Teacher Beginning of the Year Conference

Employee: _____ School: _____

Subject(s): _____ Grade Level(s): _____ Date: _____

Instructions: By October 15th, the teacher and principal will review the Teacher Instructions Self-Reflection and determine any additional components to be evaluated. For each domain, the teacher and principal will agree upon the artifacts and evidence to be submitted by the teacher. This document will be maintained in the employee file at the school or electronically on the OASYS system.

Domain 1- Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy	
Professional Development in the content area: FLTs, District PD, SAMS, Conferences, Workshops or Courses	☐
Lesson Plans incorporating best practices	☐
Sharing new knowledge with peers: Formal and informal teacher leader opportunities - PLC, Mentor, Curriculum Council, CAPS, staff meeting presentations	☐
In-Service Training	☐
Use assessment data to plan instruction: AIMSweb, MAP, CPAA, AMP, and program benchmark	☐
Observable evidence by supervisor	☐

1b. Knowledge of Students	
Review cumulative file of student	☐
Personal Plans of Progress	☐
Instructional Grouping Techniques	☐
System for student information: Demonstrating skill level of using Tyler Pulse, NWEA's website, excel	☐
Learning styles test	☐
Previous teacher Teacher Surveys, Interest Inventory or 1 minute speeches	☐
Observable evidence by supervisor	☐

1c. Selecting Instructional Goals	
Lesson Plans (show relationship to standards)	☐
Standards are posted in classroom	☐
Curriculum map, calendar	☐
Evidence of modified curriculum (intervention plans, IEPs, enrichment)	☐
Grade level/ Team Agendas and minutes	☐
Observable evidence by supervisor	☐

1d. Knowledge of Resources	
List of resources with varying levels to accommodate students (notes, assessments, anecdotal records)	☐
Demonstration of school/community resources (UA, sped) Could use lesson plans.	☐
Record of human resources (i.e. speakers, parent volunteers, civic groups, classroom visitors, field trips).	☐
Evidence of collaboration and learning with peers and colleagues	☐
Enrichment/Support Math binders	☐
Observable evidence by supervisor	☐

1e. Designing Coherent Instruction	
Lesson Plans show progression of continuity	☐
Curriculum mapping	☐

Teacher and student reflection of lessons, learning, or feedback (written or oral) ☐
Student developed rubric tied to specific goals ☐
Concept Maps, Graphic Organizers ☐
Meaningful/respectful tasks ☐
Observable evidence by supervisor ☐

1f. Assessing Student Learning
Assignments and assessments that are clearly identified: AIMSweb, MAP, CPAA, ANP, and program benchmark ☐
Documentation of how student learning standards are assessed: Standard-Aligned Report Card, EXAM VIEW testing reports ☐
Performance assessment tasks (student samples) ☐
Rubrics ☐
Student Portfolios with reflections ☐
Vary assessment techniques meeting all learning styles ☐
Formative Assessments: ☐
Common Assessments: ☐
Student Learning Objective (SLO) ☐
Observable evidence by supervisor ☐

Domain 2 - Classroom Environment

2a. Creating an Environment of Respect and Rapport
Teacher interaction with students: Walk Through Forms - Rate of Interaction; EXCEL Modeling ☐
Student interactions with other students ☐
Teacher establishes relationships with each student ☐
Teacher shows an appreciation for each student as an individual ☐
Teacher provides opportunities for students to get to know and accept each other ☐
Teacher establishes (with students) and communicates classroom procedures and rules: Social Contract; CHAMPS Expectations ☐
Teacher encourages students to take intellectual risks and be creative ☐
Classroom Rules Posted: Social Contract; CHAMPS ☐
Classroom jobs are established with students having the opportunity to choose a job ☐
Observable evidence by supervisor ☐

2b. Establishing a Culture for Learning
Establishing importance of the content ☐
Setting expectations for learning and achievement ☐
Evidence must be in the classroom - the look of the room, student work displayed (scored or rated with written feedback); nature of the interactions and tone of conversations with and among students reflect they are interested and value learning and hard work. ☐
Bulletin boards display student work/students create ☐
Literature circles and book groups are organized and led by students ☐
Math groups are differentiated by both teacher and students ☐
Observable evidence by supervisor ☐

2c. Managing Classroom Procedures
Management of instructional groups, transitions, materials and supplies ☐
Supervision of volunteers and paraprofessionals ☐
Evidence in the classroom - teacher explains, re-teaches and implements procedures: Use of CHAMPS & STOIC Management Plan; ☐
Procedures are posted in the classroom, communicated in writing to students and families early in the year STOIC, CHAMPS, EXCEL Model, Social Contract ☐
When working in co-teaching or collaborative models, each person is appropriately utilized with ease of transition from person to person ☐
Students assist with procedures such as attendance, Friday Folders, clean up, and dismissal ☐
Observable evidence by supervisor ☐

2d. Managing Student Behavior
Monitoring of student behavior: Ratio to positive to negative interactions ☐
Response to student misbehavior: Documentation of classroom Tier I & II Interventions; Office referral data; Check-In/Check Out Data collection; Time-On-Task Charts ☐
Age appropriate and culturally consistent standards ☐
Rules are made clear to all and are posted in the classroom STOIC, CHAMPS, Social Contract ☐

Rules/expectations are clearly and consistently applied (no favoritism is evident) and posted in the classroom ☐
Classroom rhythm is only minimally disrupted; student dignity is maintained ☐
Preventive and intervening strategies are appropriately applied: Log of home-school communication; documentation of classroom Tier I & II Interventions; Office referral data; Check-In/Check Out Data collection ☐
Teacher has system to track behavior: Office referral data; teacher tracking data; Check-In/Check Out data collection ☐
Teacher often points out positive behaviors for all students ☐
Behavior Intervention Plan ☐
CKH 4 Questions ☐
Observable evidence by supervisor ☐

2e. Organizing Physical Space
Spaces for reading, quiet and noisy activities are provided ☐
Furniture arrangement is appropriate for large and small group activities and main teaching area is visible to all students ☐
Centers for the exploration of content in the form of labs, circles, etc. ☐
Safety is evident; no bags, trash, clothing, etc.; aisles between desks, tables, etc. provide good traffic flow; school-wide procedures for emergency exiting or lockdown are provided. ☐
Materials are accessible; teaching aids, boards, charts, projectors/ computers are skillfully positioned and utilized ☐
School-wide procedures for emergency exiting or clear the hall drills are provided ☐
Observable evidence by supervisor ☐

Domain 3 - Instruction

3a. Communicating with Students
Explicit expectations for learning, directions and procedures: Posting for all bell assignments, objectives for the lessons ☐
Vivid, expressive language is used to enhance student experience ☐
Clear limits are set, including time factors ☐
Language is audible, legible; correct usage, spelling, etc. is apparent ☐
Teacher models rich vocabulary for students: Uses Anita Archer or Kate Kinsella strategies: GLAD/SIOP strategies ☐
Teacher gives expectations and instructions both orally and written, depending on the needs of the students ☐
Teacher uses interactive whiteboard, manipulatives and other visuals during instruction ☐
Observable evidence by supervisor ☐

3b. Using Questioning and Discussion Techniques
Essential questions is posted for each lesson; questions is asked by teacher and answered by students throughout the lesson ☐
Questions engage students in an exploration of content, are not rapid fire, low level, recitation of facts "Think time" is allowed before responses ☐
Teacher probes to seek clarification, i.e. "explain...", "give an explanation for..." ☐
All students engaged in discussion; not just a few, students often take initiative ☐
Teacher stays on topic, uses follow-up, rephrases and applies what students contribute or pose ☐
Essential questions are posted in the classroom and explained to students "Think, pair, share" and "Turn and Talk" techniques are used; Kagan Structures ☐
Teacher probes to seek clarification, i.e. explain, give an example ☐
Teacher has a procedure to ensure that all students are participating in discussions ☐
Teacher uses follow-up, rephrases and applies what students contribute or pose ☐
Observable evidence by supervisor ☐

3c. Engaging Students in Learning
Activities and assignments adapted to students' learning styles and levels ☐
Knowledge of instructional goal(s) established ☐
Instructional materials and resources adapted to needs of students ☐
Teaches uses examples and metaphors that illustrate new learning; teacher connects with student knowledge, interests and culture ☐
Teacher promotes problem-solving; permits choice, encourages depth-find patterns, tests hypotheses, requires thought; is relevant and authentic ☐

Materials and resources are ready for student use with little or no disruption	☐
Structure of lesson is maintained; pacing is appropriate with a beginning, middle, and end (closure)	☐
Groups are based on formative assessments and instructional goals	☐
Groupings are differentiated based on student knowledge, interests, ability	☐
Active engagement techniques are used. EX: "Thank, Pair, Share", Kagan Structures, etc.	☐
Observable evidence by supervisor	☐

3d. Using Assessment in Instruction	
Using assessment criteria established by District and following time lines	☐
Monitoring student learning/assessment	☐
Effective feedback that is specific, descriptive, understandable: Rubrics; sharing of student learning data;	☐
All feedback is provided in a timely fashion, "on the spot", or on work products as needed to support learning	☐
Comments give students information needed to improve performance	☐
Opportunities for self-assessment and self-monitoring of progress: Student Rubrics and Peer Assessment Rubrics	☐
Formative assessment strategies are used	☐
Observable evidence by supervisor	☐

3e. Demonstrating Flexibility and Responsiveness	
Response to individual students' academic needs	☐
Adjustments to learning that improve student experience or clarify confusion	☐
Teacher abandons lesson all together or coordinates a spontaneous event	☐
Teacher possesses an extensive repertoire of strategies such that transitions are seamless; students may not be aware that a change has occurred	☐
Teacher adjusts lessons or reteaches a lesson as needed	☐
Lessons are adapted for needs of specific learners	☐
Observable evidence by supervisor	☐

Domain 4 - Personal & Professional Responsibilities

4a. Reflecting on Teaching	
Written reflection on lesson taught	☐
Lesson plans with reflective notations	☐
Pre and Post Test with explanations	☐
Anecdotal Records	☐
Projects	☐
Portfolios	☐
Student Survey	☐
Samples of Student Work	☐
Peer Observations	☐
Observable evidence by supervisor	☐

4b. Maintaining Accurate Records	
Grade Book	☐
Lesson Plan Book	☐
Student Documentation	☐
Math/Literacy Assessments	☐
RTI, AIMSweb, Reading, Math	☐
Observable evidence by supervisor	☐

4c. Communicating with Families	
Classroom Webpage/Blog	☐
Notes to parents: Parent communication log	☐
Copies of e-mails to parents	☐
Letters to parents	☐
Open House/Parent Night	☐
Parent/Teacher/Student Conferences	☐
Updating of grades weekly in i-Cue	☐
Phone Log	☐
Observable evidence by supervisor	☐

4d. Participating in a Professional Community	
Positive/professional relationships with colleagues	☐
Involvement in a culture of professional inquiry	☐
Participation in school and district projects	☐
Evidence of support and cooperation, volunteering for school committees and extra-curricular responsibilities	☐
Chairing committees, teams, etc. or coordinating programs	☐
Movement beyond one's own classroom	☐
Work with grade level colleagues to accomplish school goals	☐
Evidence of support and cooperation, volunteering in the community and community outreach programs	☐
Observable evidence by supervisor	☐

4e. Growing an Developing Professionally	
Enhancement of content knowledge and pedagogical skill through participation in professional development opportunities	☐
Receptivity to feedback from colleagues	☐
The teacher voluntarily examines and shares research on class performance and best practice strategies	☐
Takes leadership roles, participates in school and district committees	☐
Attends professional conferences and shares with colleagues upon return	☐
Observable evidence by supervisor	☐

4f. Showing Professionalism	
Displays integrity and ethical conduct	☐
Advocacy	☐
Decision making	☐
Compliance with school and district regulations	☐
Daily interactions with students: EXCEL Model - Greeting at the door; good things; launch	☐
Helpfulness for needy students	☐
Advocates for under served students	☐
Is open-minded and willing to adopt new approaches	☐
Uses data to support actions: Participation in data dialogue	☐
Sets long-term goals and takes responsibility for own professional growth: FLTs, District PD, SAMS, Conferences, Workshops of Courses	☐
Demonstrates high ethical standards through compliance with school/district codes and community expectations	☐
Professional Dress	☐
Attendance Record	☐
Works as a team member with all staff, related service providers, parents, and students	☐
Observable evidence by supervisor	☐

Comments/Other:

Employee Signature _____ Date _____

Evaluator Signature _____ Date _____