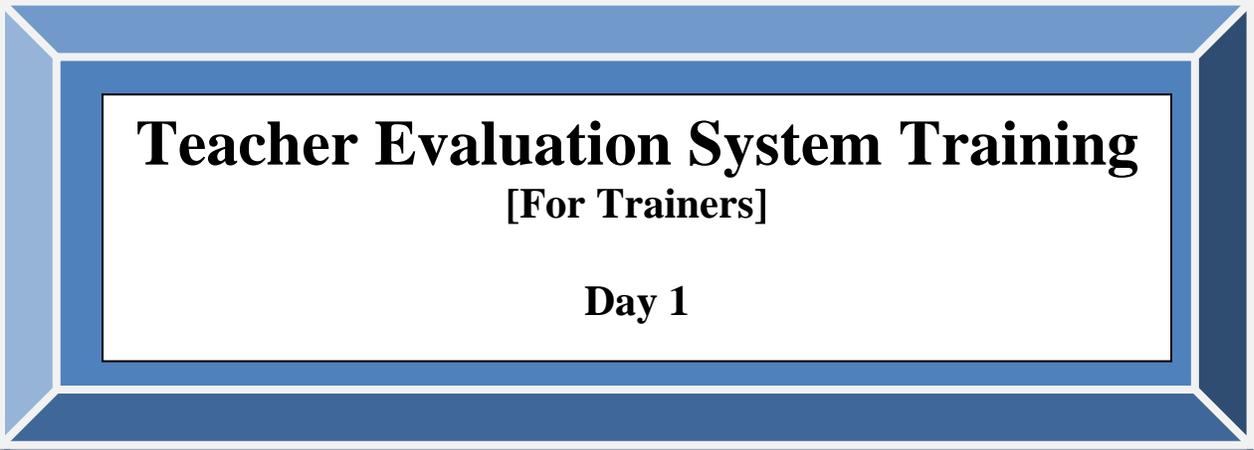


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Division of Teacher Education and Licensure
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Teacher Evaluation System Training
[For Trainers]

Day 1

Teacher Evaluation Summer Institutes 2012

August 2012

Virginia Department of Education Teacher Evaluation System Training: Day 1 Time Schedule

Time	Topic	Documents Needed	Page in Trainer Material	Page in Participant Material
10 minutes	Introduction and Logistics			
10 minutes	Walk-through of Training Manual	Training Manual		
40 minutes	Teacher Performance Evaluation System	<i>Virginia Teacher Performance Evaluation System</i> Note Pages	1-4	D1P-4
		<i>Virginia Teacher Performance Evaluation System PowerPoint</i>	SEPARATE FILE	
30 minutes	Performance Standards	<i>Look-Fors and Red Flags</i> Activity	1-32	D1P-18
15 minutes	<i>Break</i>			
45 minutes	Data Sources	<i>Benefits and Challenges of Data Sources</i> Activity	1-40	D1P-25
		<i>Teacher Performance Evaluation System Data Sources</i> Note Pages	1-42	D1P-26
		<i>Teacher Performance Evaluation System Data Sources PowerPoint</i>	SEPARATE FILE	
		Simulation 1 - Multiple Data Sources	1-76	D1P-51
15 minutes	<i>Lunch</i>			
1 hour 30 minutes	Documenting Evidence	Simulation 1 – Elementary School	1-76	D1P-51
		Simulation 1 – Completed Observation Form	SEPARATE FILE	
		Simulation 1 – Elementary School PowerPoint	SEPARATE FILE	
		Simulation 1 – Elementary School Video	SEPARATE FILE	
15 minutes	<i>Break</i>			
1 hour 15 minutes	Conferences	<i>Post-Observation Conferences</i> Note Pages	1-127	D1P-86
		<i>Post-Observation Conferences PowerPoint</i>	SEPARATE FILE	
15 minutes	End of Day Processing	<i>What do you Know? What do you Need to Know?</i> Activity	1-156	D1P-110
At Home	Reflection	<i>Division Roll-Out Reflection</i>	1-157	D1P-111

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Slide 0

Virginia Teacher Performance Evaluation System

August 2012



Teacher Performance Evaluation System

- What is the basis of teacher evaluation?
- How will teacher performance be documented?
- How will teacher performance be rated?

Today we will look at three different questions:

- What is the basis for teacher evaluation?
- How will teacher performance be documented?
- How will teacher performance be rated?

Slide 2

Question 1

What is the basis of
teacher evaluation?



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Let's first look at the basis of teacher evaluation.

Main Components

Performance Standard 1: Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

The teacher:

- 1.1 Effectively addresses appropriate curriculum standards.
- 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- 1.3 Demonstrates ability to link present content with past and future learning experiences in other subject areas, and real world experiences and applications.

Exemplary	Proficient <small><i>Proficient is the expected level of performance.</i></small>	Developing/ Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

PERFORMANCE STANDARD

PERFORMANCE INDICATORS

PERFORMANCE APPRAISAL RUBRIC

3

There are three main components of the Teacher Performance Evaluation System.

- Performance standards define the criteria expected when teachers perform their major duties. There are seven performance standards for teachers. When teachers are evaluated, they are evaluated against the performance standards.
- Next are performance indicators. They provide examples of observable, tangible behavior that indicate the degree to which teachers are meeting each teaching standard. We often call these the “look-fors.” They are the kinds of things one would look for if the teacher was successfully performing the standards. In the teacher performance evaluation system, we do not use the performance indicators as a checklist. In other words, the evaluator should not look at the list of indicators and say “I only saw two of the five indicators, therefore, the teacher must be unacceptable.” School divisions may modify the indicators if they wish. In addition, they may choose to add indicators to emphasize a particular focus area for the division. Performance ratings are made at the performance standard level, NOT at the performance indicator level.
- The performance appraisal rubrics are the third main component. We will talk more about them shortly. During the summative evaluation, the evaluator will use a “preponderance of evidence” to judge where the teacher should be rated. Note that the rubric description under the *proficient* level is the exact wording of the performance standard. This is because *proficient* is the expected level of performance.

Teacher Performance Standards

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

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These are the seven performance standards. We will talk about each one individually. We will have time following this presentation to unpack each of these performance standards in much greater detail.

Teacher Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.



Professional knowledge is related to how well teachers understand the subject content, how best to teach the material, and how the material connects to other areas of the curriculum, as well as their understanding of the developmental level and needs of the students in their classes. The teacher demonstrates this knowledge by providing relevant learning experiences.

Teacher Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.



Instructional planning relates to whether teachers are using the prescribed curricula and standards to plan lessons, whether they use data to inform their planning, and whether their planning addresses the strategies and resources necessary to meet the different needs of all of their students. This means that a teacher should consider and plan for differentiating instruction, when applicable.

Teacher Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.



Standard 3 looks at what types of instructional strategies teachers use. Does the teacher use the same strategy for all students every day, or does the teacher modify strategies to engage the students in active learning? Does the teacher take individual learning differences into consideration when instructing?

Teacher Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.



This standard not only looks at the types of assessment strategies teachers use, but also instructional uses. Are the assessments appropriate both for the content and the students in the class? Is the teacher gathering, analyzing, and using the data to inform instruction? Does the teacher use data to measure student progress and provide feedback to both students and parents?

Teacher Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.



This standard focuses on whether the teacher provides a safe, secure environment where all students are respected and where rules and routines are in place to ensure the classroom is conducive to learning. Is the environment intellectually challenging to the students? Are there high expectations for all students? Are students encouraged to take intellectual risks?

Teacher Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Note that there are three areas covered by this standard: ethical behavior, contributions to education, and professional growth. Also, please note that the professional growth results in enhanced student learning. In other words, it is not enough to attend a professional development course; the teacher needs to show that he or she applied that knowledge in the classroom and it made a difference in student learning.

Teacher Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.



If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7: Student Academic Progress -- would be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year. The evaluation system also encourages the use of multiple measures of student academic progress. We will talk much more about Standard 7 tomorrow.

Question 2

How will teacher performance be documented?

Now let's take a look at how teacher performance will be documented.

Multiple Data Sources

Observations
Portfolios/Documentation Logs
Student Surveys
Self-Evaluation
Measures of Academic Progress <ul style="list-style-type: none">• Student Growth Percentiles• Student Achievement Goal Setting• Other Valid Measures

Multiple data sources are needed to capture the full range of responsibilities of a teacher. Using multiple data sources can improve the objectivity of teacher evaluation systems.

Recommended Data Sources	
Observations	<ul style="list-style-type: none"> • Probationary teachers observed many times throughout the year • Continuing contract teachers observed several times a year • Additional observations at building administrator's discretion • Observations last the duration of a full lesson
Documentation Log	<ul style="list-style-type: none"> • Includes both specific required artifacts and teacher-selected artifacts • Artifacts provide evidence of meeting selected performance standards • Provides teacher with opportunity to demonstrate quality work • Evaluator reviews annually (by end of first semester for probationary teachers; before last week of school for all teachers)
Student Surveys	<ul style="list-style-type: none"> • Teachers survey their students prior to end of first semester (e.g., K-8: survey entire class; if students change classes, survey two classes; 9-12: survey two classes per semester) • Teachers enter summary of the results in their Documentation Log
Goal Setting for Student Progress	<ul style="list-style-type: none"> • Appropriate measures of academic progress are determined • During first month of school, teachers set goals for improving student progress based on the results of performance measures • Midyear review of student progress goal; modify strategies • End-of-year review of goal attainment

This slide shows the recommended data sources and some of the details pertaining to these sources from the *Yourtown Handbook*. As you can see, recommended data sources include the documentation log rather than the portfolio and self-evaluation was not included. However, as shown in the *Yourtown Handbook*, school divisions may modify the details of these data sources, such as the number of observations and the timing of them.

Data Collection Procedures

Data Collection Procedure	Form(s)	Evaluator	Teacher
Informal Observations	Informal Classroom Observation Form	✓	
Formal Observations	Formal Classroom Observation Form	✓	
Student Surveys	Student Survey Forms (1-2, 3-5, 6-8, 9-12) Student Survey Summary		✓
Portfolios/Documentation Logs	Table of Contents		✓
Self-Evaluation	Teacher Self-Evaluation Form		✓
Measures of Academic Progress	Goal Setting for Academic Progress Form	Reviews/approves	Selects/develops

Data collection procedures are a shared responsibility between the evaluator and the teacher.

Question 3

How will teacher performance be rated?

Now let's take a look at how teacher performance will be rated.

Evaluations

Interim Evaluation	<ul style="list-style-type: none">• All probationary teachers• Used to document evidence of meeting standards• Does NOT include rating of performance
Summative Evaluation	<ul style="list-style-type: none">• Comes at end of evaluation cycle• Four point rating scale• Performance rubric for every standard• Rating based on “preponderance of evidence”


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There are two types of evaluations: an interim evaluation and a summative evaluation.

- The *Guidelines* recommend that probationary teachers receive a midyear interim review to provide systematic feedback prior to the summative review. These teachers will be evaluated using multiple data sources to determine that the teacher has shown evidence of each of the performance standards. During the conference, evaluators should also provide midyear feedback on the Documentation Log (including survey results) and the progress students are making toward the goal identified in the *Goal Setting for Student Progress Form*.
- All teachers receive a summative evaluation at the end of their evaluation cycle. They will be rated using a four point rating scale and the performance appraisal rubric for each standard that we previously discussed.

Interim Evaluation (abbreviated)

1. Professional Knowledge *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments:

Evident Not Evident

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This is a portion of an interim evaluation form. As you can see, the evaluator is not providing an actual rating of performance; rather, he or she is informing the teacher as to whether or not evidence of the standard is noted.

Rating Performance

Category	Description	Definition
Exemplary	The teacher maintains performance, accomplishments, and behaviors that <u>consistently and considerably</u> surpass the established standard.	Exceptional Performance <ul style="list-style-type: none"> • Sustains high performance over period of time • Behaviors have strong positive impact on learners and school climate • Serves as role model to others
Proficient	The teacher meets the standard in a manner that is <u>consistent</u> with the school's mission and goals.	Effective Performance <ul style="list-style-type: none"> • Meets the requirements contained in job description as expressed in evaluation criteria • Behaviors have positive impact on learners and school climate • Willing to learn and apply new skills
Developing/Needs Improvement	The teacher <u>often performs below</u> the established standard or in a manner that is inconsistent with the school's mission and goals.	Below Acceptable Performance <ul style="list-style-type: none"> • Requires support in meeting the standards • Results in less than quality work performance • Leads to areas for teacher improvement being jointly identified and planned between teacher and evaluator
Unacceptable	The teacher <u>consistently performs below</u> the established standards or in a manner that is inconsistent with the school's mission and goals.	Ineffective Performance <ul style="list-style-type: none"> • Does not meet requirements contained in job description as expressed in evaluation criteria • May result in employee not being recommended for continued employment

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When it comes time for the summative evaluation, teachers will be rated using the following scale.

- Teachers who are *exemplary* consistently and considerably surpass the performance standard. These teachers serve as role models to others.
- Teachers who are *proficient* are high quality teachers. They consistently meet the standard.
- Teachers who are *developing/needs improvement* are inconsistently meeting the standards. These may be teachers who are new to the profession and have not developed the skill set needed, or they may be teachers who are more experienced, but need improvement in a particular area. In either case, these teachers do not demonstrate the level of proficiency required of them.
- Teachers who are *unacceptable* consistently perform below the standard.

Rating Levels

Exemplary	Proficient	Developing/ Needs Improvement	Unacceptable
4 pts	3 pts	2 pts	1 pt

Proficient is the performance standard and is the expected level of performance.



A *proficient* rating describes a quality teacher. A *proficient* teacher may look different in different settings. As you can see from this depiction, *proficient* is a broad category. We will talk about how the points are applied toward the summative evaluation tomorrow.

Summative Performance Report (abbreviated)

Performance Standard 1: Professional Knowledge

Exemplary <small><i>In addition to meeting the standard...</i></small>	Proficient <small><i>Proficient is the expected level of performance.</i></small>	Developing/ Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

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Teachers will be rated using a four level performance appraisal rubric. The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level.

The resulting performance appraisal rubric provides a clearly delineated stepwise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. **The description provided in the *proficient* level of the performance appraisal rubric is the actual performance standard, thus *proficient* is the expected level of performance.**

Teachers who earn an *exemplary* rating must meet the requirements for the *proficient* level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. The *Yourtown Handbook* contains the performance appraisal rubric for each standard.

Multiple Measures of Student Progress

Teachers of reading and mathematics with SGPs available	Teachers who support reading and mathematics with SGPs available	Teachers without SGPs
Half from Student Growth Percentile	No more than half from Student Growth Percentile	All from multiple alternative measures
Half from multiple alternative measures	Half or all from multiple alternative measures	



The *Guidelines* call for Standard 7 to account for 40 percent of a teacher’s evaluation. You can see from the chart how this standard will be measured. We will spend the entire day tomorrow discussing student growth percentiles, alternative measures (such as student achievement goal setting), and how to apply the decision rules for Standard 7.

Standard Weighting

Teacher Performance Standard	Percentage Contribution to the Summative Rating
Standard 1	10%
Standard 2	10%
Standard 3	10%
Standard 4	10%
Standard 5	10%
Standard 6	10%
Standard 7	40%



Here is the recommended weighting of each standard.

Summative Performance Report (cont.)

Evaluation Summary

- Recommended for continued employment.
- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are “unacceptable,” or two or more standards are “developing/needs improvement.”)
- Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a *Performance Improvement Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school’s mission and goals.)

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

- | Overall Evaluation Summary Criteria | | | |
|-------------------------------------|-------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> Exemplary | <input type="checkbox"/> Proficient | <input type="checkbox"/> Developing/
Needs Improvement | <input type="checkbox"/> Unacceptable |

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Here is the evaluation summary on the summative evaluation report. Using the weighting shown on the previous slide, the teacher will receive a single summative rating. We will go through examples of how that is calculated during tomorrow’s session.

Final Summative Rating with Score Values

Performance Level Rating	Score Range
Exemplary	35-40
Proficient	26-34
Developing/Needs Improvement	20-25
Unacceptable	10-19

This is a chart showing the qualitative score for a summative rating. All point values for standards 1-7 are added together to arrive at the final summative score. The score corresponds to the performance level rating.

Improving Performance

Outstanding Teachers
=
Student Results

Overall, teacher evaluation matters because teaching matters. In fact, "...the core of education *is* teaching and learning, and the teaching-learning connection works best when we have effective teachers working with every student every day." Evaluation systems must be of high quality if we are to discern whether our teachers are of high quality. Stronge, J. H. (2006), p. 1.

Questions?



Look-Fors and Red Flags Activity

Purpose:

The purpose of the *Look-Fors and Red Flags* Activity is to provide administrators and teachers with an opportunity to gain a common understanding of the teacher performance standards.

Intended Audiences:

This activity is intended for use with division-level administrators, building-level administrators, and teachers. The activity may be conducted at a faculty meeting within a school or at the division-level with administrators throughout the school division.

Suggested Directions:

Divide participants into small groups and have participants generate a list of 1) observable behaviors (or evidence) that indicate the teacher is meeting expectations for the performance standard and 2) observable behaviors (or evidence) that indicate the teacher's performance in regard to the performance standard is below expectations. Groups can either brainstorm a list for all seven performance standards or groups may be assigned a single performance standard. Additionally, consider capturing the Look-Fors and Red Flags generated by the participants and providing this list to administrators and teachers.

This activity can be conducted using the pages that follow, or the facilitator can post chart paper around the room with one performance standard listed on each and groups can rotate around the room and add behaviors to the existing list.

Suggestions for Elementary Schools – Create groups with varying grade levels and assign each group a performance standard. Ask the group to also provide considerations for primary grades (K – 2) and upper elementary grades (3 – 5).

Suggestions for Middle and High Schools – Create groups based on content areas and ask groups to generate a list that makes accommodations for the uniqueness of the content area in which the teachers teach.

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Look-Fors and Red Flags Activity

Directions: As a small group, generate a list of 1) observable behaviors (or evidence) that indicate the teacher is meeting expectations for the following performance standard and 2) observable behaviors (or evidence) that indicate that the teacher's performance is below expectations in regard to the performance standard.

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Look-fors: Evidence that the teacher is meeting expectations

Example: The teacher aligns curricular objectives to the age-appropriate and challenging activities used in class.

Red Flags: Evidence that the teacher's performance is below expectations

Example: The teacher relies heavily on the textbook for information.

Look-fors and Red Flags Activity

Directions: As a small group, generate a list of 1) observable behaviors (or evidence) that indicate the teacher is meeting expectations for the following performance standard and 2) observable behaviors (or evidence) that indicate that the teacher's performance is below expectations in regard to the performance standard.

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Look-fors: Evidence that the teacher is meeting expectations

Example: Student baseline data guides instructional planning.

Red Flags: Evidence that the teacher's performance is below expectations

Example: Collaborative planning is not evident.

Look-fors and Red Flags Activity

Directions: As a small group, generate a list of 1) observable behaviors (or evidence) that indicate the teacher is meeting expectations for the following performance standard and 2) observable behaviors (or evidence) that indicate that the teacher's performance is below expectations in regard to the performance standard.

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Look-fors: Evidence that the teacher is meeting expectations

Example: The teacher uses technology in a value-added way.

Red Flags: Evidence that the teacher's performance is below expectations

Example: The teacher does not adjust instructional strategies to meet students' needs.

Look-fors and Red Flags Activity

Directions: As a small group, generate a list of 1) observable behaviors (or evidence) that indicate the teacher is meeting expectations for the following performance standard and 2) observable behaviors (or evidence) that indicate that the teacher's performance is below expectations in regard to the performance standard.

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Look-fors: Evidence that the teacher is meeting expectations

Example: The teacher uses a variety of informal assessments to monitor student learning.

Red Flags: Evidence that the teacher's performance is below expectations

Example: The teacher does not provide frequent or constructive feedback to students.

Look-fors and Red Flags Activity

Directions: As a small group, generate a list of 1) observable behaviors (or evidence) that indicate the teacher is meeting expectations for the following performance standard and 2) observable behaviors (or evidence) that indicate that the teacher's performance is below expectations in regard to the performance standard.

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Look-fors: Evidence that the teacher is meeting expectations

Example: The physical classroom space is arranged to optimize student learning.

Red Flags: Evidence that the teacher's performance is below expectations

Example: The teacher addresses disruptive behavior inappropriately.

Look-fors and Red Flags Activity

Directions: As a small group, generate a list of 1) observable behaviors (or evidence) that indicate the teacher is meeting expectations for the following performance standard and 2) observable behaviors (or evidence) that indicate that the teacher's performance is below expectations in regard to the performance standard.

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Look-fors: Evidence that the teacher is meeting expectations

Example: The teacher listens to and appropriately responds to student or parent concerns.

Red Flags: Evidence that the teacher's performance is below expectations

Example: Written communication has grammatical errors.

Look-fors and Red Flags

Directions: As a small group, generate a list of 1) observable behaviors (or evidence) that indicate the teacher is meeting expectations for the following performance standard and 2) observable behaviors (or evidence) that indicate that the teacher's performance is below expectations in regard to the performance standard.

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Look-fors: Evidence that the teacher is meeting expectations

Example: The teacher uses formative assessments throughout the year and adjusts instruction as needed to meet students needs.

Red Flags: Evidence that the teacher's performance is below expectations

Example: The teacher does not communicate student progress to parents throughout the year.

Benefits and Challenges of Data Sources Activity

Purpose:

The purpose of the *Benefits and Challenges of Data Sources* Activity is to examine the data sources for the teacher evaluation system to anticipate benefits and challenges during implementation.

Intended Audiences:

This activity is intended for use with division-level administrators, building-level administrators, and teachers.

Suggested Directions:

Divide participants into small groups. Participants may be grouped by grade level, content area, or grades/contents with and without standards tests. In small groups, participants generate a list of potential benefits and potential challenges of each data source.

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Benefits and Challenges of Data Sources

Directions: Divide participants into small groups. Within each group, generate a list of potential benefits and potential challenges of each data source.

Data Source	Benefits	Challenges
Observations		
Portfolios/Documentation Logs		
Student Surveys		
Self-Evaluation		
Student Academic Progress <ul style="list-style-type: none"> • Student Growth Percentiles • Student Achievement Goal Setting • Other Valid Measures 		

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Slide 0

Teacher Performance Evaluation System Data Sources

August 2012



We introduced you to the data sources in the Teacher Performance Evaluation System earlier today. We will now take a more in-depth look at them.

Teacher Responsibilities

- Having knowledge of the content, students, and curriculum
- Planning instruction that meets student needs and curricular requirements
- Offering appropriate and engaging instruction
- Assessing student work
- Providing a safe and secure learning environment
- Demonstrating professionalism and communicating effectively
- Increasing student achievement



Let's talk for a moment about a teacher's responsibilities. (Discussion)

The work of the teacher includes: knowledge and skills that can be observed in the classroom setting, e.g., student engagement, safe learning environment; and knowledge and skills that are difficult to directly observe through classroom observation, e.g., student achievement over time, developmentally-appropriate assessments, and professionalism. Notice that these describe the teacher performance standards.

Multiple Data Sources

Observations
Portfolios/Documentation Logs
Student Surveys
Self-Evaluation
Measures of Academic Progress <ul style="list-style-type: none">• Student Growth Percentiles• Student Achievement Goal Setting• Other Valid Measures

2



The role of a teacher requires a performance evaluation system that acknowledges the complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the teacher’s work.

Observations

Intended to provide information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole.

May take a variety of forms

- Formal observation
- Informal observation
- Walk-through observation

May occur in a variety of settings

- Classroom environment
- Non-classroom environment

Observations can be conducted in a variety of settings and take on a variety of forms, including quick, drop-by classroom visits, to more formal, pre-planned observational reviews using validated instruments for documenting observations.

Formal Observations

- Directly focused on teacher performance standards
- May include review of teacher artifacts or student data
- Announced or unannounced
- Specified duration (i.e., duration of full lesson)
- Occur throughout the year
- Evaluator completes observation form
- Evaluator provides feedback during review conference



In a formal observation, the evaluator conducts a structured or semi-structured, planned observation -- either announced or unannounced -- typically of a teacher who is presenting a lesson to or interacting with students. Evaluators can use formal observations as one source of information to determine whether a teacher is meeting expectations for performance standards. Formal classroom observations should last a specified period of time (for example, the duration of a full lesson). For maximum value, the building-level administrator should ensure that formal observations occur throughout the year.

Limitations of Observation

- Observe three to four classes per year (.4% of performance)
- Classroom responsibilities only
- Subject to evaluator bias
- Focus on process of teaching versus outcomes
- Inspector model of evaluation

Typically, teacher evaluation systems have focused solely on the use of one data source – observation. This data source provides data regarding a portion of a teacher’s responsibilities.

What are some of the issues you have experienced with observation? (Discuss)

Here are some of the limitations.

Sample Formal Observation Form

Directions: This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.

<i>Teacher A</i>	<i>5/13</i>	
Teacher's Name	Date Observed	Time

1. Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments (as noted by observer):

- Explained linkages between linear and quadratic equations
- Used mathematics language with students (e.g., recursive pattern), real-world connection
- Deliberately short-stacked the bears so students had to shift from hands-on to algebraic means of doing things

2. Instructional Planning
The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Comments (as noted by observer):

- Warm-up provided a review and scaffold for later activity; visually showed 1st, 2nd, 3rd differences with the $3n+4$; $n^2 + 1$; n^3-3 on the board to help students see the patterns

Abbreviated Form for Training Purposes

Here is an example of a formal observation form. There are other observation forms provided in the Yourtown Handbook. You have a sample of a completed formal observation form included in your training materials.

Example: Classroom Observation Form 1

Formal Observation

Directions: This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.

Teacher A _____ March 20, 2013 _____
Teacher's Name Date Observed Time

Principal A _____ The teacher is: Probationary
Observer's Name Continuing Contract

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments (as noted by observer):

- Very knowledgeable of subject matter taught.
- Goals reflect high expectations for students.
- Clear communication and checks for understanding.
- This lesson demonstrates an enriched curriculum (applying knowledge to authentic problem).
- Understands age group and makes learning interesting to them.

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Comments (as noted by observer):

- Lesson is coherent, sequenced, and aligned to curriculum standards (read lesson plan on teacher desk and spoke briefly to him).
- Goals reflect high expectations (cooperatively formulate arguments for committee, prepare arguments for retaining book in curriculum, present to committee).
- Lesson required deep, critical, and creative thinking and understanding of concepts.
- Lesson is paced appropriately.
- Limited differentiation (product differentiation) - how about other books considered?

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments (as noted by observer):

- Facilitated students' use of higher-level thinking skills in instruction (questioning techniques were exceptional and focused on analysis, synthesis, and creation of new ideas).
- Students provided feedback to each other.
- Challenged students to think critically and justify thinking with evidence from learning.
- Explained directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner and checked for understanding - too much time taken.
- Worked with one group struggling to formulate plans (helped them to clarify and deepen their understanding).
- Brisk but appropriate pacing in which students were actively engaged.
- Created authentic learning environment with real-world application.
- Excessive amount of time devoted to explanation at the beginning of the class - loss of time for student work.

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Comments (as noted by observer):

- Provided feedback to students on progress.
- Used presentation rubric (both teacher and student completed) and writing rubric (summative assessment).
- Used formal pre-assessment to build lesson (not differentiated, however), and formal post-assessment to assess learning (presentation and writing piece).
- Use of formative assessment to vary instruction or pacing not evidenced.

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Comments (as noted by observer):

- Conferenced briefly and confidentially with a student and offered constructive, pertinent feedback - assisted with understanding.
- Classroom configured to support multiple learning contexts (whole group, small group, and individual instruction).
- Multiple activities occurred simultaneously and each was supported by classroom layout.
- Worked with a small group who needed extra support.
- Expectations were clear, students worked independently and diligently.
- Has an excellent rapport with students that is relaxed, caring, and respectful. He listens to students, considers his responses thoughtfully, and responds clearly and positively.
- Students work well with and support each other.

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Comments (as noted by observer):

- Professional in dress, speech, and manner with students and adults alike.
- Positive role model for all (English Department chair, leads workshops, participates on curriculum redesign committee).
- Collegial and collaborative (noted in English Department chair assignment letter).
- Participates in professional development (Differentiation PD).

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of student growth.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Comments (as noted by observer):

- Not observed

Additional Comments:

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Informal Observations

- Provide more frequent information on wide variety of teacher contributions
- Classroom and non-classroom settings
- Less structured than formal observations
- No specified duration
- Occur throughout the year
- Evaluator completes observation form; provides copy to teacher



Informal observations provide information on a variety of teacher contributions and may occur in a variety of settings. Evaluators are encouraged to conduct informal observations by observing instruction and non-instructional routines at various times throughout the evaluation cycle. These informal observations typically are less structured than formal observations. An important factor for evaluators to remember when collecting informal observation data is to focus on specific, factual descriptions of performance.

There is not a specified duration for informal observations, although they are typically of shorter duration than formal observations. These observations are documented using an appropriate observation form. Evaluators will provide feedback from informal observations.

Sample Informal Observation Form

Directions: This form can be used by the evaluator to document during informal classroom observation. One form should be given to the teacher and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth and development.

Teacher B _____	<u>5/11</u>	
<small>Teacher's Name</small>	<small>Date Observed</small>	<small>Time</small>
<p>1. Professional Knowledge</p> <ul style="list-style-type: none"> • Addresses appropriate curriculum standards • Integrates key content elements and facilitates students' use of higher level thinking skills • Demonstrates ability to link present content with past and future learning • Demonstrates an accurate knowledge of the subject area(s) taught • Demonstrates skills relevant to the subject area(s) taught • Bases instruction on goals that reflect high expectations • Demonstrates an understanding of the knowledge of development • Communicates clearly 	<p><i>Specific Examples</i></p> <ul style="list-style-type: none"> • <i>Inquiry learning</i> • <i>Appropriate lab safety referenced-teacher queries Edgar (student) about why goggles weren't worn to protect the eyes for Edgar</i> • <i>References the need for a safe test of acids and bases</i> • <i>Interchanged the terms procedure and process. The scientific process is different from the procedure for testing acid/bases-could be confusing for students or frustrating for those precisely using the language</i> 	
<p>2. Instructional Planning</p> <ul style="list-style-type: none"> • Uses student learning data to guide planning • Plans time for realistic pacing • Plans for differentiated instruction • Aligns lesson objectives to curriculum and student needs • Develops appropriate long- and short-range plans and adapts plans 	<p><i>Specific Examples:</i></p> <ul style="list-style-type: none"> • <i>Has steps of the scientific process prewritten on the chalkboard that can be revealed as needed</i> • <i>Toilet paper, water, straw, litmus paper are ready for demonstration purposes</i> 	
<p>3. Instructional Delivery</p> <ul style="list-style-type: none"> • Engages students • Builds on prior knowledge • Differentiates instruction • Reinforces learning goals • Uses a variety of strategies/resources • Uses instructional technology • Communicates clearly 	<p><i>Specific Examples:</i></p> <ul style="list-style-type: none"> • <i>Questions are largely recall</i> • <i>Refers students back to their journals to find information about red/blue litmus paper</i> • <i>Involves students in determining the process for testing substances (Edgar demonstrates)</i> • <i>Limited wait time</i> 	

Abbreviated Form for Training Purposes

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Here is a sample *Informal Classroom Observation Form*.

Example: Classroom Observation Form 3 Walk-through/Informal Classroom Visits

Teacher: Teacher B Subject: Science Date: 2/13/12

Observer: Assistant Principal X Time: 9:00-9:10

Directions: Evaluators use this form to document the informal observations of the teacher. Some standards may not be documented in a single observation. A copy of this form will be given to the teacher.

<p>1. PROFESSIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> • Addresses appropriate curriculum standards • Integrates key content elements and facilitates students' use of higher level thinking skills • Demonstrates ability to link present content with past and future learning • Demonstrates an accurate knowledge of the subject matter • Demonstrates skills relevant to the subject area(s) taught • Bases instruction on goals that reflect high expectations • Demonstrates an understanding of the knowledge of development • Communicates clearly 	<p>SPECIFIC EXAMPLES (as noted by observer):</p> <ul style="list-style-type: none"> • <i>Inquiry learning</i> • <i>Appropriate lab safety referenced: teacher queries Edgar (student) about why goggles weren't worn to protect Edgar's eyes.</i> • <i>References the need for a safe test of acids and bases</i> <ul style="list-style-type: none"> ○ <i>Interchanged the terms procedure and process. The scientific process is different from the procedure for testing acid/bases; could be confusing for students or frustrating for those precisely using the language.</i>
<p>2. INSTRUCTIONAL PLANNING</p> <ul style="list-style-type: none"> • Uses student learning data to guide planning • Plans time for realistic pacing • Plans for differentiated instruction • Aligns lesson objectives to curriculum and student needs • Develops appropriate long- and short-range plans and adapts plans 	<p>SPECIFIC EXAMPLES (as noted by observer):</p> <ul style="list-style-type: none"> • <i>Has steps of the scientific process prewritten on the board that can be revealed as needed</i> • <i>Toilet paper, water, straw, and litmus paper are ready for demonstration purposes</i>
<p>3. INSTRUCTIONAL DELIVERY</p> <ul style="list-style-type: none"> • Engages students • Builds on prior knowledge • Differentiates instruction • Reinforces learning goals • Uses a variety of strategies/resources • Uses instructional technology • Communicates clearly 	<p>SPECIFIC EXAMPLES (as noted by observer):</p> <ul style="list-style-type: none"> • <i>Questions are largely recall</i> • <i>Refers students back to their journals to find information about red/blue litmus paper</i> • <i>Involves students in determining the process for testing substances (Edgar demonstrates)</i> <ul style="list-style-type: none"> ○ <i>Limited wait time</i> ○ <i>Provided limited response to Walter who asked about other processes</i>
<p>4. ASSESSMENT OF AND FOR STUDENT LEARNING</p> <ul style="list-style-type: none"> • Uses pre-assessment data • Involves students in setting learning goals • Uses valid, appropriate assessments • Aligns assessments with standards • Uses a variety of assessment strategies • Uses assessment tools for formative/summative purposes • Gives constructive feedback 	<p>SPECIFIC EXAMPLES (as noted by observer):</p> <ul style="list-style-type: none"> • <i>Used warm-up problems as pre-assessment</i>

5. LEARNING ENVIRONMENT

- Arranges the classroom to maximize learning and provides a safe environment
- Establishes clear expectations
- Maximizes instruction/minimal disruption
- Establishes a climate of trust/teamwork
- Promotes cultural sensitivity/respects diversity
- Listens and pays attention to students' needs and responses
- Maximizes instructional learning time by working with students individually and in groups

SPECIFIC EXAMPLES (as noted by observer):

- *Organized, students in seat, students knew to raise hands to contribute or query in class*
- *Expected safety*
- *Used a student to demonstrate a procedure*

6. PROFESSIONALISM

- Collaborates/communicates effectively
- Adheres to laws/policies/ethics
- Incorporates professional development learning
- Incorporates learning from professional growth activities
- Sets goals for improvement
- Activities outside classroom
- Builds positive relationship with parents
- Contributes to professional learning community
- Demonstrates mastery of standard oral and written English

SPECIFIC EXAMPLES (as noted by observer):

- *Co-teacher in the room; incorporated her comments*

7. STUDENT ACADEMIC PROGRESS

- Sets student achievement goals
- Documents progress
- Provides evidence of goal attainment
- Develops interim learning targets

SPECIFIC EXAMPLES (as noted by observer):

Comments:

Observer's Signature Assistant Principal X

Date February 13, 2012

Walk-Through Observations

- Provide a means to document and assess practices and trends throughout a school
- Typically brief (3-5 min) visits in multiple classrooms
- Not designed for individual teacher evaluation

Typically, walk-through observations are designed to provide brief (three to five minutes) visits in multiple classrooms. While walk-through visits can be helpful in checking for standard instructional practices or for vertical and horizontal curriculum articulation across the school, evaluators should be cautious in relying too heavily on these visits for individual teacher evaluation.

Student Surveys

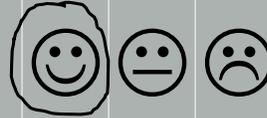
- Provide students' perceptions of how teacher is performing -- direct knowledge of classroom practices
- Assist teacher in setting goals for continuous improvement (formative evaluation)
- Four surveys developed for different age groups
- Surveys are anonymous
- Actual responses seen only by individual teacher
- Survey summary form included in documentation log

Student surveys represent an additional source of information regarding teacher performance. The purpose of a student survey is to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation). There are four different surveys that teachers can administer: Grades K-2, 3-5, 6-8, and 9-12.

Teachers should complete a survey summary form and include it in their documentation log.

Primary Grade Survey Sample Questions (abbreviated)

Example: I like to eat pizza.



1. My teacher listens to me.



2. My teacher gives me help when I need it.



This sample survey is for use in primary grades (K – 2). A full sample of a survey can be found in the *Guidelines* and in the *Yourtown Handbook*.

Secondary Grades Survey Sample Questions (abbreviated)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Example: I like listening to music.	1	2	3	4	5
<i>In this class, my teacher...</i>					
1. gives clear instructions.	1	2	3	4	5
2. treats everyone fairly.	1	2	3	4	5
3. is available for help outside of class time.	1	2	3	4	5
4. clearly states the objectives for the lesson.	1	2	3	4	5

This sample survey is for use in secondary grades. A full sample of a survey can be found on in the *Guidelines* and in the *Yourtown Handbook*.

Student Survey Summary Form (abbreviated)

Survey Version Given: Grades K-2 Grades 3-5 Grades 6-8 Grades 9-12

1. How many surveys did you distribute?
2. How many completed surveys were returned?
3. What is the percentage of completed questionnaires you received (#1 divided into #2)? ____%

Student Satisfaction Analysis

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).
5. List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).
6. Analyze survey responses and answer the following questions:
 - A) What did students perceive as your major strengths?
 - B) What did students perceive as your major weaknesses?
 - C) How can you use this information for continuous professional growth?

This is a survey summary form. As you can see, the teacher needs to reflect on areas of strength and weakness and how he or she can use that information for continuous professional growth.

Example: Student Survey Summary

Teacher's Name: Teacher A

School Year: 2012-2013

Grade(s) 10 and 11

Subject(s): AP English 10 and English 11

Survey Version Given: Grades K-2 Grades 3-5 Grades 6-8 Grades 9-12

1. How many surveys did you distribute?

53

2. How many completed surveys were returned?

48

3. What is the percentage of completed questionnaires you received (#1 divided into #2)?

91%

Student Satisfaction Analysis

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

I distributed the surveys to 27 AP English 10 students and 26 English 11 students. All 27 AP English students returned the surveys. Twenty one of 26 English 11 students returned the surveys. Approximately 20 percent of my AP English students have been identified as gifted.

5. List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal). *None.*

6. Analyze survey responses and answer the following questions:

A) What did students perceive as your major strengths?

They thought I had a high level of subject knowledge and a good rapport with them. Several students commented that I was very approachable and they knew that they could come to me if they had a problem.

B) What did students perceive as your major weaknesses?

Several students in both classes commented that the assignments I assigned for completion outside the classroom presented too heavy of workload.

C) How can you use this information for continuous professional growth?

I'd like to further explore various options to help students better manage the workload. I would also like to come up with more differentiated assignments that would be better targeted for groups of students. This could help make the workload more appropriate for struggling students.

(You may include a copy of the Student Survey Summary in the Learning Environment section of the Documentation Log.)

Portfolios/Documentation Logs

- Collection of work that demonstrates the teacher's professional competence in regard to meeting performance standards – teacher's voice in evaluation
- Complement classroom observation
- Analysis and reflection should be included
- Property of teacher; reviewed by evaluator
- Help to clarify instructional relationship between lesson plans, student work, and assessments
- Documentation logs are similar to portfolios, but are typically more concise and confined to specific artifacts

Artifacts of a teacher's performance can serve as valuable and insightful data source for documenting the work that teachers actually do. They give the teacher an opportunity to demonstrate evidence of meeting the performance standards. The items included provide evaluators with information they likely would not observe during the course of a typical classroom visit. They are reviewed by the evaluator, but they are the property of the teacher.

The *Guidelines* and *Yourtown Handbook* provide a list of examples of documentation that might be used to demonstrate evidence of meeting the standards. School divisions may modify this list and may make some items required or leave them as optional.

The emphasis is on the *quality* of work, not the *quantity* of materials presented. Teachers should not be creating artifacts specifically for the portfolio/documentation log; rather, they should be including artifacts they create in their normal day-to-day operations. It is important for school divisions to make their expectations for the portfolio/documentation log clear.

Portfolio Table of Contents Example

Standard 5: Learning Environment	
Activity Name	Teacher Comments
Diagram of Classroom Arrangement	<i>Shows different arrangements associated with different types of activities.</i>
Bullying Presentation	<i>At the conclusion of the bullying presentation, the class participated in a role-playing exercise.</i>
Classroom Rules	<i>Includes reflection on rationale for rules and how I reinforce them.</i>
Classroom Procedures	<i>Practiced frequently during the first few weeks of school; revisited throughout the year.</i>
Student Survey Summary	

Abbreviated Sample Form for Training Purposes

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This is an example of a cover sheet for a portfolio. Performance artifacts are “the products and by-products of teaching that demonstrate a teacher’s performance. They are the raw materials on which teachers reflect and from which they learn.”

Documentation Log (abbreviated)

Standards	Required Item	Examples of Evidence	Evidence Included
1. Professional Knowledge	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> • Transcripts of coursework • Professional development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher 	
2. Instructional Planning	Evidence of using data about student learning to guide planning and instruction	Can include: <ul style="list-style-type: none"> • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work Examples: <ul style="list-style-type: none"> - Sample lesson or unit plan - Course syllabus - Intervention plan - Substitute lesson plan - Annotated learning objectives 	
3. Instructional Delivery	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units 	

Here is an example of a documentation log cover sheet. A documentation log is typically more concise than a portfolio.

Example: Documentation Log Cover Sheet

Teacher: Teacher A

School Year: 2012 - 2013

Standards	Required Item	Examples of Evidence	Evidence Included
1. Professional Knowledge	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> • Transcripts of coursework • Professional development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher 	<ul style="list-style-type: none"> • <i>Certificate of Completion- "Differentiating Instruction for Advanced Placement Students"</i>
2. Instructional Planning	Evidence of using data about student learning to guide planning and instruction	Can include: <ul style="list-style-type: none"> • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work Examples: <ul style="list-style-type: none"> - Sample lesson or unit plan - Course syllabus - Intervention plan - Substitute lesson plan - Annotated learning objectives 	<ul style="list-style-type: none"> • <i>Persuasive/Argument Essay Lesson Plan</i> • <i>Course Syllabus</i> • <i>Analysis of Classroom Assessment</i>
3. Instructional Delivery	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units 	

Standards	Required Item	Examples of Evidence	Evidence Included
4. Assessment of and for Student Learning	Evidence of the use of baseline and periodic assessments	Can include: <ul style="list-style-type: none"> • Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool Examples: <ul style="list-style-type: none"> - Brief report describing your record keeping system and how it is used to monitor student progress - Copy of scoring rubrics - Photographs or photocopies of student work with written comments - Samples of educational reports, progress reports or letters prepared for parents or students - Copy of disaggregated analysis of student achievement scores on standardized test - Copy of students' journals of self-reflection and self-monitoring 	<ul style="list-style-type: none"> • <i>Analysis of Classroom Assessment</i> • <i>Writing Rubric</i>
5. Learning Environment	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> • Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures 	<ul style="list-style-type: none"> • <i>Reading Survey</i> • <i>Classroom Rules</i> • <i>Student Survey Summary</i>

Standards	Required Item	Examples of Evidence	Evidence Included
6. Professionalism	Evidence of : Commitment to professional growth *Parent Communication Log	Can include: <ul style="list-style-type: none"> • Record of participation in extracurricular activities and events • Record of professional development taken or given • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community Examples: <ul style="list-style-type: none"> - Copy of classroom newsletter or other parent information documents - Sample copy of interim reports 	<ul style="list-style-type: none"> • <i>Certificate of Completion- “Differentiating Instruction for Advanced Placement Students”</i> • <i>Introduction Letter to Parents/Guardians</i> • <i>E-mail to Parent</i> • <i>Parent Communication Log</i>
7. Student Academic Progress	*Student Progress Goal Setting Form	Student Achievement Goal Setting Document – Revised at midterm and end of year	<ul style="list-style-type: none"> • <i>Student Progress Goal Setting Form</i> • <i>Student mastery chart based on unit tests</i>

* indicates a required form

Self-Evaluation

- Process by which teachers judge their effectiveness for the purpose of self-improvement
- Self-evaluation helps teachers discover ways to enhance their practice which may impact student learning

Self-evaluation is a process by which teachers judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement. Evidence suggests that self-evaluation is a critical component of the evaluation process and is strongly encouraged.

Self-Evaluation Example

Directions: Teachers should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Teacher's Name: *Teacher D* _____ **Date:** *2/1/12* _____

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Areas of strength: *I have a good understanding of the vertical articulation within my content area; I understand how a student's developmental level impacts his or her readiness to learn certain mathematics concepts.*

Areas needing work/strategies for improving performance: *I'm not sure how to appropriately challenge my gifted students.*

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Areas of strength: *I understand the most effective strategies to teach various curricular topics; I plan well ahead of time to make sure I have the necessary resources.*

Areas needing work/strategies for improving performance: *I sometimes neglect to pre-assess students, which makes me less effective than I could be at addressing individual student needs.*

This is an example of a *Teacher Self-Evaluation Form*.

Example: Teacher Self-Evaluation Form

Directions: Teachers should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Teacher's Name _____ Date _____

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Areas of strength: *I have a good understanding of the vertical articulation within my content area; I understand how a student's developmental level impacts his or her readiness to learn certain mathematics concepts.*

Areas needing work/strategies for improving performance: *I'm not sure how to appropriately challenge my gifted students.*

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Areas of strength: *I understand the most effective strategies to teach various curricular topics; I plan well ahead of time to make sure I have the necessary resources.*

Areas needing work/strategies for improving performance: *I sometimes neglect to pre-assess students, which makes me less effective than I could be at addressing individual student needs.*

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Areas of strength: *As I am teaching, I am able to modify my instructional strategy to try a different approach if it looks like the students do not understand the material; the students seem to be engaged when I teach new material.*

Areas needing work/strategies for improving performance: *Although I can easily modify my instructional delivery for the whole class, I need to work on differentiating my instructional approaches for individual students at the upper and lower levels of my class.*

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Areas of strength: *I informally check for understanding several times during each lesson; I always provide prompt feedback to students on both graded material and ungraded activities; I am in frequent contact with parents of struggling students.*

Areas needing work/strategies for improving performance: *I don't use pre-assessment data to make individual modifications for students; other than providing comments on report cards, I don't typically contact the parents of students who are not struggling to let them know of their child's progress and accomplishments.*

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Areas of strength: *Students in my class feel comfortable making mistakes; I do not tolerate students belittling one another; students frequently remark that this is the first time they have enjoyed mathematics.*

Areas needing work/strategies for improving performance: *I could use manipulatives more often; I also need to find a better procedure to catch students up when they have missed several classes.*

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Areas of strength: *I am always well-prepared for class; I maintain my composure when dealing with students and parents on contentious issues; my Web site and written communication with parents are professional; I volunteer to be on school division committees.*

Areas needing work/strategies for improving performance: *I sometimes neglect to share the results of my professional development activities and my school division committee work with others.*

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Areas of strength: *My student averages on the division benchmark tests have improved each quarter.*

Areas needing work/strategies for improving performance: *I need to be more consistent in developing interim learning targets for individual students in my class.*

Measures of Student Progress

- The *Uniform Performance Standards and Evaluation Criteria* incorporate student academic progress as a significant component of the evaluation (40 percent)
- For about 30 percent of teachers, student growth percentiles may be available
- Student Achievement Goal Setting and use of other valid measures are recommended options

The Code of Virginia requires that student academic progress be a part of teacher evaluation. These measures will be discussed in detail during our training tomorrow. For the purposes of this presentation, be aware that the 2011 *Guidelines* call for 40 percent of a teacher's evaluation be based on measures of student academic progress. Less than 30 percent of teachers in Virginia's public schools will have a direct measure of student academic progress (Student Growth Percentiles) available based on Standards of Learning assessment results. One option for the other 70 percent of teachers in Virginia is Student Achievement Goal Setting.

Performance Portrait



Overall, multiple data sources provide for a comprehensive and authentic “performance portrait” of the teacher’s work.

Multiple Data Sources

Observations
Portfolios/Documentation Logs
Student Surveys
Self-Evaluation
Measures of Academic Progress <ul style="list-style-type: none">• Student Growth Percentiles• Student Achievement Goal Setting• Other Valid Measures

Remember that when making the decision as to which data sources to use, multiple data sources are needed to capture the full range of responsibilities of a teacher. Using multiple data sources can improve the objectivity of teacher evaluation systems.

Simulation 1 - Elementary School

Documenting Teacher Performance: Using Multiple Data Sources for Authentic Performance Portraits

Purpose:

This simulation provides evaluators the opportunity to review documents related to a teacher's performance, to categorize that documentation as it relates to teacher performance standards, and to annotate evidence of standards during a videotaped teacher observation. By practicing with simulations, evaluators gain greater understanding of the performance standards and the use of multiple data sources in rating a teacher's performance.

Intended Audiences:

This activity is intended for use with administrators and supervisors who will rate teacher performance. It may also be used for teacher training so that they are familiar with the method of evidence collection and evaluation.

Suggested Directions:

The PowerPoint is designed to be used with the simulation, which consists of a document review and categorization activity, and a video vignette*. Specific instructions are found inside the document.

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August 2012

Documenting Teacher Performance: Using Multiple Data Sources for Authentic Performance Portraits



This sample lesson and accompanying documentation are not necessarily meant to exemplify a model lesson endorsed by the Virginia Department of Education. The video and accompanying materials are intended to be used as an opportunity for professional development for evaluators.

August 2012



We will be looking at how using multiple data sources can inform our understanding of teacher performance. Today, we will focus on observation and documentation sources and will document the evidence we find to support each of the six teacher performance standards.

Multiple Data Sources

Documentation

- Required Artifacts
- Teacher-Selected Artifacts

Observation

- Formal
- Informal



As you know, there are multiple data sources that can be used to collect evidence for teacher performance. Documentation and observation are two of those sources. Within documentation, there are required artifacts and teacher-selected artifacts. Required artifacts include: evidence of using data about student learning to guide planning and instruction, evidence of the use of baseline and periodic assessments, evidence of a commitment to professional growth, a Parent Communication Log, and a Student Progress Goal Setting Form. There are also artifacts that may be included by the teacher to provide evidence of what might not be collected during an observation.

Observations can be formal or informal. Evidence of teacher performance can and should be collected during both types of observations.

Let's take a look at the data sources and where the evidence will be obtained for them during this simulation.

Sources of Evidence

STANDARD	EVIDENCE
Standard 1 - Professional Knowledge	Observation and Documentation
Standard 2 - Instructional Planning	Documentation
Standard 3 - Instructional Delivery	Observation and Documentation
Standard 4 - Assessment of and for Learning	Observation and Documentation
Standard 5 - Learning Environment	Observation and Documentation
Standard 6 - Professionalism	Observation and Documentation

Standard 7 is not included in this simulation which occurs early in the school year.



Here is the list of six of the seven teacher performance standards. As you can see in this particular case, we are able to obtain evidence in most standard areas from both observation and documentation. Standard seven is not included in this simulation as much of the information about this standard is being presented on day two. Standard seven will be included in the final summative evaluation process on day three.

Documentation Log Cover Sheet

- Review Documentation Log Cover Sheet - pages 65-67.
- Walk through documentation pages – pages 68-81.
- Review documentation pages (10 minutes).

Let's take a look at the documentation log cover sheet that teachers use to classify the documentary evidence they are turning in to their evaluator. As you can see, the left side lists the standards. The middle lists possible artifacts that might be included within the six standards. The right side is blank. This is where the teacher will list the artifacts being submitted for consideration of evidence of the standards. The teacher will turn this in along with the documents.

Let's take a look at Teacher A's documentation evidence found in the documentation section of your handout packet. (Walk through the pages with the participants. After this is complete, have the participants review the documentation pages individually. Give them about 10 minutes to do so.)

Documentation Log Cover Sheet

- Work with a partner.
- Discuss where each piece of evidence should be placed on the Documentation Log Cover Sheet.
- Annotate the standard on the cover sheet.



Working with a partner, decide under which standard you would classify each piece of evidence. Use the blank documentation cover sheet found at the beginning of the documentation section of your handout packet. Let's do the first one together. Take a look at the first piece of documentary evidence that Teacher A submitted. It is a copy of her classroom management plan. Where might this be categorized? Correct. It could be placed with Learning Environment. Evidence can be used to support multiple standards where appropriate.

Give the participants about 10 minutes to categorize the remainder of the documentation.

(Before showing the next two slides [answer keys], talk about each of the pieces of evidence and where the participants categorized them).

Documentation Log Cover Sheet - Annotated

Teacher Performance Standard	Documentary Evidence (Artifact)
Professional Knowledge	<ul style="list-style-type: none">• Interest Inventory• Array Lesson Plan• "Inquiry-Based Learning" Certificate
Instructional Planning	<ul style="list-style-type: none">• Array Lesson Plan• Interest Inventory• Mathematics Unit 4 Plan
Instructional Delivery	<ul style="list-style-type: none">• Multiplication with Arrays (Remediation)

Discuss the categories. Talk about any differing ideas and how they support evidence of the standard.

Documentation Log Cover Sheet – Annotated (continued)

Teacher Performance Standard	Documentary Evidence (Artifact)
Assessment of and for Student Learning	<ul style="list-style-type: none">• Mathematics Arrays Quick Check• Sample Student Reflection
Learning Environment	<ul style="list-style-type: none">• Classroom Management Plan and Explanation
Professionalism	<ul style="list-style-type: none">• Professional Document Log• Parent Communication Log• E-mail to Parent• "Inquiry-Based Learning" Certificate

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Discuss the categories. Talk about any differing ideas and how they support evidence of the standard.

Video Vignette



Teacher A



Using a video of Teacher A, we will discuss what we are seeing in terms of the six teacher performance standards; we will not look at standard 7 during this simulation. We'll take a look at these six standards in a moment.

Plan for Using the Video

Recommended Plan

- Participants are divided into pairs, triads, or small groups. Each group is assigned three standards. They are responsible for identifying evidence of these standards as they watch the video. All view the first 10 minutes of the video together. Then the entire group discusses the evidence identified.
- For the remainder of the video, groups switch standards once again, looking for evidence. Groups present evidence for the standards they were assigned.

Alternate Plan

- Everyone views the video together and discusses what is observed as it relates to the six standards.

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This is the plan of how you might use the video for training purposes. We recommend the first plan (go over both but emphasize the recommended plan as it scaffolds learning).

TEACHER A

Subject: Mathematics

Topic: Multiplication

Level: Third Grade

General Description: Twenty seven minutes of the classroom video are used to profile a lesson focused on creating arrays and number sentences to reinforce multiplication concepts. There are approximately 17 students in this third-grade class.

Introduce the teacher: In this video vignette, Teacher A is teaching a mathematics lesson on arrays. This lesson is part of a unit and the students are about midway through. There are approximately 17 students in the class. Specifically, they are working on creating arrays and forming number sentences or equations about their arrays. The actual lesson is 69 minutes long, but we will be watching snippets that will paint a comprehensive picture of Teacher A's lesson.

Classroom Observation

- Watch video (10 minutes).
- Look for evidence of your assigned standards implementation.
- Document evidence on observation form – pages 83-85.
- Incorporate documentary evidence from documentation cover sheet – pages 65-67.

Assign groups to three standards each. Give groups about 5 minutes to review the standards and their descriptors.

Go over the directions for the next activity. They will be viewing the first 10 minutes of the video. They will look for evidence of their assigned standards. They can use the blank Formal Classroom Observation Form in their packet to document the evidence.

Click on the video. Track the time. Stop after 10 minutes.

After completion, give groups time to discuss what they saw with one another. Have groups present the evidence that was documented (share with group).

Classroom Observation

- Watch the remainder of the video (17 minutes)
- Look for evidence of your assigned standards implementation
- Document evidence on observation form
- Incorporate documentary evidence



Switch standards groupings. They will continue to view the last 17 minutes of the video. Again, they will look for evidence of their assigned standards using the blank Formal Classroom Observation Form in their packet.

Click on the video and watch the remainder.

After completion, give groups time to discuss what they saw with one another. Have groups present the evidence that was documented. Do this one performance standard at a time. You will intersperse the following slides after discussion of each performance standard.

Professional Knowledge – Specific Evidence

- Content knowledge is appropriate for the lesson (Observation and Documentation)
- Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research (Observation)
- Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum (Observation)



After the groups have presented their evidence, present this evidence to them. Discuss any areas that need further amplification.

Professional Knowledge – Specific Evidence *(continued)*

- Addresses appropriate curriculum standards and integrates key content elements (Observation and Documentation)
- Facilitates students' use of higher-level thinking skills in instruction (Observation)
- Links present content with past and future learning experiences, other subject areas, and real-world experiences and applications (Observation)

After the groups have presented their evidence, present this evidence to them. Discuss any areas that need further amplification.

Instructional Planning – Specific Evidence

- Arrays lesson is aligned to lesson objectives and curriculum (Documentation)
- Uses a variety of resources for the mathematics lesson to include a storybook and SMARTBoard (Documentation)
- Builds in important components of lesson - direct instruction, modeling, student practice, student sharing, metacognition (Documentation)
- Integrates literacy into mathematics instruction (Documentation)

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Continue to present evidence.

Instructional Planning – Specific Evidence (continued)

- Arrays lesson is coherent, sequenced, and aligned to curriculum standards (Documentation)
- Requires deep, critical, and creative thinking and understanding of concepts (Documentation)
- Ensures relevancy of instructional strategies and practices to content area (Documentation)

Continue to present evidence.

Instructional Delivery – Specific Evidence

- Engages and interests students during the whole group portion of the lesson (Observation)
- Builds on prior knowledge about columns and rows, but many children were confused (Observation)
- Uses a variety of instructional strategies and materials to promote learning (Observation)
- Reinforces learning goals consistently throughout the lesson (Observation)
- Communicates and presents material clearly and checks for understanding – needs to use that information dynamically (Observation)

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Continue to present evidence.

Assessment of and for Student Learning

- Uses Math Arrays Quick Check to assess student learning (Observation and Documentation)
- Asks questions of students throughout lesson to ascertain understanding – formative assessment (Observation)
- Periodically has students complete student reflections for teacher's knowledge and students' knowledge (Documentation)

Continue to present evidence.

Learning Environment – Specific Evidence

- Actively listens and pays attention to students' needs and responses (Observation)
- Creates a warm, attractive, inviting, and supportive classroom environment (Observation)
- Arranges the classroom materials and resources to facilitate group and individual activities (Observation)

Continue to present evidence.

Learning Environment – Specific Evidence (continued)

- Little inappropriate behavior observed (Observation)
- Posts and clearly follows expectations for classroom rules, routines, and procedures (Observation and Documentation)
- Models caring, fairness, respect, and enthusiasm for learning (Observation)
- Promotes a climate of trust and teamwork within the classroom (Observation)

Continue to present evidence.

Professionalism – Specific Evidence

- Demonstrates professionalism in dress, speech, and manner with students and adult in classroom (Observation)
- Participates in professional development - “Inquiry-Based Learning” PD (Documentation)
- Communicates with parents on a regular basis (Documentation)



Continue to present evidence.

Conclusion

Using multiple data sources for evidence of teacher performance provides a comprehensive and authentic “performance portrait” of a teacher’s work. Doing so helps to ensure a fair and equitable evaluation system. It also acknowledges the complex job that is teaching.



Conclude with this statement.

Slide 22

Questions?



Are there any questions?

Teacher A Documentation



Table of Contents

Section
Documentation Log Cover Sheet with Documentation
Formal Classroom Observation Form 1 (Blank)
Formal Classroom Observation Form 1 (Completed)

Teacher Documentation Log Cover Sheet

Teacher: Teacher A

School Year: 2012-2013

Standards	Required Item	Examples of Evidence	Evidence Included
1. Professional Knowledge	<i>No evidence is required in the Documentation Log</i>	May include (but not required): <ul style="list-style-type: none"> • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher 	
2. Instructional Planning	Evidence of using data about student learning to guide planning and instruction	Can include: <ul style="list-style-type: none"> • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work Examples: <ul style="list-style-type: none"> - Sample lesson or unit plan - Course syllabus - Intervention plan - Substitute lesson plan - Annotated learning objectives 	
3. Instructional Delivery	<i>No evidence is required in the Documentation Log</i>	Can include (but not required): <ul style="list-style-type: none"> • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units 	

Standards	Required Item	Examples of Evidence	Evidence Included
4. Assessment of and for Student Learning	Evidence of the use of baseline and periodic assessments	<p>Can include:</p> <ul style="list-style-type: none"> • Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool <p>Examples:</p> <ul style="list-style-type: none"> - Brief report describing your record keeping system and how it is used to monitor student progress - Copy of scoring rubrics - Photographs or photocopies of student work with written comments - Samples of educational reports, progress reports or letters prepared for parents or students - Copy of disaggregated analysis of student achievement scores on standardized test - Copy of students' journals of self-reflection and self-monitoring 	
5. Learning Environment	<i>No evidence is required in the Documentation Log</i>	<p>Can include (but not required):</p> <ul style="list-style-type: none"> • Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures 	

Standards	Required Item	Examples of Evidence	Evidence Included
6. Professionalism	Evidence of : Commitment to professional growth *Parent Communication Log	Can include: <ul style="list-style-type: none"> • Record of participation in extracurricular activities and events • Record of professional development taken or given • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community Examples: - Copy of classroom newsletter or other parent information documents - Sample copy of interim reports	
7. Student Academic Progress	*Student Progress Goal Setting Form	Student Achievement Goal Setting Document – Revised at midterm and end of year	

* indicates a required form

Example Communication Log

Professional's Name: Teacher A School Year: 2011-2012

<u>Date</u>	<u>Person</u>	<u>Purpose</u>	<u>Mode</u>	<u>Notes</u>
8/28-9/1	Called all class parents	Introduced myself and told parents about Back to School Night in September	<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input checked="" type="checkbox"/> Telephone	I left messages with 11 out of 17 phone calls. Talked directly with 6 parents.
9/1	Parents/Guardians of Students	Sent welcome letter with expectations home – requested parent signature	<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input checked="" type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
9/7	Parents /Guardians of Students	Contacted six parents about letter with signature.	<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input checked="" type="checkbox"/> Telephone	All said they would send it back in. We will check desks to make sure it went home.
9/11	Parents /Guardians of Students (Kelsey, Jarred, Tamika, Terrell)	Positive phone call to 4 parents.	<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input checked="" type="checkbox"/> Telephone	Parents were pleased with the calls.
9/19	Parents /Guardians of Students (Jacoma, Ben)	Contacted 2 about students' tardies.	<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input checked="" type="checkbox"/> Telephone	Parents will get them to school on time.
10/3	Sent reminder note home to all parents about Literacy Night		<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input checked="" type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	All 17 went home in backpacks.
10/3	Ms. Cox (Heather's mom)	Sent e-mail to Ms. Cox about absences and requested a conference to discuss this.	<input type="checkbox"/> Conference <input checked="" type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	Telephone conference on 10/6.
10/11	Guardian of Jerry	Contacted guardian to discuss Jerry's progress in class	<input type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input checked="" type="checkbox"/> Telephone	Guardian wants regular updates via phone call (leave a message).
10/18	Conference with Bob's mother	Contacted to discuss Bob's progress in class – low math scores.	<input checked="" type="checkbox"/> Conference <input type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	She was unaware of two missing assignments. She will discuss them with her son.
10/25	Parents/guardians/ students	Sent a calendar of conference sign-ups	<input type="checkbox"/> Conference <input checked="" type="checkbox"/> E-mail <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	Seven parents called and six emailed to set up individual conferences. Still need to contact four more.

Abbreviated Communications Log – Rest of log shows similar communications throughout the year.

Example

Classroom Management Plan

Rules

1. Follow directions first time given.
2. Keep hands, feet, and objects to yourself.
3. Raise hand and wait to be called upon unless other directions are given.
4. Use polite, respectful language.

Positive Consequences

1. Teacher affirmations of student behavior
2. Positive note home
3. Good citizen designation
4. Extra time spent on an appropriate activity of choice (list provided by teacher)

Negative Consequences

1. First Infraction: a warning to the student
2. Second Infraction: private discussion with the student
3. Third Infraction: a phone call home
4. Fourth Infraction: detention time with student reflection

Example

Explanation of My Classroom Management Plan:

During the first week of school, I present my classroom management plan consisting of rules/expectations and consequences. I have four rules that serve as an umbrella for classroom expectations. These rules reflect the concepts of mutual respect and personal responsibility.

We practice/role play these rules showing examples of compliance and non-compliance. Students understand why we have rules and why we must all follow the rules. They also understand the positive and negative consequences for following the rules and choosing not to follow the rules. Additionally, they understand that when the rules are broken, consequences will be applied fairly and consistently.

The list of rules is displayed prominently in the classroom as a reminder for all of us.

Example Arrays Lesson Plan (90 minutes)

Schoolwide Mathematics Goal - To increase by 15 percent the number of students in third grade who are above Basic in math by May of 2013.

This is the second week of Mathematics Unit Four which is a 4-week unit titled, "Multiplication Facts and Mathematical Representations." Students have completed Activity #1: Array Hunt.

Objective: Use repeated addition, arrays, and counting by multiples to correctly multiply one-digit numbers and construct the multiplication table.

Grade Level Expectations:

1. Use the concepts of associative and commutative properties of multiplication to simplify computations
2. Recognize and model multiplication as a rectangular array or as repeated addition
3. Know basic multiplication and division facts [0s, 1s, 2s, 5s, 9s, and turn-arounds (commutative facts), including multiplying by 10s]

Procedures:

Remind students of the lesson objective: Use repeated addition, arrays, and counting by multiples to correctly add one-digit numbers and construct the multiplication table. The **focus** of today's lesson will be on arrays.

1. Begin with a review of vocabulary and concepts - arrays, rows, columns. Use the SMARTBoard to review and have students draw some examples. Ask students where they might see arrays in our everyday lives.
2. Read a fiction book, *The Queen's Dilemma*, which integrates arrays into the story. Discuss concepts. Solicit student explanations.
3. Explain the learning problem (Activity 2). There are 16 ants in Bethlehem Ant Colony. The queen doesn't always want soldiers to march in the parade. Help the queen find different arrays she might use in her parade. There must be at least four ants in her parade, and they can't be in a single file.
4. Complete the exit ticket - Mathematics Arrays Quick Check.

Activity: Rectangular Arrays and Repeated Addition

Materials List: color tiles, paper, pencil, crayons

In this activity, students create multiplication problems by making arrays with color tiles, etc. For example, (this would be a 4 by 3 array) 4 sets of 3. The 4 rows by 3 columns array would look like:

```
* * *  
* * *  
* * *  
* * *
```

The 3 rows by 4 columns array would look like:

```
x x x x  
x x x x  
x x x x
```

Students come back together in a whole group. Using the SMARTBoard, students represent their equations and explain their thinking to others in the class.

Possible questions include:

- Can you convince the rest of the class that your answer makes sense?
- Does anyone have another way to figure it out?
- What do you think about that?

Grouping: Students are grouped by ability. They are to build arrays using color tiles, draw their arrays, and create a number sentence (equation) to explain their depictions. They do this working with their groups and by reaching consensus.

Differentiation: Teachers help students by circulating and working with small groups. Individual needs are determined through questioning and monitoring progress. Those who require more help receive more scaffolded instruction while those who master arrays are asked to solve more difficult problems that require higher level thinking (synthesis). A remediation handout is available to reinforce understanding as necessary - "Multiplication with Arrays."

Assessment:

Formative Assessment: Based on questioning, evidence of work, learning log entries, and student explanations from specific activities. Students are assessed in both whole class and group settings.

Summative Assessment: Provide students with color tiles and three multiplication problems. Students will demonstrate the problem as an array and rewrite the problem as repeated addition. Ask probing questions while students are working in groups such as:

- How would you prove that?
- Do you understand what _____ is saying?
- Is the solution reasonable?
- How did you figure that out?
- Are you sure?
- Can you explain why you are sure?

Exit Ticket - Math Arrays Quick Check

Example: Interest Inventory

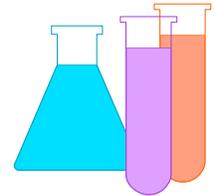
Getting to Know You Better

Directions: It has been a long time since I was in third grade. I cannot keep track of all the new, cool things that you like. Please help me find out more about your likes and dislikes by taking some time to answer the following questions. Thank you.

Name: _____

1. Do you enjoy learning new things? _____
2. What things are you interested in (for example - music, bugs, cars, dolls)?

3. Do you like school? _____ Why or Why not? _____
4. What subject(s) do you like best in school? _____



5. Do you like to play sports? _____
What sports do you like to play? _____
6. What do you like to do at recess? _____
7. Do you like to play games (Monopoly, Sorry, card games, computer games, etc.)?

What games do you like to play? _____
8. What do you do when you are at home? _____
9. Do you like to watch T.V.? _____
What is/are your favorite T.V. show(s)? _____



10. Do you like to listen to music? _____ Do you like to sing? _____ Do you play any instruments? If so, what are they? _____

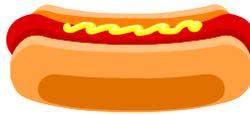
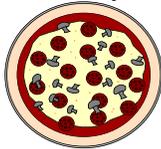
What is your favorite song(s)? _____

11. Do you like to read? _____ What is your favorite book? _____

12. What do you like to eat? _____

Where do you like to go to eat? _____

How often do you go out to eat? _____



13. What do you like to do with your friends after school? _____

14. What do you like to do on the weekend? _____

15. What do you like to do with your family? _____

16. If you had a million dollars, what would you do first? _____



second? _____

third? _____

17. What else should I know about you? _____

Example

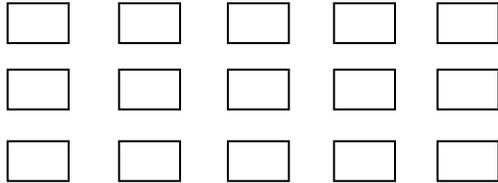
Arrays Quick Check

Name _____

1. What is an array? _____ (2 pts.)

2. An array is made up of _____ and _____. (2 pts.)

3. Which multiplication sentence is modeled by the array? Mark your answer. (1 pt.)



_____ $5 + 3 = 8$

_____ $5 \times 3 = 15$

_____ $5 + 5 = 10$

_____ $5 \times 5 = 25$

4. Create a word problem using an array of your choosing. Draw the array and solve the problem. (3 pts.)

Example: Arrays Remediation

Multiplication with Arrays

Name: _____

Symbols arranged in neat columns and rows are called arrays.

Look at each array. Count the symbols in each column and row carefully. Write the multiplication fact for each.

1. $\begin{array}{cccccccc} \text{O} & \text{O} \\ \text{O} & \text{O} \\ \text{O} & \text{O} \\ \text{O} & \text{O} \end{array}$ _____ columns X _____ rows = _____
_____ x _____ = _____

2. $\begin{array}{cccccccc} | & | & | & | & | & | & | & | \\ | & | & | & | & | & | & | & | \\ | & | & | & | & | & | & | & | \\ | & | & | & | & | & | & | & | \\ | & | & | & | & | & | & | & | \end{array}$ _____ columns X _____ rows = _____
_____ x _____ = _____

3. $\begin{array}{cccc} \square & \square & \square & \square \\ \square & \square & \square & \square \\ \square & \square & \square & \square \\ \square & \square & \square & \square \end{array}$ _____ columns X _____ rows = _____
_____ x _____ = _____

Now try this: On the back of this paper, draw an array for each of these facts:

7 x 4

8 x 3

9 x 6

3 x 7

8 x 5

Sample E-mail to Parents Requesting Conference

Dear Mr. and Mrs. Taylor:

I would like to schedule a conference with you on Thursday, October 11, 2012. The purpose of the conference is to discuss Dakota's progress. We will talk about all subject areas and how she is adjusting to third grade.

Please indicate which times you are available. I have scheduled 20 minute increments for our conference day. However, if these times are not workable, I can certainly schedule a time that is more convenient either before or after school on a different day.

Thank you for promptly signing Dakota's class folder and having her return it each Monday morning. This serves to keep you informed about your daughter's work, behavior, and other matters pertaining to Dakota's school life.

I look forward to talking with you about your daughter.

Sincerely,

Teacher A

Example

Grade 3 Mathematics (Unit 4 Plan)

Unit 4: Multiplication Facts and Mathematical Representations

Time Frame: Approximately four weeks

Unit Description

The focus of this unit is the transition from concrete to abstract representations for basic multiplication facts. The use of arrays provides a visual representation so students visualize basic facts and the communicative property of multiplication as well as area and perimeter.

Student Understandings

Students understand that multiplication can be viewed as the joining of equal groups and can represent multiplication problems as arrays. Students solve real-life problems by finding patterns.

Guiding Questions

1. Can students represent a multiplication problem?
2. Can students relate multiplication to skip counting?
3. Can students use methods to show mastery of the basic facts of multiplication?
4. Can students use strategies to find the missing product or factor in a multiplication number sentence?
5. Can students use strategies to find the area and perimeter of a given rectangle?
6. Can students locate patterns to solve problems?

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Example

Sample of Student Reflection

Explanation: The students filled in the reflection after their mathematics lesson on arrays today. I do this about once a week in each of the subject areas, but I change the survey to reflect specific learning.

	Yes	Somewhat	No
1. I worked well with others in class today.			
2. I helped someone in class today.			
3. I added to the discussion today.			
4. I understood all my mathematics work today.			
5. I learned how to draw an array today.			
6. I was able to finish all of my work.			
7. I need help with <u>columns and rows. I get mixed up sometimes. It's hard.</u>			

Example

Certificate of Completion

for

Inquiry-Based Learning

Awarded to

Teacher A

on 10 October 2012

(8 contact hours)

Blank Formal Classroom Observation Form

Formal Classroom Observation Form

Directions: This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.

Teacher's Name _____

Date Observed _____

Time _____

Observer's Name _____

The teacher is: Probationary
 Continuing Contract

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments:

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Comments:

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments:

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Comments:

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Comments:

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Comments:

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Comments:

Additional Comments:

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Completed Formal Classroom Observation Form

(Once participants have filled in and discussed the blank Formal Classroom Observation Form, facilitators should hand out copies of this completed form)

Formal Classroom Observation Form

Directions: This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.

Teacher A
Teacher's Name

October 11, 2012
Date Observed

10:45-11:30
Time

Principal A
Observer's Name

The teacher is: Probationary
 Continuing Contract

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates an accurate knowledge of the subject area(s) taught.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments:

- Addresses appropriate curriculum standards and integrates key content elements - lesson objectives aligned to third grade mathematics standards - (Observation and Documentation)
- Facilitates students' use of higher-level thinking skills in instruction - mathematics task using manipulatives to analyze arrays necessitates use of creative and higher-level thinking skills; asked both lower level and higher level questions during discussion - (Observation)
- Links present content with past and future learning experiences, other subject areas, and real-world experiences and applications - connected to prior lessons on arrays and art class work on columns - (Observation)
- Content knowledge is appropriate for the lesson (Observations and Documentation)
- Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research - abstract to concrete with manipulative use; graphic organizers; working in pairs to support learning and academic conversations - some students needed more assistance during guided practice - more scaffolding needed - (Observation)
- Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum - guided practice was challenging to all students [too challenging for some]; higher level students given additional numbers to consider - (Observation)

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Comments:

- Arrays lesson is aligned to lesson objectives and curriculum (Documentation)
- A variety of resources are used for the mathematics lesson to include a storybook and SMARTBoard (Documentation)
- Important components of lesson built in - direct instruction, modeling, student practice, student sharing, metacognition - (Documentation)
- Integrates literacy into math instruction - (Documentation)
- Lesson is coherent, sequenced, and aligned to curriculum standards (Documentation)
- Lesson requires deep, critical, and creative thinking and understanding of concepts (Documentation)
- Instructional strategies and practices are relevant to content area (Documentation)

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments:

- Engages and interests students during the whole group portion of the lesson. When students work in pairs, engagement is inconsistent. Higher level students are engaged, lower level students having difficulties are distracted by the tasking - (Observation)
- Builds on prior knowledge about columns and rows, but many children are confused - a graphic depicting this would have been helpful. Perhaps more practice differentiating columns and rows would have benefitted students prior to the lesson. More time practicing together with some students was needed - (Observation)
- Uses a variety of instructional strategies to promote learning - manipulatives, direct instruction, guided practice, discussion, graphic organizers, student pairs. However, many of the confused students were paired together. Perhaps a multi-ability level pairing would have been better - (Observation)
- Reinforces learning goals consistently throughout the lesson - introduces lesson objective and continues to remind, restate, and reinforce what they are doing. However, it took a long time for students to understand. Even at the conclusion of the lesson there were still students who did not have a clear understanding - (Observation)
- Communicates and presents material clearly, and checks for understanding - clear communication and regular checks for understanding. However, when so many students are having difficulties, it would make sense to regroup and work with those students together as it was clear that many were having difficulties - (Observation)

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Comments:

- Uses mathematics arrays Quick Check to assess student learning - (Observation and Documentation)
- Asks questions of students throughout lesson to ascertain understanding – formative assessment - (Observation)
- Periodically has students complete student reflection for her knowledge and students' knowledge - (Documentation)

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Comments:

- Observed little inappropriate behavior - off task behavior is dealt with by either a look or a redirection which resulted in students getting back on task - (Observation)
- Expectations for classroom rules, routines, and procedures are posted and clearly followed - students followed directions and understood behavioral expectations; teacher seldom had to remind anyone of expectations - (Observation and Documentation)
- Models caring, fairness, respect, and enthusiasm for learning - contagious enthusiasm; caring and respectful to all - (Observation)
- Promotes a climate of trust and teamwork within the classroom - encourages students to help one another and to work nicely together - (Observation)
- Actively listens and pays attention to students' needs and responses - takes time to listen carefully to all students and to acknowledge their contributions - (Observation)
- Creates a warm, attractive, inviting, and supportive classroom environment - Teacher A is supportive and nurturing while still expecting much from all students - (Observation)
- Arranges the classroom materials and resources to facilitate group and individual activities - has stations for different content areas to facilitate instruction - (Observation)

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Comments:

- Demonstrates professionalism in dress, speech, and manner with students and adult in classroom - (Observation)
- Participates in professional development - "Inquiry-Based Learning" PD - (Documentation)
- Communicates with parents on a regular basis - (Documentation)

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Comments:

Additional Comments:

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Slide 0

Post-Observation Conferences

August 2012



Observations: VDOE Recommendations

- Probationary teachers observed many times throughout the year
- Continuing contract teachers observed several times a year
- Additional observations at building administrator's discretion
- Observations last the duration of a full lesson
- Pre-observation conferences at requests of teacher or administrator
- Post-observation is required



These are the recommendations for observations in the *Yourtown Handbook*. All observations will last the full duration of the lesson and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.

**Think back to a post-
observation conference you
had that was particularly
EFFECTIVE.**

What about it was effective?

Write down 2-4 things.



This first introductory section should take about 15 minutes overall. Many of the participants will have been successfully leading post-observation conferences for years, so it is important to lead the discussion in a way that acknowledges and capitalizes upon their knowledge rather than lectures. During the opening slides, the presentation leader should act as a facilitator helping participants to see how what they already know aligns to the research by Blasé and Blasé.

Start by asking these questions. Have participants first write down 2-4 things on their handout that made the conference effective. Then have them share in pairs what they wrote down.

My Post-Observation Conference History

Think back to a post-observation conference you had that was particularly effective. What about it was effective? Write down 2-4 things.

Think about to a post-observation conference you had that was particularly ineffective. What about it was ineffective? Write down 2-4 things.

Do any of these sound familiar?

Effective conferencing skills:

- Conducting a focused observation during which data are gathered
- Knowing about effective teaching methods
- Understanding how teaching relates to learning
- Analyzing data (both from an observation and from assessments)
- Knowing how to make a conference reflective and nonthreatening

– Summarized by Blase & Blase (2004)



3

Now have participants debrief the whole group by asking two or three people to share something they had that was similar to the list or something they had that was different.

**Think back to a post-
observation conference you
had that was particularly
INEFFECTIVE.**

What about it was ineffective?
Write down 2-4 things.

Using the same handout, ask participants to first write down their thoughts, then share with a partner.

Do any of these sound familiar?

Research shows that ineffective conferences tend to:

- Be dominated by the individual leading the conference
- Be focused on narrow concerns
- Provide a teacher with short, prescriptive feedback
- Threaten teacher self-esteem
- Be influenced by an unequal power relationship
- Lack teacher reflection and self-evaluation
- Lack reasoning and critical thinking

– Summarized by Blase & Blase (2004)



Now have participants debrief the whole group by 2 or 3 people sharing something they had that was similar to the list, or something they had that was different.

Self-Assessment

Put the following skills in order from your strongest to weakest.

- Conducting a focused observation during which data are gathered
- Knowing about effective teaching methods
- Understanding how teaching relates to learning
- Analyzing data (both from an observation and from assessments)
- Knowing how to make a conference reflective and nonthreatening



It might be helpful to give yourself as an example. Sometimes, it's also easiest to work from the outside in. For example, I know that I am strongest in Knowing Effective Teaching Methods, but I struggle to Make a Conference Reflective and Nonthreatening, so my list would probably look like this:

- Knowing effective teaching methods
- Understanding how teaching relates to learning
- Analyzing data
- Conducting a focused observation during which data are gathered
- Knowing how to make a conference reflective and nonthreatening

Participants DO NOT need to share with others; this is for self-reflection purposes only.

Communication is an essential skill in any post-observation conference.

What techniques do YOU use to facilitate communication?



Have participants work as partners or small groups to explain what techniques they use. Tell them they can use the Conferencing Skills page to help them brainstorm. Afterwards, have them share as a whole group.

Conferencing Skills

Establish your evaluation schedule early in the year

- Observation times
- Make-up times
- Conference planning time
- Conference times

Pre-conference

- Notify teachers in writing of dates.
- Choose a neutral site for the conference.
- Inform teachers of needed materials for the conference.
- Review your notes (observation, etc.).
- Establish priorities for the conference.

Conference

- Establish a comfortable, relaxed atmosphere.
- Invite the teacher to share his/her self-appraisal first.
 - Strengths
 - Weaknesses
 - Major goals/Assessment of attainment
 - Strategies for achieving goals
- Share your perceptions of performance.
- Be prepared to offer specific recommendations for ways to improve performance.
- Conclude with a summary of main accomplishments and review one or two areas for professional growth.

Post Conference

- Complete follow-up forms in a timely manner.
- File notes/observations/recommendations.
- *If it's not written down, it never happened.*

Tips

- Elements of Effective Conferences
 - Two-way communications (80/20 exchange)
 - Balanced review of past performance and future goals
 - Recognition of specific strengths
 - Identification and analysis of problems
 - Teacher initiation of goals for next cycle
- Application of Adult Learning
 - Involve the adult in his/her own learning.
 - Give concrete and specific feedback.
 - Provide clear statements.
 - Elicit the adult's opinions.
 - Use time efficiently.

- Suggest further steps to expand skills.
- Drawing Out Teacher Responses
 - Practice silence and longer wait times.
 - Ask open-ended questions.
 - Remember to talk less.
 - Probe for realistic reasons for problems.
 - Ask for specific clarification of issues.
 - Concentrate on performance-related issues.
- Consider...
 - Specific opening questions
 - Facilitating questions
 - Reflective questions
 - Growth questions
 - Closing statements
- Post-conference Reflection
 - Did you put the teacher at ease?
 - Did you allow and encourage the teacher to do most of the talking?
 - Did you promote honest self-assessment by the teacher?
 - Were you clear about strengths and areas of improvement?
 - Did the teacher “hear” you?

**Remember: It's not always
about having all the answers...**

...sometimes it's about asking the
right questions.

Explain to participants that they can use Possible Conference Questions Categorized by Teacher Performance Standard page in their handouts for examples of questions to use in the post-observation conference around the various performance standards.

Possible Conference Questions Categorized by Teacher Performance Standard

Teacher Performance Standards	Conferencing Questions to Consider
<p>Performance Standard 1- Professional Knowledge</p> <p><i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p>	<ul style="list-style-type: none"> • Can you explain your understanding of standards-based teaching and learning? • Can you explain your choice of what to teach and when to teach it? • What are your expectations and the appropriate learning outcomes for the grade level/subject matter you teach? • Can you explain the process used to identify appropriate resources to support instruction? • What are some of the ways that you have added relevance to the curriculum and helped students make real-world connections? • Explain how you have taught a complex concept this year. • How do you decide which instructional strategy to employ? • Can you explain an instructional strategy or skill that you have sharpened or added to your toolbox this year? • How do you use diagnostic data to inform instruction? • How have you worked to expand your understanding of the issues in your content area this year? • What does the term “research-based strategy” mean to you? • What are some examples of research-based strategies? • Can you provide an example of a research-based strategy that you have used successfully to engage students? • How do you learn about research-based strategies? • How can you use flexible grouping to enhance student learning? • How can differentiation be used to enhance student learning? • How do you address the needs of various learners in a classroom?
Teacher Performance Standards	Conferencing Questions to Consider
<p>Performance Standard 2 - Instructional Planning</p> <p><i>The teacher plans using the Virginia Standards of Learning, the school’s curriculum, effective strategies,</i></p>	<ul style="list-style-type: none"> • Can you explain the components of your instructional plan? • How do you develop your unit plans? • How do you use assessment data to plan your lessons or units? • How does student data inform instructional planning? • What curriculum documents do you use to plan for instruction? • What process or rationale do you use in selecting standards for lessons or units? • What materials do you use in your planning process? • How do you plan to ensure that students use higher-order cognitive skills? • What are your expectations and the appropriate learning outcomes for the grade level/subject matter you teach?

<p><i>resources, and data to meet the needs of all students.</i></p>	<ul style="list-style-type: none"> • How do you decide what to include or exclude from your instructional units? • How do you decide which instructional strategy to employ? • How do you communicate the learning objectives to your students and make them expectant of the new learning? • Can you explain the process used to identify appropriate resources to support instruction? • How have you worked this year to make connections across the curriculum in the units you have taught? • What are some of the ways that you have added relevance to the curriculum and helped students make real-world connections? • How do you plan to maximize learning time and minimize downtime or disruptions? • How do you plan to meet the needs of all learners?
<p>Teacher Performance Standards</p>	<p>Conferencing Questions to Consider</p>
<p>Performance Standard 3 - Instructional Delivery</p> <p><i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i></p>	<ul style="list-style-type: none"> • What strategies do you use to make your instruction relevant to students' real lives? • Can you share with me some of the examples you use to make the learning authentic to students? • What strategies do you use to connect new learning with prior knowledge? • What are your scaffolding techniques to build on students' prior learning experience? • How do you determine which research-based strategy to use in a lesson or with a class? • Can you explain how you have attempted to learn about higher-order strategies? • How do you use students as sources of knowledge about their own learning? • In what ways have you sought to keep instruction in your classroom focused at a higher level of learning? • In what ways have you used accessible technology tools and resources to promote higher-order thinking? • What are your questioning strategies? • How do you make sure the questions you ask represent different levels of cognitive learning? • What is typical length of wait time when you ask a question? • How have you extended your learning this year about higher-order thinking skills? • How do you guide students to establish their own personal learning goals? • What feedback do you provide to students regarding their learning?

Teacher Performance Standards	Conferencing Questions to Consider
<p>Performance Standard 4 - Assessment of and for Student Learning</p> <p><i>The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.</i></p>	<ul style="list-style-type: none"> • How do you use diagnostic data to inform instruction? • What are some of the formative assessment strategies that you have used? • Can you provide a recent example of how you made an adjustment to instruction based on formative assessment data? • How do you differentiate instruction based on formative assessments? • What is your process for analyzing and interpreting the formative assessment data that you collect? • How are formative assessments used in summative grades? • What is your process for analyzing and interpreting diagnostic data you collect on your students? • How have you used diagnostic assessment data to establish flexible groups? • How do you involve students in setting learning goals and monitoring their own progress? • How do you make connections between formative and summative assessments and between state-mandated tests and classroom assessments? • How do you plan for assessment of student progress and mastery of the Standards of Learning? • What relationships do you see between your planning for classroom assessments and Standards of Learning assessments? • How do you help students see the link between classroom assessments and Standards of Learning assessments? • How do you build high-quality, robust assessments? • How do you use analysis of student assessment data to plan future instruction for mastery of standards?
Teacher Performance Standards	Conferencing Questions to Consider
<p>Performance Standard 5 - Learning Environment</p> <p><i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe,</i></p>	<ul style="list-style-type: none"> • How have you strived to make your classroom an inclusive one? • How did you develop and implement your classroom rules and procedures? • How do you address inappropriate behavior? • Which of your classroom rules or procedures are most often violated by students? • How do you handle situations where students finish instructional tasks at varying rates? • What strategies do you use to get the class period started without loss of instructional time? • Can you give examples of how you transition between activities without loss of instructional time?

<p><i>student-centered environment that is conducive to learning.</i></p>	<ul style="list-style-type: none"> • How do you make the best use of instructional time at the end of a class period? • How do you recognize and celebrate cultural diversity in your classroom? • What opportunities have you had this year to recognize student achievement and successes both within and outside the classroom? • How do you ensure a risk free learning environment so that students are not afraid to stick their necks out? • How do you ensure that all of your students sense that their ideas are valued? • How do you handle situations where students are not respectful of each other? • Can you describe how high expectations are set? • How do you provide feedback to students? • How do you help students take responsibility for their own learning and behavior?
<p>Teacher Performance Standards</p>	<p>Conferencing Questions to Consider</p>
<p>Performance Standard 6 - Professionalism</p> <p><i>The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</i></p>	<ul style="list-style-type: none"> • How do you share what works in your classroom with other colleagues? • How do you share student learning outcomes with parents/guardians? • How do you involve family members to support learning? • How do you involve community partners in your classroom? • What do you find is the most effective way to contact family members of your students? • Why do you think this is the most effective method? • What are some ways you can help your colleagues grow? • What types of help have you solicited from your colleagues? • How do you collaborate with the other faculty and staff to improve teaching and student learning? • What professional learning have you sought out this year? • What has been your most meaningful professional learning experience this year? What made it so? • Were you able to use this experience in your classroom? What was the outcome? • What is the best educational article you have read this year? • How, if appropriate, were you able to incorporate any aspects of what you learned into your teaching this year? • How has participation in professional learning impacted student achievement? • How do you build collegiality with other school members? • How have you contributed to the school's goals? • How do you build positive and professional relationships with parents, colleagues, and other members of the school community? • Are you a member of a professional learning community?

Teacher Performance Standards	Conferencing Questions to Consider
<p>Performance Standard 7 - Student Academic Progress</p> <p><i>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</i></p>	<ul style="list-style-type: none"> • Describe your process for setting achievement goals for your students. • What factors are considered when you set achievement goals for your students? • How do you document the progress of each of your students throughout the school year? • How do you use performance outcome data to develop interim learning targets? • Can you report student progress based on data and the process for reviewing student work, analyzing student data, and adjusting instructional plans based on student needs? • How did the results at midyear compare with the expectations you had at the beginning of the year? • How have you used benchmarks and exemplars this year in your classroom to help student mastery of standards? • Can you discuss the links between student data and grouping practices? • How will your instruction change as a result of student learning data gleaned from this year's results? • How has student achievement goal setting informed your teaching knowledge and instructional strategy use? • How does monitoring goal implementation affect teaching strategies, grouping practices, and assessment results? • How might instructional strategy choice affect student achievement of academic goals? • How do you go about gathering data or information about students to tailor their learning? • Describe the various types of assessment data you use to inform your instruction so that all students achieve.

Summarize Your Thoughts on Teacher A

Strengths

- What she did well

Grows

- Areas she can improve upon

Growth Areas

- Possible professional development she might participate in



First have participants discuss in partners jot notes regarding their overall thoughts on the lesson on the Strengths & Growth Areas Post-Conference Organizer. Next, they should discuss with a partner. Lastly, have them share as a group.

Post-Conference Organizer

Topic	Questions or Statements
<p>Strengths</p> <p>List some positive aspects of the lesson that you want to include in your discussion.</p>	
<p>Grows</p> <p>List some areas for improvement that you want to include in your discussion.</p>	
<p>Growth Opportunities</p> <p>List an area(s) for focused professional improvement that you want to include in your discussion.</p>	

REFLECT...

...and fill out the observation form.



Allow participants about 15 minutes to thoughtfully fill out the form as if they were Teacher A's administrator.

ROLE PLAY

In pairs, choose who will be the teacher
and who will be the principal.

**Administrators:
Use prompts and communication
techniques to lead a successful
post-observation conference.**

Allow about 7-12 minutes for the first post-observation conference.

Slide 13

NOW SWITCH!



Allow about 7-12 minutes for the second post-observation conference.

How Did It Go?

- What worked well in your post-observation conferences?
- What caused discomfort?
- What other techniques might have been effectively employed in the conversations?

Have participants review the questions and answer individually first. Then have participants first speak together in pairs, then share as a whole group. Spend about 3 minutes per question; about 10 minutes overall.

If time, have participants read the scripted post-observation conference and discuss the strengths and weaknesses of the conference.

Post-Conference Thoughts

What worked well?	
What caused discomfort?	
What other techniques might have been effectively employed during the conversations?	

My Takeaways...

...for teacher evaluation	
...for myself	

Post-Observation Conference Example Script

In light of your instructional objectives, how do you think the class went? How did you know if the students have learned the objectives?

I thought this class went really well. Based on the students' exit cards, the questions and student responses, the group product, and their final presentation that occurred during the class, I am confident that my students have developed a deep understanding about how stylistic elements can help develop theme and tone.

How effective do you think the teaching methods and strategies you chose were?

I was concerned about the cooperative learning activity but I am glad that it turned out to be fine. I feel the students really enjoyed the role-playing activity, and cooperative learning strategy was quite effective in helping students master the learning objectives. The strategy of cooperative learning engaged my students in authentic, problem-based learning. They researched, wrote, and presented their justifications for keeping the controversial book in curriculum. In this class, I was able to question at varying levels and did a fine job in eliciting thinking on the part of the students.

How effective were the materials you selected or developed?

The materials I selected, which included the text of *The Catcher in the Rye* and its parody, are well-aligned with the established curriculum. The learning objectives that the materials served are progressive based on student prior learning. The materials provided plenty of opportunities for students to connect their prior knowledge of theme, tone, and writing styles about literary works to solidify understanding.

If you could teach this lesson over again to the same class, what would you do the same or differently? Why?

One thing that I would like to do differently would be my strategies for differentiation. I would really like to be able to differentiate more thoroughly by assignments/content. I do use flexible group extensively, as you could see in the lesson you observed. I know how to group students by product and by learning styles. However, I'd like to be able to differentiate with content and assignment more effectively. I recently completed reading a book that specifically addressed differentiating with AP students. Since we have so many ability levels due to our open enrollment policy at Meridian High School I want to become more proficient with assignment/content differentiation. I do think the cooperative learning strategy worked well in this lesson, however, to some extent, it kept from adapting the learning task to meet the needs of students who are either higher or lower performing or who simply need the materials presented differently. I also found it was difficult to provide feedback to students individually in the cooperative learning setting.

I notice that on your self-assessment form, the rating you gave to yourself on Instructional Standard 3 was different from my rating. Instructional Standard 3 says "The teacher delivers

lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.” You rated yourself as “Proficient,” but the rating on my observation form that I gave was “Accomplished.” Based on your self-assessment comments, I did notice that in some of the cooperative groups, there were one or two students dominating the task, and there were some totally overshadowed by their group members. I feel that they learn at difference pace. Tell me about this. What’s your interpretation of this?

That did happen. I understand that good teachers use a variety of grouping strategies, including cooperative grouping, flexible grouping, and ability grouping with differentiation to support student learning. However, you can only choose one grouping method in a lesson. Each grouping strategy has its advantages and disadvantages. In the lesson you just observed, each of the groups had students of different ability levels. The reason that I used this grouping strategy is because I thought mixed ability grouping could encourage advanced learners to tutor the less advanced students. I have always thought that’s a powerful way of learning. Also, in this case, the overall ability level across groups was even and therefore each group could develop comparable final products. However, this type of grouping strategy could easily lead to advanced learners within the group overshadowing others. If I had grouped the students based on same ability level and provided differentiated materials or tasks, this might have been a better lesson.

Based on your reflection, I am thinking about what would be the possible alternative teaching methods and strategies that could potentially improve the quality of the lesson. You mentioned that you would like to differentiate content and learning task more in your classroom. I’m thinking that tiered assignments or products might be a good optional differentiation strategy for you. You could pre-assess the student’s knowledge and group students based on their readiness, then, ask them to complete assignments or develop products that are of different complexity, abstractness, and open-endedness. You keep the curricular content and learning objectives the same, and keep the same high expectations for all students, but the learning process and product are tiered according to students’ level of readiness. You can even use a variety of resource materials at different levels of difficulty.

That does sound like a helpful differentiation strategy. I already have a pre-assessment system available. I keep a learning profile for all my students and I think I do have accurate information regarding their readiness. I can envision that I could provide a menu of a variety of activities. The groups could choose one or several activities to complete. The choices could reflect a range of interests and involve a variety of skills. And I, as the facilitator, can guide the groups to choose appropriate activities that can challenge them, but not frustrate them.

What can I do to help you improve the differentiation in your instruction? Could support from a more experienced peer help?

Yes. I heard that Mrs. B. is a master teacher in differentiation. She uses a lot of learning contracts and tiered assignments, and many other differentiation strategies in her AP class. If I could observe her classroom and ask her to serve as a resource, and also if she could observe my classroom teaching and provide feedback, that would be very helpful.

That can be easily done. I will contact Mrs. Brown and set up a time for you two to meet. Do you have any questions for me? Or is there any other support I can provide?

In the pre-observation conference, I asked you to pay special attention to my questioning. Do you have any feedback on that?

I really like the way you used various types of questions based on what was needed to advance higher-level thinking and responses. I could easily see that your students hold themselves accountable for information and thinking at a high level. I could feel they enjoyed being challenged. The way you waited before taking student answers, and the way you asked specific questions to specific students and encouraged students to ask follow-up questions worked really well.

My Takeaway

For teacher evaluation...

For myself...

Have participants write down one thing on their handout that they will takeaway from this in terms of crafting a strong teacher evaluation system.

Then have them write down one thing they will take away for themselves in terms of either being an evaluator or the person being evaluated.

What do you Know? What do you Need to Know?

Name _____ School District _____

Let's Take Some Time to Process Our Efforts Thus Far...

	What is going well?	Areas of confusion?	How may we assist?
Understanding the Evaluation System			
Understanding the Performance Standards			
Understanding Data Sources			
Understanding Documenting Evidence			

Division Roll-Out Discussion Guide

What are the challenges you foresee with rolling out this evaluation system? How might those be alleviated?

What might the division as a whole do to assist in implementing this evaluation system?

What might the Virginia Department of Education do to assist in implementing this evaluation system?

What will you tell the teachers about your evaluation system? Why?