

Teaching Evaluation Tool Work Group



SPRING EDUCATOR EVALUATION SUMMIT

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Work Group Development Process



- 1. Reviewed existing district models and perspectives**
- 2. Reviewed many models including those used by other states**
- 3. Conceptualized various ways to organize the standards**
- 4. Experimented with several variations**

Teaching Observation Tool Work Group Recommendations



- Reflect the format and content of the Utah Effective Teaching Standards



Teaching Observation Tool Work Group Recommendations

- Focus on high leverage instructional activities
- Align with Utah Core strategies

Examples:

- **Learner Development:** The teacher creates developmentally appropriate and challenging learning experiences based on individual students' strengths, interests, and needs.
- **Content Knowledge:** The teacher engages students in applying methods of inquiry and standards of evidence of the discipline.
- **Instructional Planning:** The teacher creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.

Teaching Observation Tool Work Group Recommendations

- Include four rating levels
- Provide for comparability from district to district by using uniform terminology and definitions
- Differentiate between Level 1 and Level 2 teachers by the name of the rating

Not Effective

**Emerging
Effective
Minimally
Effective**

Effective

Highly Effective

Teaching Observation Tool Work Group Recommendations



- Include the concept of the Distinguished level as indicated in the Continuum of Teaching Practice

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, social interactions, active engagement in learning, and self-motivation.

	Practicing	Effective	Highly Effective	Distinguished
The teacher:				
a. Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.	Implements a daily schedule.	Establishes and maintains routines, expectations, and procedures that support student learning.	Collaborates with students in establishing and reflecting on classroom procedures to improve the learning environment.	Encourages colleagues to collaborate with students to maintain an effective school-wide learning environment.
b. Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	Promotes a positive and respectful learning climate. Provides opportunities for students to work in teams.	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Models positive learning interactions and guides students to consistently refine interactions through self-reflection. Supports students to create and manage learning teams to meet learning goals.	Participates with colleagues to expand the positive learning climate throughout the school. Fosters the development of student leadership and teamwork skills school-wide.

Teaching Observation Tool Work Group Recommendations



- **Allow for districts to adapt formative assessment and support leading to the summative rating according to differing plans and approaches.**

Teaching Observation Tool Work Group Recommendations



- **Create alignment between various state requirements**



Standard 7: Instructional Strategies
The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

Method	Indicator	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
Observation	Teacher effectively uses a range of instructional strategies, appropriate for reaching content standards, and are responsive and adaptive to real-time/long-term learner understanding and diversity (cultural, linguistic, special needs, proficiency). (7a., 7b., 7c., 2e., 5d., 6b.)	<ul style="list-style-type: none"> Uses minimal variety in instructional strategies, mostly lectures, strictly follows lesson plan/program with minimal alignment to content standards, and rarely checks for learner understanding. 	<ul style="list-style-type: none"> Uses, with some proficiency, a few different instructional strategies that are mostly aligned to content standards and minimally adapts instruction for learner understanding and differences. 	<ul style="list-style-type: none"> Uses, with proficiency, a range of research based instructional strategies, directly aligned to content standards, and uses real-time /long-term student data to adjust instruction and respond to diverse learner needs (ELL, culturally diverse, IEP learner, advanced learner, under-achiever, etc.). 	<ul style="list-style-type: none"> Analyzes student data (academic, social and emotional) to select and refine the implementation of research based instructional strategies in order to further engage students and deepen diverse student understanding.
Observation	Teacher effectively cultivates students' ability to employ higher order thinking, creativity, meta-cognition, and various modes of communication (speaking, listening, reading, writing) in real-world contexts. (7d., 7e., 3f., 6d.)	<ul style="list-style-type: none"> Uses instructional strategies that rely mostly on lower level thinking and may engage students in one mode of communication. 	<ul style="list-style-type: none"> Uses instructional strategies that incorporate some higher order thinking, engages students in several modes of communication and links learning to real-world context. 	<ul style="list-style-type: none"> Cultivates students' ability to reflect on their own learning, employ higher order thinking to generate and evaluate new ideas, invent solutions to problems, create original work, and use various modes of communication in authentic real-world contexts. 	<ul style="list-style-type: none"> Cultivates students' ability to be creators of information and to use diverse modes of communication to share their innovation to real-world audiences.
Observation	Teacher uses a variety of effective technology and resources to support learning and develop students' ability to find and use information to solve real-world problems. (7f., 7g., 3e.)	<ul style="list-style-type: none"> Utilizes minimal technology and other resources to support learning. 	<ul style="list-style-type: none"> Utilizes some technology and other resources to support learning and develop students' ability to find and use information. 	<ul style="list-style-type: none"> Incorporates a variety of effective technological tools, multiple media, and other resources to support learning and develop students' ability to find, analyze, and use diverse sources to answer real-world questions. 	<ul style="list-style-type: none"> Involves students in the use of the full range of technology and other resources to conduct inquiry-based, self-directed research to solve real-world problems.
Observation	Teacher engages students through effective questioning strategies. (7h.)	<ul style="list-style-type: none"> Lectures without, or requires few student responses and/or answers own questions. 	<ul style="list-style-type: none"> Utilizes a few engagement questions where all students are accountable to respond. 	<ul style="list-style-type: none"> Utilizes a variety of engagement questioning strategies with appropriate wait/think time, and incorporates some higher level thinking questions to promote engagement and learning. 	<ul style="list-style-type: none"> Paces and adapts levels of questions to actively engage all students in appropriately differentiated high level learning based on individual and group needs.

Sample Teacher Observation/Interview Tool



- Aligns with the *Utah Effective Teaching Standards* and Indicators
 - The Learner and Learning
 - Instructional Practice
 - Professional Responsibility
- Groups Concepts where appropriate
- Includes observation, interview, and other evidence such as artifacts and examples

Next Steps

- Complete observation tool
- Review and edit tool
- Complete protocol and Observation cycle
- Make scoring recommendations
- Add definitions, video clips and other supporting items
- Develop OnTack version
- Pilot Instrument

June – September, 2012

