



Educator Effectiveness

Equity • Engagement • Excellence

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TUSCALOOSA CITY SCHOOLS

Tuscaloosa City Schools Rollout Plan

I. Introduction of Educator Effectiveness – August 2-7

- Overview of the Design Team Process and Products (Rubrics)
 - **TCS Rubrics --- How are they designed?**
 - **5 Domains**
 - *Learning Targets*
 - *Culture & Climate*
 - *Foundational Reading*
 - *Collaboration*
 - *Professionalism*
 - **4 Classification Areas (Teacher and Student Indicators)**
 - *Very Evident*
 - *Evident*
 - *Somewhat Evident*
 - *Not Evident*

II. TCS Self-Assessment – August 13, 2018

III. Professional Learning Plan Dialogue – August 13 –September 28, 2018

IV. Professional Learning Plan (PLP) – Completed by September 28, 2018

V. Classroom Instructional Observations

- Formal Protocol of Observations
 - Two 30-minute observations
 - One announced & one unannounced
 - First observation completed by November 16, 2018
 - Second observation completed by April 19, 2019
- Pre/Post Conference Protocol (*attachment*)
- Observation Cycle
 - Non-tenured – Every year until tenure is attained
 - Tenured – Every three years* or by administrators discretion

***Unless otherwise indicated by SDE or other authorized officials**



TUSCALOOSA CITY SCHOOLS

Tuscaloosa City Schools Pre/Post Conference Protocol

Pre Conference Protocol (announced observations)

- Teachers should provide a lesson plan for the announced observation to administrator/supervisor at least 2 days before scheduled observation

Post Conference Protocol (announced and unannounced)

- After the announced observation, the administrator/supervisor will hold a post-conference with the teacher within 3 days of the observation. The teacher will have answered the following questions and be ready to discuss during the post-observation conference:
 - *What went well with the lesson?*
 - *What was the impact of this lesson on student learning?*
 - *What did not go as well as you would have liked?*
 - *What would you have changed or done differently to improve upon the lesson?*
 - *What other information or evidence would you like to share that perhaps I did not get to observe that was relevant to the lesson?*
 - *What can I do to help you?*
 - *What do you need from me?*



TUSCALOOSA CITY SCHOOLS

Self-Assessment

1. Learning Targets

As part of effective instruction, teachers ensure learning targets are explicit for all students, elicit evidence of student learning through effective questioning and formative assessment, provide meaningful feedback to students regarding progress toward the learning target, and make instructional adjustments based on evidence collected. Students can articulate learning targets and monitor their progress toward mastery. (AQTS 1.2, 1.3, 1.4, 1.5, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 3.1, 3.7, 4.9, 4.10)

1.1	I plan activities aligned to the learning targets derived from instructional standards.
	<div>Rarely</div> <div>Sometimes</div> <div>Consistently</div>

1.2	I ensure learning targets are explicit, clearly articulated, and monitored for each and every student throughout the learning process.
	<div>Rarely</div> <div>Sometimes</div> <div>Consistently</div>

1.3	I plan for learning tasks that have multiple responses or approaches to prompt the appropriate level of thinking utilizing a variety of materials, tools, and resources.
	<div>Rarely</div> <div>Sometimes</div> <div>Consistently</div>

1.4	I select and use a variety of strategies regularly during instruction to collect evidence of student learning toward intended outcomes.
	<div>Rarely</div> <div>Sometimes</div> <div>Consistently</div>

1.5	I use formative assessment results to make immediate, instructional adjustments and to plan for differentiated adjustments to future instruction.
	<div>Rarely</div> <div>Sometimes</div> <div>Consistently</div>

2. Culture and Climate

A smoothly functioning classroom is a prerequisite to effective instruction and a high level of student engagement. Teachers must establish and monitor clear routines and procedures for the smooth operation of the classroom and efficient use of time. Teachers create an environment of respect and rapport related to how the teacher responds positively and supportively to students and how students are expected to treat each other. Teachers create a learning environment characterized by acceptable student behavior, and efficient use of time. (AQTS 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 4.1, 4.2, 5.1)

2.1	I speak and interact respectfully with students and fosters student to student interactions.
	<div>Rarely</div> <div>Sometimes</div> <div>Consistently</div>

2.2	I develop and implement a clear set of positive, socially responsible behavioral expectations and procedures in the classroom and/or online.
	<div>Rarely</div> <div>Sometimes</div> <div>Consistently</div>

2.3	I facilitate smooth and efficient transitions between activities.
	<div>Rarely</div> <div>Sometimes</div> <div>Consistently</div>

2.4	I purposefully plans lessons with minimal wasted time or disruptions.
	<div>Rarely</div> <div>Sometimes</div> <div>Consistently</div>

3. Foundations of Reading (K-2 teachers only)

Reading Foundation Standards- The following standards are addressed: print concepts, phonological awareness, phonics and word recognition and fluency. (AQTS 1.1, 1.2, 1.3, 1.4, 2.4, 2.6, 2.7, 3.3)

3.1	I display knowledge of print concepts and utilize strategies through modeling with explicit instruction of expected student outcomes.		
Rarely		Sometimes	Consistently

3.2	I model and provide opportunities for students to manipulate sounds and words orally in whole and/or small groups.		
	Rarely	Sometimes	Consistently

3.3	I practice and model letter-sound relationships using explicit phonics and word recognition through whole group, differentiated small group, and center activities.		
	Rarely	Sometimes	Consistently

3.4	I provide daily opportunities for students to reread on-level text and provides explicit fluency instruction.		
	Rarely	Sometimes	Consistently

4. Collaboration

Contributes and solicits knowledge and skills in professional learning opportunities with colleagues on a wide range of tasks that support individual and collective professional growth through supportive relationships. (AQTS: 5.1, 5.2, 5.3)

4.1 I am prepared for meetings and ready to share my experience and work samples.			
Rarely		Sometimes	Consistently

4.2	I participate with purposeful input in collaborative conversations.		
	Rarely	Sometimes	Consistently

4.3	I develop and share ideas with fellow teachers.		
	Rarely	Sometimes	Consistently

4.4	I leave with an action plan to adjust instruction.		
	Rarely	Sometimes	Consistently

4.5	I am focused on improving student learning as well as my own learning.		
	Rarely	Sometimes	Consistently

4.6	I use information/data from meetings to drive my professional practice.		
	Rarely	Sometimes	Consistently

5. Professionalism

Acting with integrity in and out of the classroom, as well as understanding and acting upon the responsibilities that a teacher has to the subject matter, the profession, students, and the community. (AQTS 1.2, 1.3, 1.4, 1.5, 2.5, 2.6, 2.8, 2.10, 3.5, 4.4, 4.5, 4.6, 5.1, 5.4, 5.5)

Lesson Planning

5.1	I routinely submit my lesson plans on time.		
	Rarely	Sometimes	Consistently

5.2	My lesson plans are aligned to ACOS/CCRS.		
	Rarely	Sometimes	Consistently

5.3	My lesson plans give details of teaching strategies and student activities.		
	Rarely	Sometimes	Consistently

Teacher Attendance

5.4	I arrive early or on time as designated by district and/or administrator.
	Rarely Sometimes Consistently

5.5	I notify administrator/designee of tardiness or absence.
	Rarely Sometimes Consistently

5.6	I follow district procedures for reporting an absence, including submission of the correct leave form.
	Rarely Sometimes Consistently

5.7	I have lesson plans available for all planned absences.
	Rarely Sometimes Consistently

5.8	I prepare an emergency lesson plan.
	Rarely Sometimes Consistently

Student Data Management

5.9	I submit student attendance daily with appropriate documentation filed as required.
	Rarely Sometimes Consistently

5.10	I meet deadlines and procedures for posting grades as required by the local school.
	Rarely Sometimes Consistently

5.11	I provide families/guardians with current examples of evidence of student learning.
	Rarely Sometimes Consistently

Attendance at School/District Required Meetings/PD

5.12	I attend meetings regularly as scheduled.
	Rarely Sometimes Consistently

5.13	I have punctual attendance at meetings.
	Rarely Sometimes Consistently

5.14	When absent I secure information from meetings.
	Rarely Sometimes Consistently

5.15	I attend after school required meetings/duties.
	Rarely Sometimes Consistently

Parental Communication

5.16	I attempt to contact parents.
	Rarely Sometimes Consistently

5.17	I schedule conferences with parents when needed and keep documentation.
	Rarely Sometimes Consistently

5.18	I attempt to contact parents for both positive and negative purposes without the prompt of the administrator to call.
	Rarely Sometimes Consistently

5.19	I use two-way communication tools to engage parents.
	Rarely Sometimes Consistently

Observation Rubrics

1. LEARNING TARGETS

Learning Targets As part of effective instruction, teachers ensure learning targets are explicit for all students, elicit evidence of student learning through effective questioning and formative assessment, provide meaningful feedback to students regarding progress toward the learning target, and make instructional adjustments based on evidence collected. Students can articulate learning targets and monitor their progress toward mastery. (AQTs 1.2, 1.3, 1.4, 1.5, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 3.1, 3.7, 4.9, 4.10)				
Teacher Indicators				
1.1 Teacher plans activities aligned to the learning targets derived from instructional standards.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
1.2 Teacher ensures learning targets are explicit, clearly articulated, and monitored for each and every student throughout the learning process.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
1.3 Teacher plans for learning tasks that have multiple responses or approaches to prompt the appropriate level of thinking utilizing a variety of materials, tools, and resources.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
1.4 Teacher selects and uses a variety of strategies regularly during instruction to collect evidence of student learning toward intended outcomes.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
1.5 Teacher uses formative assessment results to make immediate, instructional adjustments and to plan for differentiated adjustments to future instruction.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
Student Indicators				
1.6 Learners demonstrate and/or verbalize understanding of the learning targets and make connections from content to real-life experiences.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			

1.7 Learners are actively engaged with the learning targets through equitable interactions with their teacher, peers, or self-assessment.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
1.8 Learners give, receive, and respond to feedback from teachers, peers, other resources to improve understanding and/or revise work.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
1.9 Learners' discussions, dialogues, and/or use of collaborative technologies with each other and the teacher predominate and advance learning.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
1.10 Learners understand and/or are able to explain how their work is assessed.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
1.11 Learners leverage materials, tools, and resources to achieve learning goals.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				

2. CULTURE AND CLIMATE

Culture and Climate A smoothly functioning classroom is a prerequisite to effective instruction and a high level of student engagement. Teachers must establish and monitor clear routines and procedures for the smooth operation of the classroom and efficient use of time. Teachers create an environment of respect and rapport related to how the teacher responds positively and supportively to students and how students are expected to treat each other. Teachers create a learning environment characterized by acceptable student behavior, and efficient use of time. (AQTS 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 4.1, 4.2, 5.1)				
Teacher Indicators				
2.1 Teacher speaks and interacts respectfully with students and fosters student to student interactions.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
2.2 Teacher develops and implements a clear set of positive, socially responsible behavioral expectations and procedures in the classroom and/or online.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
2.3 Teacher facilitates smooth and efficient transitions between activities.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
2.4 Teacher purposefully plans lessons with minimal wasted time or disruptions.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
Student Indicators				
2.5 Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
2.6 Learners take risks in learning (without fear of negative feedback).	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident

Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	Notes:			
2.7 Learners are supported by the teacher, their peers, and/or other resources to understand content and accomplish tasks.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
2.8 Learners demonstrate a congenial and supportive relationship with their teacher and peers in the classroom and/or online.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
2.9 Learners engage in positive, socially responsible behavior in the classroom and/or online.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			

3. FOUNDATIONAL READING

Foundations of Reading (K-2) Reading Foundation Standards- The following standards are addressed: print concepts, phonological awareness, phonics and word recognition and fluency. (AQTS 1.1, 1.2, 1.3, 1.4, 2.4, 2.6, 2.7, 3.3)				
Teacher Indicators	Very Evident	Evident	Somewhat Evident	Not Evident
Print Concepts: 3.1 Teacher displays knowledge of print concepts and utilizes strategies through modeling with explicit instruction of expected student outcomes.	Teacher displays mastery of multiple print concept strategies: ☐ Tracking ☐ Word boundaries ☐ One to one correspondence ☐ Identify letter names ☐ Punctuation/capitalization ☐ Letters >Words>Sentences	Teacher displays knowledge of print concept strategies: ☐ Tracking ☐ Word boundaries ☐ One to one correspondence ☐ Identify letter names ☐ Punctuation/capitalization ☐ Letters >Words>Sentences	Teacher displays limited knowledge of print concept strategies: ☐ Tracking ☐ Word boundaries ☐ One to one correspondence ☐ Identify letter names ☐ Punctuation/capitalization ☐ Letters >Words>Sentences	☐ Not observed ☐ No application of item ☐ No students are applying item
	Notes:			
Phonological Awareness: 3.2 Teacher models and provides opportunities for students to manipulate sounds and words orally in whole and/or small groups.	Teacher consistently models AND provides opportunities for students to manipulate sounds and words orally in whole and/or small groups through the use of manipulatives/tools or activities across content areas as opportunities arise: ☐ Oral blending ☐ Segmenting sounds ☐ Breaking apart syllables ☐ Onset/rime (word families) ☐ Rhyming words ☐ Sound substitution or dropping ☐ Alliteration ☐ Elkonin boxes (sound boxes) ☐ Identify number of sounds and syllables in words and number of words in a sentence. Teacher collaborates with colleagues to design and refine phonological awareness instruction and resources across all content areas throughout the school and district.	Teacher models AND provides opportunities for students to manipulate sounds and words orally in whole and/or small groups through the use of manipulatives/tools or activities that may include: ☐ Oral blending ☐ Segmenting sounds ☐ Breaking apart syllables ☐ Onset/rime (word families) ☐ Rhyming words ☐ Sound substitution or dropping ☐ Alliteration ☐ Elkonin boxes (sound boxes) ☐ Identify number of sounds and syllables in words and number of words in a sentence.	Teacher sometimes models OR provides opportunities for students to manipulate sounds and words orally in whole and/or small groups through the use of manipulatives/tools or activities that may include: ☐ Oral blending ☐ Segmenting sounds ☐ Breaking apart syllables ☐ Onset/rime (word families) ☐ Rhyming words ☐ Sound substitution or dropping ☐ Alliteration ☐ Elkonin boxes (sound boxes) ☐ Identify number of sounds and syllables in words and number of words in a sentence.	☐ Not observed ☐ No application of item ☐ No students are applying item

	Notes:			
Phonics/Word Recognition: 3.3 Practices and models letter-sound relationships using explicit phonics and word recognition through whole group, differentiated small group, and center activities.	<p>Teacher practices and models letter-sound relationships using explicit phonics and word recognition through whole group, differentiated small group, and center activities such as:</p> <ul style="list-style-type: none"> ☐ Letter-sound recognition ☐ Decoding words ☐ High frequency words ☐ Blending routine ☐ Reading grade appropriate irregularly spelled words <p>Practices the use of the six components of an explicit phonics lesson.</p> <ul style="list-style-type: none"> ☐ Phonemic awareness warm up ☐ Model how to decode and spell words ☐ Practice blending routine ☐ Practice spelling patterns ☐ Writing activities using words that correspond with the sound-spelling pattern ☐ Repeated reading of decodable text <p>Creates lessons that provide multiple opportunities for word recognition for diverse groups of students.</p> <p>Uses innovative strategies and approaches to extend thinking and provides immediate feedback.</p> <p>Uses innovative approaches to phonics and word instruction.</p>	<p>Teacher practices and models letter-sound relationships using explicit phonics and word recognition through whole group, differentiated small group, and center activities such as:</p> <ul style="list-style-type: none"> ☐ Letter-sound recognition ☐ Decoding words ☐ High frequency words ☐ Blending routine ☐ Reading grade appropriate irregularly spelled words <p>Practices the use of the six components of an explicit phonics lesson.</p> <ul style="list-style-type: none"> ☐ Phonemic awareness warm up ☐ Model how to decode and spell words ☐ Practice blending routine ☐ Practice spelling patterns ☐ Writing activities using words that correspond with the sound-spelling pattern ☐ Repeated reading of decodable text 	<p>Little evidence of explicit phonics or word recognition instruction and practice through whole group, small group, or center activities such as:</p> <ul style="list-style-type: none"> ☐ Letter-sound recognition ☐ Decoding words ☐ High frequency words ☐ Blending routine ☐ Reading grade appropriate irregularly spelled words 	<ul style="list-style-type: none"> ☐ Not observed ☐ No application of item ☐ No students are applying item

	Notes:			
Fluency: 3.4 Provides daily opportunities for students to reread on-level text and provides explicit fluency instruction.	Teacher provides daily opportunities for students to reread on-level text and uses knowledge to meet the diverse needs as they reread on level texts: <ul style="list-style-type: none"> ☐ Choral reading ☐ Echo reading ☐ Successive readings ☐ Whisper reading Teacher consistently provides innovative explicit fluency instruction to support comprehension and evaluates student responses to adjust fluency instruction to support comprehension: <ul style="list-style-type: none"> ☐ Tracking ☐ Sliding ☐ Pausing at the end of sentences ☐ Phrasing, ☐ Intonation ☐ Modeling fluent reading ☐ Technology enhanced instruction Teacher explicitly teaches students to self-monitor	Teacher provides daily opportunities for students to reread on-level text: <ul style="list-style-type: none"> ☐ Choral reading ☐ Echo reading ☐ Successive readings ☐ Whisper reading Teacher provides explicit fluency instruction to support comprehension: <ul style="list-style-type: none"> ☐ Tracking ☐ Sliding ☐ Pausing at the end of sentences ☐ Phrasing, ☐ Intonation ☐ Modeling fluent reading ☐ Selects appropriate text 	Teacher provides minimal opportunities for students to reread on-level text: <ul style="list-style-type: none"> ☐ Choral reading ☐ Echo reading ☐ Successive readings ☐ Whisper reading Teacher somewhat provides explicit fluency instruction to support comprehension: <ul style="list-style-type: none"> ☐ Tracking ☐ Sliding ☐ Pausing at the end of sentences ☐ Phrasing, ☐ Intonation ☐ Modeling fluent reading ☐ Selects appropriate text Developing awareness of selecting appropriate text	☐ Not observed ☐ No application of item ☐ No students are applying item
	Notes:			
Student Indicators	Very Evident	Evident	Somewhat Evident	Not Evident
Print Concepts:	All students are engaged in multiple activities demonstrating organization of	Students are engaged in activities demonstrating organization of basic	Few Students engaged in activities demonstrating organization of basic	☐ Not observed ☐ No application of item

<p>3.5 Students are engaged in activities demonstrating organization of basic features of print.</p>	<p>varied, basic features of print. This would include many of the following:</p> <ul style="list-style-type: none"> ☐ Tracking ☐ Word boundaries ☐ One to one correspondence ☐ Identify letter names ☐ Punctuation/capitalization ☐ Letters >Words>Sentences ☐ Evidence of self-correction 	<p>features of print. This may include any of the following:</p> <ul style="list-style-type: none"> ☐ Tracking ☐ Word boundaries ☐ One to one correspondence ☐ Identify letter names ☐ Punctuation/capitalization ☐ Letters >Words>Sentences 	<p>features of print. This may include any of the following:</p> <ul style="list-style-type: none"> ☐ Tracking ☐ Word boundaries ☐ One to one correspondence ☐ Identify letter names ☐ Punctuation/capitalization ☐ Letters >Words>Sentences 	☐ No students are applying item
	<p>Notes:</p>			
<p>Phonological Awareness:</p> <p>3.6 Students have multiple opportunities to manipulate sounds in words orally in whole group, small group, AND centers.</p>	<p>Students consistently have multiple opportunities to manipulate sounds in words orally in whole group, small group, AND centers across content areas as opportunities arise.</p> <p>Activities may include:</p> <ul style="list-style-type: none"> ☐ Oral blending ☐ Segmenting ☐ Rhyming ☐ Manipulating sounds ☐ Identifying phonemes ☐ Clapping syllables in words ☐ Clapping words in sentences ☐ Alliteration <p>Students are engaged in meaningful conversations about the manipulation of sounds in words.</p>	<p>Students consistently have multiple opportunities to manipulate sounds in words orally in whole group, small group, AND centers. Activities may include:</p> <ul style="list-style-type: none"> ☐ Oral blending ☐ Segmenting ☐ Rhyming ☐ Manipulating sounds ☐ Identifying phonemes ☐ Clapping syllables in words ☐ Clapping words in sentences ☐ Alliteration 	<p>Students sometimes have opportunities to manipulate sounds in words orally in whole group, small group, OR centers. Activities may include:</p> <ul style="list-style-type: none"> ☐ Oral blending ☐ Segmenting ☐ Rhyming ☐ Manipulating sounds ☐ Identifying phonemes ☐ Clapping syllables in words ☐ Clapping words in sentences ☐ Alliteration 	☐ Not observed ☐ No application of item ☐ No students are applying item
	<p>Notes:</p>			

Phonics/Word Recognition: 3.7 Students have multiple opportunities to decode, using grade level phonics and word analysis skills, along with engaging in connected text Students use manipulatives as appropriate to break words apart and build words.	Students engage in multiple opportunities to decode, read, write, and self-assess their learning Students give detailed explanations of the targeted lesson outcome. Students will understand and restate learning goals and outcomes in their own words. Students transfer strategies effortlessly to connected text. Students have multiple opportunities to decode, using grade level phonics and word analysis skills, along with engaging in connected text Use manipulatives as appropriate to break words apart and build words. When appropriate, such tools and activities may include: ☐ Letter tiles ☐ Letter cards ☐ Foldables ☐ Living words/sentences (kinesthetic learning) ☐ Phonics phones ☐ Read and re-read decodable text	Students have multiple opportunities to decode, using grade level phonics and word analysis skills, along with engaging in connected text Students use manipulatives as appropriate to break words apart and build words. When appropriate, such tools and activities may include: ☐ Letter tiles ☐ Letter cards ☐ Foldables ☐ Living words/sentences (kinesthetic learning) ☐ Phonics phones ☐ Read and re-read decodable text	Students have few opportunities to decode, using grade level phonics and word analysis skills, and may engage in connected text Little evidence of manipulatives being used appropriately to break words apart and build words. Some evidence of tools and activities may be present.	☐ Not observed ☐ No application of item ☐ No students are applying item
	Notes:			
Fluency:	Students use multiple innovative approaches to practice fluency:	Students use multiple approaches to practice fluency:	Students have some opportunities to practice fluency	☐ Not observed ☐ No application of item ☐ No students are applying item

<p>3.8 Students use multiple approaches to practice fluency. Students reread on-level text and receive explicit fluency instruction.</p>	<ul style="list-style-type: none"> ☐ Literacy based centers with differentiation ☐ Use of cross curricular text ☐ Peer practice and feedback ☐ Mentor reading ☐ Reread to build fluency ☐ Choral reading ☐ Whisper fluency ☐ Uses technology to enhance instruction <p>Students use fluency strategies to self-monitor fluency and choose approaches to increase comprehension</p> <ul style="list-style-type: none"> ☐ Student led data tracking ☐ Student engaged formative assessments ☐ Utilizes independently ☐ Appropriate rate ☐ Accuracy ☐ Expression ☐ Context Clue ☐ Self-correction ☐ Successive reading 	<ul style="list-style-type: none"> ☐ Literacy based centers ☐ Peer practice ☐ Mentor reading ☐ Reread to build fluency ☐ Choral reading ☐ Whisper fluency ☐ Uses fluency strategies ☐ Tracking ☐ Sliding ☐ Attending to punctuation <p>Students utilize the following with support/prompting:</p> <ul style="list-style-type: none"> ☐ Appropriate rate ☐ Accuracy ☐ Expression ☐ Context Clue ☐ Self-correction ☐ Successive reading 	<p>Students are developing awareness of fluency strategies:</p> <ul style="list-style-type: none"> ☐ Appropriate rate ☐ Accuracy ☐ Expression ☐ Context Clue ☐ Self-correction ☐ Successive reading 	
	<p>Notes:</p>			

Collaboration Contributes and solicits knowledge and skills in professional learning opportunities with colleagues on a wide range of tasks that support individual and collective professional growth through supportive relationships. (AQTS 5.1, 5.2, 5.3)				
Teacher Indicators				
4.1 Prepared for meetings and ready to share their experience and work samples.	☒ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
4.2 Participates with purposeful input in collaborative conversation.	☒ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
4.3 Develops and shares ideas with fellow teachers.	☒ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
4.4 Leaves with an action plan to adjust instruction.	☒ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
4.5 Focused on improving student learning as well as their own learning.	☒ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
4.6 Uses information/data from meeting to drive professional practice.	☒ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			

Professionalism

Acting with integrity in and out of the classroom, as well as understanding and acting upon the responsibilities that a teacher has to the subject matter, the profession, students, and the community. (AQTS 1.2, 1.3, 1.4, 1.5, 2.5, 2.6, 2.8, 2.10, 3.5, 4.4, 4.5, 4.6, 5.1, 5.4, 5.5)

Teacher Indicators-Lesson Planning

5.1 Lesson plans are routinely submitted on time.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
5.2 Lesson plans are aligned to ACOS/CCRS.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
5.3 Lesson plans give details of teaching strategies and student activities.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				

Teacher Indicators-Teacher Attendance

5.4 Arrives early or on-time consistently as designated by district and/or administrator.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
5.5 Teacher notifies administrator/designee of tardiness or absence.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
5.6 Follows district procedures for reporting an absence, including submission of the correct leave form.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				
5.7 Has lesson plans available for all planned absences.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
Notes:				

5.8 Prepares an emergency lesson plan.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
Teacher Indicators-Student Data Management				
5.9 Student attendance submitted daily with appropriate documentation filed as required.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
5.10 Meets deadlines and procedures for posting grades as required by the local school.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
5.11 Provides families/guardians and learners with current examples of evidence of learning.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
Teacher Indicators-Attendance at School/District Required Meetings/PD				
5.12 Attends meetings regularly as scheduled	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
5.13 Punctual attendance at meetings.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			
5.14 When absent secures information from meetings.	☐ Very Evident	☐ Evident	☐ Somewhat Evident	☐ Not Evident
	Notes:			

5.15 Consistently attends after school required meetings/duties.	☐ Very Evident ☐ Evident ☐ Somewhat Evident ☐ Not Evident			
	Notes:			
Teacher Indicators-Parental Communication				
5.16 Consistently attempts to contact parents.	☐ Very Evident ☐ Evident ☐ Somewhat Evident ☐ Not Evident			
	Notes:			
5.17 Schedules conferences with parents when needed and keeps documentation.	☐ Very Evident ☐ Evident ☐ Somewhat Evident ☐ Not Evident			
	Notes:			
5.18 Consistently attempts to contact parents for both positive and negative purposes without the prompt of the administrator to call.	☐ Very Evident ☐ Evident ☐ Somewhat Evident ☐ Not Evident			
	Notes:			
5.19. Uses two way communication tools to engage parents.	☐ Very Evident ☐ Evident ☐ Somewhat Evident ☐ Not Evident			
	Notes:			

Professional Learning Plan

Indicator:	
Self-Assessed Level of Practice as of August 20__ =	
Proposed Actions and Strategies	
Professional Learning:	Implementation of Professional Learning:
Timeframe:	
Anticipated/Expected Evidence:	
Anticipated/Expected Impact:	