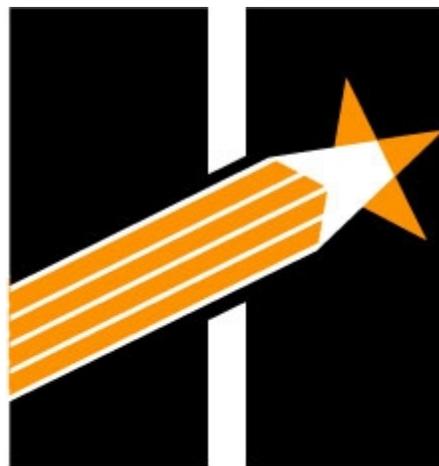


HASTINGS PUBLIC SCHOOLS

TEACHER OBSERVATION AND EVALUATION HANDBOOK



HASTINGS
PUBLIC SCHOOLS

Assuring the essential.
Expanding the possible.

Teacher Observation and Evaluation Program

Introduction

The Teacher Observation and Evaluation Program supports the attainment of the District's Mission and Vision.

District Mission

Our fundamental purpose is to assure all students acquire the knowledge, skills, and behaviors essential to be successful individuals and responsible citizens.

District Vision

As the cornerstone of educational excellence in our community, we will continuously and passionately strive to be high performing. Our Learning Community will effectively meet the unique learning needs of each and every student. To attain our Mission we must have:

- A shared focus on student learning;
- An articulated curriculum that provides all students, at a minimum, with essential knowledge, skills, and dispositions;
- A balanced assessment system that meets the needs of students, teachers, parents, and policy makers;
- A system of intervention and enrichment based on formative assessments;
- Adults working together interdependently to improve student learning, instruction, and practices;
- A safe, supportive, and healthy learning and teaching environment that celebrates individuals' differences, diversity, growth, and achievement;
- Appropriate and high expectations for each student and teacher that are based on the premise that ALL students can and will learn at high levels, and that will facilitate students and staff having high expectations of themselves to meet their own potential;
- An environment where adult learning and growth is continuous and job-embedded in order to provide high quality instruction for every student;
- Leadership at every level that is committed to the full implementation of the culture of a professional learning community; and
- A strong commitment to learning from stakeholder groups (students, staff, parents, and community leaders.)

Goals

The highest goal of our Teacher Observation and Evaluation Program is increase student learning through the on-going and continuous development of instructional expertise. In addition, the Program is designed to develop mission-driven teachers who use research and work collaboratively.

Context

To achieve the goals of our Teacher Observation and Evaluation Program, the District will provide the following:

- A common language of instruction;
- Focused feedback and deliberate practice;
- Opportunities to observe and discuss teaching and learning in a Professional Learning Community;
- Clear criteria for successful practice and a plan for attaining greater success; and
- Recognition of progress.

Framework

On October 18, 2010, the Hastings Public Schools Board of Education adopted the instructional framework developed by noted researcher and author Robert J. Marzano. This framework is well documented in Marzano's The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction (ASCD, 2007).

The framework is just that, a framework. It is driven by ten "design questions." The design questions are:

1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypothesis about new knowledge?
5. What will I do to engage students?
6. What will I do to establish or maintain classroom rules and procedures?
7. What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organized into a cohesive unit?

Nine of the ten design questions guide Domain 1. Domain 1 frames "Classroom Strategies and Behaviors" and is divided into three categories. The categories are:

- Lesson Segment Involving Routine Events
- Lesson Segment Addressing Content
- Lesson Segment Enacted on the Spot

In addition to Domain 1, the framework includes:

- Domain 2 – Planning and Preparing
- Domain 3 – Reflecting on Teaching
- Domain 4 – Collegiality

Each Domain is further broken down into “elements.” Domain 1 has 41 elements; Domain 2 has eight elements; Domain 3 has five elements; and Domain 4 has six elements.

A graphic representation of the framework has been included in iObservation.

Each element has suggested evidence and a specific scale unique to that element. A generic version of the scale that is used would include the following:

Innovating	Adapts and creates new strategies for unique student needs and situations.
Applying	Engages students in the strategy and monitors the extent to which it produces the desired outcomes.
Developing	Engages students in the strategy with no significant errors or omissions.
Beginning	Uses strategy incorrectly or with parts missing.
Not Using	Strategy was called for but not exhibited.

The observational protocol for each element, including suggested evidence and unique scale, has been included in iObservation.

Observation/Evaluation Process

Three process sequences are used depending on whether a teacher is new, non-tenured, or tenured. Tenured staff may be assigned a status of “self-supporting” or “collaborative.” The three process sequences are provided on the following pages.

iObservation

The District has purchased iObservation to support the teacher observation and evaluation program. Staff members are to contact his/her home building Principal or the Principal’s designee. The following information is provided to give new users access to iObservation.

Quick Start Guide: Getting Started

I Version 7.0.2 Patent Pending. ©2007, 2015

Learning Sciences International

Customer Service: CS@iObservation.com

Email Address: _____

Password: _____

A. Generate New Password

Note: New Users only

1. Open an internet browser.
2. Type www.EffectiveEducators.com in the address bar.
3. Click the Click Here link next to 'First Time User?'
4. Type your email address in the Email Address box.
5. Click Submit.
6. Go to your school email account to find an email from no-reply@EffectiveEducators.com containing a link to set a password. Note: Check your spam/junk email folder if you do not see the email.
7. Click the link in the email or copy and paste the link into an internet browser.
8. Verify that the first name, last name, and email address displayed are correct.
9. Optional: If the first name, last name or email address are incorrect type in the corresponding box to correct the information.
10. Type a password in the Change Password box.
11. Retype the password in the Confirm Password box.
12. Click Save

B. Log In

1. Open an internet browser.
2. Type www.EffectiveEducators.com in the address bar.
3. Type your username in the Username box.
4. Type your password in the Password box.
5. Click Login.

Teacher Observation/Evaluation – Process One – New Teachers

The following represents exceptional practice for improving performance. Employment decisions will only require practices prescribed (**see bold items**).

When?	Who?	What?	How?
*During the week of new teacher orientation or as soon as possible	*New Teacher (NT) *Guide *Principal	*Principal and/or Guide will make initial contact	*The week of the New Teacher Orientation Meeting or as soon as possible
*New Teacher Orientation	*NT *Principal *District Administration	Attend and participate in New Teacher Orientation or, as appropriate, other new teacher meetings scheduled during the year	*Meeting for all new teachers with District Administration on Orientation or other Development Days: -District Mission and Vision -Other *Meeting with Principal and Guide (if available) to: -Discuss Teacher Evaluation and iObservation -Discuss School Improvement Goals -Work in building
*By third full week with students	*NT *Principal	Two walk-through observations with written feedback to NT followed by a short conference (How are things going?)	*Principal spends 3 - 10 minutes in classroom while students are present two times within the first three weeks of school starting *Principal provides feedback with written notes
*September	*NT *PLC Liaison or building designee	*Meeting	*Answer questions/concerns, provide additional information about curriculum and/or programs, provide resources, and discuss instruction, etc. specific to the NT's assignment
*September- October 15	*NT *Supervising Administrator (SA)	*Walk-through, informal, or formal observations as determined by SA (normally – one walk through per month after September)	*SA provides feedback based on written notes
*September 14 - October	*NT *SA	*NT joins SA in a series of walk through observations selected by the SA	*Throughout the observations, the SA and NT engage in a conversation about instructional strategies, classroom management, etc. ("As we walk into this classroom you'll notice this teacher doing" or "What did you notice the teacher doing in this classroom?")
*October	*NT *Guide	*First Partner Half-Day: Guide observes NT and provides NT with verbal feedback (This observation can be a video observation) *NT and Guide discuss the Growth Plan	*SA arranges for a .5 sub to cover time needed NT completes Growth Plan by October 1 and submits Growth Plan to SA

*November	*NT *SA	Informal observation (minimum 20 minutes) Meeting to discuss informal observation	
*November	*NT *Guide *Building designee if appropriate	*Guide reviews RTI, district support services/resources	*Guide will ask, "Do you have students with needs that you do not know how to meet?" and direct teacher toward support services (Examples of support services: Home School Liaison, Counseling, Kids Closet, Social Services, School Nurse, ELL, etc.)
*By December 18	*NT *SA	Required First Semester Formal Observation (Domains 1, 2, 3, and 4) based on classroom visit (no less than 45 min.) Meeting to discuss Required First Semester Observation	
*January -February	*NT *SA	*Walk Through, Informal, and Formal Observations as needed	*SA provides feedback based on written notes
*February	*NT *Guide	*Second Partner Half-Day *.5 day for NT to observe Guide's classroom and to discuss observation with the Guide * Guide observes NT and provides NT with verbal feedback (This observation can be a video observation)	*Hire a .5 day sub to carry out this process *Review due dates for upcoming position specific responsibilities (assessments, IEP issues, conferences, etc.)
*August - May	*NT *Guide	* Meet as appropriate	*Discuss needs, issues, accomplishments as appropriate
*First week of March	*NT *SA	Required Second Semester Formal Observation (Domains 1, 2, 3, and 4) based on classroom visit (no less than 45 min.) Meeting to discuss Required Second Semester Observation	*Review Growth Plan
* April	*NT *SA	Review Growth Plan	*Celebrate any success
*May	*NT *SA	SA completes evaluation and conducts a conference with the NT	*Teacher reflects on practice in order to develop a new Growth Plan as determined

Teacher Observation/Evaluation – Process Two – Non-Tenured Teachers

The following represents exceptional practice for improving performance. Employment decisions will only require practices prescribed (**see bold items**).

When?	Who?	What?
*August - September	*All Non-Tenured Teachers (NTT) *Supervising Administrator (SA)	*NTT initiates Growth Plan
*August - May	*NTT *SA	*Walk through, informal, and formal observations as determined by the SA
*October	*NTT	Submit Growth Plan to SA for approval by October 1
*By December 18	*NTT *SA	Required First Semester Formal Observation (Domains 1, 2, 3, and 4) based on classroom visit (no less than 45 min.) Meeting to discuss Required First Semester Formal Observation
*By first week of March	*NTT *SA	Required Second Semester Formal Observation (Domains 1, 2, 3, and 4) based on classroom visit (no less than 45 min.) Meeting to discuss Required Second Semester Formal Evaluation
*May	*NTT *SA	SA completes evaluation and conducts a conference with the NTT. *Non-Tenured teacher reflects on practice in order to develop a new Growth Plan within timelines provided.

Teacher Observation/Evaluation- Process Three – Tenured Teachers

The following represents exceptional practice for improving performance. Employment decisions will only require practices prescribed (**see bold items**).

When?	Who?	What?
*August – November 1	*Tenured Teachers (TT)	Initiate Growth Plan efforts
*August to first week in May	*TT *Supervising Administrator (SA)	*Walk through, informal, and formal observations as determined by the SA SA provides feedback based on written notes
*By October 1	*TT *SA	Submit Growth Plan to designated administrator for approval by October 1
*By end of first week in March	*TT scheduled for Observation/Evaluation (no less than once every two years) – Collaborative Year *SA	Required Formal Observation (Domains 1, 2, 3, and 4) every two years based on classroom visit (no less than 45 min.) Meeting to discuss Required Observation
*April	*TT – Self Supported Year	TT will video a lesson and self assess the lesson using the Instructional Framework Domains, Elements, and Protocols provided. *TT may video a lesson and seek peer feedback using the Instructional Framework Domains, Elements, and Protocols provided.
*May	*TT – Collaborative Year *SA	SA completes evaluation and conducts a conference with the TT – Collaborative Year. TT reflects on practice in order to develop a new Growth Plan and to enter into the Collaborative Year or the Self Supported Year as appropriate.