

Quick-Reference Guide for Observers: Observations 2016-17

Rubric Redesign

The 2016-17 TEM GenEd rubric has been redesigned. The content is the same, but the layout has been updated as follows:

- Pages preceding each indicator page
 - Research supporting best practices
 - Key Elements: Expected teacher actions, Expected student outcomes, and Indicator guiding questions
- Indicator pages
 - (Top) Indicator: Teach 1 through Teach 7
 - (Top) Performance Levels: Ascending order, 1 through 5
 - (Left) Descriptor Feature: Represents the distinct component of the indicator exhibited by the teacher and/or students during the lesson
 - (Center) Descriptor: Outlines the outcomes or behaviors that we would expect to see from both teachers and students within each indicator and level of the rubric.
 - (Bottom) Footnotes: Clarifies the meaning and intent behind key terms and phrases in the rubric.

	Indicator			Levels
Descriptor	Level 1 – Below Expectations <i>The following best describes what is observed:</i>	Level 2 – Below Expectations <i>The following best describes what is observed:</i>	Level 3 – Meeting Expectations <i>The following best describes what is observed:</i>	Level 4 – Above Expectations Level 5 – Significantly Above Expectations
Teacher Explanations	1. Teacher's explanations / demonstrations of content are unclear, incoherent, or inaccurate.	1. Teacher's explanations / demonstrations of content are generally clear, coherent, and accurate, with a few exceptions.	1. Teacher's explanations / demonstrations of content are clear and accurate and build student understanding of content.	Level 4 – Evidence fully supporting Level 3 is present, as well as one of the following: Level 5 – Evidence fully supporting Level 3 is present, as well as all of the following: 1. Teacher explains/demonstrates concept(s) in a way that actively involves most students in the learning process and promotes student interest in the content. 2. Students make independent connections through classroom interactions demonstrating that they understand the content levels ranging from basic to complex. 3. Students, when possible, consider multiple perspectives and approaches to learning. 4. Presentation of content includes modeling by the students to demonstrate performance expectations.
Student Understanding	2. Teacher does not build student understanding of content.	2. Teacher may not be entirely effective in building student understanding of content.	2. Teacher provides logical sequencing ³ of essential information.	
Perspectives / Approaches	3. Teacher does not utilize multiple perspectives / approaches to solve problems or interpret text / content.	3. Teacher utilizes limited perspectives / approaches to solve problems or interpret text / content.	3. Teacher utilizes multiple perspectives / approaches to solve problems or interpret text / content.	
Connections	4. Teacher does not make connections with other content areas, students' experiences and interests, or current events.	4. Teacher makes irrelevant connections with other content areas, students' experiences and interests, or connections do not build student understanding and interest.	4. Teacher makes relevant connections with other content areas, students' experiences and interests, or current events.	
Appropriate Explanations	5. Teacher uses explanations that are developmentally inappropriate and include academic language and definitions that are completely unclear or imprecise.	5. Teacher uses explanations that are somewhat developmentally appropriate and include academic language and definitions that are not completely clear or precise.	5. Teacher uses explanations that are developmentally appropriate and include academic language that is clear and precise.	
Instructional Adjustments	6. Teacher rigidly adheres to the initial plan for content, even when it is clear that an explanation is not effectively leading students to understand the concept.	6. Teacher makes appropriate adjustments to content when necessary to ensure student understanding.	6. Teacher demonstrates appropriate adjustments and alternative ways to explain concepts effectively.	
Clarifying Questions	7. Students may demonstrate confusion by teacher explanations, frustration, or disengagement because of the teacher's unclear explanations.	7. Students may ask some clarifying questions showing that they are confused by the teacher's explanations.	7. Students may ask some clarifying questions providing information and feedback that the teacher uses to monitor and adjust instructions.	
Teacher Modeling	8. Presentation of content provides no modeling by teacher and demonstrates performance expectations that are unclear and confusing to students.	8. Presentation of content by teacher includes modeling by teacher that does not accurately demonstrate his/her performance expectations.	8. Teacher models to demonstrate performance expectations.	

³Logical sequencing of essential information includes, but is not limited to, using visuals to establish the purpose of the lesson, preview its organization, and summarize its content.

Quick-Reference Guide for Observers: Observations 2016-17

Stages of the Observation

- **Before** the observation: Make sure the observation is scheduled (announced or unannounced), technology is ready for collecting evidence.
- **During** the observation: Collect high-quality evidence.
- **After** the observation: Align evidence and Score indicators. Review educator's self-score form. Plan the feedback conversation. Conduct the post-conference. Submit the observation form (including evidence, alignment and scores) to the educator.

High-Quality Evidence

Accurate

- Accurate evidence reflects what is happening in the classroom during the time of your observation.
- Accurate evidence focuses on teacher **and** student actions, interactions and outcomes.
- Accurate evidence is unbiased and non-judgmental.

Specific

- Specific evidence includes what is **seen, said, and done**.
- Specific evidence considers offstage and onstage data.
- Specific evidence attends to the numbers.

Capturing High-Quality Evidence

During the lesson:

- **Abbreviate:** It's tough to capture everything the teachers says or does, so when possible, abbreviate. After the lesson, review your notes and type out what you abbreviated (e.g. T=Teacher, SS=Students)
- **Verbatim:** Capture verbatim dialogue when possible. This includes direct quotes of what teacher and students say.
- **Circulate:** Circulate as necessary to collect evidence from teacher, students and student work. (Remember to speak with students about what they are learning during appropriate times in the observation).

Quick-Reference Guide for Observers: Observations 2016-17

Aligning Evidence

Aligning evidence requires an observer take three (3) steps:

- **Evidence clean-up:** Prior to aligning evidence, go back and clean up your evidence to make sure it is as accurate and specific as possible. If you used shorthand to capture notes, flesh this out to ensure that your notes are readable and understandable to all parties.
- **Match evidence with descriptor:** Comb through each piece of evidence and align that evidence to a TEM descriptor.
- **Go back and review:** Once you have aligned all of your evidence, go back and review your alignment decisions to see if they still stand.

Scoring Indicators

Scoring evidence requires the observer to select the rubric performance level that best represents the evidence collected for that particular indicator. Before making final selections, observers should keep the following scoring rules in mind:

- **Level 3 is the start:** Begin by determining whether the teacher actions and student actions/outcomes represent the descriptors characterized within Level 3. If not, scan to the left and review descriptors in level 2 (or 1).
- **Preponderance of evidence:** As observers, we utilize preponderance of evidence to score a Level 3, but not a Level 4 or 5.
- **Relationship between indicators:** While there is a relationship among TEM indicators, having a particular rating in one indicator does not mandate that same rating in another indicator.
- **Evidence fully supporting level 3:** Once an observer determines all descriptors within a level 3 have been met, preponderance of evidence should **not** be taken into account. At level 4, the teacher and student actions/outcomes in all level 3 descriptors **plus at least one** level 4 descriptor must be present. At level 5, all teacher and student actions/outcomes in all level 3 descriptors **plus all** level 5 descriptors must be present.

Quick-Reference Guide for Observers: Observations 2016-17

Observation Cycle: Pre-Conference



Purpose:

Prior to an announced observation, observers conduct a pre-conference meeting to:

- Obtain pertinent background information about lesson and students involved.
- Give specific support for improvement when possible.
- Ask clarifying questions about the lesson.

Sample Questions:

- What is the objective of your lesson?
- What do you expect the students to know and be able to do after the lesson?
- What adjustments to the lesson will you need to make if the students do not show evidence that they have mastered the objective?
- Is there anything else you want me to be aware of before going to look at the lesson?

Quick-Reference Guide for Observers: Observations 2016-17

Observation Cycle: Post-Conference



Purpose:

- Narrows a teacher's focus to the 1-2 key actions that if improved, will dramatically improve student achievement in the classroom.
- Invests and compels a teacher to take action.
- Builds a sense of collaboration and rapport between observer/coach and the teacher.
- Fosters reflectivity in our classroom teachers.

Quick-Reference Guide for Observers: Observations 2016-17

Purpose of the Post-Conference

- **Narrows a teachers focus** to the 1-2 key actions that, if improved, will dramatically improve student achievement in his/her classroom.
- **Invests and compels** a teacher to take action.
- Builds a sense of collaboration and rapport between evaluator/coach and the teacher.
- **Fosters reflectivity** in our classroom teachers.

Stages of the Post-Conference

The feedback or post conference is divided into three components—introduction, area of strength, and and area of improvement. Observers go through these stages no matter the type of observation (formal or informal, announced or unannounced).

Introduction

- Begins with a greeting
- Establishes the arc or scope of the conversation

Area of Strength:

- Provides praise by honing in on what and specifically how the teacher performed the expected actions during the lesson.

Area of Improvement:

- Asks inquiry-based, probing questions that help the teacher reflect on and analyze the lesson outcomes.
- Provides direct evidence from the observer's notes.
- Gives a recommendation for actionable next steps.
- Practices next steps (skills, techniques, and strategies) in the moment.
- Gives a definite follow-up timeline.

Components of Effective Feedback

During the first two stages of the post-conference conversation, observers and teachers engage in one of the six components of effective feedback: Praise

Component 1: Praise

Provide precise praise. Start off the meeting with one or two pieces of praise from the observation.

Quick-Reference Guide for Observers: Observations 2016-17

During the final stage of the post-conference, Area of Improvement, the observer guides the teacher through the remaining 5 components of effective feedback—**Probe, Action Step, Practice, Plan Ahead, and Follow-up**. *While the Plan ahead and Follow-Up steps will likely be completed by a building administrator, the NBCT will communicate with the building administrator regarding the lesson, post-conference and suggested recommendation.

Component 2: Probe

Probe comes immediately after Praise. The observer begins the Probe component by asking a **targeted question related to the part of the lesson where he/she wants to focus the teachers attention**.

Once the teacher has had a chance to respond, the **observer uses evidence to focuses the teacher on the teacher's area of growth rather than just telling them**.

Before conducting a post-conference/feedback conversation, an observer must hone-in on the classroom evidence and identify one area of focus or growth for that teacher. This area of focus should be:

- **Precise:** Aligned to the core issue in the classroom
- **Bite-Sized:** Attainable within a one to two-week period
- **High-Yield:** Ability to greatly impact the quality of instruction and the level of student performance in that classroom.

Example of Vague Action Step: "Reduce student talking when you are speaking."

Example of Precise Action Step: "Don't talk over students. Stop and make eye contact with the student who is talking. Throughout the lesson, walk with purpose toward students who may have a hard time staying on task."

Components 3 and 4 - Action Step and Practice - occur in quick succession in the Area of Improvement stage of the post-conference.

Component 3: Action Step

After asking a targeted question and sharing specific evidence and rationale for the problem, the teacher or observer states the concrete action that the teacher will focus on during the next week or two. Teachers must leave this phase of the conversation clear on and invested in an action step and their core issue in the classroom.

Component 4: Practice

Once the teacher and observer have arrived at an agreed upon action, the observer engages the teacher in a series of quick practice exercises to help the teacher develop an eye for effective teaching and gain a sharper image of what this action step can look like in practice.

Quick-Reference Guide for Observers: Observations 2016-17

Developing a Plan: Sample Post Questions

- How do you communicate your expectations to your students?
- How do you plan for effective modeling during a lesson?
- When planning a lesson, how do you decide on the sequencing of the instruction within a lesson?
- How do you develop activities that are aligned to the learning objectives?

Post-Conference Key Takeaways

1. Teacher development begins with effective feedback.
2. Effective feedback helps a teacher hone-in on the right aspects of their teaching.

Quick-Reference Guide for Observers: Observations 2016-17

TEM Process Overview

The TEM is comprised of multiple measures including:

- **Student Growth:** How much students have grown across the course of one year (compared to what we would expect to see).
- **Student Achievement:** How well SCS students have performed against an absolute bar.
- **Observations:** How well teachers and students (as a result) perform key behaviors as measured by descriptors within each level of the rubric.
- **Student Perception:** How students assess their teacher's practice related to the Seven C's (Tripod).
- **Professionalism:** How teachers work to improve their practice through professional learning and growth, use of data, community involvement, and leadership.

TEM Addenda

Gen Ed Addenda:

- ESL
- Early Childhood
- Fine Arts
- World Languages
- PE
- SPED

Alternate Rubrics

- Library Information Specialist
- Homebound Teacher
- Instructional Coach
- Student Services
- Professional School Counselors

Initial Coaching Conversation (ICC)

- Should take place before the first observation of the year.
- The Principal completes the ICC and leads the conversation with the teacher.
- Ten (10) working days must pass between the ICC and the first observation.

Quick-Reference Guide for Observers: Observations 2016-17

Personal Learning Plan (PLP)

Assigned to educators scoring below expectations (scores of 1 or 2) in two or more indicators during a formal observation.

Process Updates for 2016-17

Visit the [Leader Board](#) for October 24, 2016 to view the latest updates.

Other Resources

- The Gen Ed Rubric and Addenda are available in the PLZ system (under the Resources tab).
- Rubrics, Addenda, the Process Guide, the Pacing Guide, evaluation platform step sheets, etc. are being added to the NBCT link on a regular basis.