



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

<p><u>Designing and Planning Instruction- 20%</u></p> <ol style="list-style-type: none">1. Instructional Plans2. Student Work3. Assessments	<p><u>The Learning Environment- 5%</u></p> <ol style="list-style-type: none">1. Expectations2. Managing Student Behavior3. Environment4. Respectful Culture
<p><u>Instruction- 75%</u></p> <ol style="list-style-type: none">1. Standards and Objectives2. Motivating Students3. Presenting Instructional Content4. Lesson Structure and Pacing5. Learning Activities and Materials6. Questioning7. Academic Feedback8. Grouping Students9. Teacher Content Knowledge10. Teacher Knowledge of Students11. Thinking12. Problem Solving	<p><u>Professional Standards</u> (refer to page 8, Part II)</p> <ol style="list-style-type: none">1. Attendance2. On-Time Arrival3. Policies and Procedures4. Respect5. 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.

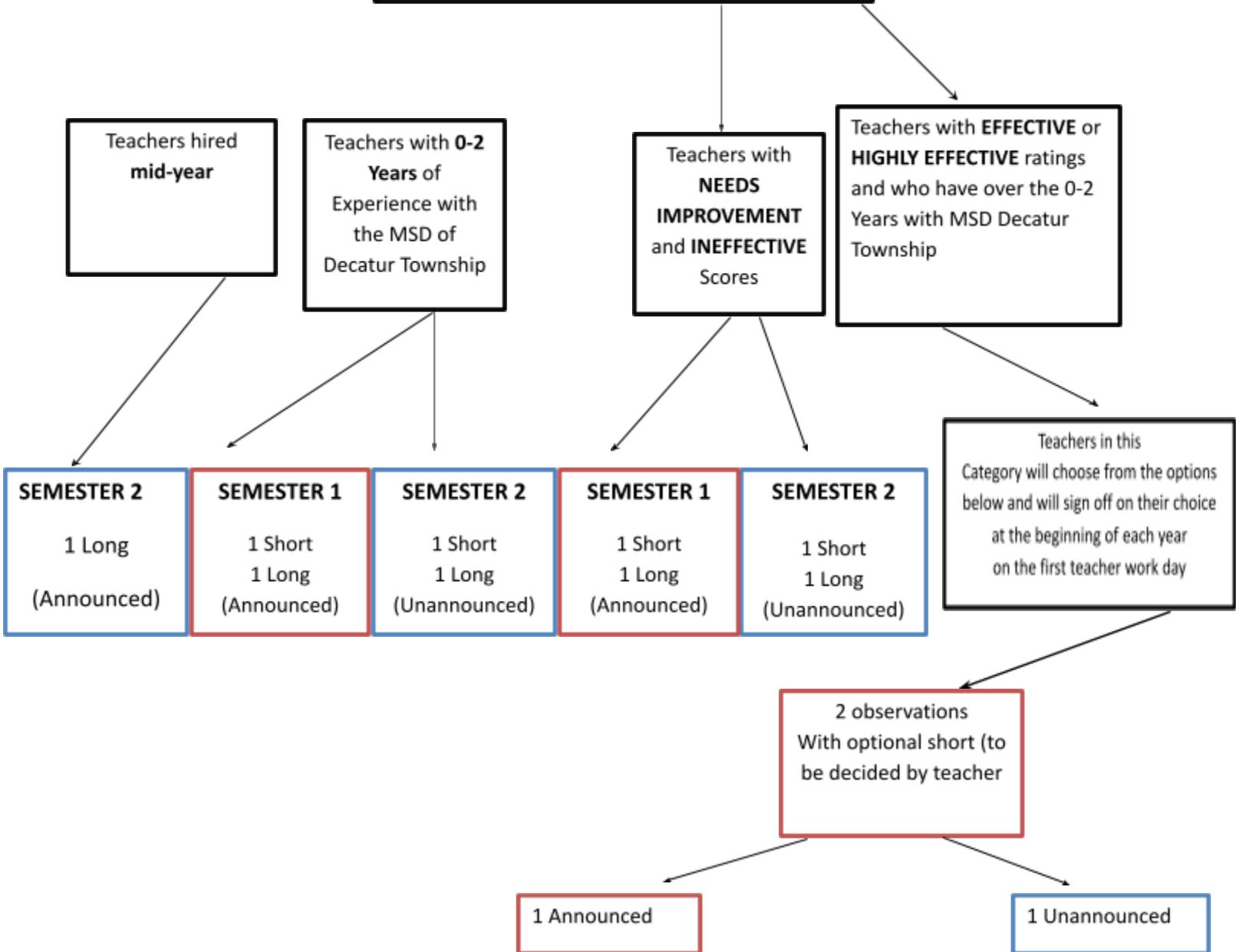
❖ **New Teacher Training (mandatory)**

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



INSTRUCTION – Weighted 75%			
	Exemplary	Proficient	Needs Improvement
Standards and Objectives	<ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objectives. Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experience, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. State standards are displayed and referenced throughout the lesson. There is evidence that most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly 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 most students demonstrate mastery of the objective. 	<ul style="list-style-type: none"> Few 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 evidence that few students demonstrate mastery of the objectives.
Motivating Students	<ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. The teacher sometimes reinforces and rewards the effort. 	<ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> 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; Concise communications Logical sequencing and segmenting; All essential information; and No irrelevant, confusing, or non-essential information. 	<p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> 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 Concise communication; Logical sequencing and segmenting; All essential information; and No irrelevant, confusing, or non-essential information. 	<p>Presentation of content rarely includes</p> <ul style="list-style-type: none"> 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 Concise communication; Logical sequencing and segmenting; All essential information; and No irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. 	<ul style="list-style-type: none"> The lesson starts promptly The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.

	<ul style="list-style-type: none"> No instructional time is lost during transitions. 	<ul style="list-style-type: none"> Little instructional time is lost during transitions 	
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INSTRUCTION Continued			
	Exemplary	Proficient	Needs Improvement
Activities and Materials	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> support the lesson objectives: are challenging: sustain students' attention: elicit a variety of thinking: provide time for reflection: are relevant to students' lives: provide opportunities for student-to-student interaction: induce student curiosity and suspense: provide students with choices: incorporate multimedia and technology; and incorporate resources beyond the school curriculum texts (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 self-monitoring. 	<p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> support the lesson objectives: are challenging: sustain students' attention: elicit a variety of thinking: provide time for reflection: are relevant to students' lives: provide opportunities for student-to-student interaction: induce student curiosity and suspense: provide students with choices: incorporate multimedia and technology; and incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.) 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> support the lesson objectives: are challenging: sustain students' attention: elicit a variety of thinking: provide time for reflection: are relevant to students' lives: provide opportunities for student-to-student interaction: induce student curiosity and suspense: provide students with choices: incorporate multimedia and technology; and incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.)
Questioning	<p>Teacher questions are varied and high quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> knowledge and comprehension application and analysis; and creation and evaluation <ul style="list-style-type: none"> Questions are consistently purposeful and coherent A high frequency of questions is asked Questions are consistently sequenced with attention to the instructional goals. Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers) Wait time (3-5 seconds) is consistently provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. Students generate questions that lead to further inquiry and self-directed learning. 	<p>Teacher questions are varied and high quality providing for some, but not all, question types:</p> <ul style="list-style-type: none"> knowledge and comprehension application and analysis; and creation and evaluation <ul style="list-style-type: none"> Questions are usually purposeful and coherent. A moderate frequency of questions asked. Questions are sometimes sequenced with attention to the instructional goals. Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). Wait time is sometimes provided. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. 	<p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> knowledge and comprehension application and analysis; and creation and evaluation <ul style="list-style-type: none"> Questions are random and lack coherence. A low frequency of questions is asked. Questions are rarely sequenced with attention to the instructional goals. Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers.) Wait time is inconsistently provided. The teacher mostly calls on volunteers and high-ability students.

INSTRUCTION Continued			
	Exemplary	Proficient	Needs Improvement
Academic Feedback	<ul style="list-style-type: none"> • Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another. 	<ul style="list-style-type: none"> • Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. 	<ul style="list-style-type: none"> • The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All 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 best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most 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 , most of the time, accomplish the goals of the lesson. 	<ul style="list-style-type: none"> • The instructional grouping arrangements (either 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	<ul style="list-style-type: none"> • Teacher displays extensive content knowledge of all the subjects she/he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • Teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding. 	<ul style="list-style-type: none"> • Teacher displays accurate content knowledge of all the subjects he/she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • Teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. 	<ul style="list-style-type: none"> • Teacher displays under-developed content knowledge 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	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of some students' anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content.
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INSTRUCTION Continued			
	Exemplary	Proficient	Needs Improvement
Thinking	<p>The teacher thoroughly teaches two or more types of thinking:</p> <ul style="list-style-type: none"> 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. <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; <u>and</u> monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. 	<p>The teacher thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> 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 a problem. <p>The teacher provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; and analyze problems from multiple perspectives and viewpoints. 	<p>The teacher implements no learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides no opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives; or analyze problems from multiple perspectives and viewpoints.
Problem Solving	<p>The teacher implements activities that teach and reinforce three or more of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements activities that teach two of the following problem-solving types:</p> <ul style="list-style-type: none"> Abstraction Categorization Drawing Conclusions/Justifying Solution Predicting Outcomes Observing and Experimenting Improving Solutions Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing 	<p>The teacher implements no activities that teach the following problem-solving types:</p> <ul style="list-style-type: none"> 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 – Weighted 20 %			
	Exemplary	Proficient	Needs Improvement
Instructional Plans	<p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, provide appropriate time for student work, student reflection, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners; and evidence that the plan provides regular opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards, are sequenced from basic to complex, building on prior student knowledge, provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interest of most learners; and evidence that the plan provides some opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> few goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards, are rarely logically sequenced rarely build on prior student knowledge, inconsistently provide time for student work, and lesson and unit closure; little evidence that the plan provides some opportunities to accommodate individual student needs.
Student Work	<p>Assignments require students to:</p> <ul style="list-style-type: none"> 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 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> interpret information rather than reproduce it; draw conclusions and support them through writing; and connect what they are learning to prior learning and some life experiences. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> mostly reproduce information; rarely draw conclusions and support them through writing; and rarely connect what they are learning to prior learning or life experiences.
Assessment	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio-based with clear illustrations of student progress toward state content standards; and include descriptions of how assessment results will be used to inform future instruction. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks; and include performance checks throughout the school year. 	<p>Assessment Plans:</p> <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and include performance checks, although the purpose of these checks is not clear.

ENVIRONMENT – Weighted 5%			
	Exemplary	Proficient	Needs Improvement
Expectations	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. 	<ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	<ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher uses several techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly. 	<ul style="list-style-type: none"> Students are mostly well-behaved and on tasks, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are not well-behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher cannot distinguish between inconsequential behavior and appropriate behavior. Disruptions frequently interrupt instruction.
Environment	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes all members and guests, is organized and understandable to all students, supplies, equipment, and resources are easily and readily accessible, displays student work that frequently changes, is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes most members and guests, is organized and understandable to most students, supplies, equipment, and resources are accessible, displays student work, is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> is somewhat cold and uninviting, is not well organized and understandable to students, supplies, equipment, and resources are difficult to access, does not display student work, is not arranged to promote group learning.
Respectful Culture	<ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out and is receptive to the interested and opinions of all students. Positive relationship and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for student's cultures. Students exhibit respect for the teacher, and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.

Feedback from the Short Observation

Date: Click here to enter text.

Observer: Click here to enter text.

Teacher: Click here to enter text.

School Name: Click here to enter text.

This visit was announced.

Reinforcement points: Click here to enter text.

Refinement points: Click here to enter text.

Positive evidence should be used towards Long Observation.

Copy provided to Teacher and to Evaluator of Long Observation

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

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

The Learning Environment		
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	Expectations	4
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The Learning Environment Con't:		
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Evidence Notes		
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	Managing Student Behavior	5
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	Environment	6
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	Respectful Culture	7
	Standards and Objectives	8
Evidence Notes		
	Motivating Students	9
	Presenting Instructional Content	10

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

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



Lesson Planner

Pre-Observation

Teacher: _____

Subject/Grade: _____

Date: _____



Identify



Obtain



Develop

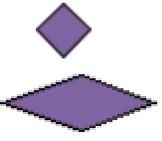


Apply



Evaluate

Unit:	
Lesson:	
Standard(s):	
Essential Question: 	
Objective(s):	
Prior Knowledge: 	
Procedure:  	Hook:
Materials Needed:	Guided Practice:
	Independent Practice:
Evaluation: closure, exit ticket, assessment, etc. 	

Self-Reflection: 	
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To Be Completed By: _____Teacher_____

Instructional Self-Checklist
(Optional Planning Tool)

Evident

Non Evident

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | State standard(s) AND daily objective clearly posted and referenced |
| <input type="checkbox"/> | <input type="checkbox"/> | Lesson relevant to students and connected to prior learning |
| <input type="checkbox"/> | <input type="checkbox"/> | Information presented in a logical sequence that builds upon previous knowledge |
| <input type="checkbox"/> | <input type="checkbox"/> | Post instruction assessment (formal or informal) to determine mastery |
| <input type="checkbox"/> | <input type="checkbox"/> | Inquiry, curiosity, and exploration encouraged |
| <input type="checkbox"/> | <input type="checkbox"/> | Effort and participation reinforced throughout the lesson |
| <input type="checkbox"/> | <input type="checkbox"/> | Multiple examples, visuals, analogies, and labels used to clarify concepts |
| <input type="checkbox"/> | <input type="checkbox"/> | Clear beginning, middle, and end (reflection) of lesson |
| <input type="checkbox"/> | <input type="checkbox"/> | Very little downtime; smooth transitions between activities |
| <input type="checkbox"/> | <input type="checkbox"/> | Materials increase student engagement and reinforce objectives |
| <input type="checkbox"/> | <input type="checkbox"/> | High frequency of questions at varied levels: knowledge, comprehension, application, analysis, creation, and evaluation |
| <input type="checkbox"/> | <input type="checkbox"/> | Specific academic feedback given to students |
| <input type="checkbox"/> | <input type="checkbox"/> | Students strategically grouped with clear expectations and measured accountability |
| <input type="checkbox"/> | <input type="checkbox"/> | Potential student remediation and enrichment are considered and planned for accordingly |
| <input type="checkbox"/> | <input type="checkbox"/> | 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 script about what 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)

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

	PROBATIONARY A 1 st or 2 nd 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 4.0-5.0 TAP	When rated <i>highly effective</i> or <i>effective</i> for three of five years, teacher will move to <i>professional</i> .	Remains as the <i>professional</i> level.	Remains at the <i>established</i> level.
EFFECTIVE Proficient 3 2.7-3.9 TAP	When rated <i>highly effective</i> or <i>effective</i> for three of five years teacher will move to <i>professional</i> .	Remains at the <i>professional</i> level.	Remains at the <i>established</i> level.
IMPROVEMENT NECESSARY 2 2.0-2.6 TAP	Two consecutive may lead to dismissal for incompetency	Remains at the <i>professional</i> level. Any combination of three <i>improvement necessary</i> or <i>ineffective</i> ratings within five years may lead to dismissal for incompetence.	Remains at the <i>established</i> level. Any combination of three <i>improvement necessary</i> or <i>ineffective</i> ratings within five years may lead to dismissal for incompetence.
INEFFECTIVE 1 1.0-1.9 TAP	May be dismissed for incompetency	Moves back to <i>probationary</i> after one ineffective rating.	Remains at the <i>established</i> level. Any combination of three <i>improvement necessary</i> or <i>ineffective</i> ratings within five years may lead to dismissal. (Two consecutive ineffective ratings may also lead to dismissal)

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 2.7**

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
REMEDIATION PLAN

R

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 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 the 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

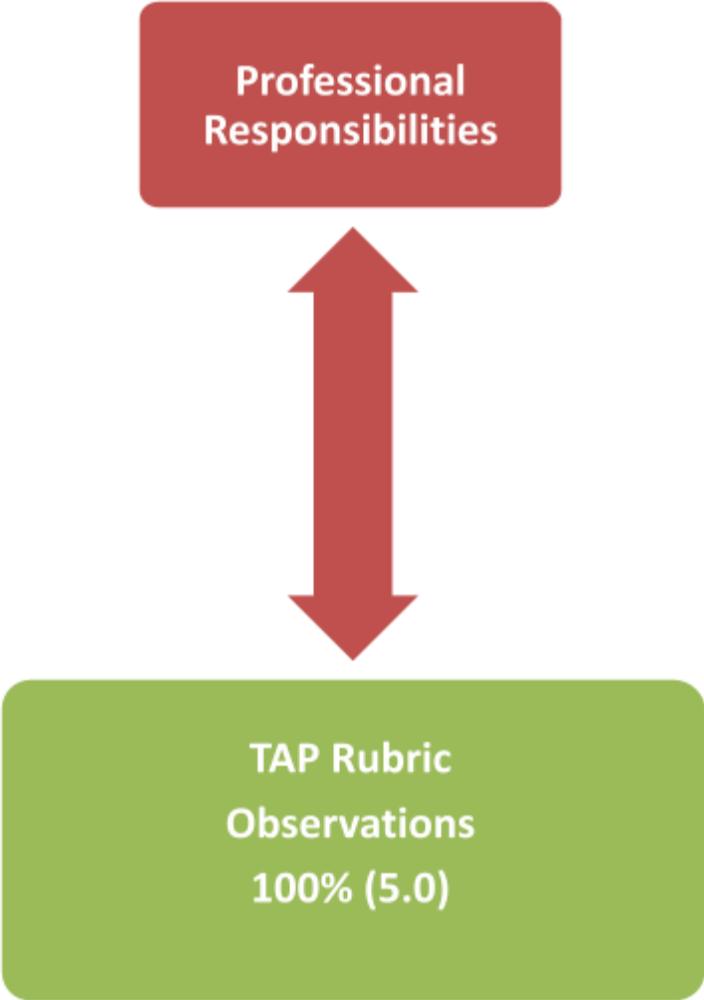




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Decatur Township Teacher Evaluation System



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: 4.0-5.0

Effective: 2.7-3.9

Improvement Necessary 2.0-2.6

Ineffective: 1.0-1.9

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 any of the following three variables, 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.

**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 _____