

### Instructional Conversation/Audit Process

The purposes of the instructional conversation/audit process are (1) to increase teacher effectiveness and enhance student learning through a professional dialogue about the instructional process and (2) to provide a tool by which an observer can compile data for feedback to the teacher or to paint a picture of the aggregate behavior of a group, team, grade level, department, or school. The purpose of the form(s) when used to increase teacher effectiveness and enhance student learning is to facilitate a discussion about instructional and/or instructional support practice(s). It is understood there are many different and successful approaches to instruction. Teachers should be guided by research, best practices, and their experience in determining appropriate methods and techniques of instruction to be used in their classroom.

The forms developed for use for teacher evaluation are the appropriate forms to be used in complying with the requirements of Board policy G290 regarding teacher evaluation, not the forms contained in this policy.

The purpose of the form(s) when used as an audit tool is to collect data that would be beneficial to the teacher or groups teachers in describing the behavior in a classroom, classrooms, or school. The form may be used to assist in developing data for describing classroom behaviors in a grade level, department, or school, or assessing the degree to which a school wide goal or professional development plan has been achieved.

In the event the administration becomes concerned about the competence of a teacher to the extent a recommendation regarding the teacher's employment might be made, it is understood the criteria, process, and forms to be used in making such a recommendation shall be those set forth in Board Policy G 290, the master contract, and state law as applicable.

Observers shall be administrative personnel. The observation forms and process set forth in this policy may be used multiple times during the year with each classroom teacher. It is understood that in using the forms not every element included in the forms will be present during every observation. Administrators may use all or a portion of the observation forms to collect individual or group data. Teachers being observed under this policy may be asked to share lesson plans with the administrator. An administrator may request a copy of a lesson plan as a part of the auditing process. When used for an instructional conversation a copy of the completed form will be provided to the teacher and a post observation conversation with the teacher shall be held in as close a proximity to the time of the observation as is practical.

## **TOPICS**

Topics selected by the teacher or observer for analysis and discussion as a part of the instructional conversation may include, but are not limited to the following:

- \* How are academic standards communicated to students and parents?
- \* How are behavioral standards communicated to students?
- \* How are classroom routines communicated and established?
- \* How are homework procedures and practices communicated to students and parents?
- \* How rubrics are developed and used?
- \* How plans modified for special needs students?
- \* How is self-assessment and reflection of teaching and learning accomplished?
- \* What professional development has been sought and accomplished?
- \* How has what has been learned through professional development been implemented?
- \* How are students' behaviors & achievement impacted by implementation of professional development?
- \* Did students demonstrate academic growth on formal and informal assessments?
- \* Did students exhibit proficiency?
- \* How are students required to engage in reflection?
- \* How and when are students allowed to retest for mastery?
- \* How effectively are positive relationships with students maintained?
- \* How effectively are positive relationships with parents maintained?
- \* How effectively are positive relationships with colleagues maintained?
- \* How are the lowest performing subgroups addressed?

## **REFLECTION**

To be completed by the teacher:

- \* If you were to select two items that have come out of your conversation that you would like to change, what would they be?