

*Virginia Department of Education  
Division of Teacher Education and Licensure  
Virginia Department of Education  
P. O. Box 2120  
Richmond, Virginia 23218-2120*

**Teacher Evaluation System Training**  
**[For Participants]**

**Day 1**

**Teacher Evaluation Summer Institutes 2012**

August 2012

## Virginia Department of Education Teacher Evaluation System Training: Day 1 Participants

Time	Topic	Documents Needed	Page
8:30-8:40	Introduction and Logistics		
8:40-8:50	Walk-through of Training Manual	Training Manual	
8:50-9:30	Teacher Performance Evaluation System	<i>Virginia Teacher Performance Evaluation System Slides</i>	D1P-4
9:30-10:00	Performance Standards	<i>Look-Fors and Red Flags Activity</i>	D1P-18
10:00-10:15	<i>Break</i>		
10:15-11:30	Data Sources	<i>Benefits and Challenges of Data Sources Activity</i>	D1P-25
		<i>Teacher Performance Evaluation System Data Sources Slides</i>	D1P-26
		Simulation 1 - Multiple Data Sources	D1P-51
11:30-12:15	<i>Lunch</i>		
12:15-1:45	Documenting Evidence	Simulation 1 – Elementary School (continued)	D1P-51
1:45-2:00	<i>Break</i>		
2:00-3:15	Conferences	<i>Post-Observation Conferences Slides</i>	D1P-86
3:15-3:30	End of Day Processing	<i>What do you Know? What do you Need to Know? Activity</i>	D1P-110
At Home	Reflection	<i>Division Roll-Out Reflection</i>	DIP-111

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# Virginia Teacher Performance Evaluation System

August 2012

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Slide 1

## Teacher Performance Evaluation System

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

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## Question 1

# What is the basis of teacher evaluation?



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

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<b>Teacher Performance Standards</b>	
<b>1. Professional Knowledge</b>	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
<b>2. Instructional Planning</b>	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.
<b>3. Instructional Delivery</b>	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
<b>4. Assessment of and for Student Learning</b>	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.
<b>5. Learning Environment</b>	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.
<b>6. Professionalism</b>	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.
<b>7. Student Academic Progress</b>	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

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## **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.

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## 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.



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## 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.



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## **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.



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## **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.



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## **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.



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## **Teacher Performance Standard 7: Student Academic Progress**

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



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**Question 2**

**How will teacher performance be documented?**

  
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**Multiple Data Sources**

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

  
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## Recommended Data Sources

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

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## 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



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### Question 3

How will teacher performance be rated?

### Evaluations

#### Interim Evaluation

- All probationary teachers
- Used to document evidence of meeting standards
- Does NOT include rating of performance

#### Summative Evaluation

- Comes at end of evaluation cycle
- Four point rating scale
- Performance rubric for every standard
- Rating based on “preponderance of evidence”

## 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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## Rating Performance

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

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## Rating Levels

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

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



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## Summative Performance Report (abbreviated)

**Performance Standard 1: Professional Knowledge**

Exemplary <small>In addition to meeting the standard...</small>	Proficient <small>Proficient is the expected level of performance.</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.	<b>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</b>	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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## 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	



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## 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%



## 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/<br>Needs Improvement | <input type="checkbox"/> Unacceptable |

## 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

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**Improving Performance**

***Outstanding Teachers***

**=**

***Student Results***

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**Questions?**

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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.*

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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.*

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### 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.*

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### 3. Instructional Delivery

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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.

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### 4. Assessment of and for Student Learning

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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.

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### 5. Learning Environment

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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.*

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### 6. Professionalism

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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.*

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### 7. Student Academic Progress

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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

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

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# Teacher Performance Evaluation System Data Sources

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## 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

1



## Multiple Data Sources

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

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## 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

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## 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

## 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

## 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.*

<b>Teacher A</b> _____	<u>5/13</u>	
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.*

<ul style="list-style-type: none"> <li>• Effectively addresses appropriate curriculum standards.</li> <li>• Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.</li> <li>• Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</li> <li>• Demonstrates an accurate knowledge of the subject area(s) taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates skills relevant to the subject area(s) taught.</li> <li>• Bases instruction on goals that reflect high expectations and an understanding of the subject.</li> <li>• Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</li> <li>• Communicates clearly and checks for understanding.</li> </ul>
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*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

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**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.*

<ul style="list-style-type: none"> <li>• Uses student learning data to guide planning.</li> <li>• Plans time realistically for pacing, content mastery, and transitions.</li> <li>• Plans for differentiated instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Aligns lesson objectives to the school's curriculum and student learning needs.</li> <li>• Develops appropriate long- and short-range plans and adapts plans when needed.</li> </ul>
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*Comments (as noted by observer):*

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

Abbreviated Form for Training Purposes

# 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?

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### 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



## 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.*

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

Abbreviated Form for Training Purposes

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

**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

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## 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

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### Primary Grade Survey Sample Questions (abbreviated)

<i>Example: I like to eat pizza.</i>	
1. My teacher listens to me.	
2. My teacher gives me help when I need it.	

### Secondary Grades Survey Sample Questions (abbreviated)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Example: I like listening to music.</i>	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

## 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?

## 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

## 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	

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

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

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"> <li>• Samples of baseline and periodic assessments given</li> <li>• Samples of both formative and summative assessment</li> <li>• Graphs or tables of student results</li> <li>• Records within electronic curriculum mapping tool</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Brief report describing your record keeping system and how it is used to monitor student progress</li> <li>- Copy of scoring rubrics</li> <li>- Photographs or photocopies of student work with written comments</li> <li>- Samples of educational reports, progress reports or letters prepared for parents or students</li> <li>- Copy of disaggregated analysis of student achievement scores on standardized test</li> <li>- Copy of students' journals of self-reflection and self-monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analysis of Classroom Assessment</i></li> <li>• <i>Writing Rubric</i></li> </ul>
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"> <li>• Student survey summary information</li> <li>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Reading Survey</i></li> <li>• <i>Classroom Rules</i></li> <li>• <i>Student Survey Summary</i></li> </ul>

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

\* 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 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.*

## Example: Teacher Self-Evaluation Form

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*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.

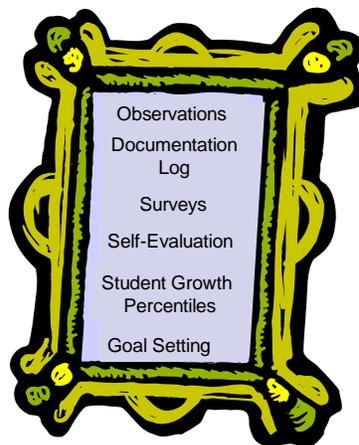
**Areas of strength:** *My student averages on the division benchmark tests have improved each quarter.*

**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

## Performance Portrait



## Multiple Data Sources

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

# Simulation 1 - Elementary School

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August 2012

Slide 0

## 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



Slide 1

## Multiple Data Sources

### Documentation

- Required Artifacts
- Teacher-Selected Artifacts

### Observation

- Formal
- Informal



## 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.



## Documentation Log Cover Sheet

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



## 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.



## Documentation Log Cover Sheet - Annotated

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



Slide 6

## Documentation Log Cover Sheet – Annotated (continued)

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

6



Slide 7

## Video Vignette



Teacher A

August 2012

7



## 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.



## 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.



Slide 10

## 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.

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Slide 11

## 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

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## 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)

## 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)

## 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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## 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)

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## 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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## 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)

## 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)

## 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)

## 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)

## 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.

Slide 22

**Questions?**



# Teacher A Documentation



## Table of Contents

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

August 2012

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

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"> <li>• Samples of baseline and periodic assessments given</li> <li>• Samples of both formative and summative assessment</li> <li>• Graphs or tables of student results</li> <li>• Records within electronic curriculum mapping tool</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Brief report describing your record keeping system and how it is used to monitor student progress</li> <li>- Copy of scoring rubrics</li> <li>- Photographs or photocopies of student work with written comments</li> <li>- Samples of educational reports, progress reports or letters prepared for parents or students</li> <li>- Copy of disaggregated analysis of student achievement scores on standardized test</li> <li>- Copy of students' journals of self-reflection and self-monitoring</li> </ul>	
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"> <li>• Student survey summary information</li> <li>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>	

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"> <li>• Record of participation in extracurricular activities and events</li> <li>• Record of professional development taken or given</li> <li>• Examples of collaborative work with peers</li> <li>• Evidence of communication with students, families, colleagues and community</li> </ul> Examples: <ul style="list-style-type: none"> <li>- Copy of classroom newsletter or other parent information documents</li> <li>- Sample copy of interim reports</li> </ul>	
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 bees 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 question 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

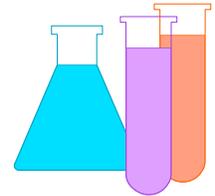
Example: Interest Inventory

## Getting to Know You Better

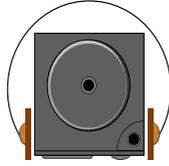
Directions: It has been a long time since I was in third grade. I cannot keep track of all the new, cool things that you like. Please help me find out more about your likes and dislikes by taking some time to answer the following questions. Thank you.

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? \_\_\_\_\_



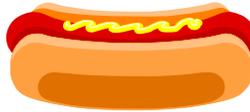
5. Do you like to play sports? \_\_\_\_\_  
What sports do you like to play? \_\_\_\_\_
6. What do you like to do at recess? \_\_\_\_\_
7. Do you like to play games (Monopoly, Sorry, card games, computer games, etc.)?  
\_\_\_\_\_  
What games do you like to play? \_\_\_\_\_
8. What do you do when you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

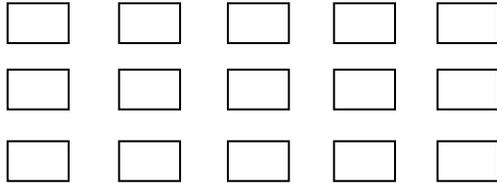
## Arrays Quick Check

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 \_\_\_\_\_

Slide 0

# Post-Observation Conferences

August 2012



Slide 1

## 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



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

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

### **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)



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

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



4

## 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)



## 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



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

What techniques do YOU use to  
facilitate communication?

## 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.



## Possible Conference Questions Categorized by Teacher Performance Standard

Teacher Performance Standards	Conferencing Questions to Consider
<p><b>Performance Standard 1- Professional Knowledge</b></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"> <li>• Can you explain your understanding of standards-based teaching and learning?</li> <li>• Can you explain your choice of what to teach and when to teach it?</li> <li>• What are your expectations and the appropriate learning outcomes for the grade level/subject matter you teach?</li> <li>• Can you explain the process used to identify appropriate resources to support instruction?</li> <li>• What are some of the ways that you have added relevance to the curriculum and helped students make real-world connections?</li> <li>• Explain how you have taught a complex concept this year.</li> <li>• How do you decide which instructional strategy to employ?</li> <li>• Can you explain an instructional strategy or skill that you have sharpened or added to your toolbox this year?</li> <li>• How do you use diagnostic data to inform instruction?</li> <li>• How have you worked to expand your understanding of the issues in your content area this year?</li> <li>• What does the term “research-based strategy” mean to you?</li> <li>• What are some examples of research-based strategies?</li> <li>• Can you provide an example of a research-based strategy that you have used successfully to engage students?</li> <li>• How do you learn about research-based strategies?</li> <li>• How can you use flexible grouping to enhance student learning?</li> <li>• How can differentiation be used to enhance student learning?</li> <li>• How do you address the needs of various learners in a classroom?</li> </ul>
Teacher Performance Standards	Conferencing Questions to Consider
<p><b>Performance Standard 2 - Instructional Planning</b></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"> <li>• Can you explain the components of your instructional plan?</li> <li>• How do you develop your unit plans?</li> <li>• How do you use assessment data to plan your lessons or units?</li> <li>• How does student data inform instructional planning?</li> <li>• What curriculum documents do you use to plan for instruction?</li> <li>• What process or rationale do you use in selecting standards for lessons or units?</li> <li>• What materials do you use in your planning process?</li> <li>• How do you plan to ensure that students use higher-order cognitive skills?</li> <li>• What are your expectations and the appropriate learning outcomes for the grade level/subject matter you teach?</li> </ul>

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

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

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

<b>Teacher Performance Standards</b>	<b>Conferencing Questions to Consider</b>
<p><b>Performance Standard 7 - Student Academic Progress</b></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"> <li>• Describe your process for setting achievement goals for your students.</li> <li>• What factors are considered when you set achievement goals for your students?</li> <li>• How do you document the progress of each of your students throughout the school year?</li> <li>• How do you use performance outcome data to develop interim learning targets?</li> <li>• 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?</li> <li>• How did the results at midyear compare with the expectations you had at the beginning of the year?</li> <li>• How have you used benchmarks and exemplars this year in your classroom to help student mastery of standards?</li> <li>• Can you discuss the links between student data and grouping practices?</li> <li>• How will your instruction change as a result of student learning data gleaned from this year's results?</li> <li>• How has student achievement goal setting informed your teaching knowledge and instructional strategy use?</li> <li>• How does monitoring goal implementation affect teaching strategies, grouping practices, and assessment results?</li> <li>• How might instructional strategy choice affect student achievement of academic goals?</li> <li>• How do you go about gathering data or information about students to tailor their learning?</li> <li>• Describe the various types of assessment data you use to inform your instruction so that all students achieve.</li> </ul>

## 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

## Post-Conference Organizer

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

Slide 10

## REFLECT...

...and fill out the observation form.



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Slide 11

## ROLE PLAY

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



11

Slide 12

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



12

Slide 13

**NOW SWITCH!**



13

## 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?

### Post-Conference Thoughts

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

### My Takeaways...

<b>...for teacher evaluation</b>	
<b>...for myself</b>	

## 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...

# 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?