonstrates a pattern of unexcused absences	Individual has not demonstrated a pattern of unexcused absences
2. On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)	Individual has not demonstrated a pattern of unexcused late arrivals(late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)
3. Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures	Individual demonstrates a pattern of following state, corporation, and school policies and procedures.
4. Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner
5. Communication	Individual demonstrates a pattern of failing to communicate with students, colleagues, parents/guardians, and/or community members in a negative manner	Individual demonstrates a pattern of communicating with students, colleagues, parents/guardians, and community members in a positive manner

Evaluators will utilize this section of this tool to appraise an individual teacher's professional standards that is expected within any profession. These indicators are *not* directly related to the specific teaching and learning taking place in an individual classroom; however, they are relevant to the minimum standard(s) of professional responsibilities expected within the MSD of Decatur Township by all

employees. Teachers are expected to fulfill and uphold these expectations on a daily basis.

There are a total of five indicators. Professional Standards are worth a value of -.25. If the evaluator determines a teacher is ineffective with any specific indicator, the teacher will receive -.25 on the overall metric. Each building-level principal will be the evaluator of this section for each teacher within his or her building.

Only individuals who are certified in TAP annually will be eligible to complete evaluations. In most cases, this will be building administrators. All TAP evaluators will receive support and training on an annual basis in the form of in-person professional development from NIET certified trainers.

In the event that students have received instruction from a teacher rated as ineffective, Administrators will ensure that these students are assigned to a teacher rated as effective or highly effective for the next school year. Administrators will communicate with parents if this is unavoidable.

MSD of Decatur Township Evaluation System
Teacher Evaluation Process Acknowledgement

By signing below, the teacher acknowledges that he/she has received:

- The MSD of Decatur Township Evaluation Booklet;
- Information on the weighting of components of the Summative Evaluation;
- Information on Individual Growth Measures (IGMs);
- The MSD of Decatur Township Teacher Evaluation Rubric (TAP rubric);
- The identity of the Primary Evaluator (Supervising Administrator or Designee);
- And, the teacher's log-in for the NIET Best Practices Portal (TAP website).

By signing below, the teacher also acknowledges that he/she has been provided with:

- Notification that the teacher's Evaluation Rubric Score is the mean average of the two long observations' weighted scores.
- Notification of the teacher's responsibility to provide the School Based Assessment and data to the Primary Evaluator.
- Notification that the Summary ratings may affect, by law, the teacher's continued employment; and summary ratings may also affect compensation in the following school year, based upon the agreements made during collective bargaining.
- Notification that the presence of a student teacher will not affect the teacher's evaluation, because the role of a student teacher is limited to "co-teacher" and the teacher will remain fully in charge of the classroom.
- Explanation of the Maternity Leave or Medical Leave effect on Evaluation:
    - If the teacher is present 162 or more days, there is no effect on evaluation.
    - If the teacher is present 31-161 days, the Summative rating will be based upon measures available as determined in conjunction with the primary evaluator, including Teacher Evaluation Rubric score(s), School Wide Learning measures and IGMs weighted for their categories.
    - If the teacher is present 0-30 days, the evaluation shall be declared Incomplete for the school year.
- Notification that the teacher's summative evaluation may not be complete by the end of the contract period, due to pending data on the Indiana Growth Model or other data required from the State of Indiana. The Teacher Summative Evaluation will be determined when all pertinent data is finalized.
- Notification that the teacher will be held accountable in the IGM for the data of the students showing on the teacher's roster.
- Notification that the teacher is responsible for his/her own performance. A teacher who has been notified of areas concerned in performance is responsible for his/her improvement; however, resources are available to any teacher who requests them from the Primary Evaluator. If the teacher is on an Intervention Plan, resources will be outlined in the plan; however, it is the teacher's responsibility to utilize the resources and improve performance.

_____ _____

Teacher Printed Name Teacher Signature

Date _____

MSD Of Decatur Evaluation System: School-Based Assessment: Code of Ethical Practices and Procedures

I, _____, agree to the following code of ethical practice and procedure while conducting, facilitating, and administering school-based assessment(s) in my school:

(1) Prevent access to secure materials by anyone other than appropriate school and corporation personnel;

(2) Inventory and track testing materials;

(3) Control the storage, distribution, administration, and collection of testing materials;

(4) Report to my evaluator any allegations of test integrity violations according to the Protocol;

(5) Prevent the reproduction and/or discussion of testing materials by school personnel and/or students;

(6) Ensure that students use only those reference materials allowed by the testing procedures;

(7) Ensure that students are not exposed to identical test items prior to the administration of the test;

(8) Ensure test preparation materials used by school staff are appropriate and do not violate test security protocol

(9) Ensure the ethical and accurate grading of each assessment.

(10) Any allegations concerning cheating, a security breach, a testing administration breach, a loss of materials, or other deviation from acceptable and ethical practices and test security and integrity procedures shall be reported immediately to your evaluator.

(11) No one shall compromise test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.

(12) Ask any question for clarification purposes to your evaluator.

By signing this document, I affirm that I clearly understand ALL 12 items of the *Code of Ethical Practices and Procedures* document. Any employee found to be in violation of the *Code of Ethical Practices and Procedures* will be subject to disciplinary action including possible contract termination.

Teacher Signature_____ Date_____