

# Colonial Teaching and Learning Framework Guide

2018-19

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## **Overview**

Seeking to improve the quality of practice-improving discussion and coaching via the required evaluation processes, cross-functional work groups (comprised of district observers, specialists, teachers, related-services professionals, Colonial Education Association representatives, etc.) convened in 2015 to design an evaluation system to help them, within a single system, reach their professional-development objectives. Over the course of multiple day-long work sessions, these work groups examined all elements of the current DPAS-II system to identify shortcomings and discuss possible alternatives in light of other models operating nationally. The work groups spent considerable time identifying potential implementation obstacles and reaching consensus on best ways forward.

As a result of the discussions, the workgroup developed the Colonial Teaching and Learning Framework (TLF). The TLF was implemented in the Fall of 2015 with an ongoing cycle of surveys and review by the workgroup team. In May 2016, the group made revisions to the 2015 TLF, which was ratified by the CEA and approved by the Delaware Department of Education in June 2016. A cycle of monitoring, evaluating, and refining the TLF will continue through the 2017-18 school year by the TLF Workgroup.

The contents of this guide reflect the work of this group to date.

## **Teaching and Learning Framework Workgroup Members**

Kevin Wright-Teacher  
Pam Ward-Teacher  
Elaine Autry-Teacher  
Rebecca Krieg-Teacher  
Beth Wagner-Teacher  
Cindi Price-Teacher  
Cecilia Hann-Teacher  
Melissa Johnson-Teacher  
Carla Hood-Teacher  
Victoria Ward-Teacher  
Donna Fesmire-Teacher  
Renee Griffith-Student Advisor  
Dan Bartnik-Principal  
Nikki Jones-Principal  
Holly Sage-Principal  
Janissa Nuneville-Principal  
Pete Leida-Director of Schools  
Jeff Menzer-Director of Schools

(Includes current and past workgroup members.)

## **Introduction to the Teaching and Learning Framework**

### ***Vision for the TLF***

- Improving the quality of feedback to educators
- Increasing the frequency of feedback to educators
- Continuing to grow as professionals and educators

The ultimate goal is to make the evaluation and feedback process more effective and efficient for teachers, specialists, and observers in Colonial.

### ***Guiding Principles***

Through adoption of the Teaching and Learning Framework (TLF), Colonial Teachers and Observers seek to improve instruction and learning in the Colonial School District. As such, TLF was developed with the following values and guiding principles:

1. Genuine commitments to both developing professionals' practice and assessing professionals' performance
2. Generation of more meaningful, timely, and actionable feedback for all system professionals
3. Improved support and development of the district's less-experienced professionals
4. Streamlined and flexible (where possible) process elements, in order to focus on most important, highest-leverage elements of professional practice
5. Enable higher-quality discussion about instruction, learning, professional practice and actions system-wide—from educator to educator, educator to observer, and observer to observer—toward a stronger learning culture

This guide describes the elements of the TLF, their connection and interplay to best provide feedback to teachers and evaluate performance. These elements include TLF Performance Standards, Indicators, Rubrics and the Model.

## **TLF: Process At-A Glance**

### **Evaluation Timeline**

Observations shall not begin until students have been in attendance for five (5) full school days, unless an Improvement Plan calls for such an observation. Observations shall be completed before the last five (5) school days with full day student attendance.

### **Step 1: Measures/Target Selection and Professional Growth Focus Conferences**

#### **Component Five Forms/Online Tool and Conference**

The Component Five Forms/Online Tool and conference provide the teacher and observer with information about how the teacher's Component Five rating will be determined.

It is recommended that this conference be completed by October 31st each year. The observer may choose to meet with groups of teachers with common measures or the observer may schedule individual conferences to address both Measures/Target Selection (Component V) and Professional Growth Focus. When possible, measures should be agreed upon collaboratively.

#### **Professional Growth Focus Form and Conference**

The purpose of the form and conference is to provide a Professional Growth Focus for the coming school year. It should be connected to one or more of the Performance Standards and be used as a starting point of conversation and feedback between the teacher/specialist and observer. It allows the teacher and observer to plan appropriate and relevant professional growth activities.

The Professional Growth Conference is highly recommended to be held by September 30th each year. The Fall Conference *may* also be held at this time.

### **Step 2: Pre-observation**

Pre-observation Conference provides the observer with information about the upcoming observation and criteria of the Components that may not be directly observable. Information from self-assessment and the formal

process of sharing the evidence collected helps teachers clarify strengths and identify areas for growth.

The Pre-observation Conference is required for all Announced observations. During this time the teacher must present the lesson plan of the lesson and any other supporting documents that will be utilized in the lesson (electronic presentation, formative and summative assessments, etc.) **If the observer and teacher agree, then this may be optional for Announced observations of Experienced Teachers. This process may not be waived for Novice Teachers. The Pre-observation Conference is applicable to an “Announced” observation.**

Whenever possible, the Pre-observation Conference should be held in the teacher’s classroom. This allows the teacher easy access to materials and/or evidence that may help strengthen the discussion.

Performance Standard 5 - Professionalism may be discussed during this conference or the Post-observation Conference or both. The observer is expected to provide relevant initial feedback to the teacher concerning Component One during the Pre-observation Conference.

### **Step 3: Observations**

Observations provides a view of teacher practice and the opportunity to collect information to assess performance. The purpose of an observation is to record observed evidence of Performance Standards 1-4. This process is the same for both Novice and Experienced teachers.

Observations serves as a snapshot of practice captured through watching and listening to teaching. It serves as the foundation for feedback on what is observed.

In some cases, observations are Announced. The teacher receives advanced notification of the observation. In other cases, the observation is Unannounced and there is no advanced notification.

An Announced observation provides a forum for the teacher and observer to discuss the context and plans for the lesson to be observed prior to its implementation. An Unannounced observation is an opportunity for an

observer to watch a teacher in action without providing prior notice. The observer relies upon direct observation of the lesson to examine the teacher's practice during the observation period.

#### **Step 4: Post-observation Conference**

During the Post-observation Conference, the teacher and observer discuss evidence collected during the observation. This conference includes a discussion about evidence of the teacher's performance. Rubrics are used to focus discussion around Performance Levels in each Performance Standard observed. Summary statements are incorporated at the end of the document in the areas: "*Student learning was best when...*" and "*Student learning could be enhanced by...*".

The Post-observation Conference is also an appropriate time to discuss the teacher's progress related to Performance Standard 5 and Component Five. Any updates to the Professional Growth Focus Form should be discussed during the Post-observation Conference.

#### **Teachers are expected to come to the conference prepared to discuss:**

1. their reflections on their performance during the lesson observed
2. any special circumstances or events that impacted the lesson
3. adjustments made to the planned lesson and the rationale for these adjustments
4. ways to improve their future practice

#### **The observer is expected to come to the conference prepared to discuss:**

1. specific evidence collected during the observation
2. clarifications about evidence collected (pose relevant questions)
3. the teacher's thoughts on performance
4. his or her assessment of the teacher's level of performance during the observation
5. areas identified as best practice (as appropriate)
6. expectations or recommendations for growth

Whenever possible, this conference should be held in the teacher's classroom. Holding the conference in the teacher's classroom allows the



teacher and observer quick access to materials and/or evidence that may help strengthen discussion.

If a teacher receives a Performance Level of 1 or 2, the observer may add Expectations or work with the teacher to develop an Improvement Plan.

### **Step 5: Level of Performance Ratings**

At the conclusion of the Post-observation Conference, the teacher and observer should have a common understanding of the teacher's performance during the observation. Evidence, Teacher/Student Indicators, and rubrics are used to focus the discussion and determine accurate performance levels.

If the teacher and observer disagree about the teacher's performance rating(s), the final determination is made by the observer. The teacher may address any differences through the Formative Feedback Documentation and/or Challenge processes.

If a teacher receives a Performance Level of 1 or 2, the observer may determine that Expectations or an [Improvement Plan](#) are necessary.

**Expectations** are specific actions that must be carried out. If Expectations for improvement are included at any point in the appraisal process, they must be clear and specific and include a description of the evidence the teacher must exhibit/provide. There must also be clear timelines for when the teacher must show evidence of meeting the Expectation.

If a teacher does not adhere to or meet the Expectations, then the observer may decide that an Improvement Plan is necessary.

### **Step 6: Summative Evaluation Conference**

The Summative Evaluation process occurs at the end of the evaluation cycle. It will be conducted yearly for Novice and Experienced teachers.

The first step is the Summative Evaluation Conference, followed by completion of the Summative Evaluation documentation. This process is the same for both Novice and Experienced teachers.

At the Summative Evaluation Conference, the observer shares overall impressions of a teacher's practice based upon previously shared evidence, as well as a summary of the teacher's performance as it relates to all Performance Standards. It is an opportunity for a rich conversation between the observer and the teacher, where clarification and additional information may be provided, and where the observer and the teacher may discuss future professional development goals that support continuous professional growth.

Progress towards Performance Standard 5 and Component 5 are also discussed at this point. An overall Summative Rating is determined using the [Summative Scoring Chart](#) that combines TLF Ratings with Component 5.

Evidence, Teacher/Student Indicators, and rubrics are used to focus discussion around Performance Levels in each Performance Standard observed. Summary statements are incorporated at the end of the document in the areas: "*Student learning was best when...*" and "*Student learning could be enhanced by...*".

Because TLF is designed to promote continuous improvement, recommendations may be made to teachers at any level of performance as long as they are relevant and meaningful. Recommendations are a suggested course of action that the teacher can consider.

If a teacher receives a Performance Level of 1 or 2, the observer may determine that Expectations or an [Improvement Plan](#) are necessary.

**Expectations** are specific actions that must be carried out. If Expectations for improvement are included at any point in the appraisal process, they must be clear and specific and include a description of the evidence the teacher must exhibit/provide. There must also be clear timelines for when the teacher must show evidence of meeting the Expectation.

If a teacher does not adhere to or meet the Expectations, then the observer may decide that an Improvement Plan is necessary.

## **TLF Performance Standards**

	<p>Performance Standard 1: Professional Knowledge and Preparation <i>The teacher <b>knows the discipline well</b> and effectively <b>plans for instruction</b> using <b>understanding of standards and curricula, subject content, pedagogical knowledge, and the needs of students.</b></i></p>
	<p>Performance Standard 2: Instructional Delivery <i>The teacher serves as an <b>instructional facilitator</b> in an <b>academically challenging environment</b> where <b>students are carrying the cognitive load</b> and the <b>teacher is supporting individual students appropriately.</b></i></p>
	<p>Performance Standard 3: Assessment of and For Learning <i>The teacher systematically <b>gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback.</b></i></p>
	<p>Performance Standard 4: Supportive Learning Environment The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>
	<p>Performance Standard 5: Professionalism The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</p>

*In addition to the above Performance Standards, teachers will also use the DPAS II Component V to measure Student Growth.*

## TLF Rubrics

Level IV *	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
<b>Performance Standard 1: Professional Knowledge and Preparation</b> <i>The teacher <b>knows the discipline well</b> and effectively <b>plans for instruction</b> using <b>understanding of standards and curricula, subject content, pedagogical knowledge, and the needs of students.</b></i>			
<p>The teacher continually demonstrates <b>extensive content and pedagogical knowledge</b>, seeks and uses <b>multiple data</b> and <b>real world resources</b> to plan <b>differentiated instruction</b> to meet the <b>individual student needs</b> and interests in order to <b>promote student accountability and engagement.</b></p>	<p>The teacher <b>knows the discipline well</b> and <b>plans using state and local school district curricula and standards, effective strategies, resources, and data</b> to address the <b>differentiated needs of all students.</b></p>	<p>The teacher <b>lacks fluidity in demonstrating and using content knowledge, OR inconsistently uses state and local school district curricula and standards, OR inconsistently uses effective strategies, resources, or data</b> in planning to <b>meet the needs of all students.</b></p>	<p>The teacher bases instruction on <b>material that is inaccurate or out-of date</b> or <b>inadequately demonstrates understanding of subject content, OR plans without adequately using state and local school district curricula and standards, OR without using effective strategies, resources, or data</b> to meet the <b>needs of all students.</b></p>
<b>Performance Standard 2: Instructional Delivery</b> <i>The teacher serves as an <b>instructional facilitator</b> in an <b>academically challenging environment</b> where <b>students are carrying the cognitive load</b> and the <b>teacher is supporting individual students appropriately.</b></i>			
<p><b>Based on students' individual abilities, the teacher facilitates students' deep cognitive engagement, higher order thinking skills, application of learning in current and relevant ways, and encourages all students to set appropriately demanding learning goals and tackle challenging materials.</b></p>	<p>The teacher serves as an <b>instructional facilitator</b> in an <b>academically challenging environment</b> where <b>students are carrying the cognitive load</b> and the <b>teacher is supporting individual students appropriately.</b></p>	<p>The teacher <b>inconsistently uses instructional strategies that promote deep student cognitive engagement, OR</b> instruction is <b>more teacher-directed than facilitated, OR</b> the teacher <b>sporadically scaffolds instruction based on individual students' needs.</b></p>	<p>The teacher <b>does not provide a student-centered, academically challenging environment, OR teaching and learning occur at foundational levels only, OR learning is primarily teacher directed.</b></p>
<b>Performance Standard 3: Assessment of and For Learning</b> <i>The teacher systematically <b>gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback.</b></i>			
<p>The teacher <b>consistently demonstrates expertise in using data to measure student progress, likely leads others in the effective use of data to inform instructional decisions, and guides students to monitor and reflect on their own academic progress when appropriate.</b></p>	<p>The teacher <b>systematically gathers, analyzes, and uses relevant data</b> to measure <b>student progress</b>, to <b>inform instructional content and delivery methods</b>, and to <b>provide timely and constructive feedback.</b></p>	<p>The teacher uses a <b>limited selection of assessment strategies, OR inconsistently links assessments to intended learning outcomes, OR inadequately uses data to make instructional decisions, OR inconsistently provides timely or constructive feedback.</b></p>	<p>The teacher chooses an <b>inadequate variety of diagnostic, formative, and summative assessment strategies, OR does not use relevant data to measure student progress, or to make instructional decisions, OR does not report on student academic progress in a timely or constructive manner.</b></p>

**TLF Rubrics (continued)**

<p><b>Level IV *</b> In addition to meeting the requirements for Level III</p>	<p><b>Level III</b> Level III is the expected level of performance.</p>	<p><b>Level II</b></p>	<p><b>Level I</b></p>
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<p><b>Performance Standard 4: Supportive Learning Environment</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>
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<p>The teacher continually <b>engages students in a collaborative and self-directed learning environment</b> where <b>students are encouraged to take risks</b> and ownership of their own learning behavior.</p>	<p>The teacher provides a <b>well-managed, safe, and orderly environment</b> that is <b>conductive to learning</b> and <b>encourages respect for all</b>.</p>	<p>The teacher <b>inconsistently uses resources, routines, and procedures, OR inconsistently provides a respectful, safe, and orderly environment.</b></p>	<p>The teacher <b>inadequately addresses student behavior, OR</b> displays a <b>negative attitude toward students, OR ignores safety standards, OR does not otherwise provide an orderly environment</b> that is conducive to learning or encourages respect for all.</p>
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<p><b>Performance Standard 5: Professionalism</b> The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</p>
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<p>The teacher continually engages in a <b>high level of professional growth and application of skills</b> and <b>contributes to the development of others</b> and the <b>well-being of the school and community</b>.</p>	<p>The teacher exhibits a <b>commitment to professional ethics</b> and the <b>school’s mission, participates in professional growth</b> opportunities to support student learning, and <b>contributes to the profession</b>.</p>	<p>The teacher <b>inconsistently supports the school’s mission OR seldom participates in professional growth opportunities.</b></p>	<p>The teacher shows a <b>disregard toward professional ethics</b> or the <b>school’s mission OR rarely takes advantage of professional growth opportunities.</b></p>
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## **TLF Indicators**

<b>Level IV *</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
 <b>Performance Standard 1: Professional Knowledge and Preparation</b> <i>The teacher <b>knows the discipline well</b> and effectively <b>plans for instruction</b> using <b>understanding of standards and curricula, subject content, pedagogical knowledge, and the needs of students.</b></i>			
<b>Teacher Performance Indicators:</b> <ul style="list-style-type: none"><li>• Demonstrates precise, deep, and current knowledge of subject matter.</li><li>• Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.</li><li>• Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</li><li>• Displays an understanding of the intellectual, social, emotional, and physical development of the age group.</li><li>• Uses student-learning data to inform planning and meet the needs of all students.</li><li>• Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.</li></ul>			
<b>Sample Student Evidence:</b> <ul style="list-style-type: none"><li>• <b>Students</b> model precise content knowledge.</li><li>• <b>Students</b> model and use academic vocabulary.</li><li>• <b>Students</b> use resources that are of high quality and appropriately complex.</li></ul>			

<b>Level IV *</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
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**Performance Standard 2: Instructional Delivery**  
*The teacher serves as an **instructional facilitator** in an **academically challenging environment** where **students are carrying the cognitive load** and the **teacher is supporting individual students appropriately.***

**Teacher Performance Indicators:**

- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout the lesson.
- Effectively uses appropriate instructional technology to enhance student learning.
- Communicates and presents material clearly, and checks for understanding.
- Engages students in authentic learning by providing real-life examples and interdisciplinary connections.
- Creates learning activities that require the use of evidence when building arguments, making claims, or explaining thinking.
- Provides assignments that require the application of knowledge for real purposes.
- Requires the exchange and analysis of multiple perspectives
- Encourages students to explore new ideas and take academic risks.
- Uses time, space, and routines to allow for deep engagement with content.
- The teacher demonstrates a growth mindset with students, encouraging behaviors such as dedication, hard work, and residence.
- Plans using appropriate technological resources and for students appropriate use of technology to enhance student learning.

**Sample Student Evidence:**

- **Students** complete instructional tasks, volunteer responses and/or ask appropriate questions.
- **Students** make connections within and across disciplines.
- **Students** apply acquired knowledge in real-world situations.
- **Students** provide meaningful oral or written evidence to support their thinking.
- **Students** complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson.
- **Students** respond to their peers' thinking, ideas or answers and provide feedback to their classmates.
- **Students** demonstrate academic curiosity.

<b>Level IV *</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
	<b>Performance Standard 3: Assessment of and for Learning</b> <i>The teacher systematically <b>gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback.</b></i>		
<b>Teacher Performance Indicators:</b> <ul style="list-style-type: none"> <li>● Provides multiple opportunities for students to demonstrate understanding.</li> <li>● Involves students in setting learning goals and monitoring their own progress.</li> <li>● Uses diagnostic, formative, and summative assessment data to develop learning goals for students, to differentiate instruction, and to document learning.</li> <li>● Provides constructive, frequent and timely feedback to students on their progress toward their learning goals.</li> <li>● Makes adjustments based on a variety of student data.</li> <li>● Uses grading practices that report final mastery in relationship to content goals and objectives.</li> <li>● Collaborates with others to develop common assessments, when appropriate.</li> <li>● Engages in ongoing communication and shares instructional goals, expectations, and student progress with students, families and key school personnel in a timely and constructive manner.</li> </ul>			
<b>Sample Student Evidence:</b> <ul style="list-style-type: none"> <li>● <b>Students</b> demonstrate understanding in various contexts.</li> <li>● <b>Students</b> have opportunities to express learning through academic writing and/or explanations using academic language.</li> <li>● <b>Students</b> demonstrate how well they understand lesson content opportunities for and their progress toward learning goals through their work and/or responses.</li> <li>● <b>Students</b> monitor their own progress, identify their own errors, and see additional practice.</li> <li>● <b>Students</b> receive, acknowledge, and incorporate teacher feedback.</li> </ul>			



<b>Level IV *</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
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## Performance Standard 4: Supportive Learning Environment

The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.


### Teacher Performance Indicators:

- Builds a supportive and challenging learning environment.
- Maximizes instructional time and minimizes disruptions.
- Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- Promotes a climate of trust and teamwork within the classroom.
- Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
- Actively listens and pays attention to students' needs and responses.

### Sample Student Evidence:

- **Students** demonstrate a clear understanding of behavioral expectations and directions.
- **Students** execute transitions, routines and procedures in an orderly and efficient manner.
- **Students** are only idle for short periods of time.
- **Students** feel part of a supportive and challenging learning environment.
- **Students** try hard to complete academic work and to answer questions, even when the work is challenging.

<b>Level IV *</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
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	<b>Performance Standard 5: Professionalism</b> <i>The teacher exhibits a <b>commitment to professional ethics</b> and the <b>school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</b></i>
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**Teacher Performance Indicators:**

- Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
- Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).

**Summative Scoring Chart**

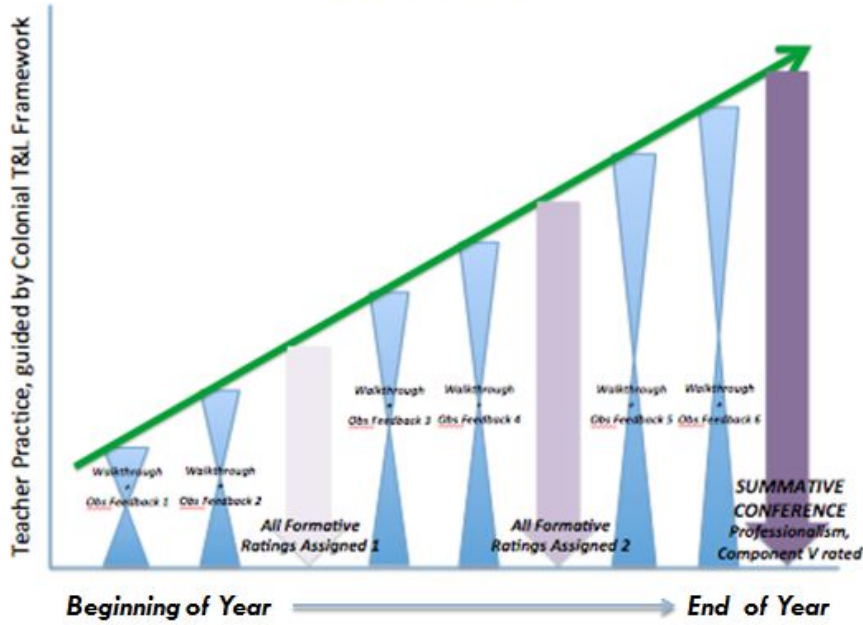
Teachers’ summative scores are a combination of their performance ratings and student improvement scores (Comp V). Ratings and scores are combined as follows:

<p><b>Summative Framework Score</b>-Compile all ratings for each of the 5 Standards for a maximum total of 20 pts.</p> <p><i>(Level IV=4 pts, Level III=3 pts, Level II=2 pts, Level I=1 pt)</i></p>	<p><b>Summative Framework Score=</b></p>
<p><b>Student Improvement Score</b>-See DPAS II Resources (Component V)</p>	<p><b>Student Improvement Score</b></p> <p>___-Exceeds          ___-Satisfactory          ___-Unsatisfactory</p>

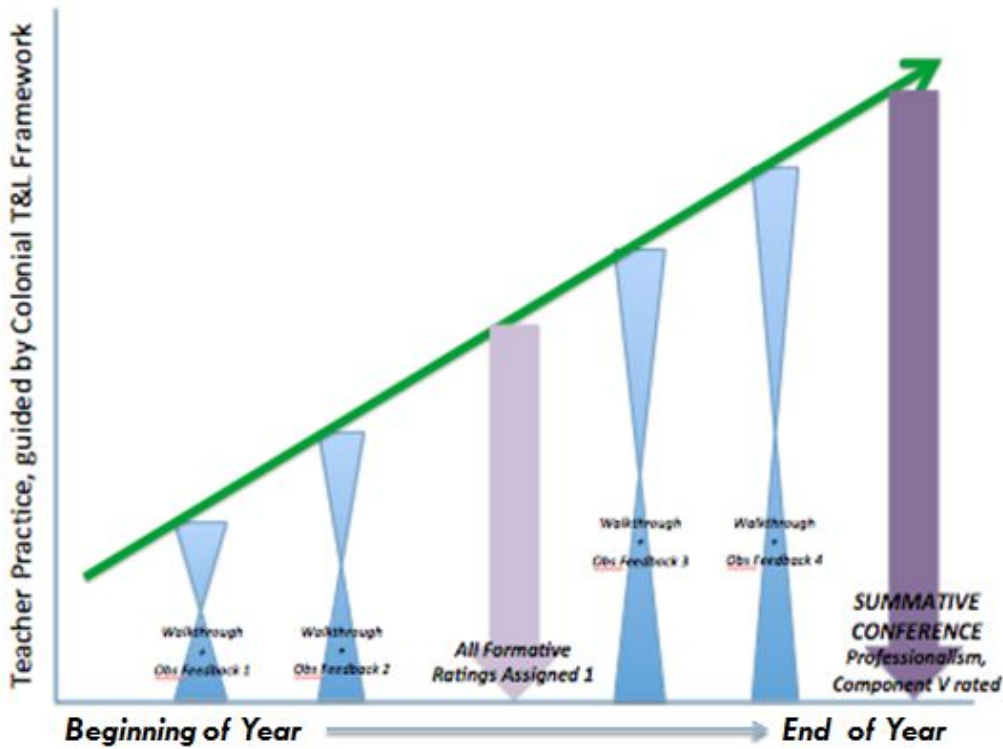
	<b>Student Improvement Score</b>		
<b>Summative Framework Score</b>	Exceeds	Satisfactory	Unsatisfactory
<b>16-20 pts.</b>	Highly Effective	Effective	Needs Improvement
<b>11-15 pts.</b>	Effective	Effective	Needs Improvement
<b>6-10 pts.</b>	Effective	Effective	Ineffective
<b>0-5 pts.</b>	Needs Improvement	Needs Improvement	Ineffective

## Model in Motion

### Novice Teacher



### Experienced Teacher



## OBSERVERS AND CONFERENCES

### NUMBER OF OBSERVATIONS, RATINGS/YEAR

- VARIES BY EXPERIENCE LEVEL: Novice (pre-tenure) or Experienced (tenured)
  - Novice Teachers
    - All rubric domains FORMALLY RATED TWICE yearly, via 2 Full Formative observations or data collected over multiple short Formative observations
    - Minimum 6 WALKTHROUGH Observation-Observation Feedback cycles
  - Experienced Teachers
    - All rubric domains FORMALLY RATED ONCE yearly
    - Minimum 4 WALKTHROUGH Observation-Observation Feedback cycles

### OBSERVATION/CONFERENCE TYPES

	Notice	Who Receives	Duration	Rubric Domains Rated	Eligible Observer	Purpose
<b>Beginning of Year/Component V Goal Setting Conference</b>	Announced	All	≥ 30 mins	No ratings assigned but connected to specific performance standards identified by the teacher. It should also include a Component V	Primary Observers	The purpose of the conversation is to provide a Professional Growth Focus for this school year. It should be connected to one or more of the Performance Standards and be used as a starting point of conversation and feedback between the teacher/specialist and observer. This time is also used for setting Component V measures and goals.
<b>Walkthrough</b>	Unannounced	All	≥ 15 mins	No ratings assigned	Primary, Secondary, & Support Observers	Provide basis for Observation Feedback conferences & inform evaluation/development loop.
<b>Formative</b>	Announced or Unannounced	Novice or Exp ( <i>per admin methodology &amp; discretion</i> )	≥ 20 mins	1-4, as observed/at administrative discretion	Primary & Secondary Observers	Formally (i.e., with ratings) launch annual evaluation/development loop
<b>Full Formative</b>	Announced or Unannounced	Novice or Exp ( <i>per admin methodology &amp; discretion</i> )	≥ 30 mins	All	Primary & Secondary Observers	Formally (i.e., with ratings) launch annual evaluation/development loop
<b>Summative Conference</b>	Announced	All	≥ 30 mins	Includes all evaluation data (incl Prof'lism, Comp V ratings)	Primary Observers	Complete annual evaluation/development loop

## TASKS ASSOCIATED

	Pre-Conference (YES/NO)	Post-Conference (YES/NO)	Documentation, OBSERVER	Documentation, TEACHER
<b>Beginning of Year/Component V Goal Setting Conference</b>	N/A	YES	N/A	<a href="#">Professional Growth Focus Form</a>
<b>Formative</b>	YES or NO (contingent upon announced or unannounced)	YES	<a href="#">TLF Formative Form</a> , file after post-conference	Formative Lesson Reflection & Goal Articulation, file after post-conference
<b>Full Formative</b>	YES or NO (contingent upon announced or unannounced)	YES	<a href="#">TLF Formative Form</a> , file after post-conference	Full Formative Lesson Reflection & Goal Articulation, file after post-conference
<b>Walkthrough</b>	NO	YES	Feedback form may vary. No ratings.	None
<b>Summative Conference</b>	N/A	YES	<a href="#">TLF Summative Form</a> All Observation Cycle Data	<a href="#">Professional Reflection Form</a>

### **Observers**

**Observers must be trained prior to serving as part of the TLF.**

#### Primary Observers

- District-contracted observers: Principals, APs, Supervisors, Directors
- May perform Formative, Full Formative, & Walkthrough with Feedback
- Exclusively performs Summative

#### Secondary Observers

- Student Advisors
- May perform Formative, Full Formative, & Walkthrough with Feedback

#### Support Observers

- Two types:
  - Building and District Coaches-
  - Peer Coaches-(see process below)
- May perform Walkthrough with Feedback

### **Training/Credentialing of Primary and Secondary Observers**

## **Training of All Observers**

**All observers will participate in a full day professional development session focused on effective coaching techniques of teachers. This will include an in-depth focus on the key components of effective coaching plus the opportunity to practice facilitating a coaching session and receive feedback on their practice. This will not include a focus on either the Teaching and Learning Framework nor Specialist Framework.**

## **Training of Primary and Secondary Observers**

**All Primary and Secondary Observers must complete a three hour training covering the TLF and Specialist Framework. This training will include an overview of the process of the current frameworks and calibration around descriptive writing aligned with rubrics. Following this session, each Primary and Secondary Observer must complete a minimum of two 'side-by-side' observations with either a Principal or Director. Upon completion of these trainings and observations, the Principal or Director will certify that the observer is credentialed.**

## **Definition of a Peer Coach**

An individual that may perform walkthroughs and provide feedback to teachers for coaching purposes. The feedback is **non-evaluative** and is **not** to be included in a formative or summative evaluation.

By design, *Peer Coaches*, though certified and credentialed via Framework training and calibration, is expressly **not** an observer. Their function is to observe teachers and provide high-quality feedback for coaching purposes. This classification will be open to teacher leaders that may include department chairs (in secondary grades), grade-level leads, and other personnel with intimate knowledge of content and pedagogical expectations. *Peer Coaches* will **not** receive additional EPER or stipend or a reduced class load as a result of their participation as a *Peer Coach*.

**Criteria for Teachers Working with a Peer Coach**-Prior to working with a *Peer Coach* teachers must agree to have *Peer Coaches* provide feedback which includes the name of the *Peer Coach* and the focus area for coaching. This matching of a Teacher to a *Peer Coach* will be made collaboratively with an observer.

## **Criteria for Peer Coach**

Teachers seeking to apply to serve as a support observer must meet the following criteria:

- Minimum of 5 Years Successful Classroom Experience.
- Consistently Receiving Proficient and/or Distinguished on DPAS II Evaluations (and/or) 3's and/or 4's on the TLF.

- Willingness to allow others to observe them in their classrooms.

### **Application for Peer Coach**

- Teachers interested in becoming a *Peer Coach* will sign up for the support observer training with the approval from their building observers.
- Two application windows will be held each year (August/September and December)
- Window 1-August to September 10th
- Window 2-December 1st to December 15<sup>th</sup>

### **Training/Credentialing for Peer Coach**

All *Peer Coaches* will participate in initial training using the Observation/Feedback model. Trainings will be held in October and January of each year. Additional training opportunities will be offered each year for calibration and collaboration.

### **Feedback Loop for Peer Coach**

At least 3 times per year, *Peer Coach* will conduct 'side-by-side' walkthroughs with an observer.

### **Re-Certification/Re-Application for Peer Coach**

Attend additional refresher training as needed. Apply each year.



### **Improvement Plan Process**

Improvement plans are developed to help teachers focus on area(s) where they need extra assistance to improve their practice. An Improvement Plan shall be developed when:

- A teacher's overall performance is rated as "Needs Improvement" on the Summative Evaluation; or A teacher's overall performance is rated as "Ineffective" on the Summative Evaluation; or A teacher earns a rating of 1 or 2 in any Performance Standard on the Summative Evaluation regardless of the overall rating.

OR

- An Improvement Plan may be developed when: A teacher's overall performance during an observed lesson is at either a Performance Level 1 or 2. In instances where an improvement plan is to be developed, the observer shall first have noted the unsatisfactory performance on the required forms by noting "Performance Requires an Improvement Plan" and initialing the statement.

### **Improvement Plan Requirements**

All improvement plans must include:

1. Identification of the specific deficiencies and recommended area(s) for growth.
2. Measurable goals for improving the deficiencies to satisfactory levels.
3. Specific professional development or activities to accomplish the goals.
4. Specific resources necessary to implement the plan, including, but not limited to: opportunities for the teacher to work with curriculum specialists, subject area specialists, instructional specialists or others with relevant expertise.
5. Procedures and evidence that must be collected to determine that the goals of the plan were met.
6. A timeline for the plan, including intermediate checkpoints, to determine progress.
7. Procedures for determining satisfactory improvement.

8. Multiple observations and opportunities for feedback provided by a Primary or Secondary, lead teacher, or an instructional coach.
9. Professional development that is completed during the time that the Improvement Plan is in effect must directly relate to areas identified as needing improvement.

### **Improvement Plan Conference**

The teacher and observer should review the requirements of the Improvement Plan before the Improvement Plan Conference. This gives each time to prepare for discussion and generate ideas for the plan. At the Improvement Plan Conference, the teacher and observer develop a plan for improvement. Delaware regulation requires that the teacher and observer develop the Improvement Plan cooperatively. ***However, if cooperative development of the plan is not possible or if the teacher and observer cannot come to agreement on the plan, regulation gives the observer the authority and responsibility to determine the plan.***

### **Improvement Plan Implementation**

Teachers, observers, and other professionals that may be named in the Improvement Plan are accountable for the implementation and completion of the plan. If amendments to the plan are necessary, all parties affected by the amendment must discuss the changes, document them in the appropriate space on the Improvement Plan. The teacher and observer, at a minimum, must also sign the amendment to indicate their agreement to the changes. Upon completion of the plan, the observer and teacher shall sign the Improvement Plan, documenting the completion of the plan. If the teacher's practice is not deemed satisfactory at the completion of the Improvement Plan, then the appropriate consequences, as detailed in the Improvement Plan, will be carried out.

## **The Challenge Process**

Sometimes a teacher will disagree with his or her observer's assessment. It is desirable to resolve the differences directly with the observer, if at all possible. Teachers are encouraged to discuss their concerns with the Observer and attempt to resolve the issues prior to submitting a formal challenge. Documents generated as part of this discussion shall be attached to the Summative Evaluation and become part of the appraisal record.

If resolution is not reached with the Observer, the teacher may submit a written challenge to the observer's supervisor. Delaware allows a teacher to challenge according to the following guidelines:

1. Conclusions of an observation if the statement "PERFORMANCE REQUIRES AN IMPROVEMENT PLAN" has been included on the required form(s)
2. Any rating on the Summative Evaluation, either a Component Rating or the Overall Summative Rating.

A teacher initiates the challenge by submitting information specific to the point of disagreement to the observer's supervisor. This must be done in writing within fifteen (15) working days of the teacher's receipt of the evaluation document. If the observer's supervisor is in the same building as the teacher, the challenge and appraisal record are submitted to a designated district or charter school-level Observer. Within fifteen (15) working days of receiving the written challenge, the supervisor of the Observer or the designated district or charter school level Observer shall review the record which consists of all documents used in the appraisal process and the written challenge, meet with the teacher, and issue a written decision. If the challenge is denied, the written decision shall state the reasons for denial. The decision of the supervisor of the Observer or the designated district or charter school's level Observer shall be final. While a challenge process is taking place, the Improvement Plan may be started by mutual agreement of teacher and observer. If agreement cannot be reached, the Observer's decision will prevail.


**Appendix A**

***Colonial Teaching and Learning Framework-Formative Evaluation Form***

Type	Date	Teacher	Course/Topic	Observer
<input type="checkbox"/> Formative <input type="checkbox"/> Full Formative				

Summary of Lesson Reflection and Goal Articulation:

<b>Level IV *</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
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**Performance Standard 1: Professional Knowledge and Preparation**  
*The teacher **knows the discipline well** and **effectively plans for instruction** using **understanding of standards and curricula, subject content, pedagogical knowledge, and the needs of students.***


The teacher continually demonstrates <b>extensive content and pedagogical knowledge</b> , seeks and uses <b>multiple data and real world resources</b> to plan <b>differentiated instruction</b> to meet the <b>individual student needs</b> and interests in order to <b>promote student accountability and engagement</b> .	The teacher <b>knows the discipline well</b> and <b>plans using state and local school district curricula and standards, effective strategies, resources, and data</b> to address the <b>differentiated needs of all students</b> .	The teacher <b>lacks fluidity in demonstrating and using content knowledge, OR inconsistently uses state and local school district curricula and standards, OR inconsistently uses effective strategies, resources, or data</b> in planning to <b>meet the needs of all students</b> .	The teacher bases instruction on material that is <b>inaccurate or out-of date or inadequately demonstrates understanding of subject content, OR plans without adequately using state and local school district curricula and standards, OR without using effective strategies, resources, or data</b> to meet the <b>needs of all students</b> .
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- Teacher Performance Indicators:**
- Demonstrates precise, deep, and current knowledge of subject matter.
  - Integrates key content elements and facilitates students’ use of higher-level thinking skills in instruction.
  - Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
  - Displays an understanding of the intellectual, social, emotional, and physical development of the age group.
  - Uses student-learning data to inform planning and meet the needs of all students.
  - Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.

- Sample Student Evidence:**
- **Students** model precise content knowledge.
  - **Students** model and use academic vocabulary.
  - **Students** use resources that are of high quality and appropriately complex.

**Performance Level Rating: \_\_\_-Level IV    \_\_\_-Level III    \_\_\_-Level II    \_\_\_-Level I    \_\_\_-Not Rated**

**EVIDENCE:**

 <b>Performance Standard 2: Instructional Delivery</b> <i>The teacher serves as an <b>instructional facilitator</b> in an <b>academically challenging environment</b> where <b>students are carrying the cognitive load</b> and the <b>teacher is supporting individual students appropriately</b>.</i>			
<b>Based on students' individual abilities</b> , the teacher facilitates students' deep cognitive engagement, higher order thinking skills, application of learning in current and relevant ways, and <b>encourages all students to set appropriately demanding learning goals and tackle challenging materials</b> .	The teacher serves as an <b>instructional facilitator</b> in an <b>academically challenging environment</b> where <b>students are carrying the cognitive load</b> and the <b>teacher is supporting individual students appropriately</b> .	The teacher <b>inconsistently</b> uses <b>instructional strategies that promote deep student cognitive engagement</b> , <b>OR</b> instruction is <b>more teacher-directed than facilitated</b> , <b>OR</b> the teacher <b>sporadically scaffolds instruction based on individual students' needs</b> .	The teacher <b>does not provide a student-centered, academically challenging environment</b> , <b>OR</b> teaching and learning occur at <b>foundational levels only</b> , <b>OR</b> learning is primarily <b>teacher directed</b> .
<b>Teacher Performance Indicators:</b> <ul style="list-style-type: none"> <li>• Differentiates instruction to meet the students' needs.</li> <li>• Reinforces learning goals consistently throughout the lesson.</li> <li>• Effectively uses appropriate instructional technology to enhance student learning.</li> <li>• Communicates and presents material clearly, and checks for understanding.</li> <li>• Engages students in authentic learning by providing real-life examples and interdisciplinary connections.</li> <li>• Creates learning activities that require the use of evidence when building arguments, making claims, or explaining thinking.</li> <li>• Provides assignments that require the application of knowledge for real purposes.</li> <li>• Requires the exchange and analysis of multiple perspectives</li> <li>• Encourages students to explore new ideas and take academic risks.</li> <li>• Uses time, space, and routines to allow for deep engagement with content.</li> <li>• The teacher demonstrates a growth mindset with students, encouraging behaviors such as dedication, hard work, and residence.</li> <li>• Plans using appropriate technological resources and for students appropriate use of technology to enhance student learning.</li> </ul>			
<b>Sample Student Evidence:</b> <ul style="list-style-type: none"> <li>• <b>Students</b> complete instructional tasks, volunteer responses and/or ask appropriate questions.</li> <li>• <b>Students</b> make connections within and across disciplines.</li> <li>• <b>Students</b> apply acquired knowledge in real-world situations.</li> <li>• <b>Students</b> provide meaningful oral or written evidence to support their thinking.</li> <li>• <b>Students</b> complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson.</li> <li>• <b>Students</b> respond to their peers' thinking, ideas or answers and provide feedback to their classmates.</li> <li>• <b>Students</b> demonstrate academic curiosity.</li> </ul>			
<b>Performance Level Rating: __-Level IV    __-Level III    __-Level II    __-Level I    __-Not Rated</b>			

**EVIDENCE:**



### Performance Standard 3: Assessment of and For Learning

The teacher systematically **gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback.**

The teacher **consistently demonstrates expertise in using data to measure student progress, likely leads others in the effective use of data to inform instructional decisions, and guides students to monitor and reflect on their own academic progress when appropriate.**

The teacher **systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback.**

The teacher uses a **limited selection of assessment strategies, OR inconsistently links assessments to intended learning outcomes, OR inadequately uses data to make instructional decisions, OR inconsistently provides timely or constructive feedback.**

The teacher chooses an **inadequate variety of diagnostic, formative, and summative assessment strategies, OR does not use relevant data to measure student progress, or to make instructional decisions, OR does not report on student academic progress in a timely or constructive manner.**

#### Teacher Performance Indicators:


- Provides multiple opportunities for students to demonstrate understanding.
- Involves students in setting learning goals and monitoring their own progress.
- Uses diagnostic, formative, and summative assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- Provides constructive, frequent and timely feedback to students on their progress toward their learning goals.
- Makes adjustments based on a variety of student data.
- Uses grading practices that report final mastery in relationship to content goals and objectives.
- Collaborates with others to develop common assessments, when appropriate.
- Engages in ongoing communication and shares instructional goals, expectations, and student progress with students, families and key school personnel in a timely and constructive manner.

#### Sample Student Evidence:

- **Students** demonstrate understanding in various contexts.
- **Students** have opportunities to express learning through academic writing and/or explanations using academic language.
- **Students** demonstrate how well they understand lesson content opportunities for and their progress toward learning goals through their work and/or responses.
- **Students** monitor their own progress, identify their own errors, and see additional practice.
- **Students** receive, acknowledge, and incorporate teacher feedback.

Performance Level Rating: \_\_\_-Level IV    \_\_\_-Level III    \_\_\_-Level II    \_\_\_-Level I    \_\_\_-Not Rated

#### EVIDENCE:

	<b>Performance Standard 4: Supportive Learning Environment</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.		
The teacher continually <b>engages students in a collaborative and self-directed learning environment</b> where <b>students are encouraged to take risks</b> and ownership of their own learning behavior.	The teacher provides a <b>well-managed, safe, and orderly environment</b> that is <b>conducive to learning</b> and <b>encourages respect for all</b> .	The teacher <b>inconsistently uses resources, routines, and procedures, OR inconsistently provides a respectful, safe, and orderly environment</b> .	The teacher <b>inadequately addresses student behavior, OR displays a negative attitude toward students, OR ignores safety standards, OR does not otherwise provide an orderly environment</b> that is conducive to learning or encourages respect for all.

**Teacher Performance Indicators:**

- Builds a supportive and challenging learning environment.
- Maximizes instructional time and minimizes disruptions.
- Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.
- Promotes a climate of trust and teamwork within the classroom.
- Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.
- Actively listens and pays attention to students' needs and responses.

**Sample Student Evidence:**

- **Students** demonstrate a clear understanding of behavioral expectations and directions.
- **Students** execute transitions, routines and procedures in an orderly and efficient manner.
- **Students** are only idle for short periods of time.
- **Students** feel part of a supportive and challenging learning environment.
- **Students** try hard to complete academic work and to answer questions, even when the work is challenging.

**Performance Level Rating: \_\_\_-Level IV    \_\_\_-Level III    \_\_\_-Level II    \_\_\_-Level I    \_\_\_-Not Rated**

**EVIDENCE:**

**Colonial Teaching and Learning Framework**  
**Formative Feedback Form**

Summary Statements:

Student learning was best when/because....	Student learning could be enhanced by....

Additional Observer Feedback:

Expectations (Only if applicable):

**Signatures**

The teacher and observer shall sign the Formative/Full Formative feedback form to indicate that the lesson has been reviewed and discussed, not that the teacher necessarily agrees with the observation or comments on this form.

**Teacher's Signature-** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Observer's Signature-** \_\_\_\_\_ **Date:** \_\_\_\_\_

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the observer within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the observer to discuss concerns. Any additional information will become part of the appraisal record.

An Improvement Plan may be developed if a teacher's overall performance during an observed lesson is unsatisfactory. In instances where an improvement plan is to be developed, the observer shall first have noted the unsatisfactory performance on the required forms by noting "Performance Requires an Improvement Plan" and initialing the statement.

The completed Formative Feedback documentation must be provided to the teacher within **ten (10) working days of the post-conference**.

A teacher may challenge the conclusions of a lesson observation if "Performance Requires an Improvement Plan" is written/noted on this form. This is accomplished by submitting additional information, specific to the point of disagreement, in writing within fifteen (15) working days of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the observer unless the supervisor of the observer is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level observer. Any additional information will become part of the appraisal record.



**Colonial Teaching and Learning Framework-Summative Evaluation Form**

Type	Date(s)	Teacher	Course/Topic	Observer
<input type="checkbox"/> Formative <input type="checkbox"/> Full Formative				

<b>Level IV *</b> <i>In addition to meeting the requirements for Level III</i>	<b>Level III</b> <i>Level III is the expected level of performance.</i>	<b>Level II</b>	<b>Level I</b>
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**Performance Standard 1: Professional Knowledge and Preparation**

*The teacher knows the discipline well and effectively plans for instruction using understanding of standards and curricula, subject content, pedagogical knowledge, and the needs of students.*

<p>The teacher continually demonstrates <b>extensive content and pedagogical knowledge</b>, seeks and uses <b>multiple data</b> and <b>real world resources</b> to plan <b>differentiated instruction</b> to meet the <b>individual student needs</b> and interests in order to <b>promote student accountability and engagement</b>.</p>	<p>The teacher <b>knows the discipline well</b> and <b>plans using state and local school district curricula and standards, effective strategies, resources, and data</b> to address the <b>differentiated needs of all students</b>.</p>	<p>The teacher <b>lacks fluidity in demonstrating and using content knowledge, OR inconsistently uses state and local school district curricula and standards, OR inconsistently uses effective strategies, resources, or data</b> in planning to <b>meet the needs of all students</b>.</p>	<p>The teacher bases instruction on <b>material that is inaccurate or out-of date or inadequately demonstrates understanding of subject content, OR plans without adequately using state and local school district curricula and standards, OR without using effective strategies, resources, or data</b> to meet the <b>needs of all students</b>.</p>
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**Teacher Performance Indicators:**

- Demonstrates precise, deep, and current knowledge of subject matter.
- Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Displays an understanding of the intellectual, social, emotional, and physical development of the age group.
- Uses student-learning data to inform planning and meet the needs of all students.
- Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.

**Sample Student Evidence:**

- **Students** model precise content knowledge.
- **Students** model and use academic vocabulary.
- **Students** use resources that are of high quality and appropriately complex.

**Performance Level Rating:** \_\_\_-Level IV    \_\_\_-Level III    \_\_\_-Level II    \_\_\_-Level I    \_\_\_-Not Rated

**EVIDENCE:**



**Performance Standard 2: Instructional Delivery**

*The teacher serves as an **instructional facilitator** in an **academically challenging environment** where **students are carrying the cognitive load** and the **teacher is supporting individual students appropriately**.*

Based on students' individual abilities, the teacher facilitates students' deep cognitive engagement, higher order thinking skills, application of learning in current and relevant ways, and encourages all students to set appropriately demanding learning goals and tackle challenging materials.

The teacher serves as an **instructional facilitator** in an **academically challenging environment** where **students are carrying the cognitive load** and the **teacher is supporting individual students appropriately**.

The teacher **inconsistently** uses **instructional strategies that promote deep student cognitive engagement**, **OR** instruction is **more teacher-directed than facilitated**, **OR** the teacher **sporadically scaffolds instruction based on individual students' needs**.

The teacher **does not provide a student-centered, academically challenging environment**, **OR** teaching and learning occur at **foundational levels only**, **OR** learning is primarily **teacher directed**.

**Teacher Performance Indicators:**

- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout the lesson.
- Effectively uses appropriate instructional technology to enhance student learning.
- Communicates and presents material clearly, and checks for understanding.
- Engages students in authentic learning by providing real-life examples and interdisciplinary connections.
- Creates learning activities that require the use of evidence when building arguments, making claims, or explaining thinking.
- Provides assignments that require the application of knowledge for real purposes.
- Requires the exchange and analysis of multiple perspectives
- Encourages students to explore new ideas and take academic risks.
- Uses time, space, and routines to allow for deep engagement with content.
- The teacher demonstrates a growth mindset with students, encouraging behaviors such as dedication, hard work, and residence.
- Plans using appropriate technological resources and for students appropriate use of technology to enhance student learning.

**Sample Student Evidence:**

- **Students** complete instructional tasks, volunteer responses and/or ask appropriate questions.
- **Students** make connections within and across disciplines.
- **Students** apply acquired knowledge in real-world situations.
- **Students** provide meaningful oral or written evidence to support their thinking.
- **Students** complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson.
- **Students** respond to their peers' thinking, ideas or answers and provide feedback to their classmates.
- **Students** demonstrate academic curiosity.

**Performance Level Rating: \_\_\_-Level IV    \_\_\_-Level III    \_\_\_-Level II    \_\_\_-Level I    \_\_\_-Not Rated**

**EVIDENCE:**



### Performance Standard 3: Assessment of and For Learning

*The teacher systematically **gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback.***

*The teacher **consistently demonstrates expertise in using data to measure student progress, likely leads others in the effective use of data to inform instructional decisions, and guides students to monitor and reflect on their own academic progress when appropriate.***

The teacher **systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback.**

The teacher uses a **limited selection of assessment strategies, OR inconsistently links assessments to intended learning outcomes, OR inadequately uses data to make instructional decisions, OR inconsistently provides timely or constructive feedback.**

The teacher chooses an **inadequate variety of diagnostic, formative, and summative assessment strategies, OR does not use relevant data to measure student progress, or to make instructional decisions, OR does not report on student academic progress in a timely or constructive manner.**

#### Teacher Performance Indicators:


- Provides multiple opportunities for students to demonstrate understanding.
- Involves students in setting learning goals and monitoring their own progress.
- Uses diagnostic, formative, and summative assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
- Provides constructive, frequent and timely feedback to students on their progress toward their learning goals.
- Makes adjustments based on a variety of student data.
- Uses grading practices that report final mastery in relationship to content goals and objectives.
- Collaborates with others to develop common assessments, when appropriate.
- Engages in ongoing communication and shares instructional goals, expectations, and student progress with students, families and key school personnel in a timely and constructive manner.

#### Sample Student Evidence:

- **Students** demonstrate understanding in various contexts.
- **Students** have opportunities to express learning through academic writing and/or explanations using academic language.
- **Students** demonstrate how well they understand lesson content opportunities for and their progress toward learning goals through their work and/or responses.
- **Students** monitor their own progress, identify their own errors, and see additional practice.
- **Students** receive, acknowledge, and incorporate teacher feedback.

**Performance Level Rating: \_\_-Level IV    \_\_-Level III    \_\_-Level II    \_\_-Level I    \_\_-Not Rated**

#### EVIDENCE:

 <b>Performance Standard 4: Supportive Learning Environment</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.			
The teacher continually <b>engages students in a collaborative and self-directed learning environment</b> where <b>students are encouraged to take risks</b> and ownership of their own learning behavior.	The teacher provides a <b>well-managed, safe, and orderly environment</b> that is <b>conducive to learning</b> and <b>encourages respect for all</b> .	The teacher <b>inconsistently uses resources, routines, and procedures</b> , <b>OR inconsistently provides a respectful, safe, and orderly environment</b> .	The teacher <b>inadequately addresses student behavior</b> , <b>OR</b> displays a <b>negative attitude toward students</b> , <b>OR</b> ignores safety standards, <b>OR</b> does not otherwise provide an <b>orderly environment</b> that is conducive to learning or encourages respect for all.
<b>Teacher Performance Indicators:</b> <ul style="list-style-type: none"> <li>● Builds a supportive and challenging learning environment.</li> <li>● Maximizes instructional time and minimizes disruptions.</li> <li>● Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.</li> <li>● Promotes a climate of trust and teamwork within the classroom.</li> <li>● Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or disability.</li> </ul> Actively listens and pays attention to students' needs and responses.			
<b>Sample Student Evidence:</b> <ul style="list-style-type: none"> <li>● <b>Students</b> demonstrate a clear understanding of behavioral expectations and directions.</li> <li>● <b>Students</b> execute transitions, routines and procedures in an orderly and efficient manner.</li> <li>● <b>Students</b> are only idle for short periods of time.</li> <li>● <b>Students</b> feel part of a supportive and challenging learning environment.</li> </ul> <b>Students</b> try hard to complete academic work and to answer questions, even when the work is challenging.			
<b>Performance Level Rating: ___-Level IV    ___-Level III    ___-Level II    ___-Level I    ___-Not Rated</b>			

**EVIDENCE:**



## Performance Standard 5: Professionalism

The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

The teacher continually engages in a **high level of professional growth and application of skills and contributes to the development of others** and the well-being of the school and community.

The teacher exhibits a **commitment to professional ethics** and the school's mission, **participates in professional growth** opportunities to support student learning, and **contributes to the profession**.

The teacher **inconsistently supports the school's mission** OR **seldom participates in professional growth opportunities**.

The teacher shows a **disregard toward professional ethics** or the school's mission OR **rarely takes advantage of professional growth opportunities**.

### Teacher Performance Indicators:

- Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).
- Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.
- Participates in ongoing professional growth activities based on identified areas for improvement (e.g., mentoring, peer coaching, course work, conferences) and incorporates learning into classroom activities.
- Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
- Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
- Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).

Performance Level Rating: \_\_\_-Level IV    \_\_\_-Level III    \_\_\_-Level II    \_\_\_-Level I    \_\_\_-Not Rated

### EVIDENCE:

**Colonial Teaching and Learning Framework**  
**Summative Evaluation Form**

Summary Statements:

Student learning was best when/because....	Student learning could be enhanced by....

Additional Observer Feedback:

Expectations (Only if applicable):

**Signatures**

The teacher and observer shall sign the Summative Feedback form to indicate that the lesson has been reviewed and discussed, not that the teacher necessarily agrees with the observation or comments on this form.

**Teacher's Signature-**\_\_\_\_\_ **Date:**\_\_\_\_\_

**Observer's Signature-**\_\_\_\_\_ **Date:**\_\_\_\_\_

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the observer within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the observer to discuss concerns. Any additional information will become part of the appraisal record.

An Improvement Plan may be developed if a teacher's overall performance during an observed lesson is unsatisfactory. In instances where an improvement plan is to be developed, the observer shall first have noted the unsatisfactory performance on the required forms by noting "Performance Requires an Improvement Plan" and initialing the statement.

The completed Formative Feedback documentation must be provided to the teacher within ***ten (10) working days of the post-conference.***

A teacher may challenge the conclusions of a lesson observation if "Performance Requires an Improvement Plan" is written/noted on this form. This is accomplished by submitting additional information, specific to the point of disagreement, in writing within fifteen (15) working days of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the observer unless the supervisor of the observer is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level observer. Any additional information will become part of the appraisal record.

## **Professional Growth Focus Form**

This form is to be completed by the teacher/specialist and submitted to the observer prior to the Fall Conference. The purpose of the form is to provide a Professional Growth Focus for this school year. It should be connected to one or more of the Performance Standards and be used as a starting point of conversation and feedback between the teacher/specialist and observer.

**Teacher-**\_\_\_\_\_ **Observer-**\_\_\_\_\_ **Date Submitted-**\_\_\_\_\_

Performance Standard-(drop down in DSC with PS 1 to 4)

State your goal(s) for professional growth focus for this school year.

How will your goal(s) help you improve your current practice and/or improve student learning?

What evidence will indicate that you are achieving your goal(s)?


What professional learning opportunities will support you in achieving your goals?

## Professional Reflection Form

This form is to be completed by the teacher and submitted to the observer prior to the Summative Conference. The purpose of the form is to provide additional evidence of the teacher's performance in this area. It is not intended to be an all encompassing document. It should be used as a possible starting point for the conversation between the teacher and the observer. Professional Learning can include professional development both provided by the district and outside of the district, leadership roles, committees, coaching, mentoring and other activities that contribute to your professional growth. Form to be completed 48 hours prior to Summative Conference.

**Teacher-** \_\_\_\_\_ **Observer-** \_\_\_\_\_ **Date Submitted-** \_\_\_\_\_

**Performance Standard:**  
**Professional Learning Goal:**

 <b>Performance Standard 5: Professionalism</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.			
The teacher continually engages in a <b>high level of professional growth and application of skills and contributes to the development of others</b> and the well-being of the school and community.	The teacher exhibits a <b>commitment to professional ethics</b> and the school's mission, <b>participates in professional growth</b> opportunities to support student learning, and <b>contributes to the profession</b> .	The teacher <b>inconsistently supports the school's mission OR seldom participates in professional growth opportunities</b> .	The teacher shows a <b>disregard toward professional ethics or the school's mission OR rarely takes advantage of professional growth opportunities</b> .

***How did you grow as a professional in your pursuit of this learning goal?***

***Describe how you contributed to the school's mission throughout this school year.***

***What professional learning opportunities did you engage in and in what capacity during this school year? (Participant and/or Presenter) Attach PDMS/DSC transcript and use this space to add other professional learning opportunities.***

***Which of the above activities had the most impact on teaching and learning in your classroom? Explain how it impacted teaching and learning.***



## Teaching and Learning Framework Improvement Plan

**Teacher:**

**Observer:**

**School :**

**Date of Conference:**

**Grade(s) :**

**Subject Area(s):**

**Performance Standard(s) Needing Improvement:**

The teacher and observer will share preliminary recommendations at an Improvement Plan Conference. If consensus between the teacher and observer is not reached, the observer shall develop the Improvement Plan.

**Deficiencies:** Describe specific deficiencies in teacher performance related to Performance Standards identified above.

**Measurable Goals:** List the specific measurable goals to improve performance to a satisfactory level. Indicate how progress will be measured for each goal.

**Professional Learning Activities, Interventions, and/ or Resources:** Describe professional learning activities, interventions, or resources the teacher is expected to engage in to meet the goals of the Improvement Plan.

**Evidence and Timelines for Goal Completion:** Indicate types of evidence and timelines for completion of the Improvement Plan goals including, but not limited to: observation follow - up timelines, target dates for activity completion, and target dates for evidence submission, data sets, and Improvement Plan completion date.

**Plan Completion:** Describe how satisfactory or unsatisfactory completion of the plan

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will be determined. Indicate potential consequences of unsatisfactory completion of the plan.

**Plan Agreement:**

My signature below means that I have received the Improvement Plan, understand what is expected of me, and will work on the plan as described.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

My signature below means that I have carefully reviewed the Improvement Plan with the teacher and have clearly communicated what is expected of the teacher to complete this plan.

Observer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Amendments to the Plan:**

Specify any changes to the Improvement Plan if it is amended during implementation.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Observer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Improvement Plan Completion:**

The teacher's completion of the Improvement Plan is:

- Satisfactory
- Unsatisfactory

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Observer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Teaching and Learning Framework Expectations Follow Up Form

**Teacher:**

**Observer:**

**School :**

**Date of Conference:**

**Grade(s) :**

**Subject Area(s):**

**Performance Standard(s) Needing Expectations:**

The teacher and observer will share preliminary recommendations at a Post-Observation Conference. If consensus between the teacher and observer is not reached, the observer shall develop the Expectations.

TYPE OF EXPECTATIONS FOLLOW - UP (check and date one)

\_\_\_\_-Follow up for Formative Feedback Expectations

Date of original Formative Documentation \_\_\_\_\_

\_\_\_\_-Follow up for Summative Evaluation Expectations

Date of original Summative Documentation \_\_\_\_\_

### **EXPECTATIONS FOLLOW - UP DETAIL**

**Expectation:** [Number expectations if more than one.]

**Method of data collection:** How was evidence of expectations progress collected?

**Evidence collected:** What specific evidence was collected on what dates? Attach copies of any documents or artifacts collected. [If more than one Expectation, number evidence collected by Expectation number.]

**EXPECTATIONS PERFORMANCE** (check one)

\_\_\_\_\_ -Evidence collected meets all Expectations.

\_\_\_\_\_ -No further course of action is required.

\_\_\_\_\_ -Evidence collected meets the following Expectations: [Number expectations if more than one.] Evidence collected does not meet the following Expectation s: [Number expectations if more than one.]

**Course of action** : Complete this section if one or more Expectations were not met in the prescribed timeline.

**Additional Notes:**

The teacher and evaluator shall sign the Expectations Follow-Up Form to indicate that it has been reviewed and discussed, not that the teacher necessarily agrees with comments on this form.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Observer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_