



**2012-2013**  
**PGCPS**  
**Teacher Evaluation Handbook**  
**Non-MSDE Pilot Schools**



**2012-2013 PGCPS Teacher Evaluation – Non-MSDE Pilot Schools  
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July 31<sup>st</sup>, 2012

Dear Colleagues,

Prince George's County Public Schools is committed to continuous improvement when it comes to implementing the teacher evaluation process. In response to your request for multiple forms of communication, we are providing you with a hard copy of the **2012-2013 PGCPS Teacher Evaluation Handbook** this year. The handbook includes the guidelines, forms and other useful information that teachers and administrators will need in a single reference document. The individual sections will also be available electronically and information will be posted to the appropriate website throughout the school year as new information and tools become available.

As we continue the roll out of the Danielson Framework for Teaching model as the teaching and learning framework for PGCPS, you will start to see more and more of the professional development and instructional resources aligned to FFT. This year, new FFT-aligned lesson plan templates for most content areas have been created, with remaining content areas currently in development. These templates can be found on the Office of Curriculum and Instruction google site at <https://sites.google.com/a/pgcps.org/curriculum-and-instruction-home/home>. We encourage you to familiarize yourself with the new templates and to begin using them as soon as possible.

PGCPS will also move into year two of the MSDE Educator Effectiveness pilots in 2012-13. The PGCPS MSDE Teacher Evaluation Pilot will be implemented in 38 schools. We've created a separate version of the handbook specifically for administrators and teachers assigned to these schools. Please make sure you refer to the appropriate version of the handbook for your situation (MSDE-pilot or Non-MSDE pilot).

The electronic references for the handbook and other information will be available online at the appropriate website. Once the school year begins, the websites will be the best places to access the latest information, tools and resources.

<p>1. <u>Office of Employee Performance:</u>  <a href="http://www1.pgcps.org/employeeperformance/">http://www1.pgcps.org/employeeperformance/</a></p>	<p>Handbook, forms and information about the evaluation process</p>
<p>2. <u>Oracle Teacher Observation / Evaluation Form (for Principals):</u>  <a href="http://www1.pgcps.org/hrtoolkit/">http://www1.pgcps.org/hrtoolkit/</a>  <i>[Documents for Supervisors Only Section]</i></p>	<p>Instructions for using the Oracle teacher observation form to establish the list of on-cycle teachers for 2012-13. This form will also be used by the Office of Employee Performance to ensure that teachers are observed using the appropriate classroom observation protocol.</p>
<p>3. <u>Oracle Appraisal Training (for Employees)</u>  <a href="https://sites.google.com/a/pgcps.org/oracle/self-service/evaluations">https://sites.google.com/a/pgcps.org/oracle/self-service/evaluations</a></p>	<p>Instructions and video training materials for employees on use of the Oracle Appraisal Module in Employee</p>

	Self Service
4. <u>Oracle Appraisal Training (for Administrators)</u> <a href="https://sites.google.com/a/pgcps.org/oracle/self-service/administrative">https://sites.google.com/a/pgcps.org/oracle/self-service/administrative</a>	Instructions and video training materials for managers on use of the Oracle Appraisal Module in Oracle Self Service Manager Enhanced
5. <u>Office of Talent Development:</u> <a href="http://www1.pgcps.org/talentdevelopment/index.aspx?id=149180">http://www1.pgcps.org/talentdevelopment/index.aspx?id=149180</a>	FFT professional development information and resources
6. <u>PGCEA Negotiated Agreement:</u> <a href="http://www1.pgcps.org/humanresources/index.aspx?id=7332">http://www1.pgcps.org/humanresources/index.aspx?id=7332</a>	Evaluation terms listed in the negotiated agreement
7. <u>MSDE Teacher Evaluation/Principal Evaluation Guidebook:</u> <a href="http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top/tpeg">http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top/tpeg</a>	The guidance from MSDE as it relates to the redesign of teacher and principal evaluations in line with Race to the Top
8. <u>PGCPS MSDE Pilot Information:</u> <a href="http://www1.pgcps.org/msdepilot/">http://www1.pgcps.org/msdepilot/</a>	Information about the PGCPS-specific educator effectiveness pilots.

If you have any questions about the teacher evaluation process or suggestions for ways to make it better, please contact the Office of Employee Performance at [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org) . The work to redesign the teacher evaluation system is ongoing and there will likely be additional changes and refinements as the year progresses.

We wish you all the best for a fabulous school year!

*The Office of Employee Performance*



**Prince George's County Board of Education**  
14201 School Lane • Upper Marlboro, Maryland 20772 • [www.pgcps.org](http://www.pgcps.org)

July 23, 2012

Dear Educator:

Prince George's County Public Schools is moving towards an evaluation system that ensures every student has a highly effective teacher in every classroom.

As you know, education is the engine that sustains the economy to transform our country's future. We are committed to graduating students who are college- and career-ready, equipping them with the necessary tools for success in the 21st century.

For our students to achieve at the highest levels, they need the best education. Improvements in student achievement ultimately rely upon the expertise of our educators. The Framework for Teaching model will assist in improving student achievement and rewarding effective teachers and principals.

This process will be consistent, transparent and fair. The evaluative process will provide instructionally-relevant information and facilitate recognition of our most effective educators.

We want to assure you that this process will help us to guide struggling teachers, remove ineffective teachers from the classroom when necessary, and ultimately establish a path that all educators can follow for continuous improvement in the delivery of instruction.

Sincerely,

Duane Arbogast  
Chief Academic Officer

Synthia Shilling  
Chief Administrator for Human Resources



July 24, 2012

**Members of the Prince George's County Educators' Association**

Dear Colleagues:

Several years ago the **Prince George's County Public Schools** and the **Prince George's County Educators' Association** embarked on a collaborative effort to improve the process for classroom observations. During this time, largely in response to Federal *Race to the Top (RTTT)* initiative, the Maryland legislature in Annapolis instituted many changes to the evaluation process for educators in the State of Maryland. Thanks to our prior work with the FIRST grant and our willingness to have the hard conversations about finding a way to improve practice in the classroom, we are well-positioned in this, the new age of "accountability," to cope with these changes from the **Maryland State Department of Education**.

Last year we piloted the *Framework for Teaching (FFT)* with twenty-five percent of our classroom instructors; this fall will see its implementation for every *on-cycle* teacher in Prince George's County. It is our hope that everyone will embrace the Charlotte Danielson model and recognize that the intent is to build more reflection about instruction into our daily lives. This new observation process also gives us an opportunity to recognize effectiveness in the classroom and excellence in instructional practice with an eye to creating new *Teacher Leadership* positions in the coming years.

Change is always difficult, and issues are sure to arise as we go forward. We have maintained since the beginning that a new observation process must be fair, free of personal bias and based on evidence. The Association will continue to be actively involved in the implementation process to safeguard the interests of its members. We hope that everyone will eventually come to see the *Framework for Teaching* as little more than a roadmap to improved professional practice.

For the Association,

A handwritten signature in black ink that reads "Kenneth B. Haines".

Kenneth B. Haines  
*PGCEA President*

KBH/tp



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July 26, 2012

Administrators and Educators  
Sasceer Administration Building  
14201 School Lane, Room 201-I  
Upper Marlboro, Maryland 20772

Administrators and Educators:

The Association of Supervisory and Administrative School Personnel (ASASP) is in full support of the newly developed Teacher Evaluation Handbook. Cooperative partnerships between the Superintendent, Members of the Board of Education, and those organizations representing the professional employees of the school district, can only increase the academic success levels of our students. ASASP has participated in the development of the design and in the implementation strategies outlined in the completed document.

The release of the Handbook could be critical to the expressed academic outcomes included in the Master Plan for all Prince George's County Public Schools. It is with this acknowledgment that we submit this letter of endorsement highlighting our commitment to the articulated evaluation process.

Respectfully,

James Smallwood, President

**PRESIDENT**  
James Smallwood

**EXECUTIVE DIRECTOR**  
Doris A. Reid

**ASST. EXECUTIVE DIRECTOR**  
Hugh M. Weathers



AFL-CIO, Local 109

## Teacher Evaluation Guidelines

These guidelines are intended to highlight important considerations for implementing the teacher evaluation process for 2012-13. The detailed step-by-step process for using Framework for Teaching is a separate document that includes links / page references to the forms you need to complete the process. If you have questions, please contact the Employee Performance Office at [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org).

### **Basic Terminology**

- **Evaluation vs. Observation:** “Evaluation” means an appraisal of professional performance over a period of time based on written criteria and procedures that result in a written evaluation report. “Observation” means a classroom observation of a teacher’s professional practice on a specific date conducted by certificated individuals who have completed training related to the identification of teaching behaviors that result in student growth. Formal observations are conducted as a part of the evaluation process for teachers “on-cycle” for an annual evaluation. The minimum number of formal observations is determined by the tenure status of the teacher. All “on cycle” tenured teachers must be observed formally twice a year; non-tenured teachers must be observed four times.

### **Categories of Teachers**

- **Regular Contract Teachers (self-renewing contract)**
  - **Probationary / Non-tenured Teacher:** These teachers have a hire date on or after July 1, 2010. They have a 3-year probationary period before being considered for tenure. They are required to be on-cycle for evaluation until they become tenured and their evaluation is supported by a minimum of four formal observations. They are also required to have an interim and final evaluation.
  - **Tenured Teacher:** These teachers have a hire date prior to July 1, 2010. Tenured teachers are required to be on-cycle for evaluation every year if they hold an SPC certificate. If they hold an APC certificate, they are required to be evaluated in the first year of the 5-year certificate validity period and a minimum of one more time during years 2 through 5. An APC certificate holder may be placed on-cycle more frequently for a variety of reasons (e.g. teacher is in a new assignment, teacher is having performance issues, teacher is looking for additional support to improve his/her effectiveness, etc.).
- **Provisional Contract Teachers (fixed term contract for one year, subject to annual renewal)**
  - Conditionally certificated teachers
  - Resident teacher certificate holders

### **Teacher Evaluation Cycles**

- Not all teachers must be evaluated every year (see “Guidelines for Selecting a Teacher to be “On-cycle” for Evaluation in 2012-13”); however, all teachers – even those “off-



cycle” -- should conduct a self-assessment and goal setting each year and have an end-of year conference with their administrators as a matter of sound professional practice. The self-assessment tool and goal setting process are based on Framework for Teaching so all teachers should familiarize themselves with FFT in order to complete this process.

- “On-cycle” means that a teacher will be evaluated that year; “off-cycle” means that a teacher will not be evaluated that year (i.e., that the teacher is a tenured teacher with an APC and the principal has determined they will not be evaluated that year. *Remember:* All tenured APC holders are not automatically placed “off-cycle.” Tenured teachers with an APC must be evaluated within the first year of the APC certificate validity period and a minimum of twice during the five year validity period. Any teacher who is having performance issues should be placed “on-cycle” regardless of certificate type. The principal has discretion to determine when to evaluate a tenured teacher with an APC in the required cycle.
- If a teacher is “on-cycle,” he/she is required to have formal observations (see below for minimum numbers).
- Principals will have to review and finalize their teacher evaluation rosters in Oracle. Evaluation cycle status will be communicated to teachers directly by the school administrative team and the Office of Employee Performance no later than early September.

### **Placing an “Off-cycle” Teacher “On-cycle” Mid-Year**

- Any teacher who is identified as having performance issues mid-year may be placed “on-cycle” by the principal. The principal will submit the request along with documented evidence of the performance problem to the instructional director and associate superintendent for approval.
- Absent very unusual circumstances (e.g., a sudden and significant deterioration in teaching skills late in the school year, or where a teacher returns late in the school year from a lengthy leave of absence), a decision to place a teacher “on-cycle” for the school year should be made by February 1.
- Placement of a teacher “on-cycle” during the school year requires prompt written notification to the teacher of the reason[s] for such action, with copies of such notification being sent to the appropriate instructional director and associate superintendent, as well as to the Office of Employee Performance. Notification to the Office of Employee Performance should be made via email to [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org) and include the teacher’s name, EIN and school name. Once notification has been received, the Office of Employee Performance will send out a confirmation to the principal, the teacher, and the instructional director with a copy to PGCEA.

### **Classroom Observations**

- Observation requirements are separate from evaluation requirements. All MSDE pilot participants and classroom-based teachers will use FFT for the formal classroom observations if they are on-cycle for evaluation. The number of formal observations is based on tenure status. All “on cycle” tenured teachers must be observed formally twice per year; non-tenured teachers must be observed four times.
- All non-tenured teachers must be observed by more than one qualified person each school year even if their performance is fully satisfactory
- All observations must be conducted with full knowledge of teachers, but need only be “announced” in certain situations; e.g., for non-tenured teachers, 1 of the 4 required observations must be announced at least 2 days in advance, and, for tenured teachers,

once written notice is given to a teacher of needed improvements, at least 2 days advance notice of an observation is required.

- Informal observations using the “look fors” that are based on Framework for Teaching may be used with any teacher regardless of whether or not he/she is on-cycle for evaluation this year.
- An administrator conducting an observation conference may, at his or her discretion, allow the teacher to have union representation at such conference. In many instances, the presence of a union representative may facilitate the administrator’s communication to the employee of the nature and seriousness of the noted performance concerns. Even if the union representative is not in attendance at the observation conference, it is still permissible – and frequently beneficial – for the administrator to have discussions with the union representative outside of the formal observation conference regarding the noted performance concerns.

### **Framework for Teaching (FFT) Exempt Positions**

- The following teaching positions are exempt from using FFT for formal observations. Teachers holding these positions who are “on-cycle” for evaluation should be formally observed using Standards for Excellence.
  - Reading Specialist
  - Wing Coordinator
  - Testing Coordinator
  - Program Coordinator
  - Media Specialist
  - Guidance Counselor
  - Athletic Director
  - SPED CSEP
  - SPED CRI
- Questions that arise during the year about which observation protocol to use, should be directed to the Office of Employee Performance at [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org).

### **Teacher Evaluation**

- If a teacher has performance issues, he/she should ideally have both an interim and a final/year-end evaluation. Interim evaluations should be given if performance problems are noted in the appropriate timeframe; however, they are not required in all circumstances (e.g., where there is a sudden and significant deterioration in teaching skills late in the school year, or where a teacher returns late in the school year from a lengthy leave of absence).
- More than one interim evaluation may be given if the evidence supports such action
- An overall unsatisfactory annual evaluation must include at least one observation by an individual other than the immediate supervisor.
- Principals will use the Standards for Excellence evaluation tool and provide an overall rating of Satisfactory or Unsatisfactory based on the assessment of the teacher’s performance that includes, but is not limited to the classroom observations.
- If a teacher is out on leave for a portion of the year (such as after an interim evaluation), making additional observations, etc., impossible to conduct, a principal may still provide a final/year-end evaluation to the teacher as long as reasonable documentation exists on which to base such an evaluation.
- If a teacher is performing unsatisfactorily in a discrete area, a principal is not required to, but may, rate that teacher as unsatisfactory overall; it will depend on the facts of the case

- An administrator conducting an evaluation conference may, at his or her discretion, allow the teacher to have union representation at such conference. In many instances, the presence of a union representative may facilitate the administrator's communication to the employee of the nature and seriousness of the noted performance concerns. Even if the union representative is not in attendance at the evaluation conference, it is still permissible – and frequently beneficial – for the administrator to have discussions with the union representative outside of the formal evaluation conference regarding the noted performance concerns.
- Ordinarily, a teacher who receives an overall unsatisfactory final/year-end evaluation will be placed on second class certificate status for the following school year, and will continue to be provided with assistance and support throughout that year to achieve a satisfactory level of performance. Receipt of a second consecutive overall unsatisfactory annual evaluation will normally result in a recommendation by the Superintendent of Schools for termination of employment. However, there is no automatic entitlement to the adherence to such a two-year process. Significant performance deficiencies may result in a termination recommendation at an earlier time, as long as thorough documentation exists of such deficiencies, the assistance and support given to the teacher in an effort to ameliorate those deficiencies, and the impact on students of the continuing deficiencies.
- If a teacher received an unsatisfactory evaluation in 2011-12 and the formal classroom observations were conducted with Standards for Excellence, the teacher's observations in 2012-13 will be conducted using Framework for Teaching if the teacher is in a classroom-based instructional position. An unsatisfactory evaluation last year does not exempt the teacher from being observed using FFT.
- The written evaluation report must be shared with the teacher. If the teacher is on leave when the evaluation is completed, scan and email a copy to the teacher, and also mail copies to the teachers' home (both first class mail and certified mail) and ask the teacher to sign and return a copy to you.
- Deadlines:
  - Overall Un-satisfactory Evaluation – June 1
  - Overall Satisfactory Evaluation – Last duty day for teachers

**Teacher Observation and Evaluation Matrix**  
August 2012

	Provide copy of observation and evaluation forms to employee <sup>(1)</sup>	Teacher Self-Assessment <sup>(4)</sup>	Goal Setting Conference <sup>(5)</sup>	1 <sup>st</sup> Observation (including Pre and Post Conference) <sup>(6)</sup>	2 <sup>nd</sup> Observation (including Pre and Post Conference)	Interim/ Mid-Year Evaluation <sup>(8)</sup>	3 <sup>rd</sup> Observation (including Pre and Post Conference)	4 <sup>th</sup> Observation (including Pre and Post Conference)	Final Evaluation/ Conference
Non tenured Teachers with no performance issues and Provisional Contract Teachers with or without performance issues	Beginning of school term or whenever teacher begins service	By September 15 and prior to Goal Setting Conference	By September 15	Must begin at least 1 week after Goal Setting Conference	Prior to the end of the first semester	By the end of the first semester	February – March	April –May	By the last duty day for teachers  (But June 1 for any unsat final evals)
Non tenured Teachers with performance issues <sup>(2)</sup>	Beginning of school term or whenever teacher begins service	By September 15 and prior to Goal Setting Conference	By September 15	Must begin at least 1 week after Goal Setting Conference <sup>(7)</sup>	Prior to November 30	By November 30	Mid-January	Prior to February 28	February 28 <sup>(9)(10)</sup>
On-Cycle Tenured Teachers with no performance issues	Beginning of school term or whenever teacher begins service	By September 30 and prior to Goal Setting Conference	By September 30	As soon as possible after Goal Setting Conference	Any time during second semester	N/A	N/A	N/A	By the last duty day for teachers

On-Cycle Tenured Teachers with performance issues (2)(3)	Beginning of school term or whenever teacher begins service	By September 30 and prior to Goal Setting Conference	By September 30	As soon as possible after Goal Setting Conference (7)	Prior to the end of the first semester	By the end of the first semester	February – March	April – May	Unsatisfactory evaluations must be given to teacher on or before June 1 (10)
Off-Cycle Tenured Teachers	Beginning of school term or whenever teacher begins service	By September 30 and prior to Goal Setting Conference	By September 30	N/A	N/A	N/A	N/A	N/A	End-of-year conference is recommended for a review of goal attainment / progress

- (1) Place them in Teacher Handbook distributed at beginning of school year or refer to the hard copy or electronic versions of the PGCPs Teacher Evaluation Handbook.
- (2) Teachers with performance issues should have a minimum of 4 formal observations during the year, but even more may be appropriate.
- (3) Off-Cycle Tenured teachers – follow this same format if informal observations raise performance concerns and cause placement of teacher on an evaluation cycle. Absent very unusual circumstances, a decision to place a teacher “on-cycle” for the school year should be made by February 1.
- (4) Self Assessments will use only the 8 Essential Components of the Danielson Framework for Teaching.
- (5) Must be only 2 measurable goals for the year.
- (6) All observations must last at least 30 minutes.
- (7) As soon as performance issues are noted, an Action Plan should be developed, assistance should be provided, etc.
- (8) Interim evaluations can be issued at any time if performance problems are noted later in the school year.
- (9) Recommendation for nonrenewal of probationary teacher must be submitted to ELRO, with all supporting documentation, by March 1, due to requirements for Board action and notification to employee by May 1.
- (10) Unsatisfactory evaluations must include at least one observation by someone other than the employee’s immediate supervisor.

## Teacher Evaluation On-Cycle Guidelines

<b>Guidelines for Selecting a Teacher to be “On-Cycle” for Evaluation in 2012-13</b>								
Group	Description	Hire Date	Certificate	Certificate Start Date	Tenure Status	Performance Issues	On-cycle	Notes
<b>1</b>	Non-tenured teachers with no performance issues and provisional contract teachers with or without performance issues	Non-tenured = Hire date of 7/1/10 or later	Any	All	Non-tenured	<ul style="list-style-type: none"> <li>• <u>Non-tenured teachers:</u> Without</li> <li>• <u>Provisional contract teachers:</u> With or Without</li> </ul>	Yes – Business Rule	
<b>2</b>	Non-tenured teachers with performance issues	Non-tenured = Hire date of 7/1/10 or later	SPC or APC	All	Non-tenured	With	Yes – Business Rule	The evaluation timeline is compressed leading to final evaluation / conference by February 28 <sup>th</sup> .
<b>3</b>	On-cycle tenured teachers with no performance issues	Prior to 7/1/10	SPC or APC	(1) <u>SPC:</u> Any start date (2) <u>APC:</u> In the 1 <sup>st</sup> year of the certificate validity period (i.e. start date = 7/1/12 or later) (3) <u>APC:</u> Needs to complete the	Tenured	Without	(1) Yes – Business Rule (2) Yes – Business Rule (3) Principal needs to place the teacher on-	Principal discretion can be used for a variety of reasons including, but not limited to: - Teacher is new to the content area / grade level - Teacher is new

				2 <sup>nd</sup> evaluation within the 5 year period (4) <u>APC</u> : Not required to be evaluated (i.e. in years 2-5 but not in need of an evaluation in 2012-13)			cycle (4) Principal has the discretion to place the teacher on-cycle	to the school - Principal wants to focus on the teacher's performance in a particular area
4	On-cycle tenured teachers with performance issues	Prior to 7/1/10	SPC or APC	(1) <u>SPC</u> : Any start date (2) <u>APC</u> : In the 1 <sup>st</sup> year (i.e. start date = 7/1/12 or later) (3) <u>APC</u> : In years 2 – 5 of the 5 year validity period	Tenured	With	(1) Yes – Business Rule (2) Yes – Business Rule (3) Principal needs to place the teacher on-cycle	Principals should review the roster to ensure that <b><u>all tenured teachers with performance issues are “on-cycle.”</u></b>
5	Off-cycle tenured teachers	Prior to 7/1/10	SPC or APC	<u>APC</u> : Must be in years 2 through 5 of the APC certificate validity period <u>and</u> the teacher must be on track to have 2 annual evaluations within the 5 year period	Tenured	Without	No	The teacher is still required to complete the self-assessment and goal setting. Use of an end-of year conference to check progress is recommended.

Note: The Oracle Teacher Evaluation Form was designed to remove PGCEA/Unit 1 members who are not required to hold a teaching certificate (e.g. Occupational Therapists, Speech Therapists, Physical Therapists and ROTC). If they appear on your roster by mistake, leave the “on-cycle” field blank.

## Teacher Evaluation at a Glance

	MSDE Teacher Evaluation Pilot	PGCPS Teacher Evaluation
<b>Schools</b>	<ul style="list-style-type: none"> <li>Accokeek Academy, Apple Grove ES, Beltsville Academy, Benjamin Stoddert MS, Benjamin Tasker MS, Bond Mill ES, Bowie HS, Bradbury Heights ES, Central HS, Charles Carroll MS, Chillum ES, Cool Spring ES, Cora Rice ES, Crossland HS, Dr. Henry Wise HS, Dwight D. Eisenhower MS, Eleanor Roosevelt HS, Fairmont Heights HS, Frederick Douglass HS, Friendly HS, Hyattsville MS, Isaac Gourdine MS, Gwynn Park MS, High Point HS, Kenmoor MS, Kettering ES, Kettering MS, Largo HS, Laurel HS, Martin Luther King MS, Oxon Hill ES, Oxon Hill HS, Potomac Landing ES, Rockledge ES, Thomas Stone ES, Valley View ES, Walker Mill MS, William Wirt MS</li> </ul>	<ul style="list-style-type: none"> <li>All non- MSDE pilot schools</li> </ul>
<b>Teacher Participants</b>	<ul style="list-style-type: none"> <li>All teachers who teach in the pilot subject areas and grades listed below are eligible to be pilot participants in 2012-13. Teachers who participated in the pilot in 2011-12 will be participants for a second year if they are teaching in the same pilot content area. Teachers who did not participate last year will be notified no later than early September if they are selected to participate. Pilot participants are required to use all of the evaluation components listed below. Pilot courses include: Algebra I, AP Government, Biology, Grade 5 Science, Grade 2 Reading, Grade 6 Reading, Grade 7 Math, Middle School Chorus, Integrated Science (Gr 9) and Grade 9 English</li> <li>Teachers assigned to MSDE pilot schools who DO NOT teach in these subject areas are encouraged to gain experience using Student Learning Objectives (SLOs) for formative purposes. The SLO data will not be included in their</li> </ul>	<ul style="list-style-type: none"> <li>All teachers who are considered on cycle for evaluation. See page 14 for evaluation cycle guidelines. Note: All teachers will receive communication from the Office of Employee Performance to inform them of their evaluation cycle status. If a teacher changes school assignments mid-year, they will be considered on cycle by default.</li> </ul>



	evaluations if they are on-cycle for evaluation.	
Evaluation Components	<ul style="list-style-type: none"> <li>• Pre/Post Tests (<b>See page XX</b>) Note: The pre-tests will be administered the 2<sup>nd</sup> week of September.</li> <li>• Student Perception Surveys (See page 107 of the MSDE pilot handbook) Note: The student perception survey is separate from the PGCPs climate survey and will be administered in late November.</li> <li>• Framework for Teaching (FFT) Classroom Observations (See page 20)</li> <li>• Student Learning Objectives (SLOs) ( Details forthcoming)</li> <li>• Standards for Excellence Interim and Final Evaluation Forms for overall ratings that will be captured in the PGCPs employee evaluation record.</li> <li>• Other data points selected by the MSDE Pilot Lead Team for analytical purposes. Data points will be used to calculate pilot-specific overall ratings that will be submitted to MSDE anonymously and <u>not included</u> in the PGCPs employee evaluation record.</li> </ul>	<ul style="list-style-type: none"> <li>• Framework for Teaching (FFT) Classroom Observations (See page 19)</li> <li>• Standards for Excellence Interim and Final Evaluation Forms for overall ratings</li> <li>• Other data sources as needed to inform the teacher’s professional development plan and the overall evaluation rating</li> </ul>
FFT Classroom Observations	<ul style="list-style-type: none"> <li>• Uses Danielson’s Framework for Teaching (2007) [FFT] for classroom observations as described on pages 19 to 50</li> <li>• Tenured participants are required to have a minimum of <u>two formal observations</u> and non-tenured participants are required to have a minimum of <u>four formal observations</u>.</li> <li>• Observation ratings will be entered into Oracle using the Appraisal Module and the formal observations will be uploaded to Oracle.</li> </ul>	
Evaluation Tool	<ul style="list-style-type: none"> <li>• Completed using the PGCPs Interim and Final Evaluation Forms (a.k.a. Standards for Excellence Evaluation). Note: Interim evaluations are required for probationary teachers and tenured teachers with performance issues identified during the school year.</li> <li>• Signed evaluation forms will be uploaded to Oracle using the Appraisal Module. Original signed documents will be forwarded to the Employee Records Office.</li> </ul>	
Professional Development	FFT Professional Development Offerings and Resources: <a href="http://www1.pgcps.org/talentdevelopment/index.aspx?id=149180">http://www1.pgcps.org/talentdevelopment/index.aspx?id=149180</a>	FFT Professional Development Offerings and Resources: <a href="http://www1.pgcps.org/talentdevelopment/index.aspx?id=149180">http://www1.pgcps.org/talentdevelopment/index.aspx?id=149180</a>

Contact  
Information and  
References

**Office of Employee Performance**

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MSDE Website:

[http://www.msde.maryland.gov/MSDE/programs/race\\_to\\_the\\_top/MCEE.htm](http://www.msde.maryland.gov/MSDE/programs/race_to_the_top/MCEE.htm)

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[www1.pgcps.org/employeeperformance](http://www1.pgcps.org/employeeperformance)

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## **Framework for Teaching Observation Process**

The following Framework for Teaching Observation Process pages itemize the observation process steps and list all corresponding forms and timelines in which to complete the forms. Please utilize this document for detailed instructions on how to complete the observation process. The online version of this document also includes links to the referenced observation process documents.

## **Framework for Teaching Observation Process Documentation Form**

The Framework for Teaching Observation Process Documentation Form serves as a companion checklist to be used throughout the observation process. Administrators can use this tool to ensure they have completed the necessary documents and are meeting timeline requirements through each step of the observation process. While this form is not mandatory, it is a helpful documentation tool which summarizes the steps taken thus far in the observation process and is encouraged for use.

## FFT Observation Process

### ***NON-TENURED TEACHERS WITH NO PERFORMANCE ISSUES AND PROVISIONAL CONTRACT TEACHERS WITH OR WITHOUT PERFORMANCE ISSUES***

#### ***FFT Observation Procedures 2012-13***

- All non-tenured teachers will be observed a minimum of four times a year using the full version of FFT observation tool.
- Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.

#### **Step 1: Self Assessment**

- Teachers will complete a self assessment focused on [only the 8 Essential Components](#) of the Danielson Framework for Teaching (FFT). [Click here](#) for the Self Assessment Form.
- Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; first-time FFT users should consider setting a goal of becoming familiar with the 8 essential components.
- The self assessment must be completed by September 15<sup>th</sup> and prior to the goal setting conference.

#### **Step 2: Goal Setting Conference**

- The teacher will develop professional growth goals using the Teacher Goal Setting Form. [Click here](#) for the Goal Setting Form.
- The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.
- Teacher brings the goal setting form and the self-assessment form to the goal setting conference.
- If the teacher is not a 1<sup>st</sup> year teacher, the administrator will review the self assessment, the goal setting form, the prior year's summative evaluation and prior year's observations during the goal setting conference.
- Administrator and teacher agree upon 2 measurable goals for the year.
- The conference will be held face-to-face by September 15<sup>th</sup>.

#### **Step 3: First Formal Observation**

- First formal observation (including pre and post conference) may begin one week after the goal setting conference.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
- Post-observation conference:

- The conference will be held within 5 work days of receiving the teacher’s reflection.
- The administrator and teacher will decide on the conference format for 2<sup>nd</sup> and 3<sup>rd</sup> year teachers. A face-to-face discussion is required for 1<sup>st</sup> year teachers.
- Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
- Teacher may provide additional artifacts as follows:
  - May present supporting evidence for domains 2 and 3
  - May demonstrate competency for the components not observed for domain 1
  - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator enters the observation ratings in the Oracle Appraisal module.

#### **Step 4: Second Formal Observation**

- Second formal observation (including pre and post conference) must be completed by the end of the first semester.
- Pre-observation conference:
  - The pre-conference will be held at least 2 weeks prior to the second formal observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
  - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
  - The teacher provides the administrator with the lesson plan prior to the observation.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher’s reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
  - Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator enters the observation ratings in the Oracle Appraisal module.

#### **Step 5: Interim (Mid-year) Evaluation**

- The interim evaluation must be completed by the end of the 1<sup>st</sup> semester.
- Interim / mid year reviews are to be completed using the Interim Evaluation Form. [Click here](#) for the Interim Evaluation Form.
- Administrator provides the teacher with a copy of the interim evaluation and uploads the signed document to the Oracle Appraisal module (unless the entire process has been completed online).

#### **Step 6: Third Formal Observation (Completed in February or March)**

- Pre-observation conference:

- The pre-conference will be held at least 2 weeks prior to the third formal observation
- The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
- The teacher provides the administrator with the lesson plan prior to the observation.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher at a time in a classroom setting.
  - Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
  - Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
  - Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference. Administrator enters the observation ratings in the Oracle Appraisal module.

### **Step 7: Fourth Formal Observation**

- The fourth formal observation must be completed in April or May.
- Pre-observation conference:
  - The pre-conference will be held at least 2 weeks prior to the fourth formal observation
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
  - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
  - The teacher provides the administrator with the lesson plan prior to the observation.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and

- submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
- Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
- Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
- Observers may only observe one teacher at a time in a classroom setting.
- Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
- Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
  - Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference. Administrator enters the observation ratings in the Oracle Appraisal module.

### **Step 8: Final Evaluation (Summative/End-of-Year) Conference**

- The administrator should complete the Final Evaluation form for teachers receiving a Final Evaluation. [Click here](#) for the Final Evaluation Form.
- The administrator and teacher will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference will be held by the last teacher duty day
- The following topics may be reviewed:
  - The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of the marked Descriptors of Practice from the 4 formal observations to determine growth and practice.
  - A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and debrief:
  - Review the teachers' goals and growth in the identified components of practice.
  - Were the goals achieved and to what extent?
  - What opportunities are needed for further growth in these components?
  - What additional supports does the teacher perceive are needed to support growth?
- Administrator provides the teacher with a copy of the final evaluation and uploads the signed document to the Oracle Appraisal module (unless the entire process has been completed online).

- All non-tenured teachers must be observed each year by more than one qualified person – i.e. all four observations can't be by the same person.

### **Note on Informal Observations**

- Informal observations can be conducted at any time. When conducting informal observations, you may use the PGCPs Instructional “Look Fors”. These are optional tools that can be used as a guide during informal observations and are not required. The Look Fors can be accessed/downloaded here [Elementary Reading/ English Language Arts](#) [Middle School Reading/ English Language Arts \(Grades 6-8\)](#) [High School Reading & Language Arts](#) [Mathematics](#) [Science K-8](#) [Science- High School](#) [Social Studies](#) [World Languages](#)

If the administrator sees evidence that would support basic or unsatisfactory performance ratings during an informal observation, he/she should refer to the “Teacher Observation and Evaluation Matrix,” for next steps.

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## 2012-13 Observation Process Documentation Form

**Non-tenured teachers with no performance issues and provisional contract teachers with or without performance issues**

Event	Date Completed	Administrator(s) Signature <sup>1</sup>	Teacher Signature <sup>2</sup>
<b>By September 15<sup>th</sup></b> 1. Teacher Self-Assessment 2. Goal Setting	1. _____ 2. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>May begins 1 week after Goal Setting – 1<sup>st</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence 6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>By the end of the 1<sup>st</sup> semester – 2<sup>nd</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>

<sup>1</sup> Dates for external observations (completed by out of building administrators, C&I, or other supervisory personnel) can be entered on this report.

<sup>2</sup> The signature of the certificated individual does not necessarily indicate agreement with the contents of the any evaluation report., merely that s/he has been presented with a copy of the findings.

6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft			
<b>By the end of the 1<sup>st</sup> semester – Interim/Mid-Year Evaluation</b>  1. Interim Evaluation Form	1. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>In February/March– 3<sup>rd</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence 6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>In April/May – 4<sup>th</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence 6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>By Last Duty Day for Teacher* – Final Evaluation Conference</b>  1. Final Evaluation Form	1. _____ 2. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>

*teachers rated unsatisfactory must have this completed by June 1 <sup>st</sup>			
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# ***NON-TENURED TEACHERS WITH PERFORMANCE ISSUES***

## ***FFT Observation Procedures 2012-13***

### ***Non-tenured teachers***

- All non-tenured teachers will be observed a minimum of four times a year using the full version of FFT observation tool.
- Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.

#### **Step 1: Self Assessment**

- Teachers will complete a self assessment focused on [only the 8 Essential Components](#) of the Danielson Framework for Teaching (FFT). [Click here](#) for the Self Assessment Form.
- Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; first-time FFT users should consider setting a goal of becoming familiar with the 8 essential components.
- The self assessment must be completed by September 15<sup>th</sup> and prior to the goal setting conference.

#### **Step 2: Goal Setting Conference**

- The teacher will develop professional growth goals using the Teacher Goal Setting Form. [Click here](#) for the Goal Setting Form.
- The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.
- Teacher brings the goal setting form and the self-assessment form to the goal setting conference.
- If the teacher is not a 1<sup>st</sup> year teacher, the administrator will review the self assessment, the goal setting form, the prior year's summative evaluation and prior year's observations during the goal setting conference.
- Administrator and teacher agree upon 2 measurable goals for the year.
- The conference will be held face-to-face by September 15<sup>th</sup>.

#### **Step 3: First Formal Observation**

- First formal observation (including pre and post conference) may begin one week after the goal setting conference.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - The administrator and teacher will decide on the conference format for 2<sup>nd</sup> and 3<sup>rd</sup> year teachers. A face-to-face discussion is required for 1<sup>st</sup> year teachers.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.

- Teacher may provide additional artifacts as follows:
  - May present supporting evidence for domains 2 and 3
  - May demonstrate competency for the components not observed for domain 1.
  - Should demonstrate competency in the components not observed for domain 4.
- Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator enters the observation ratings in the Oracle Appraisal module.

#### **Step 4: Second Formal Observation**

- Second formal observation (including pre and post conference) must be completed prior to November 30<sup>th</sup>.
- Pre-observation conference:
  - The pre-conference will be held at least 2 weeks prior to the second formal observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
  - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
  - The teacher provides the administrator with the lesson plan prior to the observation.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
  - Teacher may provide additional artifacts as follows:
    - May present supporting evidence for [domains] 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator enters the observation ratings in the Oracle Appraisal module.

#### **Step 5: Interim (Mid-year) Evaluation**

- Interim / mid year reviews are to be completed by November 30<sup>th</sup> using the Interim Evaluation Form. [Click here](#) for the Interim Evaluation Form.
- Administrator provides the teacher with a copy of the interim evaluation and uploads the signed document to the Oracle Appraisal module (unless the entire process has been completed online).

#### **Step 6: Third Formal Observation**

- The third formal observation must be completed by mid-January.
- Pre-observation conference:
  - The pre-conference will be held at least 2 weeks prior to the third formal observation
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
  - The observation is scheduled to occur any work day within a 5 work day window following the

- pre-observation conference.
- The teacher provides the administrator with the lesson plan prior to the observation.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher at a time in a classroom setting.
  - Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
  - Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
  - Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator enters the observation ratings in the Oracle Appraisal module.

### **Step 7: Fourth Formal Observation**

- The fourth formal observation must be completed by February 28<sup>th</sup>.
- Pre-observation conference:
  - The pre-conference will be held at least 2 weeks prior to the fourth formal observation
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda Meeting Notes and Form.
  - The observation is scheduled to occur any work day within a 5 work day window following the pre-observation conference.
  - The teacher provides the administrator with the lesson plan prior to the observation.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.

- Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
- Observers may only observe one teacher at a time in a classroom setting.
- Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
- Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
  - Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator enters the observation ratings in the Oracle Appraisal module.

### **Step 8: Final Evaluation (Summative/End-of-Year) Conference**

- The final evaluation conference must be completed by February 28<sup>th</sup>.
- The administrator should complete the Final Evaluation form for teachers receiving a Final Evaluation. [Click here](#) for the Final Evaluation Form.
- The administrator and teacher will establish a date and time for the Final (Summative/End of Year) Evaluation Conference.
- The conference will be held by the last teacher duty day
- The following topics may be reviewed:
  - The teacher's self-assessment and their self-reflection of growth in practice with the 8 essential components.
  - The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of the marked Descriptors of Practice from the 4 formal observations to determine growth and practice.
  - A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and debrief:
  - Review the teachers' goals and growth in the identified components of practice.
  - Were the goals achieved and to what extent?
  - What opportunities are needed for further growth in these components?
  - What additional supports does the teacher perceive are needed to support growth?
- Administrator provides the teacher with a copy of the final evaluation and uploads the signed document to the Oracle Appraisal module (unless the entire process has been completed online).

### **NOTES FOR NON-TENURED TEACHERS**

- Recommendations for non-renewal must be submitted by the administrator to the Employee & Labor Relations Office by March 1<sup>st</sup>.

- For non-tenured teachers hired on/after January 1<sup>st</sup>, non-renewal notification is required no later than 60 days prior to the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> anniversary date or June 15<sup>th</sup> of a given year. Please refer to the “Teacher Observation and Evaluation Matrix,” for any questions related to this process.
- All non-tenured teachers must be observed each year by more than one qualified person – i.e. all four observations can’t be by the same person.

### **Note on Informal Observations**

- Informal observations can be conducted at any time. When conducting informal observations, you may use the PGCPS Instructional “Look Fors”. These are optional tools that can be used as a guide during informal observations and are not required. The Look Fors can be accessed/downloaded here [Elementary Reading/ English Language Arts](#) [Middle School Reading/ English Language Arts \(Grades 6-8\)](#) [High School Reading & Language Arts](#) [Mathematics](#) [Science K-8](#) [Science- High School](#) [Social Studies](#) [World Languages](#)

If the administrator sees evidence that would support basic or unsatisfactory performance ratings during an informal observation, he/she should refer to the “Teacher Observation and Evaluation Matrix,” for next steps.



## 2012-13 Observation Process Documentation Form

### Non-tenured teachers with performance issues

Event	Date Completed	Administrator(s) Signature <sup>3</sup>	Teacher Signature <sup>4</sup>
<b>By September 15<sup>th</sup></b> 1. Teacher Self-Assessment 2. Goal Setting	1. _____ 2. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>May begin 1 week after Goal Setting – 1<sup>st</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence 6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>By November 30<sup>th</sup> – 2<sup>nd</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>

<sup>3</sup> Dates for external observations (completed by out of building administrators, C&I, or other supervisory personnel) can be entered on this report.

<sup>4</sup> The signature of the certificated individual does not necessarily indicate agreement with the contents of the any evaluation report., merely that s/he has been presented with a copy of the findings.

6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft			
<b>By November 30<sup>th</sup> – Interim/Mid-Year Evaluation</b>  1. Interim Evaluation Form	1. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>Mid-January– 3<sup>rd</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence 6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>By February 28<sup>th</sup> – 4<sup>th</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence 6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>By February 28<sup>th</sup> - Final Evaluation Conference</b>  1. Final Evaluation Form	1. _____ 2. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>

## ***ON CYCLE TENURED TEACHERS WITH NO PERFORMANCE ISSUES FFT Observation Procedures 2012-13***

*All “SPC” certificated teachers and “APC” certificated teachers who are due for evaluation and do not have performance issues\**

*\*Note: “APC” certificated teachers must be evaluated 2 times of the 5 year APC certificate period. One of these two evaluations must be in the first year of that 5 year APC certificate period.*

- **Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.**

### **Step 1: Self Assessment**

- Teachers will complete a self-assessment using [only the 8 Essential Components](#) of the Danielson Framework for Teaching (FFT). [Click here](#) for the Self Assessment Form.
- Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; first-time FFT users should consider setting a goal of becoming familiar with the 8 essential components.
- The self assessment must be completed by September 30<sup>th</sup> and prior to the goal setting conference.

### **Step 2: Goal Setting Conference**

- The goal setting conference should be completed by September 30<sup>th</sup>.
- The teacher will develop professional growth goals using the Teacher Goal Setting Form. [Click here](#) for the Goal Setting Form.
- The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.
- The teacher brings the goal setting form and the self-assessment form to the goal setting conference.
- The administrator (observer) will review the self assessment, the goal setting form, the prior year’s final evaluation and prior year’s observations with the teacher during the goal setting conference.
- Administrator and teacher agree upon a minimum of 2 measurable goals for the year
- The goal setting and pre-observation conferences for the first formal observation may be held as one face-to-face meeting. If the pre-observation is to be held as a separate meeting, it should be scheduled at the end of the goal setting conference.

### **Step 3: First Formal Observation**

- The first formal observation (including the pre and post conference) should happen as soon as possible after the Goal Setting Conference and no later than the end of the 1<sup>st</sup> semester.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation form.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher at a time in a classroom setting.
  - Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in

their classrooms on a temporary basis.

- Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
  - Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator enters the observation ratings in the Oracle Appraisal module.

#### **Step 4: Second Formal Observation**

- The second formal observation should be completed during the 2<sup>nd</sup> semester.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher at a time in a classroom setting.
  - Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
  - Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
  - Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator enters the observation ratings in the Oracle Appraisal module.

#### **Step 5: Final Evaluation (Summative/End-of-Year) Conference**

- The administrator should complete the Final Evaluation form for teachers receiving a Final Evaluation. [Click here](#) for the Final Evaluation Form.
- The administrator and teacher will establish a date and time for the Final Evaluation Conference.
- The conference will be held by the last duty day for teachers.
- The following topics may be reviewed:
  - The teacher’s self-assessment and their self-reflection of growth in practice with the 8 essential components.
  - The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and debrief:
  - Review the teachers’ goals, evidence, and growth in the identified components of practice.
  - Were the goals achieved and to what extent?
  - What opportunities are needed for further growth in these components?
  - What additional supports does the teacher perceive are needed to support growth?
- Administrator provides the teacher with a copy of the final evaluation and uploads the signed document to the Oracle Appraisal module (unless the entire process has been completed online).

### **Note on Informal Observations**

- Informal observations can be conducted at any time. When conducting informal observations, you may use the PGCPs Instructional “Look Fors”. These are optional tools that can be used as a guide during informal observations and are not required. The Look Fors can be accessed/downloaded here [Elementary Reading/ English Language Arts](#) [Middle School Reading/ English Language Arts \(Grades 6-8\)](#) [High School Reading & Language Arts](#) [Mathematics](#) [Science K-8](#) [Science- High School](#) [Social Studies](#) [World Languages](#)

If the administrator sees evidence that would support basic or unsatisfactory performance ratings during an informal observation, he/she should refer to the “Teacher Observation and Evaluation Matrix,” for next steps.

## 2012-13 Observation Process Documentation Form

### On-cycle tenured teachers with no performance issues

Event	Date Completed	Administrator(s) Signature <sup>5</sup>	Teacher Signature <sup>6</sup>
<b>By September 30<sup>th</sup></b> 1. Teacher Self-Assessment 2. Goal Setting	1. _____ 2. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>As soon as possible after goal setting – 1<sup>st</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence 6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>Any time during the 2<sup>nd</sup> semester – 2<sup>nd</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>

<sup>5</sup> Dates for external observations (completed by out of building administrators, C&I, or other supervisory personnel) can be entered on this report.

<sup>6</sup> The signature of the certificated individual does not necessarily indicate agreement with the contents of the any evaluation report., merely that s/he has been presented with a copy of the findings.

6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft			
<b>By Last Duty Day for Teacher –          Final Evaluation Conference</b> 1. Final Evaluation Form	1. _____ 2. _____	_____ <i>(Printed name)</i> _____ _____ <i>(Signature)</i>	_____ <i>(Signature)</i>

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## ***ON CYCLE TENURED TEACHERS WITH PERFORMANCE ISSUES***

### ***FFT Observation Procedures 2012-13***

*All “SPC” certificated teachers and “APC” certificated teachers who are due for evaluation and have performance issues\**

*\*Note: “APC” certificated teachers must be evaluated 2 times of the 5 year APC certificate period. One of these two evaluations must be in the first year of that 5 year APC certificate period.*

- **Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.**

#### **Step 1: Self Assessment**

- Teachers will complete a self-assessment using [only the 8 Essential Components](#) of the Danielson Framework for Teaching (FFT). [Click here](#) for the Self Assessment Form.
- Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; first-time FFT users should consider setting a goal of becoming familiar with the 8 essential components.
- The self assessment must be completed by September 30<sup>th</sup> and prior to the goal setting conference.

#### **Step 2: Goal Setting Conference**

- Administrator and teacher agree upon a minimum of 2 measurable goals for the year
- The teacher will develop professional growth goals using the Teacher Goal Setting Form. [Click here](#) for the Goal Setting Form.
- The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.
- The teacher brings the goal setting form and the self-assessment form to the goal setting conference.
- The administrator (observer) will review the self assessment, the goal setting form, the prior year’s final evaluation and prior year’s observations with the teacher during the goal setting conference.
- The goal setting and pre-observation conferences for the first formal observation may be held as one face-to-face meeting. If the pre-observation is to be held as a separate meeting, it should be scheduled at the end of the goal setting conference.
- The goal setting conference must be completed by September 30<sup>th</sup>.

#### **Step 3: First Formal Observation**

- The first formal observation (including the pre and post conference) should happen as soon as possible after the Goal Setting Conference and no later than the end of the 1<sup>st</sup> semester.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher at a time in a classroom setting.
  - Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in



their classrooms on a temporary basis.

- Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
  - Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1.
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Formal Observation Form with cited evidence, within 5 work days of the post-observation conference. Administrator also submits an electronic copy to the Office of Employee Performance ([employee.performance@pgcps.org](mailto:employee.performance@pgcps.org)).

#### **Step 4: Second Formal Observation**

- The second formal observation must be completed by the end of the first semester.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher at a time in a classroom setting.
  - Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
  - Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
  - Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator enters the observation ratings in the Oracle Appraisal module.

#### **Step 5: Interim (Mid-year) Evaluation**

- The interim/mid-year evaluation must be completed by the end of the 1<sup>st</sup> semester.
- Interim / mid year reviews are to be completed using the Interim Evaluation Form. [Click here](#) for the Interim Evaluation Form.
- Administrator provides the teacher with a copy of the interim evaluation and uploads the signed document to the Oracle Appraisal module (unless the entire process has been completed online).

### **Step 6: Third Formal Observation**

- The third formal observation must be completed in February or March.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.
  - Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
  - Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
  - Observers may only observe one teacher at a time in a classroom setting.
  - Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
  - Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
  - Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator enters the observation ratings in the Oracle Appraisal module.

### **Step 7: Fourth Formal Observation**

- The fourth formal observation must be completed in April or May.
- Pre-observation conference:
  - The teacher provides the administrator with the lesson plan for the visit prior to the observation.
  - The administrator uses the Pre-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Pre-Observation Conference Agenda and Meeting Notes Form.
- Classroom Observation:
  - Observation lasts at least 30 minutes
  - Focus will be on the 8 essential components
  - Teacher completes the lesson reflection form within two work days of the observation and submits it to the administrator. [Click here](#) for the Lesson Reflection Form.

- Administrator provides the teacher with a rough draft of the Formal Observation Form with the marked Descriptors of Practice, with cited evidence, at the element level for the 8 essential components within 5 work days of the observation. [Click here](#) for the Formal Observation Form.
- Observations must be performed by personnel eligible for and certified by the district in FFT who have demonstrated proficiency in conducting FFT and passed assessments demonstrating the required skills to evaluate.
- Observers may only observe one teacher at a time in a classroom setting.
- Observers may only observe teachers in a setting that is part of their normal instructional duty, which would exclude covering for another teacher or when children from other classes have been placed in their classrooms on a temporary basis.
- Observations shall not occur the day before or the day after holidays such as Thanksgiving, Winter Break, Spring Break, emergency closings greater than three days or approved absences greater than three days.
- Post-observation conference:
  - The conference will be held within 5 work days of receiving the teacher's reflection.
  - Uses the Post-Observation Conference Agenda and Meeting Notes form to guide the discussion. [Click here](#) for the Post-Observation Conference Agenda and Meeting Notes Form.
  - Teacher may provide additional artifacts as follows:
    - May present supporting evidence for domains 2 and 3
    - May demonstrate competency for the components not observed for domain 1
    - Should demonstrate competency in the components not observed for domain 4.
  - Administrator provides the teacher with a final copy of the Descriptors of Practice, with cited evidence, within 5 work days of the post-observation conference. Administrator enters the observation ratings in the Oracle Appraisal module.

### **Step 8: Final Evaluation (Summative/End-of-Year) Conference**

- The administrator should complete the Final Evaluation form for teachers receiving a Final Evaluation. [Click here](#) for the Final Evaluation Form.
- The administrator and teacher will establish a date and time for the Final Evaluation Conference.
- The conference will be held by the last duty day for teachers. **Unsatisfactory evaluations must be given to the teacher on or before June 1<sup>st</sup> and must include at least one observation by someone other than the employee's immediate supervisor.**
- The following topics may be reviewed:
  - The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of the marked Descriptors of Practice from the 4 formal observations to determine growth and practice.
  - A review of the informal classroom observations and other evaluation inputs (such as student achievement data).
- Discussion and debrief:
  - Review the teachers' goals, evidence, and growth in the identified components of practice.
  - Were the goals achieved and to what extent?
  - What opportunities are needed for further growth in these components?
  - What additional supports does the teacher perceive are needed to support growth?
- Administrator provides the teacher with a copy of the final evaluation and uploads the signed document to the Oracle Appraisal module (unless the entire process has been completed online).

### **Reminder:**

At least one of the formal observations must be announced with the teacher given two days notice of the observation, per the negotiated agreement

### **Note on Informal Observations**

- Informal observations can be conducted at any time. When conducting informal observations, you may use the PGCPS Instructional “Look Fors”. These are optional tools that can be used as a guide during informal observations and are not required. The Look Fors can be accessed/downloaded here [Elementary Reading/ English Language Arts](#) [Middle School Reading/ English Language Arts \(Grades 6-8\)](#) [High School Reading & Language Arts](#) [Mathematics](#) [Science K-8](#) [Science- High School](#) [Social Studies](#) [World Languages](#)

If the administrator sees evidence that would support basic or unsatisfactory performance ratings during an informal observation, he/she should refer to the “Teacher Observation and Evaluation Matrix,” for next steps.

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## 2012-13 Observation Process Documentation Form

### On-cycle tenured teachers with performance issues

Event	Date Completed	Administrator(s) Signature <sup>7</sup>	Teacher Signature <sup>8</sup>
<b>By September 30<sup>th</sup></b> 1. Teacher Self-Assessment 2. Goal Setting	1. _____ 2. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>As soon as possible after Goal Setting – 1<sup>st</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence 6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>Before the end of the 1<sup>st</sup> semester – 2<sup>nd</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>

<sup>7</sup> Dates for external observations (completed by out of building administrators, C&I, or other supervisory personnel) can be entered on this report.

<sup>8</sup> The signature of the certificated individual does not necessarily indicate agreement with the contents of the any evaluation report., merely that s/he has been presented with a copy of the findings.

6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft			
<b>By the end of the 1<sup>st</sup> semester – Interim/Mid-Year Evaluation</b>  1. Interim Evaluation Form	1. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>In February/March– 3<sup>rd</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence 6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>In April/May – 4<sup>th</sup> Observation</b>  1. Lesson Plan 2. Pre-observation conference 3. Observation 4. Reflection 5. “Communicating with Families” Evidence 6. Rough Draft 7. Post-observation conference 8. Additional Evidence Supplied 9. Final Draft	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>By Last Duty Day for Teacher* – Final Evaluation Conference</b>  1. Final Evaluation Form	1. _____ 2. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>

*teachers rated unsatisfactory must have this completed by June 1 <sup>st</sup>			
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## **OFF CYCLE TENURED TEACHERS** **FFT Observation Procedures 2012-13**

*“APC” certificated teachers who are not scheduled for evaluation*

- Administrators should provide teachers a copy of the observation and evaluation forms at the beginning of the school term or whenever the teacher begins his/her service.

### **Step 1: Self Assessment**

- Teachers will complete the self-assessment using [only the Danielson 8 Essential Components](#) of the Danielson Framework for Teaching (FFT). [Click here](#) for the Self Assessment Form.
- Used to create a minimum of 2 goals. It is not required that the teacher develops a goal for each of the 8 components; first-time FFT users should consider setting a goal of becoming familiar with the 8 essential components.
- The self assessment must be completed by September 30<sup>th</sup> and prior to the goal setting conference.

### **Step 2: Goal Setting Conference**

- The teacher will develop professional growth goals using the Teacher Goal Setting Form. [Click here](#) for the Goal Setting Form.
- The teacher will indicate the domain(s) and component(s) for growth and explain how s/he will improve and measure/document growth.
- The administrator will review the self assessment, the goal setting form, the prior year’s final evaluation and prior year’s observations with the teacher during the goal setting conference.
- The administrator and teacher will agree on the conference format.
- The conference must be completed by September 30<sup>th</sup>.

### **Step 3: End of Year Goal Review Conference (Optional)**

- An end of year conference is recommended so that the administrator and teacher can review their goal attainment/progress.
- The conference will be held between January and June.
- The administrator and teacher will establish a date and time for the Goal Review Conference.
- The following topics may be reviewed:
  - The goals developed by the teacher and any evidence collected which demonstrates growth and attainment of the goals.
  - A review of any informal classroom observations and other inputs (such as student achievement data).
- Discussion and debrief:
  - Review the teachers’ goals, evidence, and growth in the identified components of practice.
  - Were the goals achieved and to what extent?
  - What opportunities are needed for further growth in these components?
  - What additional supports does the teacher perceive are needed to support growth?

### **Note on Informal Observations**

- Informal observations can be conducted at any time. When conducting informal observations, you may use the PGCPs Instructional “Look Fors”. These are optional tools that can be used as a guide during informal observations and are not required. The Look Fors can be accessed/downloaded here [Elementary Reading/ English Language Arts](#) [Middle School Reading/ English Language Arts \(Grades 6-8\)](#) [High School Reading & Language Arts](#) [Mathematics](#) [Science K-8](#) [Science- High School](#) [Social Studies](#) [World Languages](#)



If the administrator sees evidence that would support basic or unsatisfactory performance ratings during an informal observation, he/she should refer to the “Teacher Observation and Evaluation Matrix,” for next steps.

### **Placing an “Off-cycle” Teacher “On-cycle” Mid-Year**

- Any teacher who is identified as having performance issues mid-year may be placed “on-cycle” by the principal. The principal will submit the request along with documented evidence of the performance problem to the instructional director and associate superintendent for approval.
- Absent very unusual circumstances (e.g., a sudden and significant deterioration in teaching skills late in the school year, or where a teacher returns late in the school year from a lengthy leave of absence), a decision to place a teacher “on-cycle” for the school year should be made by February 1.
- Placement of a teacher “on-cycle” during the school year requires prompt written notification to the teacher of the reason[s] for such action, with copies of such notification being sent to the appropriate instructional director and associate superintendent, as well as to the Office of Employee Performance. Notification to the Office of Employee Performance should be made via email to [teacher.evaluation@pgcps.org](mailto:teacher.evaluation@pgcps.org) and include the teacher’s name, EIN and school name. Once notification has been received, the Office of Employee Performance will send out a confirmation to the principal, the teacher, and the instructional director with a copy to PGCEA.

## 2012-13 Observation Process Documentation Form

### Off-cycle tenured teachers

Event	Date Completed	Administrator(s) Signature <sup>9</sup>	Teacher Signature <sup>10</sup>
<b>By September 30<sup>th</sup></b> 1. Teacher Self-Assessment 2. Goal Setting	1. _____ 2. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>
<b>By Last Duty Day for Teacher* –</b> End-of-Year Goal Review Conference 1. End-of-year Goal Review Conference (for Off-Cycle Teachers)	1. _____ 2. _____	_____ <i>(Printed name)</i> _____ <i>(Signature)</i>	_____ <i>(Signature)</i>

\*End of year conference is recommended, though not required, for a review of goal attainment/progress

<sup>9</sup> Dates for external observations (completed by out of building administrators, C&I, or other supervisory personnel) can be entered on this report.

<sup>10</sup> The signature of the certificated individual does not necessarily indicate agreement with the contents of the any evaluation report., merely that s/he has been presented with a copy of the findings.

**Self Assessment Form**

Teacher

**Descriptors of Practice, Component Level - Evidence Collection Form**

**Shared Document**

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ EIN: \_\_\_\_\_ Date: \_\_\_\_\_  
 Purpose: Self Assessment  Diagnostic/Baseline  Observer (If an observation): \_\_\_\_\_

**Domain 1: Planning and Preparation**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>Ic: Setting instructional outcomes</i></b>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>Evidence</i>				
<b><i>Ie: Designing coherent instruction</i></b>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>Evidence</i>				

**Self Assessment Form**

Teacher

**Descriptors of Practice, Component Level - Evidence Collection Form**

**Shared Document**

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ EIN: \_\_\_\_\_ Date: \_\_\_\_\_  
 Purpose: Self Assessment  Diagnostic/Baseline  Observer (If an observation): \_\_\_\_\_

**Domain 2: The Classroom Environment**

<b>2b: Establishing a culture for learning</b>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher’s attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only “going through the motions.”	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
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*Evidence*

<b>2d: Managing student behavior</b>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students’ dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher’s monitoring of student behavior is subtle and preventive, and teacher’s response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
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*Evidence*

**Self Assessment Form**

**Teacher**

**Descriptors of Practice, Component Level - Evidence Collection Form**

**Shared Document**

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ EIN: \_\_\_\_\_ Date: \_\_\_\_\_  
 Purpose: Self Assessment  Diagnostic/Baseline  Observer (If an observation): \_\_\_\_\_

**Domain 3: Instruction**

<b>3b: Using questioning and discussion techniques</b>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>Evidence</i>				
<b>3c: Engaging students in learning</b>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>Evidence</i>				

**Self Assessment Form**

Teacher \_\_\_\_\_

**Descriptors of Practice, Component Level - Evidence Collection Form**

**Shared Document**

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ EIN: \_\_\_\_\_ Date: \_\_\_\_\_

Purpose: Self Assessment  Diagnostic/Baseline  Observer (If an observation): \_\_\_\_\_

**Domain 4: Professional Responsibilities**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4a: Reflecting on Teaching</b>	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
<i>Evidence</i>				
<b>4c: Communicating with Families</b>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
<i>Evidence</i>				

DRAFT

## Goal Setting Guidelines

### Objective

The objective of the formative aspect is to improve professional practice. To achieve this objective, learners require ownership of the learning goals, established by thoughtful self-assessment, personal reflection on teaching practices, and specific feedback based upon standards of teaching practice.

### Overview

Teachers and administrators will identify and agree upon professional growth goals which align with the *Framework for Teaching* (FFT) Domains of Professional Practice. Teachers will self assess their practice utilizing the FFT Domains and review feedback and data received from previous observations. Goals will then be developed related to areas of growth they have identified from the self-assessment and the observation feedback.

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 2: The Classroom Environment

Domain 4: Professional Responsibilities

### Procedures

1. *Self assessment and goal setting:* Teachers will self assess their practice using the FFT and evidence from the first cycle of evaluations from the prior year. From this information, teachers will identify two (2) measurable professional growth goals and develop a professional growth plan to achieve those goals in the current year.
2. *Agreement of evaluation components:* Administrator and Pilot Teacher Evaluation teacher review diagnostic observation data and teacher's self-assessment to identify the eight evaluation components for each teacher.
  - a. Non-tenured teachers will focus on the 8 Essential Components
  - b. Tenured teachers will have eight evaluative Components identified through collaboration. The administrator will suggest four of the 8 Essential Components and the teacher will suggest an additional four Components from the *Framework for Teaching*.
3. *Agreement of goals and professional growth activities:* The teacher and supervising administrator will discuss options for professional growth related to the selected Components.
4. *Developing a professional growth plan:* Once approved, teachers will develop a professional growth plan and measurement methods to be implemented during the school year, and present the plan to their supervising administrator within ten school days.
  - a. If necessary, the teacher and / or administrator may schedule an additional meeting to clarify any aspect of the professional growth plan.
5. *Completing and reflecting upon goals:* Teachers will collect and present artifacts which document growth in the selected areas. Observation evidence gathered by the administrator can also be used to determine the degree to which the teacher attained the goals.
  1. *Reviewing progress toward meeting the goals:* The professional growth plan and progress made to attain the goals will be reviewed during the Summative Evaluation conference.



**Individual Professional Growth Goals  
Goal Setting Form**

Teacher

Teacher's Name \_\_\_\_\_

EIN: \_\_\_\_\_

Grade/Subject Taught: \_\_\_\_\_

Date: \_\_\_\_\_

Supervising Administrator: \_\_\_\_\_

**Goal-setting process**

- Use the *Framework for Teaching* Descriptors of Practice, Component Level to complete a self-assessment of your teaching practice.
- Review the data and feedback provided from previous observations.
- Identify areas of practice for professional growth within the eight components you and your administrator have agreed to as areas of focus. It is recommended that teachers select two goals to address in a school year.
- Complete this form to indicate the domain(s) and component(s) selected for growth, and provide information describing how you will improve in the selected areas, and how you will measure / document growth.
- Attach this form, when completed, to the Descriptors of Practice, Component Level form.
- Use this form to refine goals and to develop professional growth plans.

**Goal:** During the first year of using Framework for Teaching, teachers consider learning *The Framework for Teaching* and the Evaluation system as one of their professional growth goals.

Domain: \_\_\_\_\_ Component(s) \_\_\_\_\_ Element(s) \_\_\_\_\_

Rationale for selecting this goal:

Steps to achieve the goal:

Method(s)/procedure(s) for gathering evidence:

How will you measure progress?

\_\_\_\_\_  
Signature of Teacher:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Signature of Administrator:

\_\_\_\_\_  
Date:

### Goal Setting Conference Agenda and Meeting Notes

Teacher's Name: \_\_\_\_\_ EIN: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_ School: \_\_\_\_\_

Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

#### Goal-setting process

- Use the *Framework for Teaching* Descriptors of Practice, Component Level to complete a self-assessment of your teaching practice.
- Review the data and feedback provided from previous observations.
- Identify areas of practice for professional growth within the eight components you and your administrator have agreed to as areas of focus. It is recommended that teachers select two goals to address in a school year.

#### Review Self-Assessment

Notes:

#### Review the Eight Essential Components for the evaluation

- Based on the teacher's self-assessment, how will the teacher address the Eight Essential Components in their practice in the classroom?
- Administrator and teacher will agree upon the teacher's goals based upon the data from the self assessment for the teacher's professional growth.
- It is recommended the teacher select no more than two goals to address during the school year. Goals selected must be measurable to document professional growth.

Notes:

#### Goal(s) Established:

1.

2.

#### Schedule date/time for the pre-observation conference if the teacher is on-cycle

Pre-Observation Date: \_\_\_\_\_

Time: \_\_\_\_\_

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

## Formal Observation Form

Administrator \_\_\_\_\_

### Descriptors of Practice, Element Level

Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

Observation # \_\_\_\_\_ EIN: \_\_\_\_\_

Administrator: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

### Domain 1: Planning and Preparation - Component 1c: Establishing Instructional Outcomes

*Elements: Value, Sequence, and alignment, Clarity, Balance, Suitability for diverse learners*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Value and Sequence</i></b>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline nor a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning both in the discipline and related disciplines.
<b><i>Clarity</i></b>	Outcomes are either not clear or are stated as not as student learning but as activities. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear, or consist of a combination of outcomes and activities. Some outcomes permit viable methods of assessment.	Most of the outcomes are clear, but may include a few activities. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
<b><i>Balance</i></b>	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
<b><i>Suitability for Diverse learners</i></b>	Outcomes are not suitable for the class, or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class, and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

***Evidence:***

- ***Value, Sequence, and alignment***
- ***Clarity***
- ***Balance***
- ***Suitability for diverse learners***

## Formal Observation Form

Administrator \_\_\_\_\_

### Descriptors of Practice, Element Level

Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

Observation # \_\_\_\_\_ EIN: \_\_\_\_\_

Administrator: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

### Domain 1: Planning and Preparation – Component 1e: Designing Coherent Instruction

*Elements: Learning activities, Instructional materials and resources, Instructional groups, Lesson and unit structure*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Learning Activities</i></b>	Learning activities are not suitable to students or to instructional purposes, and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, and with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity, and are differentiated, as appropriate, for individual learners.
<b><i>Instructional Materials and Resources</i></b>	Materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
<b><i>Instructional Groups</i></b>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
<b><i>Lesson and Unit Structure</i></b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

**Evidence:**

- ***Learning activities***
- ***Instructional materials and resources***
- ***Instructional groups***
- ***Lesson and unit structure***

## Formal Observation Form

Administrator \_\_\_\_\_

### Descriptors of Practice, Element Level

Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

Observation # \_\_\_\_\_ EIN: \_\_\_\_\_

Administrator: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

### Domain 2: The Classroom Environment – Component 2b: Establishing a Culture for Learning

*Elements: Importance of the content, Expectations for learning and achievement, Student pride in work*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Importance of the Content</i></b>	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the content's importance.
<b><i>Expectations for Learning and Achievement</i></b>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
<b><i>Student Pride in Work</i></b>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work initiating improvements in it by, for example, revising drafts on their own, or helping peers.

***Evidence:***

- ***Importance of the content***
- ***Expectations for learning and achievement***
- ***Student pride in work***

## Formal Observation Form

Administrator \_\_\_\_\_

### Descriptors of Practice, Elements Level

Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

Observation # \_\_\_\_\_ EIN: \_\_\_\_\_

Administrator: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

### Domain 2: The Classroom Environment - Component 2d: Managing Student Behavior

*Elements: Expectations, Monitoring of student behavior, Response to student misbehavior*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Expectations</i></b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<b><i>Monitoring of Student Behavior</i></b>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<b><i>Response to Student Misbehavior</i></b>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or infractions of the rules are minor.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

***Evidence:***

- ***Expectations***
- ***Monitoring of student behavior***
- ***Response to student misbehavior***

## Formal Observation Form

Administrator \_\_\_\_\_

### Descriptors of Practice, Elements Level

Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

Observation # \_\_\_\_\_ EIN: \_\_\_\_\_

Administrator: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

### Domain 3: Instruction - Component 3b: Using Questioning and Discussion Techniques

*Elements: Quality of questions, Discussion techniques, Student participation*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Quality of Questions</i></b>	Teacher's questions are virtually all of poor quality, with low cognitive challenge, single correct responses, and asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<b><i>Discussion Techniques</i></b>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b><i>Student Participation</i></b>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

***Evidence:***

- ***Quality of questions***
- ***Discussion technique***
- ***Student participation***

## Formal Observation Form

Administrator \_\_\_\_\_

### Descriptors of Practice, Elements Level

Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_

Observation # \_\_\_\_\_ EIN: \_\_\_\_\_

Administrator: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

### Domain 3: Instruction    Component 3c: Engaging Student in Learning

*Elements: Activities and assignments, Grouping of students, Instructional materials and resources, Structure and pacing*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Activities and Assignments</b>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
<b>Grouping of Students</b>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
<b>Instructional Materials and Resources</b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
<b>Structure and Pacing</b>	The lesson has no clearly defined structure, or the pace of the lesson is too slow, or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

**Evidence:**

- *Activities and assignments*
- *Grouping of students*
- *Instructional materials and resources*
- *Structure and pacing*



## Formal Observation Form

Administrator

### Descriptors of Practice, Elements Level

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ Observation # \_\_\_\_\_ EIN: \_\_\_\_\_  
 Administrator: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

### Domain 4: Professional Responsibilities - Component 4a: Reflecting on Teaching

*Elements: Accuracy, Use in future teaching*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Accuracy</b>	Teacher does not know whether a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the success to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the success to which it achieved its instructional goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strengths of each.
<b>Use in Future Teaching</b>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with probable successes of different approaches.

**Evidence:**

- *Accuracy*
  
  
  
- *Use in future teaching*

## Formal Observation Form

Administrator \_\_\_\_\_

### Descriptors of Practice, Elements Level

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ Observation # \_\_\_\_\_ EIN: \_\_\_\_\_  
 Administrator: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

### Domain 4: Professional Responsibilities - Component 4c: Communicating with Families

*Elements: Information about the instructional program, Information about individual students, Engagement of families in the instructional program*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b><i>Information About the Instructional Program</i></b>	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for parent communication, but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
<b><i>Information About Individual Students</i></b>	Teacher provides minimal information to parents about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to parent concerns are minimal, or may reflect occasional insensitivity to cultural norms.	Teacher communicates with parents about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on student progress, with students contributing to the design of the system. Response to parent concerns is handled with great professional and cultural sensitivity.
<b><i>Engagement of Families in the Instructional Program</i></b>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

*Evidence:*

- ***Information about the instructional program***
- ***Information about individual students***
- ***Engagement of families in the instructional program***

Teacher Signature \_\_\_\_\_

Administrator Signature \_\_\_\_\_

**Summary Notes and Additional Comments:**

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## Lesson Reflection Form

Teacher

Teacher Name: \_\_\_\_\_ EIN: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ School: \_\_\_\_\_

*This document is provided to assist teachers in preparing for your post-observation conference. It provides you with an opportunity to document your reflection (Domain 4) and will help to shape your discussion with your administrator.*

- As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning)

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- Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning? (1c: Selecting Instructional Goals; 1f: Designing Student Assessments)

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- How did the instructional strategies you chose support student learning? How do you know? (1e: Designing Coherent Instruction)

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- What have you done to promote a culture for learning in your classroom? (2b: Culture for Learning)

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- Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason? (3d: Using Assessment in Instruction; 3e: Demonstrating Flexibility & Responsiveness)

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- If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? (4a: Reflecting on Teaching)

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Are there other thoughts about the lesson that you would like to share? Please add any additional comments.

## Post-Observation Conference Questions

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how, and why?
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Comments:

## Post-Observation Conference Agenda and Meeting Notes

Administrator

Teacher's Name: \_\_\_\_\_ EIN: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_ Class/Subject Observed: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ School: \_\_\_\_\_

### **Review/discuss teacher reflection on the lesson** (4a: Reflecting on Teaching)

- Teacher will have the reflection form completed for the conference
- Lesson plan and lesson artifacts (materials, assessments, etc.) may be presented by the teacher for review

Notes:

### **Review/discuss evidence collection & marked Descriptors of Practice for the observed lesson**

- What was the rigor of the task(s)?
- What was the evidence of student learning?

Notes:

### **Discussion Points**

- *What strategies might help the teacher achieve his/her goals?*
- *What strengths were observed in the lesson that presents opportunities for additional growth?*
- *What resources or supports would help students achieve?*
- *What resources would support the teacher's work?*

Notes:

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

**End-of-year Goal Review Conference (for Off-Cycle Teachers)**

**Administrator**

Teacher's Name: \_\_\_\_\_ EIN: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_ School: \_\_\_\_\_

**Discussion Points**

- What areas did you excel in throughout the year?
  
  
  
  
  
- Were your goals achieved and to what extent?
  
  
  
  
  
- How did you gather evidence throughout the year to determine your progress to your goals?
  
  
  
  
  
- What evidence is there that you achieved your goals?
  
  
  
  
  
- Reflecting on your progress to your goals, what could you have done differently throughout the year to support attainment of your goals?
  - What action steps are planned in support of continuing your goals in the next year?
  
  
  
  
  
- What additional supports do you need to support growth?

*Notes:*

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

**Informal Observations Forms**  
**Elementary School Reading/ English Language Arts**

Domain 1: Planning and Preparation		Domain 3: Instruction	
<p><b>1c: Establishing Instructional Outcomes</b></p> <p><b>Value Sequence and Alignment</b></p> <ul style="list-style-type: none"> <li>○ Lesson aligns with the State Curriculum and the CFPG.</li> </ul> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li>○ Teacher begins instruction with a review of the lesson’s objectives</li> <li>○ Lesson objectives are specific and measurable.</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>○ Outcomes represent different types of learning (i.e. factual and procedural knowledge, conceptual understanding, communication, reasoning, and collaboration skills)</li> <li>○ Outcomes permit students to integrate their learning across disciplines</li> <li>○ Lesson reflects rigor and higher order thinking skills</li> </ul> <p><b>Suitability for Diverse Learners</b></p> <ul style="list-style-type: none"> <li>○ Teacher uses accommodations and modifications for both ELL and Special Needs students based on IEPs for students with disabilities and appropriate level(s) for ESOL students.</li> </ul>	<p><b>1e: Designing Coherent Instruction</b></p> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>○ Varied literacy activities permit student choice in working independently and cooperatively</li> <li>○ Students may use post-it notes, reading and writing journals, and graphic organizers to share thinking and learning.</li> <li>○ Morning messages are posted and discussed in grades K-2. Additionally, early reading behaviors are modeled and reinforced.</li> <li>○ Teacher provides direct instruction and models how to respond, as well as revise, SR and BCR responses (grades 2-5)</li> </ul> <p><b>Instructional Materials &amp; Resources</b></p> <p><i>Within the classroom there should be evidence of materials that support student learning. Examples include:</i></p> <ul style="list-style-type: none"> <li>○ Grades 3-5 in schools using <i>The Comprehension Toolkit/CFPG: Toolkit Texts, Exploring Non-Fiction</i>, and trade books</li> </ul>	<p><b>3b: Using Questions &amp; Discussion Techniques</b></p> <p><b>Quality of Questions</b></p> <ul style="list-style-type: none"> <li>○ Critical and/or interpretive questions are asked during discussion to develop student comprehension.</li> <li>○ Appropriate wait time is demonstrated to allow for student response.</li> </ul> <p><b>Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>○ Students have opportunities to share and discuss their thinking, as well as work independently</li> <li>○ Teacher invites students to share and reflect on their own and others’ learning</li> <li>○ Students are encouraged to record thoughts, questions, and opinions for dialogue</li> <li>○ Opportunities are provided for students to have discussion with partners (turn and talk) and/or flexible small groups</li> </ul> <p><b>Student Participation</b></p> <ul style="list-style-type: none"> <li>○ Students share and reflect</li> </ul>	<p><b>3c: Engaging Students in Learning</b></p> <p><b>Activities and Assessments</b></p> <ul style="list-style-type: none"> <li>○ A variety of instructional strategies are utilized, including modeling/think-alouds, explicit instruction, opportunities for students to read and discuss with peers (turn and talk), and variety of modalities (visual, kinesthetic, etc.)</li> <li>○ DRA and SRI (as well as Emergent Literacy Assessments in K-2) are used to group students, monitor progress, and adjust instruction.</li> <li>○ Teacher utilizes centers to provide student choice and for differentiation, vocabulary lessons, and practice activities referenced in the CFPG (K-5).</li> <li>○ Teachers use Teacher’s Guide to BCR to model and score BCRs (grades 3-5), and create SRs based on examples from MDk12.org.</li> <li>○ A formative assessment, written or oral, is included in each lesson. (America’s Choice schools, teachers keep and use assessment notebooks to chart student progress.)</li> </ul> <p><b>Grouping Students</b></p>



<ul style="list-style-type: none"> <li>○ Teacher differentiates instruction in guided reading groups and/or flexible groups based on students' needs (includes ELL, SPED, and Advanced Learners)</li> </ul>	<ul style="list-style-type: none"> <li>○ provided to each grade level</li> <li>○ Curriculum Framework Progress Guide(CFPG), Comprehension Skill Lesson Plans, Teacher's Guide to BCRs along with Extensions to CFPGs for Alt-MSA and Special Populations</li> <li>○ Classroom library with books at a variety of instructional levels</li> <li>○ Use of the teacher guides and mentor texts for writer's workshop (America's Choice schools)</li> <li>○ Books, magazines, and other reading materials(fiction, nonfiction, poetry, etc.) available for student choice at a variety of reading levels</li> <li>○ A variety of charts are created interactively and posted to support student learning</li> <li>○ Technology used appropriately by teacher and/or students</li> </ul> <p><b>Instructional Groups</b> Teacher considers the learning needs of each group when grouping:</p> <ul style="list-style-type: none"> <li>○ K-2 students receive instruction at their instructional level in small groups daily. (In America's Choice schools, individual teacher conferences may substitute for small groups</li> </ul>	<ul style="list-style-type: none"> <li>○ on their own and others' learning</li> <li>○ Teacher uses a variety of techniques for <b>all</b> students to participate (e.g. Turn and Talk or Think-Pair-Share, Equity Sticks, exit tickets)</li> <li>○ Teacher elicits participation through a variety of sensory modes and every pupil responses (i.e. Thumbs Up/Down)</li> <li>○ Students share ideas/questions through the use of post-it notes, journals, and/or chart paper</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses cooperative learning groups that can be differentiated or flexible based on student needs.</li> </ul> <p><b>Instructional Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>○ Houghton Mifflin <i>Reading</i>, with leveled readers and other books to meet every child's instructional reading level; vocabulary leveled readers for Special Education Resource Teachers</li> <li>○ Classroom libraries</li> <li>○ Leveled texts</li> <li>○ On-line libraries</li> </ul> <p><i>The following resource(s), while not intended for student use, are intended to aid the teacher in the goal of student learning:</i></p> <ul style="list-style-type: none"> <li>○ MDSE websites, Blackboard (including Reading Web Connection and <i>Bringing Words to Life</i> Power Points), MSA Finishline or additional test preparation materials, <i>Get Set to Read</i> and other approved software.</li> </ul> <p><b>Structure and Pacing</b></p> <ul style="list-style-type: none"> <li>○ A gradual release of responsibility is used to show students clear expectations (I Do), guide them in attempting lesson objectives (We Do), and provide opportunities for individual and partner practice (You Do).</li> </ul>
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	<p>as appropriate during the work period.)</p> <ul style="list-style-type: none"> <li>○ In all grades, students also have opportunities for heterogeneous groupings to discuss grade level reading, independent reading with teacher conferencing, and flexible groups as needed to reinforce skills or strategies.</li> </ul> <p><b>Lesson and Unit Structure</b></p> <ul style="list-style-type: none"> <li>○ Teacher models using reading strategies and students apply across the curriculum.</li> <li>○ Instruction is based on the CFPG and reflects posted objective</li> <li>○ Teacher structures the lesson and unit to allow students with different learning needs to meet the intended outcomes</li> </ul>		<ul style="list-style-type: none"> <li>○ Teacher effectively paces the lesson and monitors student progress.</li> <li>○ Teacher invites self-reflection on the learning experience in daily journals or learning logs</li> </ul>
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Domain 2: Classroom Environment		Notes
<b>2b: Establishing a Culture for Learning</b>	<b>2d: Managing Student Behavior</b>	
<p><b>Importance of Content</b></p> <ul style="list-style-type: none"> <li>○ Teacher shares the learning goal for the lesson and explains its importance and purpose.</li> <li>○ Teacher activates and builds background knowledge to help students make connections to content to enhance comprehension</li> <li>○ Bulletin boards/displays are relevant; reflect high-quality work and positive learning expectations.</li> </ul> <p><b>Expectations for Learning &amp; Achievement</b></p> <ul style="list-style-type: none"> <li>○ Teacher shares outcomes/expectations with students</li> <li>○ Teacher sets high standards regarding completion of assignments</li> <li>○ Teacher models high expectations for all students</li> <li>○ Current student work is displayed</li> </ul> <p><b>Student Pride in Work</b></p> <ul style="list-style-type: none"> <li>○ Teacher creates/maintains a risk-taking environment</li> <li>○ Students help one another in understanding a concept</li> <li>○ Students reflect on their own work and how to enhance it</li> <li>○ Current student work is displayed</li> </ul>	<p><b>Expectations</b></p> <ul style="list-style-type: none"> <li>○ Rules or expectations are visible to all students</li> <li>○ Rules and reminders are stated positively</li> </ul> <p><b>Monitoring of Student Behavior</b></p> <ul style="list-style-type: none"> <li>○ Teacher uses eye contact, proximity, and corrective feedback</li> <li>○ Students monitor their own and their peers' behavior, correcting one another respectfully</li> </ul> <p><b>Response to Student Misbehavior</b></p> <ul style="list-style-type: none"> <li>○ Teacher proximity</li> <li>○ Nonverbal signals</li> <li>○ Respectful private verbal correction</li> <li>○ Teacher includes student input to stop or prevent undesirable behavior</li> </ul>	

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**Additional Resources:**

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**Informal Observations Forms  
Middle School Reading/ English Language Arts (Grades 6-8)**

Domain 1: Planning and Preparation		Domain 3: Instruction	
<b>1c: Setting Instructional Outcomes</b>	<b>1e: Designing Coherent Instruction</b>	<b>3b: Using Questioning &amp; Discussion Techniques</b>	<b>3c: Engaging Students in Learning</b>
<b>Value, Sequence, &amp; Alignment</b>	<b>Learning Activities</b> <i>Should</i>	<b>Quality of Questions</b> <i>May include:</i>	<b>Activities &amp; Assessments</b> <i>May</i>

<p><i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Lesson aligns with the State Curriculum and the CFPG</li> <li>○ Outcomes are scaffolded, build on prior learning, and establish a foundation for future learning</li> <li>○ Teacher’s plan references previous lessons/units to sequence outcomes</li> <li>○ Other : _____</li> </ul> <p><b>Clarity</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Measurable outcome</li> <li>○ Outcomes are specific and doable within time allotted.</li> <li>○ Other : _____</li> </ul> <p><b>Balance</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Lesson reflects rigor/requires HOTS</li> <li>○ Outcomes represent different types of learning</li> <li>○ Outcomes coordinated between multiple disciplines</li> </ul> <p><b>Suitability for Diverse Learners</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Considers students’ cultures, special needs, and skill levels in planning</li> <li>○ Differentiates/provides accommodations for classroom instruction and assessment (ELL, Honors, Special Education)</li> </ul>	<p><i>include:</i></p> <ul style="list-style-type: none"> <li>○ Lesson supports instructional outcomes and important concepts</li> <li>○ Activities present opportunities for high level thinking</li> <li>○ As appropriate, activities permit student choice and opportunities to work with classmates</li> <li>○ Other : _____</li> </ul> <p><b>Instructional Materials &amp; Resources</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Core text and/or ancillaries</li> <li>○ Engaging and relevant approved resources (e.g. trade books, websites, video clips)</li> <li>○ Effective incorporation of technology for teacher and/or student use</li> <li>○ Other : _____</li> </ul> <p><b>Instructional Groups</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher considers different learning needs or styles</li> <li>○ Teacher considers group numbers that will maximize learning</li> <li>○ Plan shows roles/responsibilities of group members</li> <li>○ Other : _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher structures questions at the higher levels (e.g. analysis, synthesis, evaluation)</li> <li>○ Teacher uses appropriate wait time between asking a questions and calling on a student (5-10 seconds)</li> <li>○ Teacher uses appropriate strategies to extend student thinking (e.g. survey, unpack thinking)</li> <li>○ Other : _____</li> </ul> <p><b>Discussion Techniques</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher invites students to respond to other students’ comments</li> <li>○ Teacher aims for questioning/discussion among students</li> <li>○ Teacher groups students for small group discussions</li> <li>○ Other : _____</li> </ul> <p><b>Student Participation</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher uses a variety of techniques for <b>all</b> students to participate (e.g. Turn and Talk or Think-Pair-Share, Equality Sticks)</li> <li>○ Teacher elicits participation through a variety of sensory modes (e.g. Thumbs Up/Down,</li> </ul>	<p><i>include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher uses visual/auditory aids to complement lessons (e.g. graphic organizers, media clips)</li> <li>○ Teacher asks students to makes connections between their lives and content</li> <li>○ Teacher offers students choice in differentiating assignments</li> <li>○ Teacher asks students to reflect on and share their questions/ideas on the lesson</li> <li>○ Other : _____</li> </ul> <p><b>Grouping Students</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher uses flexible grouping</li> <li>○ Teacher uses a variety of methods to form groups (e.g. random, clock partners, student choice)</li> <li>○ Teacher shares student roles and responsibilities</li> <li>○ Other : _____</li> </ul> <p><b>Instructional Materials &amp; Resources</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Effective incorporation of technology for teacher and/or student use</li> <li>○ Core text and/or ancillaries</li> <li>○ Engaging and relevant approved resources</li> </ul> <p><b>Structure &amp; Pacing</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Lesson has a clearly defined</li> </ul>
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<ul style="list-style-type: none"> <li>○ Other: _____</li> </ul>	<p><b>Lesson Structure</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Is complete from beginning to end (incl. SSR, opening, Gradual Release Model, whole/ small group instruction, closure)</li> <li>○ Allots adequate time for students to engage in meaningful learning.</li> </ul>	<p>Continuum)</p> <ul style="list-style-type: none"> <li>○ Teacher provides other means of noting questions /ideas (e.g. sticky notes, journal, chart paper)</li> <li>○ Other: _____</li> </ul>	<p>structure (e.g. SSR, Gradual Release Model, Rituals &amp; Routines )</p> <ul style="list-style-type: none"> <li>○ Pacing is appropriate and lesson flows</li> <li>○ Other : _____</li> </ul>
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Domain 2: Classroom Environment		Notes:
<b>2b: Establishing a Culture for Learning</b>	<b>2d: Managing Student Behavior</b>	
<p><b>Importance of Content</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher shares the lesson's</li> </ul>	<p><b>Expectations</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Rules or expectations are visible to all students</li> </ul>	

<p>learning goal and explains its importance</p> <ul style="list-style-type: none"> <li>○ Teacher’s voice inflection and body language convey enthusiasm</li> <li>○ Teacher shares relevant personal learning experiences</li> <li>○ Bulletin boards/displays are relevant to course content</li> <li>○ Other : _____</li> </ul> <p><b>Expectations for Learning &amp; Achievement</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher shares instructional outcomes/expectations with students</li> <li>○ Teacher sets high standards regarding completion of assignments</li> <li>○ Teacher attributes success to effort rather than ease of task or luck</li> <li>○ Current student work is displayed</li> <li>○ Other : _____</li> </ul> <p><b>Student Pride in Work</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher creates/maintains a risk-taking environment</li> <li>○ Other : _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Rules and reminders are stated positively</li> <li>○ Expectations are discussed as necessary</li> <li>○ Other: _____</li> </ul> <p><b>Monitoring of Student Behavior</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher uses proximity, spending time in all areas of the classroom</li> <li>○ Teacher uses nonverbal signals to communicate redirection</li> <li>○ Teacher uses eye contact to communicate redirection</li> <li>○ Other: _____</li> </ul> <p><b>Response to Student Misbehavior</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher proximity</li> <li>○ Nonverbal signals</li> <li>○ Respectful private verbal correction</li> <li>○ Teacher includes student input to stop or prevent undesirable behavior</li> <li>○ Other : _____</li> <li>○ No misbehavior observed</li> </ul>	
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School \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

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**Informal Observations Forms  
High School Reading/ English Language Arts (Grades 9-12)**

**Domain 1: Planning and Preparation**

**Domain 3: Instruction**



<b>1c: Setting Instructional Outcomes</b>	<b>1e: Designing Coherent Instruction</b>	<b>3b:Using Questioning &amp; Discussion Techniques</b>	<b>3c: Engaging Students in Learning</b>
<p><b>Value, Sequence, &amp; Alignment</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Lesson aligns with the State Curriculum and the CFPG</li> <li>○ Outcomes are scaffolded, build on prior learning, and establish a foundation for future learning</li> <li>○ Teacher’s plan references previous lessons/units to sequence outcomes</li> <li>○ Other : _____</li> </ul> <p><b>Clarity</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Measurable outcome</li> <li>○ Outcomes are specific and doable within time allotted.</li> <li>○ Other : _____</li> </ul> <p><b>Balance</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Lesson reflects rigor/ requires HOTS</li> <li>○ Outcomes represent different types of learning</li> <li>○ Outcomes coordinated between multiple disciplines</li> </ul> <p><b>Suitability for Diverse Learners</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Considers students’ cultures, special needs, and skill levels in planning</li> <li>○ Differentiates / provides accommodations for classroom</li> </ul>	<p><b>Learning Activities</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Lesson supports instructional outcomes and important concepts</li> <li>○ Activities present opportunities for high level thinking</li> <li>○ As appropriate, activities permit student choice and opportunities to work with classmates</li> <li>○ Other : _____</li> </ul> <p><b>Instructional Materials &amp; Resources</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Core text and/or ancillaries</li> <li>○ Engaging and relevant approved resources (e.g. trade books, websites, video clips)</li> <li>○ Effective incorporation of technology for teacher and/or student use</li> <li>○ Other : _____</li> </ul> <p><b>Instructional Groups</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher considers different learning needs or styles</li> <li>○ Teacher considers group numbers that will maximize learning</li> <li>○ Plan shows roles/responsibilities of group members</li> </ul>	<p><b>Quality of Questions</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher structures questions at the higher levels (e.g. analysis, synthesis, evaluation)</li> <li>○ Teacher uses appropriate wait time between asking a questions and calling on a student</li> <li>○ Teacher uses appropriate strategies to extend student thinking (e.g. survey, unpack thinking)</li> <li>○ Other : _____</li> </ul> <p><b>Discussion Techniques</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher invites students to respond to other students’ comments</li> <li>○ Teacher aims for questioning/discussion among students</li> <li>○ Teacher groups students for small group discussions</li> <li>○ Other : _____</li> </ul> <p><b>Student Participation</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher uses a variety of techniques for <b>all</b> students to participate (e.g. Turn and Talk or Think-Pair-Share, Equality Sticks)</li> <li>○ Teacher elicits participation</li> </ul>	<p><b>Activities &amp; Assessments</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher uses visual/auditory aids to complement lessons (e.g. graphic organizers, media clips)</li> <li>○ Teacher asks students to makes connections between their lives and content</li> <li>○ Teacher offers students choice in differentiating assignments</li> <li>○ Teacher asks students to reflect on and share their questions/ideas on the lesson</li> <li>○ Other : _____</li> </ul> <p><b>Grouping Students</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher uses flexible grouping</li> <li>○ Teacher uses a variety of methods to form groups (e.g. random, clock partners, student choice)</li> <li>○ Teacher shares student roles and responsibilities</li> <li>○ Other : _____</li> </ul> <p><b>Instructional Materials &amp; Resources</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Effective incorporation of technology for teacher and/or student use</li> <li>○ Core text and/or ancillaries</li> <li>○ Engaging and relevant approved resources</li> </ul>

<p>instruction and assessment (ELL, Honors, Special Education)</p> <ul style="list-style-type: none"> <li>○ Other: _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Other : _____</li> </ul> <p><b>Lesson Structure</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Is complete from beginning to end inclusive of warm-up, whole class &amp; small group instruction, independent work (reading/writing), closure</li> <li>○ Allots adequate time for students to engage in meaningful learning.</li> </ul>	<p>through a variety of sensory modes (e.g. Thumbs Up/Down, Continuum)</p> <ul style="list-style-type: none"> <li>○ Teacher provides other means of noting questions /ideas (e.g. sticky notes, journal, chart paper)</li> <li>○ Other: _____</li> </ul>	<p><b>Structure &amp; Pacing</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Lesson has a clearly defined structure (e.g. SSR, <b>Gradual Release Model/DL Rituals &amp; Routines</b> )</li> <li>○ Pacing is appropriate and lesson flows</li> <li>○ Other : _____</li> </ul>
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School \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

<b><i>2b: Establishing a Culture for Learning</i></b>	<b><i>2d: Managing Student Behavior</i></b>
<p><b>Importance of Content</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher shares the lesson’s learning goal and explains its importance</li> <li>○ Teacher’s voice inflection and body language convey enthusiasm</li> <li>○ Teacher shares relevant personal learning experiences</li> <li>○ Bulletin boards/displays are relevant to course content</li> <li>○ Other : _____</li> </ul> <p><b>Expectations for Learning &amp; Achievement</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher shares instructional outcomes/expectations with students</li> <li>○ Teacher sets high standards regarding completion of assignments</li> <li>○ Teacher attributes success to effort rather than ease of task or luck</li> <li>○ Current student work is displayed</li> <li>○ Other : _____</li> </ul> <p><b>Student Pride in Work</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher creates/maintains a risk-taking environment</li> </ul>	<p><b>Expectations</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Rules or expectations are visible to all students</li> <li>○ Rules and reminders are stated positively</li> <li>○ Expectations are discussed as necessary</li> <li>○ Other: _____</li> </ul> <p><b>Monitoring of Student Behavior</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher uses proximity, spending time in all areas of the classroom</li> <li>○ Teacher uses nonverbal signals to communicate redirection</li> <li>○ Teacher uses eye contact to communicate redirection</li> <li>○ Other: _____</li> </ul> <p><b>Response to Student Misbehavior</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher proximity</li> <li>○ Nonverbal signals</li> <li>○ Respectful private verbal correction</li> <li>○ Teacher includes student input to stop or prevent undesirable behavior</li> <li>○ Other : _____</li> <li>○ No misbehavior observed</li> </ul>

<ul style="list-style-type: none"><li>○ Current student work is displayed</li><li>○ Other : _____</li></ul>		
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School \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

DRAFT

## Mathematics (Elementary and Secondary)

Domain 1: Planning and Preparation		Domain 3: Instruction	
1c: Establishing Instructional Outcomes	1e: Designing Coherent Instruction	3b: Using Questions & Discussion Techniques	3c: Engaging Students in Learning
<p><b>Value, Sequence, &amp; Alignment</b></p> <ul style="list-style-type: none"> <li>○ Lesson/Unit aligns to Maryland State Curriculum and NCTM Focal Points</li> </ul> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li>○ The mathematical goals of the lesson represent high expectations and rigor and are connected to prior learning. Clear expectations and lesson objectives are written in the form of student learning.</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>○ Uses multiple entry points and/or modeling to clarify meaning and aid in correcting student misconceptions.</li> </ul> <p><b>Suitability for Diverse Learners</b></p> <ul style="list-style-type: none"> <li>○ Uses the modifications and accommodations guide in the CFPG to assist in providing appropriate needs to individual students or groups</li> <li>○ Gives step-by-step directions, both orally and in writing</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>○ Allow students to work independently or in small groups, using models/tools as needed to make sense of mathematical concepts.</li> <li>○ Are provided in order to make connections between concepts, and real world situations.</li> <li>○ Invite students to share their strategies and approaches through asking assessing and advancing questions.</li> </ul> <p><b>Instructional Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>○ Provides appropriate tools, manipulatives and technology to allow students to develop mathematical concepts.</li> </ul> <p><b>Instructional Groups</b></p> <ul style="list-style-type: none"> <li>○ Groups students to ensure that all learners are provided access and equity, based on individual and or group needs</li> </ul> <p><b>Lesson and Unit Structure</b></p> <ul style="list-style-type: none"> <li>○ Flexible time allocations for guided and independent practice for varying levels mathematics proficiency</li> </ul>	<p><b>Quality of Questions</b></p> <ul style="list-style-type: none"> <li>○ Pauses to check for comprehension by asking clarifying questions that mirror high levels of cognitive demand</li> </ul> <p><b>Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>○ Provides multiple opportunities for interaction: teacher-to-student interaction, student-to-student interaction, cooperative groups, focused discussions, role-plays, students-as-teachers</li> <li>○ Link mathematical vocabulary to their ideas</li> <li>○ Press students to compare and contrast mathematical ideas</li> </ul> <p><b>Student Participation</b></p> <ul style="list-style-type: none"> <li>○ Address student misconceptions in a non-threatening risk free environment.</li> <li>○ Encourage students to develop mathematical understandings and justification through clarifying questions</li> </ul>	<p><b>Activities &amp; Assessments</b></p> <ul style="list-style-type: none"> <li>○ Uses graphic organizers, appropriate manipulatives and tools to develop mathematical ideas via concrete and representational models</li> <li>○ Provides multiple opportunities for students to demonstrate learning</li> </ul> <p><b>Grouping Students</b></p> <ul style="list-style-type: none"> <li>○ Uses flexible grouping strategies and partner activities</li> </ul> <p><b>Instructional Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>○ Uses materials/resources/technology in order to develop concepts from concrete to representational to abstract</li> <li>○ Provides a word bank of useful, specific mathematics vocabulary</li> </ul> <p><b>Structure &amp; Pacing</b></p> <ul style="list-style-type: none"> <li>○ Structure and pacing reflect the needs of varying levels of proficiency specific to mathematics content</li> </ul>

## Domain 2: Classroom Environment

### 2b: Establishing a Culture for Learning

#### **Importance of Content**

- Activates and builds on prior knowledge for all mathematics activities by linking content concepts to students' personal experiences, cultural backgrounds, and instructional needs in order to make explicit connections between previously learned material and new information

#### **Expectations for Learning & Achievement**

- Establish high expectations for all learners; i.e. routines and procedures
- Creates a low-anxiety environment with feelings of mutual acceptances and respect
- Provides a physical environment that is rich in mathematics learning and achievement

#### **Student Pride in Work**

- Classroom routines and procedures promote students ownership of high expectations
- Displays student work, lesson themes, key vocabulary

**Informal Observations Forms  
Science (K-8)**

<b>Domain 1: Planning and Preparation</b>		<b>Domain 3: Instruction</b>	
<p><b>1c: Establishing Instructional Outcomes</b></p> <p><b>Value, Sequence, &amp; Alignment</b></p> <ul style="list-style-type: none"> <li>Aligns Unit/Lesson to Science Maryland State Curriculum</li> <li>Reviews previous lesson(s)</li> <li>Makes connections to learning and real-life applications/occurrences</li> </ul> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li>Identifies indicator/objective that is measurable, lesson specific, and based on the CFPG/SC</li> <li>Provides expectations and/or rubrics referenced by both teacher and students</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>Incorporates different modalities and strategies based on student diversity (e.g. oral presentations, group collaboration, project choices, technology integration) to meet the outcome</li> </ul> <p><b>Suitability for Diverse Learners</b></p> <ul style="list-style-type: none"> <li>Uses appropriate accommodations and modifications for both ESOL</li> </ul>	<p><b>1e: Designing Coherent Instruction</b></p> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Lists required laboratory activities outlined in the CFPG, when appropriate</li> <li>Provides a framework for engaging students in the acquisition of knowledge and skills,</li> <li>Leads to higher order thinking skills while supporting other activities</li> <li>Differentiates to meet diversity of individual students</li> </ul> <p><b>Instructional Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>Curriculum Framework Progress Guide</li> <li>Pre and Post Student Assessments, including BCRs, where applicable</li> <li>Approved textbook/ancillary materials</li> <li>Approved websites, software and/or Google sites</li> <li>Science equipment/lab materials</li> <li>Technology Integration</li> <li>Student lab book/journal</li> </ul>	<p><b>3b: Using Questions and Discussion Techniques</b></p> <p><b>Quality of Questions</b></p> <ul style="list-style-type: none"> <li>Avoids recall questions and single word responses</li> <li>Uses MSA (i.e. lab sets, selected responses, technical passages, BCRs) formatted questions</li> <li>Requires students to think critically and solve problems</li> <li>Provides opportunities for students to ask questions of one another and pursue answers</li> </ul> <p><b>Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>Uses Accountable Talk</li> <li>Demonstrates probing questions by both teacher and students</li> <li>Allows students to assume responsibility for the success of discussion (i.e. student initiated topics and/or contributions to discussion)</li> </ul> <p><b>Student Participation</b></p> <ul style="list-style-type: none"> <li>Participates in successful small/whole group scientific discussions</li> <li>Ensures that all voices are heard</li> </ul>	<p><b>3c: Engaging Students in Learning</b></p> <p><b>Activities &amp; Assessments</b></p> <ul style="list-style-type: none"> <li>Facilitates required laboratory/hands-on activities outlined in the CFPG</li> <li>Uses formative assessments to check for student understanding</li> <li>Assigns meaningful homework</li> <li>Cognitively engages students to apply content to real world situations</li> <li>Provides opportunities for students to initiate or adapt activities to enhance their understanding</li> </ul> <p><b>Grouping Students</b></p> <ul style="list-style-type: none"> <li>Facilitates appropriate and productive student led cooperative/ whole class/independent groupings</li> </ul> <p><b>Instructional Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>Curriculum Framework Progress Guide</li> <li>Pre/Post Student Assessments, including BCRs where applicable</li> </ul>

**Domain 1: Planning and Preparation**

- and Special Needs students based upon IEPs
- Evidence of planning with co-teacher, when appropriate

- [www.mdk12.org](http://www.mdk12.org)
- Instructional Groups**
- Includes cooperative/whole class/independent groupings
  - Promotes student choice in group selections
- Lesson and Unit Structure**
- Includes the 5E Lesson Plan and always includes the Engagement (Opening) and Evaluation (Closing)
  - Includes coherent progression of differentiated activities for diverse learners

**Domain 3: Instruction**

- Approved textbook/ ancillary materials
  - Technology integration, approved websites, software, Google sites
  - Science equipment/lab materials
  - Student lab book/journal
  - [www.mdk12.org](http://www.mdk12.org)
  - Student suggested materials
- Structure & Pacing**
- Provides appropriate pacing for diversity of student learning needs
  - Provides opportunities for student reflection and closure including an engagement and evaluation in each lesson



## Domain 2: Classroom Environment

### 2b: Establishing a Culture for Learning

#### Importance of Content

- Evidence of active student participation, curiosity and initiative in valuing the importance of the content

#### Expectations for Learning & Achievement

- Reviews and posts objective/indicator to establish instructional outcomes
- Instruction is based on inquiry approach
- Posts Science Rubric for BCRs
- Reviews and posts safety precautions prior to handling of science equipment and materials
- Conveys high expectations for all students

#### Student Pride in Work

- Displays student developed word walls and other student work
- Provides opportunities for students to help each other

## Additional Resources

### Elementary and Middle School Science Teacher Google Sites

Instructional PowerPoint Support

### Best Practices

Maryland State Department of Education Science Toolkit

[www.mdk12.org](http://www.mdk12.org)

**Informal Observations Forms  
Science (9-12)**

<b>Domain 1: Planning and Preparation</b>		<b>Domain 3: Instruction</b>	
1c: Establishing Instructional Outcomes	1e: Designing Coherent Instruction	3b: Using Questions and Discussion Techniques	3c: Engaging Students in Learning
<p><b>Value, Sequence, &amp; Alignment</b></p> <ul style="list-style-type: none"> <li>Aligns Unit/Lesson to Science Maryland State Curriculum and Core Learning Goals</li> <li>Reviews previous lesson(s)</li> <li>Makes connections to learning and real-life applications/occurrences</li> </ul> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li>Identifies indicator/objective that is measurable, lesson specific, and based on the CFPG/CLG</li> <li>Provides expectations and/or rubrics referenced by both teacher and students</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>Incorporates different modalities and strategies based on student diversity (e.g. oral presentations, group collaboration, project choices, technology integration) to meet the outcome</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Lists required laboratory activities outlined in the CFPG, when appropriate</li> <li>Provides a framework for engaging students in the acquisition of knowledge and skills,</li> <li>Leads to higher order thinking skills while supporting other activities</li> <li>Differentiates to meet diversity of individual students</li> </ul> <p><b>Instructional Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>Curriculum Framework Progress Guide</li> <li>Approved textbook/ancillary materials</li> <li>Approved websites, software and/or Google sites</li> <li>Science equipment/lab materials</li> <li>Technology Integration</li> </ul>	<p><b>Quality of Questions</b></p> <ul style="list-style-type: none"> <li>Avoids recall questions and single word responses</li> <li>Uses HSA (i.e. lab sets, selected responses, and technical passages) formatted questions</li> <li>Requires students to think critically and solve problems</li> <li>Provides opportunities for students to ask questions of one another and pursue answers</li> </ul> <p><b>Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>Uses Accountable Talk</li> <li>Demonstrates probing questions by both teacher and students</li> <li>Allows students to assume responsibility for the success of discussion (i.e. student initiated topics and/or contributions to discussion)</li> </ul> <p><b>Student Participation</b></p> <ul style="list-style-type: none"> <li>Participates in successful</li> </ul>	<p><b>Activities &amp; Assessments</b></p> <ul style="list-style-type: none"> <li>Facilitates required laboratory/hands-on activities outlined in the CFPG</li> <li>Uses formative assessments to check for student understanding</li> <li>Assigns meaningful homework</li> <li>Cognitively engages students to apply content to real world situations</li> <li>Provides opportunities for students to initiate or adapt activities to enhance their understanding</li> </ul> <p><b>Grouping Students</b></p> <ul style="list-style-type: none"> <li>Facilitates appropriate and productive student led cooperative/ whole class/independent groupings</li> </ul> <p><b>Instructional Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>Curriculum Framework Progress</li> </ul>

Domain 1: Planning and Preparation		Domain 3: Instruction	
<p><b>Suitability for Diverse Learners</b></p> <ul style="list-style-type: none"> <li>• Uses appropriate accommodations and modifications for both ESOL and Special Needs students based upon IEPs</li> <li>• Evidence of planning with co-teacher, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Student lab book/journal</li> <li>• <a href="http://www.mdk12.org">www.mdk12.org</a></li> </ul> <p><b>Instructional Groups</b></p> <ul style="list-style-type: none"> <li>• Includes cooperative/whole class/independent groupings</li> <li>• Promotes student choice in group selections</li> </ul> <p><b>Lesson and Unit Structure</b></p> <ul style="list-style-type: none"> <li>• Includes the 5E Lesson Plan and always includes the Engagement (Opening) and Evaluation (Closing)</li> <li>• Includes coherent progression of differentiated activities for diverse learners</li> </ul>	<p>small/whole group scientific discussions</p> <ul style="list-style-type: none"> <li>• Ensures that all voices are heard</li> </ul>	<p>Guide</p> <ul style="list-style-type: none"> <li>• Approved textbook/ ancillary materials</li> <li>• Technology integration, approved websites, software, Google sites</li> <li>• Science equipment/lab materials</li> <li>• Student lab book/journal</li> <li>• <a href="http://www.mdk12.org">www.mdk12.org</a></li> <li>• Student suggested materials</li> </ul> <p><b>Structure &amp; Pacing</b></p> <ul style="list-style-type: none"> <li>• Provides appropriate pacing for diversity of student learning needs</li> <li>• Provides opportunities for student reflection and closure including an engagement and evaluation in each lesson</li> </ul>

**Importance of Content**

- Evidence of active student participation, curiosity and initiative in valuing the importance of the content

**Expectations for Learning & Achievement**

- Reviews and posts objective/indicator to establish instructional outcomes
- Instruction is based on inquiry approach
- Posts Science Rubric for Projects and Activities
- Reviews and posts safety precautions prior to handling of science equipment and materials
- Conveys high expectations for all students

**Student Pride in Work**

- Displays student work

- Provides opportunities for students to help each other

**Informal Observations Forms  
Social Studies (K-12)**

Domain 1: Planning and Preparation		Domain 3: Instruction	
1c: Setting Instructional Outcomes	1e: Designing Coherent Instruction	3b: Using Questioning & Discussion Techniques	3c: Engaging Students in Learning
<p><b>Value, Sequence, &amp; Alignment</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Lesson aligns with the State Curriculum and the CFPG</li> <li>○ Outcomes are scaffolded, build on prior learning, and establish a foundation for future learning</li> <li>○ Teacher’s plan references previous lessons/units to sequence outcomes</li> <li>○ Other : _____</li> </ul> <p><b>Clarity</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Measurable outcome</li> <li>○ Outcomes are specific and doable within time allotted.</li> <li>○ Other : _____</li> </ul> <p><b>Balance</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Lesson reflects rigor/requires HOTS</li> <li>○ Outcomes represent different types of learning</li> <li>○ Outcomes coordinated between multiple disciplines</li> </ul>	<p><b>Learning Activities</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Lesson supports instructional outcomes and important concepts</li> <li>○ Activities present opportunities for high level thinking</li> <li>○ As appropriate, activities permit student choice and opportunities to work with classmates</li> <li>○ Other : _____</li> </ul> <p><b>Instructional Materials &amp; Resources</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Core text and/or ancillaries</li> <li>○ Engaging and relevant approved resources (e.g. trade books, websites, video clips)</li> <li>○ Effective incorporation of technology for teacher and/or student use</li> <li>○ Other : _____</li> </ul> <p><b>Instructional Groups</b> <i>May</i></p>	<p><b>Quality of Questions</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher structures questions at the higher levels (e.g. analysis, synthesis, evaluation)</li> <li>○ Teacher uses appropriate wait time between asking a questions and calling on a student (5-10 seconds)</li> <li>○ Teacher uses appropriate strategies to extend student thinking (e.g. survey, unpack thinking)</li> <li>○ Other : _____</li> </ul> <p><b>Discussion Techniques</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher invites students to respond to other students’ comments</li> <li>○ Teacher aims for questioning/discussion among students</li> <li>○ Teacher groups students for small group discussions</li> <li>○ Other : _____</li> </ul>	<p><b>Activities &amp; Assessments</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher uses visual/auditory aids to complement lessons (e.g. graphic organizers, media clips)</li> <li>○ Teacher asks students to make connections between their lives and content</li> <li>○ Teacher offers students a choice in differentiating assignments</li> <li>○ Teacher asks students to reflect on and share their questions/ideas on the lesson</li> <li>○ Other : _____</li> </ul> <p><b>Grouping Students</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher uses flexible grouping</li> <li>○ Teacher uses a variety of methods to form groups (e.g. random, clock partners, student choice)</li> <li>○ Teacher shares student roles and responsibilities</li> <li>○ Other : _____</li> </ul>

<p><b>Suitability for Diverse Learners</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Considers students’ cultures, special needs, and skill levels in planning</li> <li>○ Differentiates/provides accommodations for classroom instruction and assessment (ELL, Honors, Special Education)</li> <li>○ Other: _____</li> </ul>	<p><i>include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher considers different learning needs or styles</li> <li>○ Teacher considers group numbers that will maximize learning</li> <li>○ Plan demonstrates roles/responsibilities of group members</li> <li>○ Other : _____</li> </ul> <p><b>Lesson Structure</b> <i>Should include:</i></p> <ul style="list-style-type: none"> <li>○ Is complete from beginning to end (incl. warm up, guided practice, independent practice, assessment, closure)</li> <li>○ Allots adequate time for students to engage in meaningful learning.</li> </ul>	<p><b>Student Participation</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher uses a variety of techniques for <b>all</b> students to participate (e.g. Turn and Talk or Think-Pair-Share, Making Thinking Visible through charting)</li> <li>○ Teacher elicits participation through a variety of sensory modes (e.g. Thumbs Up/Down, Continuum)</li> <li>○ Teacher provides other means of noting questions /ideas (e.g. sticky notes, journal, chart paper)</li> <li>○ Other: _____</li> </ul>	<p><b>Instructional Materials &amp; Resources</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Effective incorporation of technology for teacher and/or student use</li> <li>○ Core text and/or ancillaries</li> <li>○ Engaging and relevant approved resources relevant to study</li> </ul> <p><b>Structure &amp; Pacing</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Lesson has a clearly defined structure (warm up, guided practice, independent practice, closure) Pacing is appropriate and lesson flows</li> <li>○ Other : _____</li> </ul>
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Domain 2: Classroom Environment		Notes:
<b>2b: Establishing a Culture for Learning</b>	<b>2d: Managing Student Behavior</b>	
<p><b>Importance of Content</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher shares the lesson’s learning goal and explains its importance</li> <li>○ Teacher’s voice inflection and body language convey enthusiasm</li> <li>○ Teacher shares relevant personal learning experiences</li> <li>○ Bulletin boards/displays are relevant to course content</li> <li>○ Other : _____</li> </ul> <p><b>Expectations for Learning &amp; Achievement</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher shares instructional outcomes/expectations with students</li> <li>○ Teacher sets high standards regarding completion of assignments</li> <li>○ Teacher attributes success to effort rather than ease of task or luck</li> <li>○ Current student work is displayed</li> <li>○ Other : _____</li> </ul>	<p><b>Expectations</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Rules or expectations are visible to all students</li> <li>○ Rules and reminders are stated positively</li> <li>○ Expectations are discussed as necessary</li> <li>○ Other: _____</li> </ul> <p><b>Monitoring of Student Behavior</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher uses proximity, spending time in all areas of the classroom</li> <li>○ Teacher uses nonverbal signals to communicate redirection</li> <li>○ Teacher uses eye contact to communicate redirection</li> <li>○ Other: _____</li> </ul> <p><b>Response to Student Misbehavior</b> <i>May include:</i></p> <ul style="list-style-type: none"> <li>○ Teacher proximity</li> <li>○ Nonverbal signals</li> <li>○ Respectful private verbal correction</li> <li>○ Teacher includes student input to stop or prevent undesirable behavior</li> </ul>	

**Student Pride in Work** *May include:*

- Teacher creates/maintains a safe risk-taking environment
- Other :  
\_\_\_\_\_

- Other :  
\_\_\_\_\_
- No misbehavior observed

School \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

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**Informal Observations Forms  
World Languages (K-12)**

Domain 1: Planning and Preparation		Domain 3: Instruction	
1c: Establishing Instructional Outcomes	1e: Designing Coherent Instruction	3b: Using Questions & Discussion Techniques	3c: Engaging Students in Learning
<p><b>Value, Sequence, &amp; Alignment</b></p> <ul style="list-style-type: none"> <li>○ Lesson/Unit aligns to World Languages Curriculum Framework and MSC.</li> </ul> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li>○ Integration of Summative and Formative assessments, the use of rubrics and alternative assessment in various formats; performance – based portfolios to demonstrate growth of knowledge over time.</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>○ Incorporates all four domains of language: listening, speaking, reading, writing and the three modes of communication: interpersonal, interpretive and presentational.</li> <li>○ Strong sense of organization and direction, a well planned lesson for the day that includes speaking and listening skills.</li> </ul> <p><b>Suitability for Diverse Learners</b></p>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>○ Technology with audio and visual cues integrated into instruction. (Rosetta Stone, Use of the WL lab.</li> <li>○ Uses “think aloud” when solving problems</li> <li>○ Uses real life scenarios</li> <li>○ Establishes multiple pathways to express written information: journaling, outlining, guided writing, interactive writing, shared writing, graphic organizers, and language experience approach.</li> <li>○ Recorded accompaniment for reading materials (cd, tapes, computer software etc.)</li> <li>○ Use of alternative assessments such as debates, oral reports, presentations, journals, cloze passages, paragraphs and essays, reading response logs, etc.</li> </ul>	<p><b>Quality of Questions</b></p> <ul style="list-style-type: none"> <li>○ Pauses to check for comprehension by asking clarifying questions and provide examples rather than asking students if they understand, then rephrases, and reviews as needed.</li> </ul> <p><b>Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>○ Provides multiple opportunities for interaction: teacher-to-student interaction, student-to-student interaction, cooperative groups, focused discussions, role-plays, students-as-teachers.</li> <li>○ Adapts speech to the level of world language level course proficiency.</li> <li>○ Speaks naturally, at normal volume and rate, avoiding rapid speech.</li> <li>○ Model correct pronunciation and targeted language structures.</li> </ul>	<p><b>Activities &amp; Assessments</b></p> <ul style="list-style-type: none"> <li>○ Uses graphic organizers with every writing task.</li> <li>○ Provides multiple opportunities for students to demonstrate learning.</li> <li>○ Students perform skits and oral presentations.</li> </ul> <p><b>Grouping Students</b></p> <ul style="list-style-type: none"> <li>○ Uses cooperative learning groups and partner activities.</li> <li>○ Language proficiency levels are considered when pairing students.</li> <li>○ Uses small groups to complete research with appropriate web sites and approved software.</li> </ul> <p><b>Instructional Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>○ Uses many visuals (pictures, charades, graphic organizers, maps, props, manipulative, gestures).</li> <li>○ Supports the selection with a</li> </ul>



<ul style="list-style-type: none"> <li>○ Gives step-by-step directions, both orally and in writing.</li> <li>○ Provides accommodations for classroom instruction and assessment.</li> <li>○ Provides opportunities to the students to communicate in the target language.</li> <li>○ Differentiated Instruction, based on students needs: multi sensory activities, manipulative realia, visuals, peer tutoring.</li> </ul>	<p><b>Instructional Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>○ Provides an outline of the main points, a summary, or highlights needed to function in class.</li> <li>○ Uses Core textbook, text support materials and approved ancillary materials.</li> <li>○ Uses appropriate level of text for the student that supports the same content and reading comprehension strategy and skill.</li> <li>○ Uses the Rosetta Stone program.</li> </ul> <p><b>Instructional Groups</b></p> <ul style="list-style-type: none"> <li>○ Limited amount of text student must read and written: outlining, mapping, listing.</li> <li>○ Small groups, cooperative learning and peer interaction.</li> </ul> <p><b>Lesson and Unit Structure</b></p> <ul style="list-style-type: none"> <li>○ Flexible time allocations for guided and independent practice for varying levels of language proficiency.</li> </ul>	<p><b>Student Participation</b></p> <ul style="list-style-type: none"> <li>○ Treats errors as a natural part of the language learning process and as opportunities to analyze understanding.</li> <li>○ Models correct pronunciation and targeted language structures.</li> <li>○ Provides adequate wait time for answers in the target language.</li> </ul>	<p>relevant graphic organizer.</p> <ul style="list-style-type: none"> <li>○ Provides a word bank of useful, content-specific vocabulary.</li> <li>○ Uses videos, magazines, games and puzzles.</li> </ul> <p><b>Structure &amp; Pacing</b></p> <ul style="list-style-type: none"> <li>○ Structure and pacing reflect the needs of varying levels of language proficiency represented in the classroom (increased wait time,</li> </ul>
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## Domain 2: Classroom Environment

### 2b: Establishing a Culture for Learning

#### **Importance of Content**

- Activates and builds background knowledge for all activities by linking content concepts to students' personal experiences and cultural backgrounds; makes explicit connections between previously learned material and new information.
- Repetition, review, re-teaching based on students' progress.

#### **Expectations for Learning & Achievement**

- Has high expectations for World Languages students and encourages them to participate fully.
- Models learning goals by demonstrating what the students are to accomplish, and then asks students to participate with teacher support prior to completing tasks independently.
- Models correct pronunciation and targeted language structures.
- Creates a low-anxiety environment with feelings of mutual acceptance and respect.
- Respects students' home language and culture.
- Provides a language-rich environment.

#### **Student Pride in Work**

- Utilizes target vocabulary and language structures in context.
- Displays student work, lesson themes, and key vocabulary.
- Gives immediate feedback for the students in a positive manner.

**Additional Resources:**

**World Languages Google Site**

**Informal Observations Forms  
English Speakers of Other Languages (ESOL)**

Domain 1: Planning and Preparation		Domain 3: Instruction	
1c: Establishing Instructional Outcomes	1e: Designing Coherent Instruction	3b: Using Questions & Discussion Techniques	3c: Engaging Students in Learning
<p><b>Value, Sequence, &amp; Alignment</b></p> <ul style="list-style-type: none"> <li>Lesson/Unit aligns to Maryland English Language Proficiency State Curriculum (ESOL teachers only)</li> </ul> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li>Uses rubrics to document language proficiency progress</li> </ul> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>Incorporates all four domains of language: listening, speaking, reading, writing</li> </ul> <p><b>Suitability for Diverse Learners</b></p> <ul style="list-style-type: none"> <li>Gives step-by-step directions, both orally and in writing</li> <li>Provides accommodations for classroom instruction and assessment: verbatim or selected reading, bilingual dictionary, etc.</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Gives frequent examples</li> <li>Uses “think alouds”</li> <li>Establishes multiple pathways to express written information: journaling, outlining, guided writing, interactive writing, shared writing, graphic organizers, language experience approach</li> <li>Use alternative assessments such as debates, oral reports, presentations, journals, cloze passages, paragraphs and essays, reading response logs, etc.</li> </ul> <p><b>Instructional Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>Provides an outline of the main points, a summary, or highlights needed to function in class</li> <li>Uses appropriate level of text for the student that supports the same content and reading</li> </ul>	<p><b>Quality of Questions</b></p> <ul style="list-style-type: none"> <li>Pauses to check for comprehension by asking clarifying questions rather than asking students if they understand, then rephrases, and reviews as needed</li> </ul> <p><b>Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>Provides multiple opportunities for interaction: teacher-to-student interaction, student-to-student interaction, cooperative groups, focused discussions, role-plays, students-as-teachers</li> <li>Adapts speech to the language proficiency level of students</li> <li>Speaks naturally, at normal volume and rate, avoiding rapid speech</li> </ul> <p><b>Student Participation</b></p> <ul style="list-style-type: none"> <li>Treats errors as a natural part of the language learning process and as opportunities to analyze</li> </ul>	<p><b>Activities &amp; Assessments</b></p> <ul style="list-style-type: none"> <li>Uses graphic organizers with every writing task</li> <li>Provides multiple opportunities for students to demonstrate learning</li> </ul> <p><b>Grouping Students</b></p> <ul style="list-style-type: none"> <li>Uses cooperative learning groups and partner activities</li> <li>Language proficiency levels are considered when pairing students: beginning ELL with intermediate, intermediate with advanced, advanced with native English speaker.</li> </ul> <p><b>Instructional Materials &amp; Resources</b></p> <ul style="list-style-type: none"> <li>Uses many visuals (pictures, charades, graphic organizers, maps, props, manipulatives, gestures)</li> <li>Supports the selection with a relevant graphic organizer</li> </ul>

	<p>comprehension strategy and skill</p> <p><b>Instructional Groups</b></p> <ul style="list-style-type: none"> <li>○ Groups students heterogeneously to ensure that ELLs have good language models</li> </ul> <p><b>Lesson and Unit Structure</b></p> <ul style="list-style-type: none"> <li>○ Flexible time allocations for guided and independent practice for varying levels of language proficiency</li> </ul>	<p>understanding</p> <ul style="list-style-type: none"> <li>○ Models correct pronunciation and targeted language structures</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides a word bank of useful, content-specific vocabulary</li> </ul> <p><b>Structure &amp; Pacing</b></p> <ul style="list-style-type: none"> <li>○ Structure and pacing reflect the needs of varying levels of language proficiency represented in the classroom (increased wait time,</li> </ul>
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## Domain 2: Classroom Environment

### 2b: Establishing a Culture for Learning

#### **Importance of Content**

- Activates and builds background knowledge for all activities by linking content concepts to students' personal experiences and cultural backgrounds; makes explicit connections between previously learned material and new information

#### **Expectations for Learning & Achievement**

- Has high expectations for ELLs and encourages them to participate fully
- Models learning goals by demonstrating what the students are to accomplish, and then asks students to participate with teacher support prior to completing tasks independently
- Models correct pronunciation and targeted language structures
- Creates a low-anxiety environment with feelings of mutual acceptances and respect
- Respects students' home language and culture
- Provides a language-rich environment

#### **Student Pride in Work**

- Utilizes target vocabulary and language structures inclusive of those outlined in the *Language-based Instructional Supplement to Teach Reading Comprehension Strategies and Skills to English Language Learners Across the Content Areas*
- Displays student work, lesson themes, key vocabulary

#### **Additional Resources:**

**ESOL Google Site**

*Language-based Instructional Supplement  
for Teaching Reading Comprehension Strategies and Skills  
to ELLs Across the Content Areas*

(Available on the ESOL Google Site)

**Grade 6 – 8 ESOL Toolkit**

(Available on the ESOL Google Site)

*Fifty Strategies for Teaching English Language Learners*

by Adrienne L. Herrell and Michael Jordan

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## Interim Teacher Evaluation

Teacher's Name	Teacher Full Name	EIN	Enter EIN
School	School	School Year	Current School Year
Most Recent Date of Hire	Hire Date	Assignment	Assignment

Satisfactory	Needs to Improve	Unsatisfactory	RATING ELEMENTS
<b>I. Effective Teaching Preparation</b>			
<b>A. Planning and Preparation</b>			
.	.	.	Implements lessons which provide for instruction of students at appropriate achievement levels, and reflect an appropriate sequencing of instruction based on approved curricular objectives.
<b>B. Learning Climate</b>			
.	.	.	1. Creates a classroom climate that is warm and inviting. Promotes the development of positive self concept for all students.
.	.	.	2. Involves students at all instructional levels in each lesson and encourages and receives inquiries, ideas and opinions that relate to those lessons from the students involved.
.	.	.	3. Presents lessons in such a way as to encourage students to employ higher order critical thinking skills.
.	.	.	4. Demonstrates fairness and consistency in the handling of student discipline.
<b>C. Instruction</b>			
.	.	.	1. Demonstrates knowledge of subject matter and transmits that knowledge in an interesting manner using a variety of techniques and/or materials to accomplish the objectives of instruction.
.	.	.	2. Maximizes the use of time for instructional purposes, with all students being involved in meaningful learning activities.
.	.	.	3. Uses a wide range of assessment information (including but not limited to observations by the teacher, CRT, etc.) to regularly adjust student instruction.
.	.	.	4. Makes clear the purpose and/or practical importance of the lesson and how the content of the homework assignment relates to that lesson.
.	.	.	5. Provides prompt and appropriate feedback on work completed by students.
.	.	.	6. Demonstrates a keen understanding of the needs, concerns, abilities and interest of each student in such a manner that leads to the delivery of needed instructional or other resources.
.	.	.	7. Performs so that there is observable satisfactory growth in children.

(Page 1 of 2)

Teacher Name Enter Teacher Name

EIN EIN

School Year Enter School Year

Satisfactory	Needs to Improve	Unsatisfactory	RATING ELEMENTS
<b>II. Professionalism</b>			
.	.	.	A. Uses current curricular and instructional practices which relate to effective education.
.	.	.	B. Actively participates in program improvement activities.
.	.	.	C. Works cooperatively as an effective team member to achieve school goals and objectives.
.	.	.	D. Demonstrates accuracy in record keeping and promptness in meeting deadlines.
.	.	.	E. Demonstrates punctuality at post of duty.
.	.	.	F. Follows established school policies and procedures.
.	.	.	G. Demonstrates effective oral and written communication skills.
.	.	.	H. Relates without difficulty to staff members and parents.

Achieved	Not Achieved	III. Achievement Outcome
.	.	Shows significant and demonstrable progress on the part of students as defined by the goals developed by the principal and/or designated administrators and the teacher.
<b>SATISFACTORY</b>	<b>UNSATISFACTORY</b>	<b>IV. Overall Rating</b>
.	.	

Comments

Reassign

Transfer: Teacher's Request

Transfer: Principal's Request

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

I have received a copy of this Evaluation:

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

IF I DO NOT AGREE WITH THIS EVALUATION, I UNDERSTAND THAT I MAY SUBMIT A LETTER TO THE CHIEF OF HUMAN RESOURCES TO BE PLACED IN MY PERSONNEL FOLDER WITH COPIES TO THE CHIEF EDUCATIONAL ADMINISTRATOR/PRINCIPAL OR PRINCIPAL, AS APPROPRIATE.



## Directions For the Proper Use of This Teacher Evaluation Form

### Rating Options

An evaluation system can only be fair and effective when there is common agreement and understanding between the principal and the teacher as to the criteria for each of the rating options. The following descriptive explanation of each of the rating options is provided to ensure a common understanding of each:

**Satisfactory:** Performance is consistently adequate and acceptable. A satisfactory rating indicates that the teacher has effectively executed the tasks referenced in the rating element.

**Needs to Improve:** Performance is sometimes inadequate and unacceptable. Additional assistance and supervision may be required. (This rating option may be used for interim evaluations only)

**Unsatisfactory:** Fails to correct weaknesses; or deficiencies are such a serious nature that they result in inadequate or unacceptable performance.

**Note:** Principals are to place a check in the most appropriate box for each rating element.

### Rating Elements

The rating elements listed within the evaluation are designed to reflect the characteristics of effective teaching as defined in the teacher edition of *Standards for Excellence in Teaching* published by the Prince George's County Public Schools. Principals and teachers may refer to that publication for a detailed definition of the characteristics of effective teaching.

### Achievement Outcomes

Non-tenured teachers and teachers rated less than satisfactory must develop a reasonable set of outcomes for the students to achieve. The outcomes could include performance on the CRT's, magazine tests, or any other outcomes that the principal and teacher believe are reasonable. During the last six weeks of school, the principal will review the expected outcomes and the actual achievement of each. These goals should be included as an attachment to this evaluation form.

### Comments

The "Comments" section may be used to record any information the principal determines is appropriate to the evaluation. It may also be used to list extra duty contributions.



## Final Teacher Evaluation

Teacher's Name	Teacher Full Name	EIN	Enter EIN
School	School	School Year	Current School Year
Most Recent Date of Hire	Hire Date	Assignment	Assignment

Satisfactory	Unsatisfactory	RATING ELEMENTS
<b>I. Effective Teaching Preparation</b>		
<b>A. Planning and Preparation</b>		
.	.	Implements lessons which provide for instruction of students at appropriate achievement levels, and reflects an appropriate sequencing of instruction, based on approved curricular objectives.
<b>B. Learning Climate</b>		
.	.	1. Creates a classroom climate that is warm and inviting. Promotes the development of positive self concept for all students.
.	.	2. Involves students at all instructional levels in each lesson and encourages and receives inquiries, ideas and opinions that relate to those lessons from the students involved.
.	.	3. Presents lessons in such a way as to encourage students to employ higher order critical thinking skills.
.	.	4. Demonstrates fairness and consistency in the handling of student discipline.
<b>C. Instruction</b>		
.	.	1. Demonstrates knowledge of subject matter and transmits that knowledge in an interesting manner using a variety of techniques and/or materials to accomplish the objectives of instruction.
.	.	2. Maximizes the use of time for instructional purposes, with all students being involved in meaningful learning activities.
.	.	3. Uses a wide range of assessment information (including but not limited to observations by the teacher, CRT, etc.) to regularly adjust student instruction.
.	.	4. Makes clear the purpose and/or practical importance of the lesson and how the content of the homework assignment relates to that lesson.
.	.	5. Provides prompt and appropriate feedback on work completed by students.
.	.	6. Demonstrates a keen understanding of the needs, concerns, abilities and interest of each student in such a manner that leads to the delivery of needed instructional or other resources.
.	.	7. Performs so that there is observable satisfactory growth in children.

(Page 1 of 2)

Teacher Name Enter Teacher NameEIN EINSchool Year Enter School Year

Satisfactory	Unsatisfactory	RATING ELEMENTS
<b>II. Professionalism</b>		
.	.	A. Uses current curricular and instructional practices which relate to effective education.
.	.	B. Actively participates in program improvement activities.
.	.	C. Works cooperatively as an effective team member to achieve school goals and objectives.
.	.	D. Demonstrates accuracy in record keeping and promptness in meeting deadlines.
.	.	E. Demonstrates punctuality at post of duty.
.	.	F. Follows established school policies and procedures.
.	.	G. Demonstrates effective oral and written communication skills.
.	.	H. Relates without difficulty to staff members and parents.

Achieved	Not Achieved	III. Achievement Outcome
.	.	Shows significant and demonstrable progress on the part of students as defined by the goals developed by the principal and/or designated administrators and the teacher.
SATISFACTORY	UNSATISFACTORY	IV. Overall Rating
.	.	

Comments
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. Reassign

. Transfer: Teacher's Request

. Transfer: Principal's Request

\_\_\_\_\_  
Principal's Signature\_\_\_\_\_  
Date

I have received a copy of this Evaluation:

\_\_\_\_\_  
Teacher's Signature\_\_\_\_\_  
Date

IF I DO NOT AGREE WITH THIS EVALUATION, I UNDERSTAND THAT I MAY SUBMIT A LETTER TO THE CHIEF OF HUMAN RESOURCES TO BE PLACED IN MY PERSONNEL FOLDER WITH COPIES TO THE CHIEF EDUCATIONAL ADMINISTRATOR/PRINCIPAL OR PRINCIPAL, AS APPROPRIATE.

## Directions For the Proper Use of This Teacher Evaluation Form

### Rating Options

An evaluation system can only be fair and effective when there is common agreement and understanding between the principal and the teacher as to the criteria for each of the rating options. The following descriptive explanation of each of the rating options is provided to ensure a common understanding of each:

**Satisfactory:** Performance is consistently adequate and acceptable. A satisfactory rating indicates that the teacher has effectively executed the tasks referenced in the rating element.

**Unsatisfactory:** Fails to correct weaknesses; or deficiencies are such a serious nature that they result in inadequate or unacceptable performance.

**Note:** Principals are to place a check in the most appropriate box for each rating element.

### Rating Elements

The rating elements listed within the evaluation are designed to reflect the characteristics of effective teaching as defined in the teacher edition of *Standards for Excellence in Teaching* published by the Prince George's County Public Schools. Principals and teachers may refer to that publication for a detailed definition of the characteristics of effective teaching.

### Achievement Outcomes

Non-tenured teachers and teachers rated less than satisfactory must develop a reasonable set of outcomes for the students to achieve. The outcomes could include performance on the CRTs, magazine tests, or any other outcomes that the principal and teacher believe are reasonable. During the last six weeks of school, the principal will review the expected outcomes and the actual achievement of each. These goals should be included as an attachment to this evaluation form.

### Comments

The "Comments" section may be used to record any information the principal determines is appropriate to the evaluation. It may also be used to list extra duty contributions.