

Fayette County Schools Educator Effectiveness

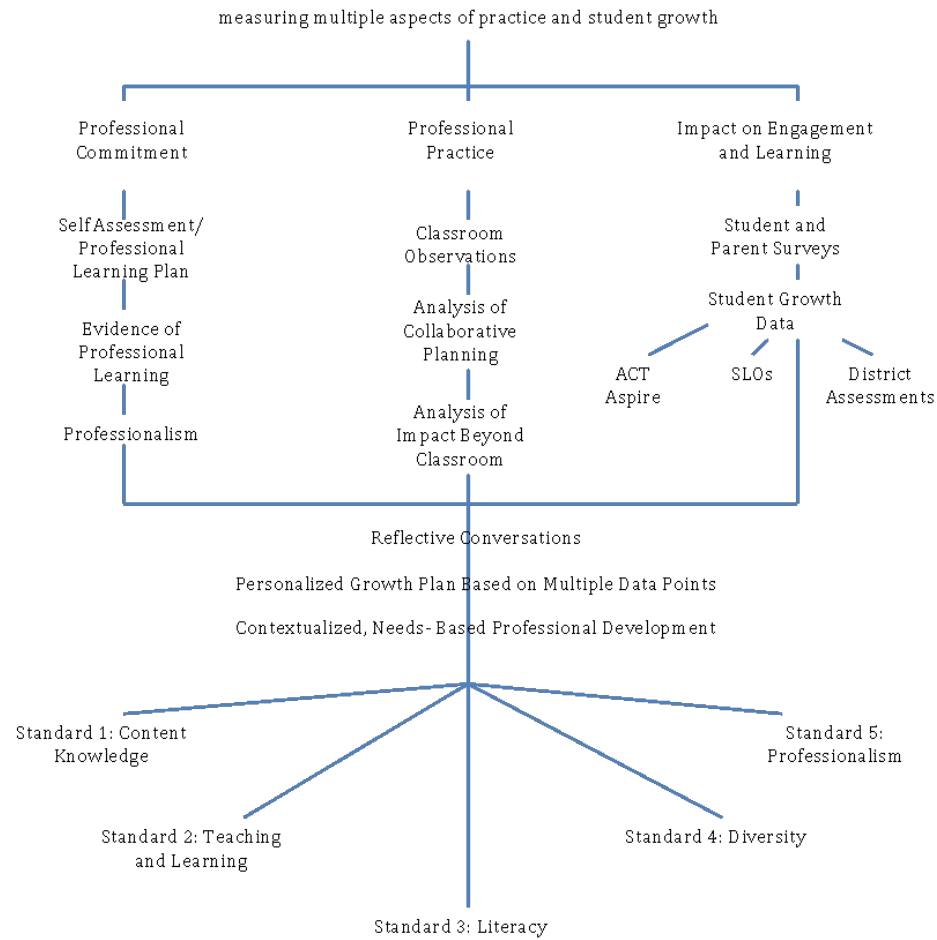


PLAN 2020

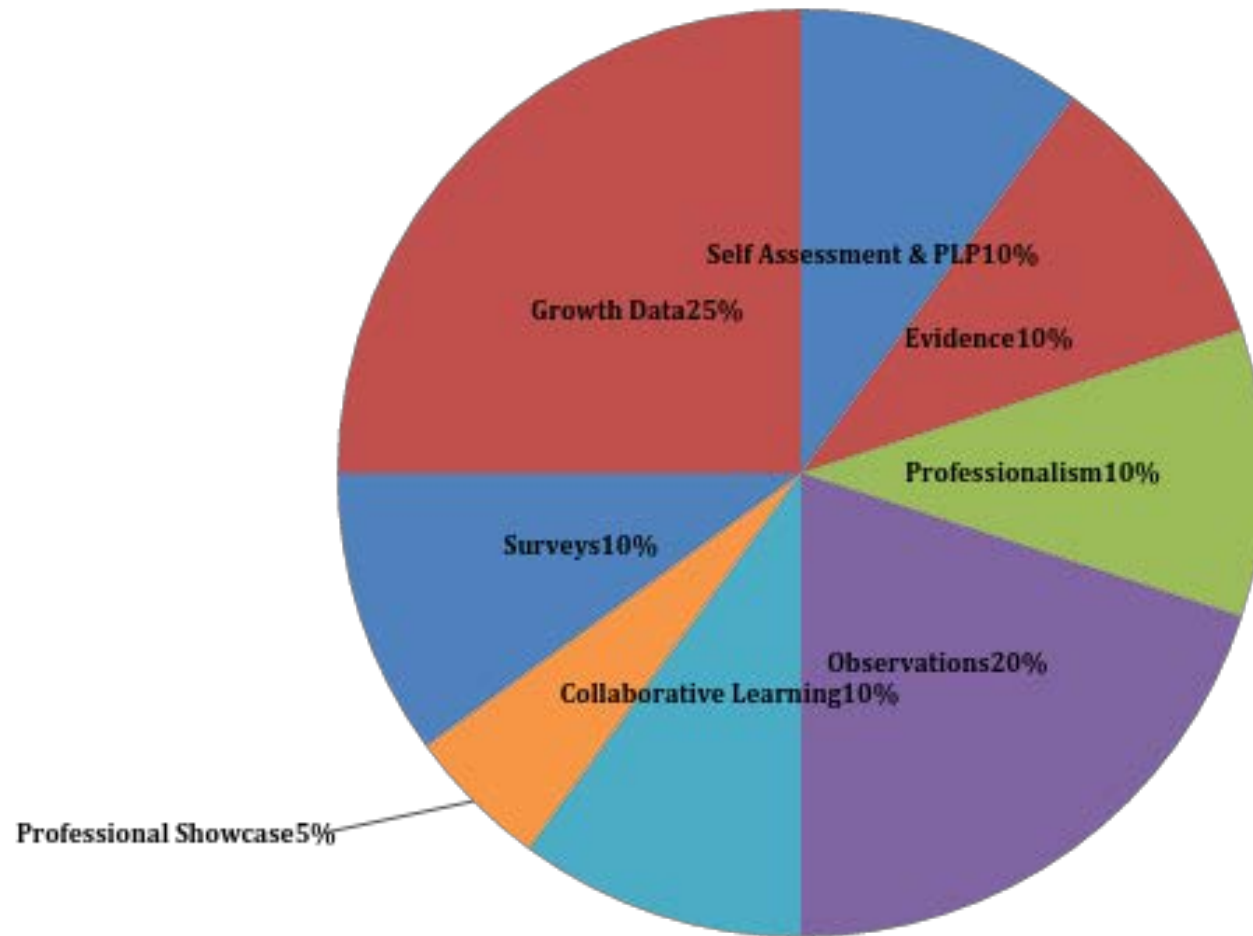
"Every child is taught by a well- prepared, resourced, supported and effective teacher"

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

Analyzing Educator Effectiveness



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
February 25, 2016
March 28, 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 Tranum (Social Studies 8 - 12)

Fayette County Board of Education: 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.

May 2016:

- Lead teachers through Professional Showcase Activity
- Distribute Professionalism Rubric
- Distribute Overview for 10 instructional priorities

August 1-5 & 8:	Distribute Classroom Management and Classroom Climate Rubrics
August 9-12:	Collegial Observations: Classroom Management
August 15-19:	Collegial Observations: Classroom Climate
August 22:	Distribute Student Engagement Rubric
August 23-26:	Collegial Observations: Student Engagement
August 29- September 8:	Administrators will begin observations focusing on Classroom Management, Classroom Climate, and Student Engagement
August 29:	Distribute Preparedness Rubric & Formative Assessment Rubric
August 30 - September 2:	Collegial Observations: Preparedness & Formative Assessment Rubrics
September 6:	Distribute Content Knowledge
September 7-9:	Collegial Observations: Content Knowledge
September 12-15 & 19-22:	Administrators will begin observations focusing on Preparedness, Formative Assessment and Content Knowledge
September 12:	Distribute Rigor and Standards Based Instruction
September 13-16:	Collegial Observations: Rigor & Standards Based Instruction

September 19: Distribute Differentiated Instruction
September 20-23: Collegial Observations: Differentiated Instruction
September 26-29 & Oct. 3-6: Administrators will begin observations focusing on Rigor, Standards-Based Instruction and Differentiated Instruction
September 26: Distribute Technology Rubric
September 27 – 30: Collegial Observations: Technology
October 3 – May 18: Administrator observations may be linked to any of the 10 instructional indicators.

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%

Self Assessment

Every teacher in Fayette County Schools will complete an annual self-assessment. Every teacher will then develop their annual Professional Learning Plan based on the results from the self-assessment. A school administrator will collaborate with the teacher to assist in the development of their PLP.

Fayette County Schools have decided to move away from Educate Alabama and develop our own self-assessment tool. This tool will be derived from the observation rubrics the Educator Effectiveness Team created. We will use the Online Platform to develop the instruments necessary for the collection of this data. The actual process of creating the instruments and building our teacher database will take place this summer. We will provide training to our school administrators and they will train their faculties

Professional Learning Plan

	Ineffective	Developing	Effective	Exemplary
Professional Learning Plan Guidelines	<ul style="list-style-type: none"> • Does not complete self-assessment • PLP is incomplete 	<ul style="list-style-type: none"> • PLP includes a minimum of one indicator that is not aligned to the self-assessment • PLP has benchmark guidelines for successful learning growth but are not clear to their growth target 	<ul style="list-style-type: none"> • PLP includes a minimum of two indicators that are aligned to the self-assessment • PLP has clear benchmark guidelines aligned to professional growth 	<ul style="list-style-type: none"> • Teacher mentors and coaches other teachers to the development of an effective PLP plan
Evidence for Professional Learning Plan	<ul style="list-style-type: none"> • Evidence is not entered • Evidence is entered once at the end of the year • Evidence of learning does not match learning targets assigned in PLP 	<ul style="list-style-type: none"> • Evidence is entered once a semester • Evidence of learning targets loosely match indicators assigned in the PLP 	<ul style="list-style-type: none"> • Evidence is entered twice a semester • Learning targets match the professional growth desired in the PLP 	<ul style="list-style-type: none"> • Evidence is entered throughout the school year as teachers complete tasks aligned with their indicator • Evidence is entered three times per semester to support each given indicator

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, student activities and meets school requirements 	<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/ attendance	<ul style="list-style-type: none"> Does not keep INOW gradebook updated 	<ul style="list-style-type: none"> Occasionally updates INOW gradebook 	<ul style="list-style-type: none"> Meets all deadlines for grades in INOW Obtains and records grades according to board policy 	<ul style="list-style-type: none"> Grades are updated weekly in INOW, 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 (ex. Classroom vs. PE) 	<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
Ethical 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 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	As the year progresses.... <ul style="list-style-type: none"> Consistently sends students to the office for discipline 	As the year progresses... <ul style="list-style-type: none"> Occasionally sends students to the office for discipline 	As the year progresses.... <ul style="list-style-type: none"> Rarely sends students to the office for discipline 	As the year progresses..... <ul style="list-style-type: none"> Has one or no discipline referrals
Deadlines	<ul style="list-style-type: none"> Fails to meet required deadlines 	<ul style="list-style-type: none"> Meets some deadlines requires prompting 	<ul style="list-style-type: none"> Meets most deadlines without prompting 	<ul style="list-style-type: none"> Meets all deadlines without prompting and ahead of the required date/schedule

Fayette County Schools Professional Practice (35%)

- **All non-tenured teachers**
- **At least 1/3 of all tenured teachers**
- **Tenured teachers – at least once every two 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%

Observation Protocol

- All non-tenured teachers and teachers on a full evaluation cycle will receive a minimum of two 30 minute observations per year (1 Fall Semester & 1 Spring Semester).
- Observations will be semi-announced (Teacher will be given a general time in which an observation may take place (“I may visit next week” or “Is there a day in the near future that would be bad for an observation”).
- Observations will typically be conducted by building administrators. Central office personnel may also conduct observations when needed.
- Feedback from observations will be provided within five days.
- Teachers not on full evaluation cycle will be monitored through instructional walkthroughs.
- Instructional walkthroughs may be conducted at any time and can be announced or unannounced.

Suggested Student Questions

1. What are you working on today?
2. Why is this important to learn?
3. In what ways are you challenged to think in this lesson?
4. How does this relate to the real world or other things you have learned?
5. Do you ever work in groups or do you ever work in different groups?
6. How will your teacher know you have learned this topic?
7. Have often do you use technology in this class?
8. What is the procedure when you finish this activity?

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
Teacher	<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 • Does not have materials, students' space, and overall learning environment 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 • Applies consequences and rewards inconsistently and unfairly • Has materials, students' space, and overall learning environment 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 • Applies consequences and rewards consistently and fairly • Has materials, students' space, and overall learning environment 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 • Applies procedures to prevent or limit episodes of negative behavior • Applies the use of consequences and rewards to encourage the student to become self-motivated • Has materials, students' space, and overall learning environment well organized
Students	<ul style="list-style-type: none"> • Are disruptive during transitions • Do not follow rules and procedures • Are inattentive and unengaged 	<ul style="list-style-type: none"> • Are unorganized during transition • Follow some rules and procedures often • Take too long to become engaged 	<ul style="list-style-type: none"> • Participate in organized transitions with minimal guidance • Follow rules and procedures with little prompting • Are engaged throughout the lesson 	<ul style="list-style-type: none"> • Accomplish organized transitions without guidance • Follow procedures and rules with no prompting • Are engaged at all times • Self-monitor and adjust peer behavior

Classroom Culture and Climate: An effective teacher creates a safe and orderly classroom environment that promotes fairness and respect and stimulates learning. (AQTS 2.2, 2.3, 4.2, 4.7)

	Ineffective	Developing	Effective	Exemplary
Teacher	<ul style="list-style-type: none"> • Gives little or no attention to the needs of the students • Makes little or no attempt to utilize motivational techniques or adjust instruction to promote engagement • Uses disrespectful language towards students • Routinely allows low expectations for student achievement • Shows favoritism toward certain students in the classroom 	<ul style="list-style-type: none"> • Shows care and concern for students as individuals • Utilizes some motivational techniques and makes some adjustments during instruction to promote engagement • Listens to students' interests but does not always respond with respectful language • Demands quality work from the students, but does not provide opportunities for all students to succeed • Acknowledges potential personal biases based on an understanding of the differences between own background and that of students 	<ul style="list-style-type: none"> • Listens and gives each student the opportunity to respond in classroom • Provides an enriching environment that stimulates, motivates, and engages • Incorporates students' interests into lessons • Uses respectful language to build a supportive classroom • Promotes an atmosphere where learning is valued and high expectations for learning are the norm for most students • Maintains a positive and "with it" demeanor • Treats all students equally regardless of differences in background, ethnicity and social status 	<ul style="list-style-type: none"> • Celebrates individual and group student achievement • Engages students, parents, and guardians in purposeful teaming efforts • Uses a variety of age-appropriate strategies that promotes fair and respectful teacher and student interactions • Helps students to set future performance goals • Promotes an atmosphere where learning is valued and high expectations for learning are shared by students • Creates a physical arrangement that is responsive to the emotional, social, physical, and cognitive needs of all learners
Students	<ul style="list-style-type: none"> • Demonstrate a disrespectful attitude toward teachers and peers. • Are frequently out of the classroom unnecessarily (trips to bathroom, locker, office, nurse, etc.) • Demonstrate no collaboration • Exhibit little or no pride in their work 	<ul style="list-style-type: none"> • Use respectful language and attitude toward teachers • Rarely leave the classroom for trivial reasons • Collaborate with teacher only • Complete tasks with some effort and attention to detail 	<ul style="list-style-type: none"> • Are respectful to each other and the teacher • Never leave the classroom for trivial or unnecessary reasons • Collaborate with each other and the teacher • Submit quality work that reflects the teacher's expectations 	<ul style="list-style-type: none"> • Demonstrate respect toward peers and teacher and encourage others through their words and actions • Collaborate with others to evaluate their own learning process • Look back at their learning goals to assess their effort and achievement • Assume responsibility for high quality work by initiating improvements, making revisions, adding detail, and/or helping peers • Interact and encourage learning, respect, and hard work among their peers/classmates

Preparedness: An effective teacher will utilize the knowledge and background of the students, and research 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
Teacher	<ul style="list-style-type: none"> • Materials are out of reach and difficult to find • Devotes no time to lesson planning • Does not evaluate prerequisite skills prior to lesson • Uses illogical sequencing of the lesson • Does not accept student questions • Is not prepared for the content of the lesson 	<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 • Is somewhat prepared for the content of the lesson 	<ul style="list-style-type: none"> • Materials are accessible. • Devotes time 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 purposeful questioning from students and provides beneficial feedback • Is adequately prepared for the content of 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 purposeful questions from students, while providing purposeful feedback that may foster additional research • Is adequately prepared for the content for the lesson, making sure to address students' misconceptions, and assures state standards are met
Students	<ul style="list-style-type: none"> • Do not have materials and supplies available to complete lesson activities • Are not engaged • Are off task, no prior knowledge of the subject, and not ready to learn 	<ul style="list-style-type: none"> • Have some materials and supplies for the lesson • Are engaged • Have little prior knowledge and not ready to learn 	<ul style="list-style-type: none"> • Have all materials and supplies for the lesson • Are engaged and active in the lesson • Are ready to learn 	<ul style="list-style-type: none"> • Have all materials and supplies for the lesson and they are prepared for the unexpected need for a supply • Are engaged and demonstrate enthusiasm and energy during the lesson • Are self-motivated to learn

Content Knowledge: An effective teacher demonstrates 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
Teacher	<ul style="list-style-type: none"> • Presents information disregarding prior knowledge • Does not explain content • Does not provide feedback to students • Uses the textbook as the only resource • Fails to correct errors • Provides incorrect information 	<ul style="list-style-type: none"> • Activates prior knowledge • Explains content without connections • Understands content but cannot communicate it appropriately to students • Provides feedback • Uses additional resources • Corrects errors inconsistently • Provides correct information inconsistently 	<ul style="list-style-type: none"> • Looks for opportunities to build on prior knowledge • Demonstrates how content areas are related • Consistently provides clear explanation of the content • Actively monitors and provides student feedback • Uses appropriate and challenging resources to promote student knowledge • Identifies and corrects student errors frequently 	<ul style="list-style-type: none"> • Properly sequences information to build on prior knowledge • Collaborates with colleagues to provide resources and instructional methods that promote learners' deep understanding of content knowledge • Consistently monitors and provides feedback to deepen understanding of content knowledge • Plans rigorous and relevant lessons using differentiated strategies and resources to connect learners to content areas • Works with colleagues to identify and correct student errors
Students	<ul style="list-style-type: none"> • Show little evidence of prior knowledge • Demonstrate a low level of recall • Are unable to connect different subject areas • Do not ask pertinent questions • Do not participate in class discussion • Do not connect lessons to the real world • Are unable to explain the content • Are unable to identify or correct errors 	<ul style="list-style-type: none"> • Recall facts but are not able to explain reasoning • Demonstrate a shallow understanding of content • Can answer only low level questions • Demonstrate comprehension but do not apply skills 	<ul style="list-style-type: none"> • Build on prior knowledge • Make connections between different content areas • Ask questions relevant to daily objectives • Actively participate in meaningful discussions • Demonstrate proficiency in meeting instructional outcomes • Explain the content through various forms (speaking, writing, technology, etc.) • Identify and correct errors 	<ul style="list-style-type: none"> • Demonstrate a clear understanding of content and can explain it • Research and find information about the topic on their own • Communicate with others their own ideas about the topic • Relate content knowledge to real-world situations

Engagement: An effective teacher incorporates 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
Teacher	<ul style="list-style-type: none"> Does not employ strategies to ensure student involvement Does not use questioning to engage students Uses same strategies throughout the lesson (lecture only) Does not use resources (manipulative, technology, etc.) to increase engagement Does not use collaborative grouping Paces lesson inappropriately Does not move around the classroom to monitor learning (sits at desk) Does not re-direct students who are not on task 	<ul style="list-style-type: none"> Ensures the involvement of some groups while other groups are unengaged Uses only low-level questioning to engage students Uses limited strategies for student involvement Uses limited resources to increase engagement Uses grouping ineffectively Paces the lesson appropriately in some parts, but does not allow time for the students to persevere Moves around the classroom occasionally to monitor learning Occasionally re-directs students who are not on task 	<ul style="list-style-type: none"> Engages all students in the lesson, employing a range of strategies to ensure that all students have the opportunity to be involved Uses appropriate level of questioning to engage students Uses a variety of strategies to ensure student involvement Utilizes real world examples, instructional materials and resources to help students make connections Strategically groups students to maximize engagement Paces the lesson appropriately, allowing sufficient time for the students to persevere Constantly moves around the room to monitor the learning of students Redirects any student off-task or unengaged 	<ul style="list-style-type: none"> Creates genuine involvement among students, providing adequate time for students to interact Challenges students to develop their own questions and investigations for problem solving Collaborates with colleagues to share strategies for achieving ideal student engagement Encourages incorporating resources outside the classroom Encourages students to initiate conversations with peers and teacher on topic Pacing is appropriate for students to be intellectually engaged Collaborates with and mentors colleagues in monitoring student engagement Are aware of the classroom atmosphere to the extent that disengagement is prevented
Students	<ul style="list-style-type: none"> Do not question, talk, reflect, investigate, read or listen appropriately Are off-task/off-topic Do not contribute to the group to complete the assigned tasks Demonstrate inappropriate behavior 	<ul style="list-style-type: none"> Ask questions to teacher only Are partially on-task/topic Complete only independent tasks Allow one student to dominate conversation, showing limited participation in group work Demonstrate appropriate behavior some of the time 	<ul style="list-style-type: none"> Formulate questions relevant to the topic Are on task during the lesson Interact and listen to peers to complete a task Collaborate during class Are on task and engaged in learning Reflect on their learning through writing Investigate using appropriate tools and/or manipulatives Read and interact with text 	<ul style="list-style-type: none"> Develop their own investigations for problem solving Initiate conversations with peers and teacher on topic Listen to peers and make connections Create a presentation sharing information learned about the topic Incorporate resources outside the classroom Interpret the reasoning of peers Form their own real-world connections Set high expectations for their own learning Are fully engaged

Formative Assessment: An effective teacher uses 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
Teacher	<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 • Does not check for understanding • Does not assess students' prior knowledge 	<ul style="list-style-type: none"> • Uses limited formative assessment methods during the lesson • Adapts instruction occasionally based on assessment results • Provides occasional feedback • Asks some appropriate questions • Links assessment to outcome inconsistently • Checks rarely for understanding • Assesses students' prior knowledge 	<ul style="list-style-type: none"> • Uses formative assessment methods throughout the lesson • Adapts instruction throughout the lesson based on formative assessment results • Gives immediate feedback to increase student understanding • Formulates and uses questions to engage students in thinking at all cognitive levels • Aligns assessments with lesson outcome • Checks for understanding throughout the lesson • Uses students' prior knowledge to build the lesson 	<ul style="list-style-type: none"> • Uses a variety of formative assessment methods, adapted for different purposes • Adapts instruction throughout the lesson based on formative assessment results for individual needs of students • Uses feedback to make immediate adjustments to the lesson • Asks probing questions to encourage students to assess their own learning • Aligns high-level assessments with lesson outcome • Checks constantly for understanding in order to deepen student understanding • Activates students' prior knowledge and builds on this knowledge to dig deep into the topic
Students	<ul style="list-style-type: none"> • Do not understand standards/learning targets • Do not participate in meaningful conversations/activities during the lesson • Do not show work or explain thinking • Do not participate in self-assessments • Do not respond to questioning 	<ul style="list-style-type: none"> • Display a limited understanding of criteria • Engage in meaningful conversation • Show their work but cannot explain their thinking • Participates in self assessments • Respond to teacher prompts but not always accurately 	<ul style="list-style-type: none"> • Can explain and justify the learning targets • Engage in purposeful conversation • Are able to show their work and explain their thinking • Use their self-assessments to identify areas of potential growth • Responds correctly to teacher questioning 	<ul style="list-style-type: none"> • Use rubrics to self-assess • Explain reasoning through writing and discussion • Evaluate their peer's work and critique each other's reasoning • Use self-assessments to improve performance in areas identified for potential growth • Applies knowledge learned through questioning to create a product

Standards Based Instruction: An effective teacher provides measurable outcomes aligned with established content standards and monitors students' understanding of the learning goals. (AQTS 1.4, 2.4)

	Ineffective	Developing	Effective	Exemplary
Teacher	<ul style="list-style-type: none"> Does not clearly state ACOS objectives for lessons Does not connect lessons objective to standards Does not activate prior knowledge Uses resources which are inappropriate to meet standards Does not set learning goals 	<ul style="list-style-type: none"> Partially states ACOS objectives for lessons Develops lessons based on standards Activates prior knowledge but does not use it to develop the lesson Uses limited resources to meet standards Sets vague learning goals with no measurable outcomes 	<ul style="list-style-type: none"> Establishes and communicates measurable outcomes based on ACOS objectives Develops meaningful opportunities for students to learn based on standards Activates prior knowledge and uses it to enhance the lesson Uses multiple resources including textbooks, websites, videos, articles, etc. to meet standards Sets specific learning goals with measurable outcomes 	<ul style="list-style-type: none"> Assesses measurable ACOS objectives/outcomes through a variety of methods Creates opportunities for student reflection of learning according to standards Presents a variety of methods to solve a problem Requires students to apply prior knowledge to develop the lesson Facilitates student use of varied resources to meet the standards Collaborates with students to develop learning goals
Students	<ul style="list-style-type: none"> Cannot recall objective of lesson Are unable to reflect on learning Do not make connections between objective and lesson 	<ul style="list-style-type: none"> Can recall objective Demonstrate basic reflection on learning Make connections between objective and lesson 	<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 lesson 	<ul style="list-style-type: none"> Predict future outcomes related to objective Apply lesson to 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: An effective teacher utilizes available technology to enhance learning and engage students in educational experiences.(AQTS 2.6, 3.7 and 3.8)

	Ineffective	Developing	Effective	Exemplary
Teacher	<ul style="list-style-type: none"> Does not utilize technology to support curriculum Incorporates technology but there is no clear educational relevance to topic Does not set goals for feedback and/or work completion Does not take advantage of technology training opportunities 	<ul style="list-style-type: none"> Uses available technology to enhance lesson but primarily for demonstration or presentation purposes Incorporates technology with clear educational relevance but doesn't use it effectively Sets goals for feedback but does not allow time to attain such goals or complete work Takes advantage of technology training but does not apply it in the classroom 	<ul style="list-style-type: none"> Plans for the use of available technology to support curriculum and meet individual learner needs Incorporates technological resources to guide students to a deeper understanding of content knowledge Sets goals for feedback and/or work completion Uses technological tools for instruction, student assessment, management, and communication with parents/guardians 	<ul style="list-style-type: none"> Assigns research projects that requires higher-order thinking through the use of technology Incorporates technological resources for problem solving opportunities for students using multiple forms of technology Provides time for meaningful feedback and a deeper dive into subject matter Requires real-world application using technology
Students	<ul style="list-style-type: none"> Do not utilize technology Do not know how to use technology or use it for personal reasons only Choose inappropriate apps or websites Do not use rules of digital etiquette 	<ul style="list-style-type: none"> Use technology but cannot explain the purpose for the lesson Choose to use limited forms of technology only when required by the teacher Use appropriate technology when directed by the teacher Are exposed to proper digital etiquette and responsible behavior, but do not apply it 	<ul style="list-style-type: none"> Use technology during the lesson and can explain its relevance to the activity Demonstrate a willingness to try new technology Choose the appropriate form of technology for presentation of information learned during the lesson, without teacher prompting Demonstrate proper digital etiquette and responsible behavior when using technology 	<ul style="list-style-type: none"> Initiate the use of technology to conduct more in-depth research and understand how technology can enhance learning Initiate the use of new and innovative forms of technology to contribute to the lesson Are able to teach other students how to utilize technology Use multiple forms of appropriate technology to communicate information learned Apply the rules of proper digital etiquette while using technology and shares expertise with peers

Rigor: An effective teacher designs lessons to deepen understanding by encouraging students in critical thinking and helping them to process complex information at higher levels.

	Ineffective	Developing	Effective	Exemplary
Teacher	<ul style="list-style-type: none"> Does not utilize the verbs from the Depth of Knowledge (DOK) chart to define lessons Does not engage students in the questioning process Holds students to below average achievement goals Continually uses the same instructional strategy to develop understanding of content (ex. Only lectures, only uses textbook, only uses worksheets, etc.) 	<ul style="list-style-type: none"> Uses only level 1 and 2 verbs from Depth of Knowledge (DOK) to define lessons Engages students in answering on low-level questioning Holds students to only an average level of achievement goals Uses limited instructional strategies to develop understanding of content 	<ul style="list-style-type: none"> Uses levels 1, 2, and 3 verbs from Depth of Knowledge (DOK) chart to define lessons Engages students in answering high-level questioning Holds students to higher-level achievement goals Uses multiple instructional strategies to develop higher level of understanding of the lesson 	<ul style="list-style-type: none"> Uses all levels of verbs from the Depth of Knowledge (DOK) chart to define lessons Facilitates the students as they use higher level questioning with peers Directs students to initiate their own high-level of achievement goals Collaborates with colleagues to share successful strategies that help students connect to real-world experiences
Students	<ul style="list-style-type: none"> Are unable to respond correctly Are unable to develop a product Do not ask questions 	<ul style="list-style-type: none"> Are able to respond correctly to questioning but cannot explain their reasoning Develop a product with limited understanding Ask lower-level questions about the content 	<ul style="list-style-type: none"> Explain their own reasoning Express their learning through development of a product Ask higher-order questions to deepen their understanding of the content 	<ul style="list-style-type: none"> Defend their own reasoning and are able to critique the reasoning of others Demonstrate their understanding through development and presentation of a product Initiate student-led questioning and discussion to deepen their understanding of the content

Differentiated Instruction: An effective teacher develops purposeful lessons focused on individual levels of complexity to optimize growth of all students.				
	Ineffective	Developing	Effective	Exemplary
Teacher	<ul style="list-style-type: none"> • Uses limited instructional strategies to meet the needs of only a few students • Does not set goals for individual students • Does not group students according to assessment data 	<ul style="list-style-type: none"> • Uses multiple instructional to meet the needs of some students • Promotes some individualized goals for students • Utilizes groups according to assessment data, but does not re-group as data changes 	<ul style="list-style-type: none"> • Uses multiple instructional strategies to meet the needs of every student • Promotes clear high-quality individualized goals for most students • Groups and re-groups students according to recent assessment data 	<ul style="list-style-type: none"> • Collaborates with colleagues to share strategies that meet the needs of all students • Promotes clear high-quality individualized goals for all students • Uses grouping purposefully to enhance individual student growth
Students	<ul style="list-style-type: none"> • Do not work at their individual levels • Choose inappropriate material (too hard or too easy) • Do not perform within their student groups • Do not set any academic goals 	<ul style="list-style-type: none"> • Work at their individual levels occasionally • Choose materials appropriate for their level occasionally • Perform inadequately within their student groups • Do not set realistic goals for their individual learning needs 	<ul style="list-style-type: none"> • Work at different levels according to their individual needs • Choose materials appropriate for their level • Perform appropriately within their student groups • Set individual goals for their learning needs 	<ul style="list-style-type: none"> • Work at varied levels of activities based on same standard • Choose and share materials appropriate for their level • Encourage peers to perform appropriately within their student groups • Set individualized goals, reach established goals, and consistently track progress to make needed adjustments

FAYETTE COUNTY SCHOOLS
Educator Effectiveness
Post Observation Conference Form

Teacher Name: _____ Evaluator: _____ School System: _____

School: _____ Subject/Grade Level: _____ Period: _____ Number of Students: _____

Observation (circle) #1 #2

Post-Observation Conference Questions

1. What topic(s), standards, or skills were taught during the 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?

4. What went well with the lesson? What did not go as well as you would have liked?

5. Would you have done anything differently? If so, why? If no, why not?

6. 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.

Suggested Peer Observation Questions

CONTENT KNOWLEDGE

- How do you build on prior knowledge?
- What are some examples of resources you may pull from?
- What could you add/change to the lesson to encourage students to make more effective real world connections?

CLASSROOM CULTURE AND CLIMATE

- Give example of how you maintain positive climate among students
- How would you describe the climate and culture of your classroom?
- How do you promote a climate to ensure all students have an opportunity to succeed?

ENGAGEMENT

- What instructional strategies are used to keep students engaged?
- How do you redirect off-task or unengaged students?
- How do you determine what effective questions to ask to meet the learning target?

FORMATIVE ASSESSMENT

- Give example of questions used to determine students' prior knowledge.
- How do you check for understanding?
- Give an example of how you communicate learner progress that helps students meet their learning target.
- Give examples of formal assessment in your lessons.

PREPAREDNESS

- How do you prepare for the sensitivity of students' needs
- How do you prepare for students with different levels of ability?
- How far in advance do you gather information for your lessons?

TECHNOLOGY

- Which technology tool are you most comfortable using during instruction?
- Which technology tool do you still need support using during instruction?
- What is your back-up if technology fails?

RIGOR

- Give an example of a DOK level 3 or 4 question that you used in your lesson.
- What instructional strategies are you using to add rigor to your lessons?

STANDARDS-BASED INSTRUCTION

- How do you measure outcomes?
- What resources do you use to meet standards?

CLASSROOM MANAGEMENT

- Do you have classroom rules and procedures and are they enforced?
- How much input are students allowed to have in creating rules?
- How do you redirect negative behavior?

DIFFERENTIATED INSTRUCTION

- How do you involve your students in determining individualized goals?
- What data/assessment tool do you used to guide instruction?
- How do you used data to guide instruction?
- How do you differentiate lessons in the classroom?

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 listens to colleagues and respects 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 meeting to drive instruction 	<ul style="list-style-type: none"> Teacher is in the process of implementing strategies into classroom Discussions revolve around data, but there is no clear link to instruction 	<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 instruction Teacher reflection implementation of new strategies from collaborative meetings and adjusts 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 of 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.
 4. More than likely each employee with have areas that will not have any points highlighted.
- *Additional points may be awarded at the principal's discretion for activities not specifically listed.

Ineffective 0-5 points	Developing 6-10 points	Effective 11-15 points	Exemplary 16 or more points
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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 without pay	Tutors before or after school 3 plus days a week without
Attends 1-3 non - school sponsored events	Attends 4-6 non - school sponsored events	Attend 7 plus non - school sponsored 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 Recertification
Completes assigned morning/afternoon duties	Volunteers for additional duties	
Coordinates and plans local field trips	Coordinates and plans out of town 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
Support any school related fundraiser	Coordinates and plans any school related fundraiser	Coordinates and plans Schoolwide Fundraiser
Alternate approved by principal	Alternate approved by principal	Alternate approved by principal

