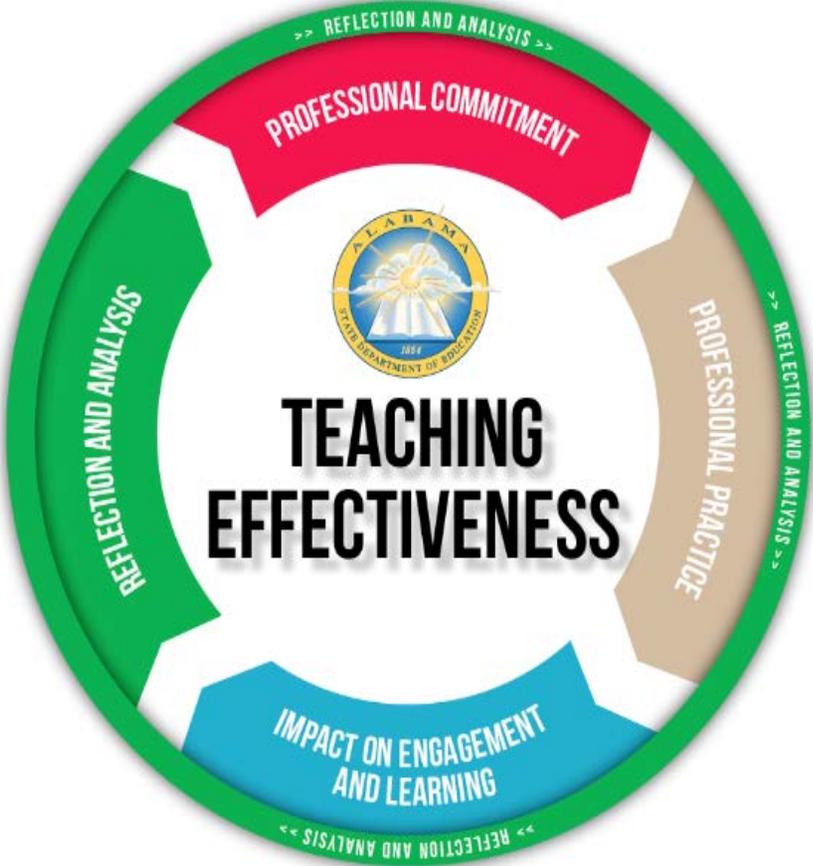


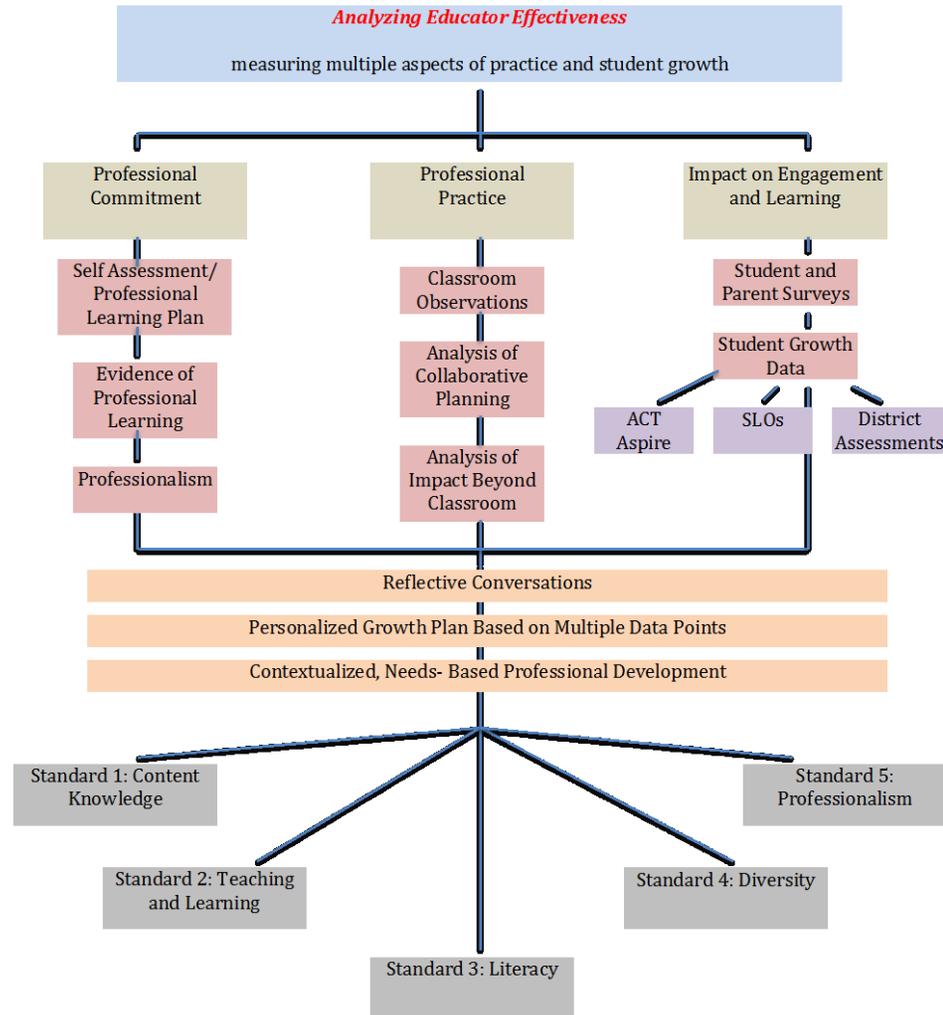
Fayette County Schools Educator Effectiveness



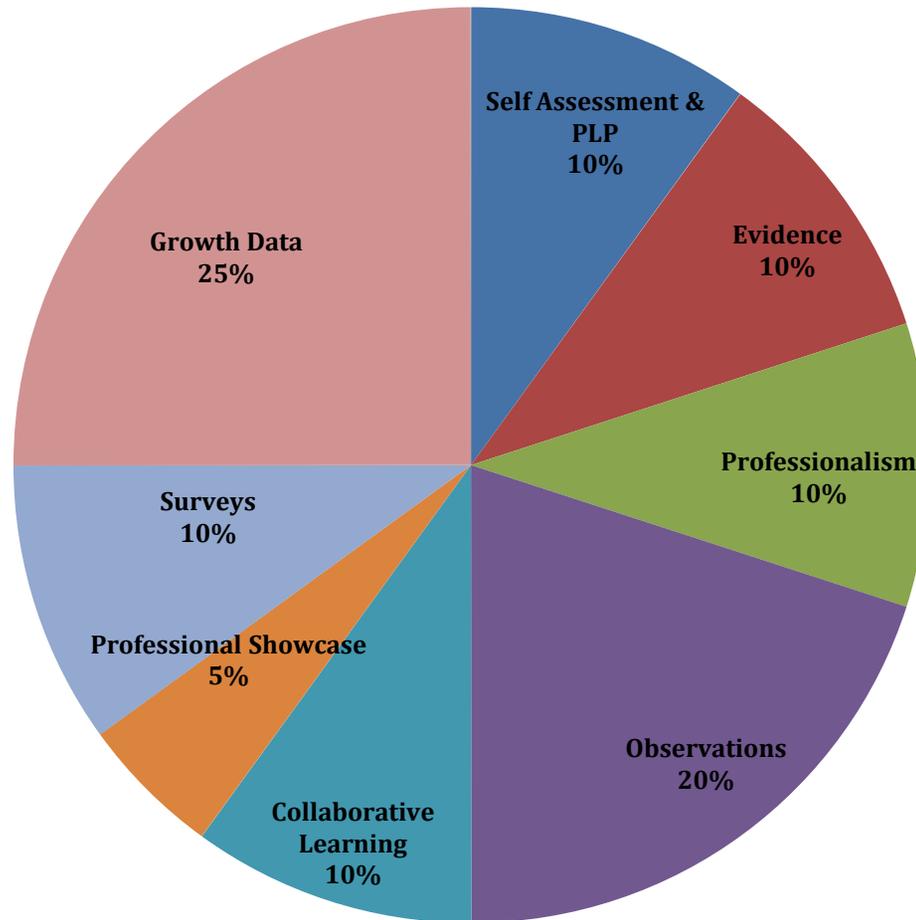
PLAN 2020

“Every child is taught by a well- prepared, resourced, supported and effective teacher”

“Develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement”



Overview



Effective Teaching: Fayette County Schools

In an effort to maintain professionalism, Fayette County educators should establish an environment of positive attitudes and respectful relationships through collaboration with all stakeholders.

Effective teachers in Fayette County promote student success by providing a safe and nurturing classroom that is conducive to learning.

They purposefully plan lessons that motivate and engage students, using a variety of strategies that meet individual needs to promote achievement.

Effective teachers in Fayette County are lifelong learners who possess a depth of knowledge in their content area and demonstrate literacy across the curriculum, which enables them to use an array of assessments to measure the success of their students.

**Fayette County School District
Educator Effectiveness Team
2015-2016**



Save the DATES:

October 21, 2015
November 9, 2015
December 10, 2015
January 19, 2016

Team Members:

Central Office:

Mr. Jim Burkhalter (Superintendent), Mr. Vic Herren (Deputy Superintendent), Mrs. Mary Raines (Curriculum & Technology)

Berry Elementary School (PK-6)

Rachel Halper (5th Grade), Andrea Lyons (Special Education K - 6)

Berry High School (7-12)

Mr. Trevor Kribbs (Principal), Pam Traweek (English 7-9), Jeff Banks (Math 9 - 12),
Danyell Hudson (Counselor)

Fayette Elementary School (K-4)

Dr. Alicia Nalls (Principal), Sheniece Nalls (1st Grade), Janet Litton (Kindergarten),
Dana Owens (Literacy Coach)

Fayette Middle School (5-8)

Mr. Rodney Hannah (Principal), Cameron Canterbury (Media Specialist), Wendy McGuire (Science 5th),
Ryan Clary (Social Studies 7th - 8th)

Fayette County High School (9-12)

Dr. Jeremy Madden (Principal), Kayla Barnes (Science 9-12) , Melanie Trull (Career Tech),
Wendy Canterbury (Media Specialist)

Hubbertville School (PK-12)

Mr. Tim Dunavant (Principal), Allyson Afshar (1st Grade), Amanda Trantum (Social Studies 8 - 12)

Example from Ozark City Schools : Rubric Roll-Out Plan

The purpose of the rubrics is to guide teachers in the development of quality instruction. As instructional shifts happen, our observations must support quality instruction. These rubrics are meant to mainstream the instructional focus of the district. How do we support teachers in the refining of craft?

On the assigned date, hand out the corresponding rubric. Ask teachers to visit each other's classrooms and use the rubrics to have conversations around practice. Use this time for teachers to familiarize themselves with the rubrics and the district's expectations. Set the stage for targeted conversations around growth.

Suggested process: Teachers are given 3 post-it notes per rubric. Teachers conduct three 5-10 minute observations per rubric. Teachers leave a positive note directly linked to rubric in the classrooms they visited. The teacher should notate a specific teacher or student action that was indicative of effective practice.

| | |
|------------------------|--|
| August 1-3: | Distribute Classroom Management and Classroom Climate Rubrics |
| August 8 – 12: | Collegial Observations: Classroom Management |
| August 15-19: | Collegial Observations: Classroom Climate |
| August 19: | Distribute Student Engagement Rubric |
| August 22-26: | Collegial Observations: Student Engagement |
| August 26- September 9 | Administrators will begin observations focusing on Classroom Management, Classroom Climate, and Student Engagement |
| August 26: | Distribute Questioning Rubric & Assessment Rubric |
| August 29- September 1 | Collegial Observations: Questioning & Assessment Rubrics |
| September 2 | Distribute Content Knowledge |
| September 6 -9 | Collegial Observations: Content Knowledge |
| September 9 – 23 | Administrators will begin observations focusing on Questioning, Assessment and Content Knowledge |

| | |
|--------------------------|---|
| September 9 | Distribute Rigor/Depth of Knowledge and Standards Based Instruction |
| September 12-16 | Collegial Observations: Rigor/DOK & Standards Based Instruction |
| September 16 | Distribute Differentiation |
| September 19-23 | Collegial Observations: Differentiation |
| September 23 – October 6 | Administrators will begin observations focusing on Rigor/DOK, Standards-Based Instruction and Differentiation |
| September 23 | Distribute Relevant, Real-World Instruction |
| September 26-30 | Collegial Observations: Relevant, Real-World Instruction |
| September 30 | Distribute Technology Rubric |
| October 3-6 | Collegial Observations: Technology |
| October 6 – May 30 | Administrator observations may be linked to any of the 11 instructional indicators. |

Suggested Roll-Out Plan for Pillar I and Pillar II

Fayette County Schools Professional Commitment (30%)

- Every Teacher
- Every Year
- Complete Self Assessment, PLP, and Evidence in EDUCATE Alabama Platform

| Self-Assessment Professional Learning Plan | Evidence of Professional Learning | Professionalism |
|---|--|------------------------|
| 10% | 10% | 10% |

Add in explanation for Self Assessment
Add in Connection Explanation

Professional Learning Plan and Evidence of Professional Learning

Need Document from Vic's Group on PLP, Evidence and Development of Platform..... New Process

Professionalism

| | Ineffective | Developing | Effective | Exemplary |
|--------------------------|---|--|---|---|
| Lesson Plans | <ul style="list-style-type: none"> Does not complete lesson plans | <ul style="list-style-type: none"> Completes lesson plans but lacks details | <ul style="list-style-type: none"> Provides detailed lesson plans on time that covers all subject matters and student activities | <ul style="list-style-type: none"> Designs lesson plans that meet standards, flexible and easily adapts to change based upon students' needs and mastery |
| Grade book | <ul style="list-style-type: none"> Does not keep grade book updated | <ul style="list-style-type: none"> Occasionally updates grade book | <ul style="list-style-type: none"> Meets all deadlines for grades Obtains and records grades according to board policy | <ul style="list-style-type: none"> Grades are updated weekly, posted on time and indicate standards graded |
| Dress Code | <ul style="list-style-type: none"> Dresses inappropriately according to board policy | <ul style="list-style-type: none"> Not consistent at following dress code according to board policy | <ul style="list-style-type: none"> Consistent professional/ appropriate dress for lessons being taught | <ul style="list-style-type: none"> Sets example for professional dress while displaying the role of leader of classroom |
| Professional Development | <ul style="list-style-type: none"> Attends less than half of scheduled meetings | <ul style="list-style-type: none"> Sporadically attends meetings as a means to improve professional growth | <ul style="list-style-type: none"> Regularly attends meetings to improve professional growth | <ul style="list-style-type: none"> Attends all meetings and provides feedback and suggestions to improve professional growth |
| Parent Communication | <ul style="list-style-type: none"> No attempt to communicate with parents Not responding to parental concerns | <ul style="list-style-type: none"> Inconsistently attempts to contact parents Not responding to parental concerns in a timely manner | <ul style="list-style-type: none"> Consistently contacts parents, schedules conferences with parents as deemed appropriate Responding in a timely manner to parental concerns | <ul style="list-style-type: none"> Consistently contacts parents for both positive and negative feedback |
| Ethnical Code | <ul style="list-style-type: none"> Educator conduct is negative and unprofessional among colleagues | <ul style="list-style-type: none"> Educator conduct is inconsistent | <ul style="list-style-type: none"> Educator conduct is positive and professional | <ul style="list-style-type: none"> Educator is quick to promote the positive and seeks solutions where there is negativity from others |
| Teacher Attendance | <ul style="list-style-type: none"> Teacher is consistently late for school and shows a pattern of unexcused absences without notification of absence before or after | <ul style="list-style-type: none"> Teacher is occasionally late for school or absent | <ul style="list-style-type: none"> Teacher is consistently on time or early to school and notifies administrator of tardiness or absence | <ul style="list-style-type: none"> Teacher is consistently present before/after school hours |

| | | | | |
|----------------------|--|---|--|--|
| Social Media | <ul style="list-style-type: none"> • Uses personal or organizational social media platforms in a manner which violates federal or state law | <ul style="list-style-type: none"> • Does not show appropriate boundaries for use of social media | <ul style="list-style-type: none"> • Uses appropriate conduct on social media | <ul style="list-style-type: none"> • Utilizes social media as a communication tool for parents and students • Promotes school in a positive manner |
| Discipline Referrals | <p>As the year progresses....</p> <ul style="list-style-type: none"> • Consistently sends students to the office for discipline | <p>As the year progresses...</p> <ul style="list-style-type: none"> • Occasionally sends students to the office for discipline | <p>As the year progresses....</p> <ul style="list-style-type: none"> • Rarely sends students to the office for discipline | <p>As the year progresses.....</p> <ul style="list-style-type: none"> • Has one or no discipline referrals |

Fayette County Schools Professional Practice (35%)

- All non-tenured teachers
- At least 1/3 of all tenured teachers
- Tenured teachers – at least once every three years
- If ineffective, then must complete process following year
- Rubrics and tools for each of the components

| Observations | Collaborative Instructional Design | Professional Showcase |
|---------------------|---|----------------------------------|
| 20% | 10% | 5% |

Need to make a decision on Observation Protocol

Need to submit forms for observation

Observation Rubrics (20%)

I. Classroom Management

II. Classroom Culture and Climate

III. Preparedness

IV. Content Knowledge

V. Engagement

VI. Formative Assessment

VII. Standards-Based Instruction

VIII. Technology

IX. Rigor

X. Differentiated Instruction

XII. Other Documents

- Pre/Post Observation Form
- Walkthrough/Observation Form

Classroom Management: Effective teachers establish classroom rules and procedures that provide all students with the opportunity to learn in a structured environment.

| | Ineffective | Developing | Effective | Exemplary |
|---|--|---|--|--|
| T | <ul style="list-style-type: none"> • Does not use a variety of verbal and physical reactions to student misbehavior. • Is not consistent in enforcing rules and procedures • Allows negative behavior • Does not apply consequences/rewards consistently and fairly • Has materials, students' space, overall learning environment is not organized | <ul style="list-style-type: none"> • Uses some verbal and physical reactions to student misbehavior • Enforces rules and procedures periodically • Allows some negative behavior • Has materials, students' space, overall learning/environment is somewhat organized | <ul style="list-style-type: none"> • Uses a variety of positive verbal and physical reactions to student misbehavior • Enforces rules and procedures consistently • Redirects negative behavior • Has materials, students' space, overall learning/environment is mostly organized | <ul style="list-style-type: none"> • Able to reinforce rules and procedures with little direction • Able to use small gestures to enforce rules and procedures • Does not allow negative behavior • Has materials, students' space, overall learning/environment organized |
| S | <ul style="list-style-type: none"> • Are inattentive • Does not follow rules and procedures • Does not exhibit appropriate behavior • Does not transition appropriately between large and small group activities | <ul style="list-style-type: none"> • Is unorganized during transition • Takes too long to become engaged • Follows some rules and procedures often | <ul style="list-style-type: none"> • Participates in organized transitions with minimal guidance • Follows rules and procedures with little prompting • Most students are engaged | <ul style="list-style-type: none"> • Accomplishes organized transitions without guidance • Engaged at all times • Self-monitor and adjust peer behavior • Follows procedures and rules with no prompting |

Classroom Culture and Climate: Effective teachers create a safe and orderly classroom environment that promotes fairness and respect and stimulus learning. (AQTS 2.2, 2.3, 4.2, 4.7)

| | Ineffective | Developing | Effective | Exemplary |
|---|---|--|--|--|
| T | <ul style="list-style-type: none"> • Ignores students with no or little input. • Makes little to no attempt to utilize motivational techniques or adjust instruction to promote engagement • Uses disrespectful talk towards students by displaying patterns of classroom interaction that is negative, inappropriate, or insensitive, to the students’ ages, cultural backgrounds, and developmental levels. • Routinely allows low expectations for student achievement | <ul style="list-style-type: none"> • Shows care and concern for students as individuals. • Listens to students interest • Utilize some motivational techniques and makes some adjustments during instruction to promote engagement • Acknowledges potential personal biases based on an understanding of the differences between own background and that of students • Demands quality work from the students, but does not provide opportunities for all students to succeed | <ul style="list-style-type: none"> • Listens and gives each student the opportunity to respond in classroom • Maintains a positive and “with it” demeanor • Incorporates students’ interests into lessons • Builds a respectful and a supportive classroom • Provides an enriching environment that stimulates, motivates, and engages • Use a variety of age appropriate strategies that promote fair and respectful teacher and student interactions. • Promotes an atmosphere where learning is valued and high expectations for learning are the norm for most students | <ul style="list-style-type: none"> • Celebrate student achievement • Encourages students to look back and develop new insights • Helps students to set future performance goals • Creates a physical arrangement that is responsive to the emotional, social, physical, and cognitive needs of all learners • Engages students, parents, and guardians in purposeful teaming efforts • Promotes an atmosphere where learning is valued and high expectations for learning are shared by students |
| S | <ul style="list-style-type: none"> • Disrespectful attitude toward teachers and peers. • High rate of absenteeism • No collaboration • Produces low level products with little or no effort and no attention to detail • Exhibit little or no pride in their work | <ul style="list-style-type: none"> • Respectful vocabulary toward teachers. • Collaboration with teacher only • Completes tasks with some effort and attention to detail • Are content with mediocre products and grades | <ul style="list-style-type: none"> • Respectful of each other and the teacher • Collaborate with each other • Commits to the task that reflects the teacher’s expectation for a quality product • Interact and encourage learning, respect, and hard work among their peers/classmates | <ul style="list-style-type: none"> • Talk about their own learning process • Look back at their learning goals to assess their effort and achievement • Assumes responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or helping peers • Assume responsibilities for quality work by initiating improvements, making revisions, adding detail, and/or helping peers |

Preparedness: Fayette County teachers will utilize the knowledge and background of the students, and researches content, to prepare relatable lessons

that contribute to the overall flow of the classroom.(AQTS 1.1,1.2,1.3)

| | Ineffective | Developing | Effective | Exemplary |
|----------|--|--|---|---|
| T | <ul style="list-style-type: none"> materials out of reach and difficult to find Devotes no time to lesson planning Does not evaluate prerequisite skills prior to lesson illogical sequencing of the lesson is used is intimidated and doesn't accept student questions Allows for no student grouping Devotes no time to studying content for the lesson and what standards are to be addressed Lesson is not relatable to the students | <ul style="list-style-type: none"> materials out of reach but whereabouts are known Devotes little time to lesson planning Prerequisite skills are known but lesson does not support the students' needs Follows a logical sequence for the lesson but transitions are used in an inconsistent manner Allows for low level questioning Allows for some student grouping but does not consider cognitive abilities when forming the groups Devotes little time to studying content for the lesson and the standards that are to be addressed Lesson is relatable to some students | <ul style="list-style-type: none"> Materials are accessible. Devotes times to purposeful lesson planning and are available if requested Prerequisite skills are known and evaluated and lessons correspond to the knowledge of the students Has a logical sequence of the lesson and transitions are used smoothly Allows for all types of questioning from students and provides beneficial feedback Groups students effectively and considers the cognitive abilities of children when doing so Devotes adequate time to studying content for the lesson and ensures it is directly related to state standards Many of the children can relate to the lesson. | <ul style="list-style-type: none"> Materials are accessible and if the need arises, other supplies are easily found Researches multiple strategies to incorporate into the lesson and purposefully plans the lessons in advance that are available for viewing by the administration Prerequisite skills are evaluated and lessons foster growth in the content and future standards Uses logical sequencing of the lesson and transitions are used in a way that optimizes student learning Allows for all types of questions from students, while providing purposeful feedback that may foster additional research Groups students effectively, considering cognitive abilities, and periodically reevaluates the grouping based on data Devotes time to studying content for the lesson, making sure to prepare for students' misconceptions and how to address them, while also ensuring state standards are covered Lesson is relatable and students are having conversations, outside of the classroom, about the content. |
| S | <ul style="list-style-type: none"> Do not have materials and supplies available to complete lesson activities <ul style="list-style-type: none"> are not engaged are off task, no prior knowledge of the subject, and not ready to learn | <ul style="list-style-type: none"> some have materials and supplies for the lesson are engaged have little prior knowledge and not ready to learn | <ul style="list-style-type: none"> most have materials and supplies for the lesson. are engaged and active in the lesson are ready to learn | <ul style="list-style-type: none"> All have materials and supplies for the lesson and they are prepared for the unexpected need for a supply. Are engaged and many demonstrate enthusiasm and energy during the lesson are self-motivated to learn |

Content Knowledge: Effective teachers demonstrate content knowledge by delivering rigorous lessons using a variety of resources and approaches

| that connect standards to real-world application. (AQTS 1.1,1.2,1.3) | | | | |
|--|---|--|---|--|
| | Ineffective | Developing | Effective | Exemplary |
| T | <p>Does not possess basic knowledge of CCRS.</p> <ul style="list-style-type: none"> • Presents information disregarding prior knowledge. • Provides incorrect information. • Does not provide feedback to students. • Fails to align learning activities to outcomes. • Does not explain content. • Uses the textbook as the only resource. • Fails to correct errors. | <ul style="list-style-type: none"> • Activates prior knowledge • Explains content without connections. • Provides feedback • Uses additional resources. • Corrects some errors. • Understands content but cannot communicate it appropriately to students. | <ul style="list-style-type: none"> • Looks for opportunities to build on prior knowledge. • Demonstrates how content areas are related. • Actively monitors and provides student feedback. • Matches learning activities to instructional outcomes. • Consistently provides clear explanation of the content. • Uses appropriate and challenging resources to promote student knowledge. • Identifies and corrects student errors. | <ul style="list-style-type: none"> • Properly sequences information to build on prior knowledge. • Works with colleagues to identify and correct student errors. • Collaborates with colleagues to provide resources and instructional methods that promote learners' deep understanding of content knowledge. • Plans rigorous and relevant lessons using differentiated strategies to connect learners to content areas. |
| S | <ul style="list-style-type: none"> • Shows little evidence of prior knowledge. • Demonstrate a low level of recall. • Unable to connect different subject areas. • Does not ask pertinent questions. • Does not participate in class discussion. • Is not proficient in meeting instructional outcomes. • Does not connect lessons to the real world. • Unable to explain the content. • Unable to identify or correct errors. | <ul style="list-style-type: none"> • Recalls facts but are not able to explain reasoning. • Demonstrates a shallow understanding of content • Can answer low level questions. • Demonstrates comprehension but does not apply skills | <ul style="list-style-type: none"> • Builds on prior knowledge. • Makes connections between different content areas. • Asks questions relevant to daily objectives. • Actively participates in meaningful discussions. • Demonstrate proficiency in meeting instructional outcomes. • Explain the content through various forms. (speaking, writing, technology, etc.) • Identifies and corrects errors. | <ul style="list-style-type: none"> • Demonstrate a clear understanding of content and can explain it. • Researches and finds information about the topic on their own. • Communicates with others their own ideas about the topic. • Relates content knowledge to real-world situations. |

Engagement: Effective teachers incorporate a variety of research-based instructional strategies that are appropriately matched to the content being taught and engage all learners in meaningful ways.

| | Ineffective | Developing | Effective | Exemplary |
|---|--|---|---|--|
| T | <ul style="list-style-type: none"> Does not employ strategies to ensure student involvement. Uses only low level questioning Sits at desk Lectures for the entire class time Uses same strategies throughout the lesson Doesn't use collaborative grouping Not utilizing resources Pacing too slow or too rushed | <ul style="list-style-type: none"> Overly involved with a particular group of students instead of equitably Not allowing the students to persevere Only look for one possible answer (recall) Uses limited strategies for student involvement Limited use of resources Infrequent modeling of listening and speaking skills | <ul style="list-style-type: none"> Engages students in the discussion, employing a range of strategies to ensure that all students have the opportunity to be involved Creates genuine discussion among students, provides adequate time for students to respond and steps aside when appropriate Monitors the learning of students Utilizes real world examples, instructional materials and resources to help students make connections Provides appropriate feedback to reach their learning goals Redirects any student off-task or unengaged | <ul style="list-style-type: none"> Models listening and making connections <ul style="list-style-type: none"> Challenge students to develop their own investigations for problem solving Encourages incorporating resources outside the classroom Supports students interpreting the reasoning of peers Allows students to initiate conversations with peers and teacher on topic Equips students to create a presentation sharing information learned about the topic Pacing is appropriate for students to be intellectually engaged |
| S | <ul style="list-style-type: none"> Off-task/off-topic Are not questioning, talking, reflecting, investigating, reading or listening appropriately Are misbehaving Completing independent work on a consistent basis | <ul style="list-style-type: none"> Asking questions to teacher only Partially on-task/topic Allowing one student to dominate conversation Show signs of wanting to be involved Using recall only to answer questions Show limited participation in group work | <ul style="list-style-type: none"> Formulate questions relevant to the topic Collaborate during class Discussions are on task Reflect on their learning through writing Investigate using appropriate tools and/or manipulatives Read and interact with text Interacting and listening to peers | <ul style="list-style-type: none"> Listen to peers and make connections Develop their own investigations for problem solving Incorporating resources outside the classroom Interpreting the reasoning of peers Initiating conversations with peers and teacher on topic Create a presentation sharing information learned about the topic Form their own real world connections set high expectations for their own learning are fully engaged |

Formative Assessment: Effective teachers use formative assessment as a tool to evaluate student learning, provide timely feedback to students, and/or drive their instruction before, during, and after a lesson.

| | Ineffective | Developing | Effective | Exemplary |
|--|-------------|------------|-----------|-----------|
|--|-------------|------------|-----------|-----------|

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|---|--|---|--|---|
| T | <ul style="list-style-type: none"> • Does not use formative assessment during the lesson • Does not adjust lesson based on assessment results • Gives no feedback • Does not ask probing questions • Does not link assessment to lesson outcomes | <ul style="list-style-type: none"> • Uses limited assessment methods • Adapts instruction occasionally based on assessment results • Provides occasional feedback • Formulates and uses questions to engage students in thinking at all cognitive levels • Checks rarely for understanding • Links assessment to outcome inconsistently • Assesses students' prior knowledge | <ul style="list-style-type: none"> • Uses assessment methods • Adapts instruction throughout the lesson based on formative assessment results • Provides feedback during the lesson • Asks appropriate questions • Checks for understanding • Aligns assessments with lesson outcome | <ul style="list-style-type: none"> • Uses a variety of assessment methods, adapted for different purposes • Adapts instruction throughout the lesson based on formative assessment results for individual needs of students • Gives immediate feedback • Asks probing questions • Checks constantly for understanding • Aligns high level assessments with lesson outcome |
| S | <ul style="list-style-type: none"> • Do not understand standards/learning targets • Does not participate in meaningful conversations/activities during the lesson • Does not show work or explain thinking • Does not participate in self-assessments • Does not respond to questioning | <ul style="list-style-type: none"> • Explain answers • Display a limited understanding of criteria • Engage in meaningful conversation • Respond to teacher prompts but not always accurately | <ul style="list-style-type: none"> • Explain and justify the answer • Identify areas of potential growth • Show work • Engage in purposeful conversation • Use feedback to improve performance | <ul style="list-style-type: none"> • Use rubrics to self-assess • Use data to grow • Explain Reasoning through writing and discussion • Use knowledge to create a product |

| | | | | |
|---|--|---|---|---|
| Standards Based Instruction: Effective teachers provide measurable outcomes aligned with established content standards and monitor students' understanding of the learning goals. (AQTS 1.4, 2.4) | | | | |
| | Ineffective | Developing | Effective | Exemplary |
| T | <ul style="list-style-type: none"> • Lessons do not clearly state | <ul style="list-style-type: none"> • Objective stated, and | <ul style="list-style-type: none"> • Establishes and | <ul style="list-style-type: none"> • Assesses measurable |

| | | | | |
|---|--|---|--|---|
| | <p>objective based on ACOS</p> <ul style="list-style-type: none"> • Does not connect lesson objective to standard • Does not activate prior knowledge • Uses resources which are inappropriate to meet standards • Does not set learning goals | <p>partially addresses ACOS</p> <ul style="list-style-type: none"> • Develops lesson based on standard • Uses varied resources • Sets vague learning goals with no measurable outcomes | <p>communicates measurable outcomes based on objective</p> <ul style="list-style-type: none"> • Develops meaningful opportunities for students to learn based on standard • Uses multiple resources including textbooks, websites, videos, articles, etc • Set specific learning goals with measurable outcomes | <p>outcomes through a variety of methods</p> <ul style="list-style-type: none"> • Creates opportunities for student reflection of learning • Presents a variety of methods to solve a problem • Begins lesson with engagement technique to activate prior knowledge • Facilitates student use of varied resources • Collaborates with students to develop learning goals |
| S | <ul style="list-style-type: none"> • Cannot recall objective of lesson • Unable to reflect on learning • Do not connect work to standard | <ul style="list-style-type: none"> • Recall objective • Basic reflection on learning • Make connection between objective and standard | <ul style="list-style-type: none"> • Explain purpose/objective of lesson • Verbalize individual progress towards reaching learning goals • Understand and explain reasoning of objective related to standard | <ul style="list-style-type: none"> • Predict future outcomes related to standard • Apply standard and make real world connections • Use a variety of ways to determine a solution to a problem • Make connections between previous and current objectives • Summarize their learning from the lesson |

Technology: Effective teachers utilize available technology to enhance learning and engage students in educational experiences.(AQTS 2.6, 3.7 and 3.8)

| | Ineffective | Developing | Effective | Exemplary |
|---|--|--|--|--|
| T | <ul style="list-style-type: none"> • Doesn't plan for and utilize technology to support | <ul style="list-style-type: none"> • Uses available technology to enhance | <ul style="list-style-type: none"> • Plans for the use of available technology to support | <ul style="list-style-type: none"> • Assign research projects that require higher-order |

| | | | | |
|---|---|--|--|---|
| | <p>curriculum</p> <ul style="list-style-type: none"> • Incorporates technology but there is no clear educational relevance to topic • Doesn't manage time wisely • Doesn't set goals for feedback and/or work completion • Has no technology training | <p>lesson but primarily for demonstration or presentation purposes</p> <ul style="list-style-type: none"> • Assigns technology lessons without providing additional instruction or resources • Doesn't monitor technology assignments | <p>curriculum and meet individual learner needs</p> <ul style="list-style-type: none"> • Uses technological resources to guide students to a deeper understanding of content knowledge • Manages time wisely • Sets goals for feedback and/or work completion • Uses technological tools for instruction, student assessment, management, and communication with parents/guardians | <p>thinking</p> <ul style="list-style-type: none"> • Provides problem solving opportunities for students • Requires students to investigate topics • Requires collaboration and peer communication to go deeper into subject matter • Requires real-world application using technology |
| S | <ul style="list-style-type: none"> • Doesn't utilize technology • Uses technology for personal uses • Doesn't know how to use technology • Chooses inappropriate apps or websites • Are not being able to login to sites | <ul style="list-style-type: none"> • Uses technology but cannot explain what's the purpose • Uses technology exclusively of other instruction or activities • Are engaged with technology, but some students are off task. • Are exposed to proper digital etiquette and responsible behavior. | <ul style="list-style-type: none"> • Conducts initial research to enhance learning and understanding of topic • Willingness to try new technology • Uses technology for creating presentations (powerpoint, spreadsheets, wikis, blogs, edmodo, etc.) • Uses technology to collect data • Works in small groups using technology | <ul style="list-style-type: none"> • Conducts more in-depth research, gathers information, and communicates to dive deeper into topic • Conducts problem solving techniques using technology • Uses technology to collect data and communicates results to peers • Teaches other students how to utilize technology • Creates original works • Work collaboratively for learning purposes |

| | | | | |
|--|--|--|--|---|
| Rigor: Effective teachers design lessons to deepen understanding by encouraging students in critical thinking and helping them to process complex information at higher levels. | | | | |
| | Ineffective | Developing | Effective | Exemplary |
| T | <ul style="list-style-type: none"> • assigns more problems without adding complexity/rigor • leads all discussions | <ul style="list-style-type: none"> • uses only level one verbs from the Depth of Knowledge (DOK) document to define lessons | <ul style="list-style-type: none"> • provides support when needed during difficult tasks • uses level two and three verbs from DOK document to | <ul style="list-style-type: none"> • guides students in understanding of how to defend their reasoning • designs lessons that allow |

| | | | | |
|---|--|---|---|---|
| | <ul style="list-style-type: none"> • assigns tasks that are below grade level to all students • selects basic/minimal instructional strategies • solely uses teacher textbook and basic worksheets to attempt to engage students • fails to activate prior knowledge to connect learning to real world experiences • does not engage students in his/her learning | <ul style="list-style-type: none"> • attempts to use level three or four verbs but doesn't provide for appropriate scaffolding for students to attain goals • expects students to perform higher than their capability • implements basic learning activities which fail to fully engage students • holds students to low grade level achievement goals | <ul style="list-style-type: none"> • define lessons • organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning • engages students in answering higher-level questions and monitors the extent to which elaborate on what is clearly taught | <ul style="list-style-type: none"> • students to connect to real world experiences • engages students through the use of technology and hands-on activities that enables them to think at a higher level of reasoning • encourages creativity allowing students to choose pathways to demonstrate mastery • uses level four verbs from the DOK document to define lessons |
| S | <ul style="list-style-type: none"> • recall answers • answer multiple choice questions that are not rigorous in content • work on lower-level material • answer yes or no questions/fill in the blank questions • answer simple questions at the end of the story • acquire new knowledge • complete only textbook and worksheet materials | <ul style="list-style-type: none"> • use level one DOK questions to explain thinking • participate at a lower level of understanding material being taught • attempt to persevere though difficult tasks • apply new knowledge • complete textbooks and worksheet material with minimal teacher-led instruction | <ul style="list-style-type: none"> • persevere through difficult tasks • explain their own reasoning • refer to real world examples • express learning though written or oral product • ask higher-order questions • able to problem solve • adapt to new knowledge • actively participate in teacher-led discussions | <ul style="list-style-type: none"> • defend reasoning • process information prior to responding • critique the reasoning of others • reframe/retell the answer of a peer • use higher-level vocabulary • apply knowledge to real world tasks • embraces new knowledge • students initiate student-led discussion |

| Differentiated Instruction: Effective Teachers develop purposeful lessons focused on individual levels of complexity, to optimize growth of all students. | | | | |
|---|--|--|---|--|
| | Ineffective | Developing | Effective | Exemplary |
| T | <ul style="list-style-type: none"> • Mediates all discussion in classroom • Delivers instruction for all students in one way • Assigns same low quality goals to each student • Uses same instructional arrangement • Does not use assessment data to drive instruction | <ul style="list-style-type: none"> • Attempts to use some data to drive instruction • Utilizes groups but is not intentional in student placement • Occasionally uses strategies to differentiate instruction • Asks a variety of high and low level questions of students • Leads discussion with some student interaction | <ul style="list-style-type: none"> • Uses different kinds of instructional arrangements to meet the needs of every student • Assign tasks that promote clear, high-quality, individualized goals for students • Groups and regroups students based on most recent information such as assessment data • Uses formative assessments to drive the direction of instruction • Facilitates student led discussions | <ul style="list-style-type: none"> • Facilitates opportunities for students to set goals, reflect on and evaluate their learning • Individualized learning plan for each student • Seeks input/feedback from the students on assessments and learning activities |
| S | <ul style="list-style-type: none"> • Completing same activity in the lesson • Choosing inappropriate material (to hard or to easy) • Not challenged at any level • Unaware of any academic goals • Works individually on all assignments | <ul style="list-style-type: none"> • Some working at different levels • Some students are assessed using rubrics or informal/formal assessments based on academic level | <ul style="list-style-type: none"> • Majority working at different levels • Majority are assessed using rubrics or informal/formal assessments based on academic level • Choose material appropriate for their level • All are challenged | <ul style="list-style-type: none"> • Working with varied level of activities based on same standard • Choosing and sharing material appropriate for their level • Sets individualized goals, reach established goals, consistently track progress and made needed adjustments |

Need to add in all of the supportive observation forms

Need to add in pre/post observation forms

Example Pre and Post Form from Talladega County

TALLADEGA COUNTY SCHOOLS
Educator Effectiveness
Pre/Post Observation Conference Form

Teacher Name: _____ Evaluator: _____
School System: _____ School: _____
Subject/Grade Level: _____ Period: _____ Number of Students: .

Observation (circle) #1 #2 Announced Unannounced

Pre-Observation Conference Questions

(Announced Observations ONLY)

1. What topic(s), standards, or skills will be taught during this observation and how does this lesson related to previous lessons?
2. How did student data contribute to lesson design and planned accommodations relative to students with disabilities or others struggling with content?

3. When and how will learning targets be measured? What will be your evidence that students are moving towards mastery?

Formative Assessments:

Summative Assessments:

Other:

Post-Observation Conference Questions

(Attach Teacher's Lesson Reflection—**Required Component**)

1. What went well with the lesson?
2. What did not go as well as you would have liked?
3. Would you have done anything differently? If so, why? If no, why not?
4. What impact did the instruction have on student learning?

5. What are your next steps? What can I do to help you?

Teacher Comments:

Evaluator Comments:

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

The educator's signature indicates that this form has been reviewed and that a post-observation conference has been held. It does not necessarily indicate agreement with the evaluation comments.

Coaching Questions?????

Example Coaching Questions from Jeff Co

Teacher Effectiveness Rubric Reflection Questions

Created by Jefcoed Lead Mentors Spring 2016

Questioning and Discourse Rubric

How did you determine what effective questions to ask to meet the learning target?

How did you determine what an acceptable answer/response would be?

At what point did you know that students had justified/satisfactorily answered your questions? What were you looking for?

Explicit Instruction and Student Engagement Rubric

How do you identify student engagement?

Explain the steps/process you used to motivate your students in order to promote student engagement?

Identify the student indicators that you used to determine if/where scaffolding was needed?

Walk me through the steps you used to develop your lesson.

Differentiated Instruction Rubric

What data/assessment tool did you use to guide your instruction?

How did you use the data to guide your instruction?

What criteria did you use to guide/differentiate your instruction?

Help me understand what you were thinking when you decided to implement these instructional strategies.

Formative Assessment Rubric

Give an example of how students will keep track of their progress in mastering learning targets. (could be graphs, journals, etc.)

Give an example of how you communicate learner progress that helps students meet their learning target?

How will you communicate learning progress?

How did you involve your students in determining learning targets?

Content Standards and Real Life Rubric

What prior knowledge (that they brought to the task as well as what you taught) did your students use to deepen their understanding of your learning target?

How does this activity promote student mastery?

What could you add/change to the lesson to encourage students to make more effective real world connections?

Integration of Technology Rubric

How did you plan which Alabama K-12 Technology Standards to use to help students accomplish the learning target? Or: Why did you choose that specific standard for your lesson?

I would like to hear more of your thinking about how you plan to scaffold your instruction to support the individual learning needs of students? Or: How do you plan for all types of learners?

Which technology tool are you most comfortable using during instruction and which one do you still need support using during instruction?

Classroom Culture Rubric

Give some examples of how your students showed classroom etiquette.

How did you model classroom etiquette?

Give an example of what you did to maintain a positive relationship with a non-cooperative learner.

Give evidence of how students know that their opinions are valued.

Classroom Management Rubric

What policies and procedures/routines do you have in place that allow for a safe and productive learning environment?

Which policies and procedures are most effective in creating and maintaining a safe and productive learning environment?

How do consequences and/or rewards for appropriate classroom behavior work effectively in your classroom?

Do your policies and procedures match the school wide behavior plan?

How do students take ownership of implementing and creating classroom routines?

Collaborative Learning

Effective Collaboration – Teacher Expectations

| | Ineffective | Developing | Effective | Exemplary |
|-------------------------------|---|--|---|---|
| <i>Engagement</i> | <ul style="list-style-type: none"> • Teacher is not engaged in conversation • Teacher does not ask questions • Teacher avoids becoming involved in school and/or district projects | <ul style="list-style-type: none"> • Teacher provides limited input • Teacher is in agreement but does not ask questions • Teacher is involved in school and district projects only when asked by the administrator | <ul style="list-style-type: none"> • Teacher participates in conversations, provides input • Teacher asks questions during the meetings • Teacher is willing to help with school and or district projects, serve on committees, etc. | <ul style="list-style-type: none"> • Teacher leads conversations • Teacher formulates stimulating questions to contribute to learning • Teacher shows a leadership role in organizing and implementing school and/or district projects |
| <i>Attendance</i> | <ul style="list-style-type: none"> • Teacher does not attend collaborative meetings | <ul style="list-style-type: none"> • Teacher attends some collaborative meetings, | <ul style="list-style-type: none"> • Teacher attends most collaborative meetings | <ul style="list-style-type: none"> • Teacher attends all collaborative meetings |
| <i>Professionalism</i> | <ul style="list-style-type: none"> • Teacher exhibits a negative attitude • Teacher does not support others or display positive relationships with colleagues • Teacher does not collaborate with colleagues on effective teaching methods | <ul style="list-style-type: none"> • Follows along with the group • Teacher supports and collaborates with only with select individuals • Willing to share some ideas and resources, some of the time | <ul style="list-style-type: none"> • Teacher contributes to the group in a meaningful manner • Teacher demonstrates an effort to support others and establish positive relationships with colleagues • Actively listen to colleagues and respect diverse contributions • Willing to share new ideas and resources, most of the time | <ul style="list-style-type: none"> • Teacher always displays a positive attitude • Teacher relationships with colleagues show mutual support and cooperation and positive relationships • Teacher is always willing to share and collaborate with colleagues on effective teaching methods |
| <i>Implementation</i> | <ul style="list-style-type: none"> • Teacher does not implement new learning from collaborative meetings into practice in the classroom • Teacher does not utilize data discussed in | <ul style="list-style-type: none"> • Teacher is in the process of implementing strategies into classroom • Discussions revolve around data, but there | <ul style="list-style-type: none"> • Teacher has a plan in place and has begun to implement new learning into classroom strategies • Teacher devises action steps to use data to drive instruction | <ul style="list-style-type: none"> • Teacher takes learning from collaborative meetings and implements strategies into classroom • Teacher takes student data from the meeting and uses it to drive |

| | | | | |
|--|------------------------------|---------------------------------|--|--|
| | meeting to drive instruction | is no clear link to instruction | | instruction <ul style="list-style-type: none">• Reflect on implementation of new strategies from collaborative meetings and adjust accordingly |
|--|------------------------------|---------------------------------|--|--|

Fayette County Schools: Professional Showcase

Purpose: A means to honor achievements, accomplishment, and performance. To recognize teacher impact outside of the regular classroom.

Directions:

1. This document is provided to each employee at the beginning the year to assist tracking activities performed throughout the year.
2. Each user will highlight applicable area prior to meeting with the principal and/or evaluator for end-of-year conference
3. Points will be will be complied within the last 15 days of the school year.

*Additional points may be awarded at the principal's discretion for activities not specifically listed.

| | | | |
|-------------|-------------|--------------|-------------------|
| Ineffective | Developing | Effective | Exemplary |
| 0-5 points | 6-10 points | 11-15 points | 16 or more points |

| 1 Point | 2 Points | 3 Points |
|--|--|--|
| Attends all Fayette County PD Sessions | Attends all Fayette County PD plus 5-10 hours | Attends all Fayette County PD plus 11 hours |
| Serves on 1-2 committees | Serves on 3-4 committees | Serves on 6 plus committees |
| Chair of 1-2 committees | Chair of 3-4 committees | Chair of 5 plus committees |
| Attends 1-4 hours after school sponsored activities | Attends 5-7 after school sponsored activities | Attends 8 plus after school activities |
| Volunteers to work 1-5 hours outside school events | Volunteers to work 6-9 hours outside school events | Volunteers to work 10 plus hours outside school events |
| Tutors before or after school one day a week without pay | Tutors before or after school 2 days a week | Tutors before or after school 3 plus days a week |
| Attends 1-3 outside school events | Attends 4-6 outside school events | Attend 7 plus outside school events |
| Provide support for new teacher | Provides support to new and veteran teacher | Mentors new teacher / host student teacher |
| Prepares school programs that requires 1-9 hours of student practice | Prepares school programs that requires 10-15 hours of student practice | Prepares school programs that requires 16 plus hours of student practice |
| Facilitates PD at department/grade level | Facilitates PD at school level | Facilitates PD at district level |
| Serves and collaborates on grant writing committee | Chairs a grant writing committee | Writes and obtain a grant |
| Communication with parents via telephone calls | Communication with parents via social media, texting, email, apps, and telephone calls | Face to face communication with parents on or off campus (not including parent/teacher |

| | | |
|---|--|--|
| | | conference day) |
| Sponsors 1 approved club/organization | Sponsors 2 approved clubs/ organization | Sponsors 3 plus approved clubs/organizations |
| Creates and maintains personal page on school's website | Contributes to school's web page | Contributes to the district's webpage |
| 1 Point | 2 Points | 3 Points |
| Participates in 1 graduate courses | Participates in 2 graduate courses | Participates in 3 graduate courses |
| | | Attempts a National Board Certification or Re-Certification |
| Completes assigned morning/afternoon duties | Volunteers for additional duties | |
| Coordinates and plans local field trips | Coordinates and plans long distance field trips | Coordinates and plans overnight field trips |
| Provides for students with minimal needs (snacks, pen/pencils, paper, folder, etc.) | Provides for students with moderate needs (meal, clothing items, etc.) | Provides for students with significant needs/ Christmas, prom attire, testing fee, etc.) |
| Covered for an absent teacher on 1 occasion (teacher emergency, late sub, etc.) | Covered for an absent teacher on 3 occasions | Covered for an absent teacher on 5 occasions |
| Keeps bulletin boards and student work displayed and up to date in the classroom | Keeps bulletin boards and student work displayed and up to date outside of classroom | Contributes to school hallway bulletin boards or displays |
| Alternate approved by principal | Alternate approved by principal | Alternate approved by principal |