

SHELBY COUNTY SCHOOLS  
TEACHER EFFECTIVENESS  
MEASURE (TEM) GUIDE  
2016-17



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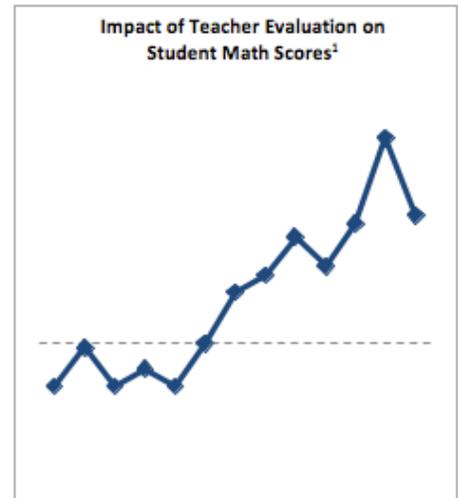
# INTRODUCTION

The Teacher Effectiveness Measure (TEM) is more than an evaluation system; it is designed to help you become more successful by giving you regular, meaningful insights about your practice. Our goal in implementing the TEM is to ensure that you always know where you stand and what you need to do to improve your teaching. Research shows that teachers improve more quickly when they get feedback through observations, and the gains can be long lasting, even if the evaluation itself is limited to a single year.<sup>1</sup>

We also use TEM data to provide targeted support and coaching to address your high-priority development needs.

Our commitment to continuous learning applies not only to our students, but to you as well. The TEM supports your growth by:

- **Clarifying Expectations** – TEM outlines clear performance expectations for all certified school-level employees across multiple measures of teacher performance.
- **Providing Feedback** - Quality feedback is a key element of the improvement process. Feedback from classroom observations and data from other TEM components including student test outcomes, student perception surveys and teacher professionalism will help guide your growth and development.
- **Facilitating Collaboration** – By providing a common language and multiple measures to discuss performance, the TEM helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development and Support Resources** – Both teachers and principals will have the ability to determine targeted support and growth opportunities based on individual TEM performance, so teachers will be able to get the support they need to improve practice.



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<sup>1</sup> Taylor, E. & Tyler, J. (2011). The effect of evaluation on performance: Evidence from longitudinal student achievement data or mid-career teachers, *NBER Working Paper#16877*. Cambridge, MA: National Bureau for Economic Research

## PURPOSE OF THE TEM MANUAL

The Teacher Effectiveness Measure (TEM) is the teacher evaluation system implemented in Shelby County Schools (SCS) system. The purpose of the TEM evaluation system is to ensure that all educators receive honest feedback about their practice to enable continuous improvement in their practice and ultimately high quality instruction for our students. This document is intended to prepare you for the performance evaluation process during which all teachers will receive data and ratings for each of the multiple measures of teacher effectiveness that contribute to an overall TEM score.

This manual is designed to give you an overview of the TEM and the ways in which it will support you to improve your students' performance by improving your own practice. In this manual, you will find information about each of the components of the TEM and how they are scored, logistical information about the TEM, and information about how to get additional questions answered.

Details are provided on:

1. Descriptions of the TEM components for each educator group
2. Updates to the observation rubric and process,
3. SY16-17 Timeline for the evaluation process, and
4. Description of how each component will be scored for use in the TEM profile.

If you have additional questions about any of the TEM Components, please contact [employeeperformance@scsk12.org](mailto:employeeperformance@scsk12.org).

# COMPONENTS OF TEM

The TEM considers multiple measures to develop a holistic picture of your performance. Depending on your teaching placement, these may include:

Student Growth	Student Achievement	Student Perceptions	Observations	Professionalism
<ul style="list-style-type: none"><li>•We incorporate data from state-produced TVAAS Score reports or approved alternate growth measures (dependent on the content you teach) to analyze a teacher's impact on student learning and growth over the course of the school year. This data represents how much students have grown across the course of a year (compared to what we would expect to see).</li></ul>	<ul style="list-style-type: none"><li>•We consider how well our students have performed against an absolute bar. Teachers select the student achievement measure to be included in their evaluation from a list of options given by the state.</li></ul>	<ul style="list-style-type: none"><li>•Research shows that student surveys are a reliable indicator of teacher effectiveness. Teachers who work with only very young students (PreK), ELL students, or students with IEPs will not have student perception survey data as a part of their evaluation.</li></ul>	<ul style="list-style-type: none"><li>•Research shows that classroom observations are a valid predictor of teacher effectiveness. Your performance in the classroom will be measured on the TEM Observation of Practice Rubric, with observers looking for hallmarks of effective teaching expected in every classroom, regardless of subject area or grade level taught.</li></ul>	<ul style="list-style-type: none"><li>•Professionalism ratings provide teachers the opportunity to reflect upon and ultimately further their own professional development while also receiving recognition for supporting their school community. Evidence for this is measure collected over the course of the year.</li></ul>

## MEASURE 1: STUDENT GROWTH

The *Tennessee Value-Added Assessment System (TVAAS)* measures the impact schools and teachers have on their students' academic progress. TVAAS measures student growth from one year to the next. The general expectation for TVAAS is that a year's worth of instruction should result in a year's worth of student growth.

For tested teachers, the state requires that districts use teachers' Student Growth (TVAAS) data. Tested teachers with individual TVAAS include core subjects in grades 3-8 and all End of Course (EOC) subject teachers. The End of Course subjects include: Algebra I, Algebra II, Geometry, Biology I, Chemistry I, English I, English II, English III, and U.S. History.

Instructors who teach one of the following subjects – Fine Arts K-12, World Languages K-12, and HPELW K-5 – will use the portfolio model to demonstrate their students' growth. Those teachers will receive individual information from their content advisors regarding the type of portfolio materials to collect throughout the year. The district will provide a score of 1-5 for portfolio-based teachers' growth component at the same time all other Student Growth (TVAAS) data is released.

Teachers without individual-level TVAAS data – teachers in non-tested subjects – will use the 1-year school-wide\* TVAAS composite data as their Student Growth score. Those non-tested teachers who are not closely aligned to a test content area will be able to choose which composite they wish to select (e.g., Overall, Literacy, or Numeracy). For non-school-site based educators, such as those in the Bond Building, district-level TVAAS will be used for their Student Growth component. District-wide scores will also be used for teachers at schools without school-level data (e.g., some alternative schools).

*\*Overall school-wide composite is comprised of all Literacy, Numeracy, Science and Social Studies from all assessments (e.g., TNReady, SAT-10, and EOC). Literacy school-wide composite is comprised of all Literacy scores from all assessments given at the school. Numeracy school-wide composite is comprised from Numeracy data from all assessments.*

## MEASURE 2 – STUDENT ACHIEVEMENT

The Student Achievement measures makes up 15% of a teacher’s overall TEM Score. Student Achievement outcomes are based on a state-provided menu of options for each educator group. The selections available for each educator group will be pre-populated on the Achievement Selection form. As with all TEM components, each of these achievement outcomes will be scored on a scale of 1-5 and will be provided by the district or by the teacher (as a part of the selection process for the Achievement measure).

Each fall, teachers are required to select an appropriate student achievement measure. The teacher will submit his/her selections, which will then be reviewed by the principal. By state regulation, if a teacher and principal cannot reach consensus on the selection, the teacher shall choose the Student Achievement measure. However, a principal may file an appeal with the State of Tennessee if the principal believes the teacher has selected a measure that is not appropriately aligned to the teacher’s grade/subject. Evaluators must submit appeals by the state deadline, which will be communicated to principals. All appeals will be reviewed by the Tennessee Department of Education before a final determination is made. Shelby County Schools will provide principals with all *available* Student Achievement data and corresponding TEM scores from the previous academic year prior to the selection deadline to assist teachers and principals with this process.

### MEASURE 3 – OBSERVATION OF PRACTICE

All certified administrators and peer observers are expected to complete all observations by the date established by the district office. This will be communicated throughout the course of the year.

Classroom teachers and other educators are assigned tracks based on their previous year's TOPPs data. General Education tracks are assigned as follows:

- GenEd New Hire – Teacher who are new to Shelby County Schools or teachers with no prior year TEM score
- Educators with Instructional Coaching Conversations – Teachers with a Level 1 or 2 in observations, portfolio, and/or tripod from the prior school year
- All Other Educators – Educators who do not meet any of the previously mentioned categories

Educators using alternate rubrics (School Counselors, Librarians, Instructional Coaches, Social Workers and School Psychologists) are placed on tracks using the same criteria as General Education teachers.

An educator who has received a promotion for the school year will be assigned to the appropriate New Hire track if new to their position. **Example:** A classroom teacher promoted to a position of a PLC Coach will be placed on the **Instructional Coach New Hire** track.

An educator who moves into a lateral position from one year to the next will also be placed on the appropriate New Hire track. **Example:** A classroom teacher accepts a position of school Librarian. The educator will be placed on the **Librarian New Hire** track.

Why? The two positions use different rubrics to measure effectiveness. Because there is no prior data to generate track assignment; the teacher is placed on a New Hire track in the new position.

An educator that has taken a position which they previously held will be placed on the evaluation track that aligns to their current position and the prior year's **FINAL TEM Data Report** will determine his/her track.

**Example:** A TEM Level 4 Instructional Coach moving back into a classroom teacher position will be assigned to the **GenEd 3-4** track.

## OBSERVATION PROCESS OVERVIEW

Observation Component	Process Requirement
<b>Initial Coach Conversation (ICC)</b>	<ul style="list-style-type: none"> <li>Initiated based on <b>at least one</b> of the following:               <ul style="list-style-type: none"> <li>TEM Composite of 1 or 2 (required)</li> <li>Observation Composite of 1 or 2 (as requested)</li> <li>Individual TVAAS Score of 1 or 2 (as requested)</li> <li>Student Perception Score of 1 or 2 (as requested)</li> <li>NTGS Portfolio Score of 1 or 2 (as requested)</li> </ul> </li> <li>Completed and submitted by the principal before the observation begins for data that is currently available. Discussion with teacher at beginning of the year.</li> <li><b>Completed TEN (10) working days BEFORE</b> the first observation.</li> </ul>
<b>Announced Observation</b>	<ul style="list-style-type: none"> <li>Pre-conference and Observation schedule submitted to teacher at least <b>five (5)</b> working days in advance</li> <li>Pre-Conference Form completed once teacher accepts the schedule</li> <li>Pre-Conference held <b>24-48 hours</b> before observation</li> <li>Pre-Conference is <b>MANDATORY</b> for New Hires, Level 1 and Level 2 teachers</li> <li>Post-Conference occurs within <b>five (5)</b> working days following observation; teacher shares self-score with observer <b>24 hours</b> following observation</li> <li>Observer shares scores with teacher <b>during</b> the conference</li> <li>All forms acknowledged by teacher and finalized by evaluator <b>during</b> the Post-Conference</li> </ul>
<b>Unannounced Observation</b>	<ul style="list-style-type: none"> <li>Observation scheduled but not submitted to teacher at least <b>five (5)</b> working days in advance</li> <li>Post-Conference occurs within <b>five (5)</b> working days following observation; teacher shares self-score with observer <b>24 hours</b> following observation</li> <li>Observer shares scores with teacher <b>during</b> the conference</li> <li>All forms acknowledged by teacher and finalized by evaluator <b>during</b> the Post-Conference</li> </ul>
<b>Professionalism</b>	<ul style="list-style-type: none"> <li>Teacher works to complete self-score form throughout the course of the school year</li> <li>Teacher submits self-score by date established by the district office</li> <li>Administrator submits form to teacher at least <b>24 hours</b> prior to post-conference</li> <li>All forms acknowledged by teacher and finalized by administrator <b>during</b> the Post-Conference</li> <li>Professionalism Post-Conference may be combined with TOPPS Conference</li> </ul>
<b>Self-Assessment</b>	<ul style="list-style-type: none"> <li><b>Optional</b> – Principal may add in Ad-Hoc* section and assign to any teacher</li> </ul>
<b>Walk-Through (Learning Walk)</b>	<ul style="list-style-type: none"> <li><b>Optional</b> – Principal may add in Ad-Hoc* section and assign to any teacher – this is not counted in overall Observation Score</li> </ul>
<b>Personal Learning Plan (PLP)</b>	<ul style="list-style-type: none"> <li>Can be added to any teacher on any evaluation track</li> <li>Required for teachers whose observation resulted in two or more indicators scored at Level 1 and/or 2</li> </ul>

### Ad-Hoc elements

- Assigned by the Principal**
- Do not average into the overall observation score**

## Observation Ratings

As with all TEM components, observation ratings are scored on a scale of 1 – 5. Teachers receive a composite observation score, which is comprised of the overall average of all the teacher’s observations scores for that year. For example, if a teacher has 4 observations for the academic year, the four scores are added together and then divided by 4 to determine the teacher’s composite observation score. Unlike the other TEM components, teachers’ observation composite averages will be rounded to the nearest 0.01 instead of the nearest whole number. Teachers in the General Education group will only receive scores for the indicators in the TEM Observation of Practice Rubric, whereas other educator groups will receive scores for the domains in their specialized rubrics.

Requirements for complete observation scores will vary for teachers because they are based on past evaluation scores. All teachers will receive observations that are both formative (for feedback only) and evaluative (scored for the summative evaluation).

## Observation Weightings

Observation weightings depend on whether or not a teacher is in a tested subject and/or grade as well as whether or not s/he has TRIPOD (student perceptions survey) results. If a teacher does not have TRIPOD results, an additional 5% will be added the observation weighting.

## PACING GUIDE

### NEW TEACHERS AND NEW HIRES

Teachers who are new to Shelby County Schools will receive four observations – one announced and three unannounced. The chart below outlines the indicators observed during each observation for these teachers.

Observation	Indicators Observed	
Announced Observation #1	Teach 1: Objective Drive Lessons Teach 2: Explain Content Teach 3: Appropriately Challenging Work	Teach 4: Content Engagement Teach 7: Instructional Time
Unannounced Observation #1	Teach 1: Objective Drive Lessons Teach 2: Explain Content Teach 3: Appropriately Challenging Work	Teach 4: Content Engagement Teach 7: Instructional Time
Unannounced Observation #2	Teach 1: Objective Drive Lessons Teach 2: Explain Content Teach 3: Appropriately Challenging Work	Teach 4: Content Engagement Teach 5: Higher-level thinking skills Teach 6: Check for Understanding
Unannounced Observation #3	Teach 1: Objective Drive Lessons Teach 2: Explain Content Teach 3: Appropriately Challenging Work	Teach 4: Content Engagement Teach 5: Higher-level thinking skills Teach 6: Check for Understanding

**TEACHERS WITH INSTRUCTIONAL COACHING CONVERSATIONS**

Teachers who taught in Shelby County Schools or any district in Tennessee and who scored less than a 3 on observations and/or portfolio growth measure will receive three observations – one announced and two unannounced. The chart below outlines the indicators observed during each observation for these teachers.

<b>Observation</b>	<b>Indicators Observed</b>	
Announced Observation #1	Teach 1: Objective Drive Lessons Teach 2: Explain Content Teach 3: Appropriately Challenging Work	Teach 4: Content Engagement Teach 7: Instructional Time
Unannounced Observation #1	Teach 1: Objective Drive Lessons Teach 2: Explain Content Teach 3: Appropriately Challenging Work Teach 4: Content Engagement	Teach 5: Higher-level thinking skills Teach 6: Check for Understanding Teach 7: Instructional Time
Unannounced Observation #2	Teach 1: Objective Drive Lessons Teach 2: Explain Content Teach 3: Appropriately Challenging Work Teach 4: Content Engagement	Teach 5: Higher-level thinking skills Teach 6: Check for Understanding Teach 7: Instructional Time

**ALL OTHER TEACHERS (Teachers who are not new hires or do not have ICCs)**

Teachers who taught in Shelby County Schools and who do not fit the previous categories (new hire or ICC), will have two observations – one announced and one unannounced. The chart below outlines the indicators observed during each observation for these teachers.

<b>Observation</b>	<b>Indicators Observed</b>	
Announced Observation #1	Teach 1: Objective Drive Lessons Teach 2: Explain Content Teach 3: Appropriately Challenging Work	Teach 4: Content Engagement Teach 7: Instructional Time
Unannounced Observation #1	Teach 1: Objective Drive Lessons Teach 2: Explain Content Teach 3: Appropriately Challenging Work Teach 4: Content Engagement	Teach 5: Higher-level thinking skills Teach 6: Check for Understanding Teach 7: Instructional Time

## MEASURE 4 – STUDENT PERCEPTION SURVEY

Some teachers will receive a Student Perception Survey score. For teachers with complete and valid results, the composite score that administration will be used to determine the Student Perception Survey score and calculated in the Final TEM Composite score. For teachers with missing, incomplete, and/or invalid results, the 5% Student Perception Survey weighting will be added to the Observation of Practice weighting. (**Note:** *If a teacher's surveyed class had too few respondents, the survey administrator may determine that these are invalid scores.*)

The survey asks students to assess observable teaching practices in their classroom based on what we refer to as the "Seven Cs":

- **Caring** about students (encouragement and support)
  - **Ex:** "My teacher in this class makes me feel that s/he really cares about me."
- **Controlling** behavior (press for cooperation and peer support)
  - **Ex:** "Our class stays busy and doesn't waste time."
- **Clarifying** lessons (success seems feasible)
  - **Ex:** "My teacher explains difficult things clearly."
- **Challenging** lesson (press for effort, perseverance, and rigor)
  - **Ex:** "My teacher wants me to explain my answers – why I think what I think."
- **Captivating** students (learning seems interesting and relevant)
  - **Ex:** "My teacher makes learning enjoyable."
- **Conferring** with students (students sense their ideas are respected)
  - **Ex:** "My teacher wants us to share our thoughts."
- **Consolidating** knowledge (ideas get connected and integrated)
  - **Ex:** "My teacher takes the time to summarize what we learn each day."

Student Perception Survey data for a teacher will factor into a single score based on a Normal Curve Equivalent (NCE), similar to a percentile rank and create an index score of 1-5, similar to TVAAS scores. The ratings for the Student Perception Survey are calculated based on the comparison of all teachers in each SCS survey level.

### Example:

- Ms. Jones is a 2<sup>nd</sup> grade teacher.
- Her students completed the Student Perception Survey.
- Ms. Jones scored higher than 68% of her peers. Her overall NCE is 68.
- Ms. Jones' Student Perception Survey score is a 4 based on the survey quintile ratings (1-5).

Teachers will receive a detailed report of their fall and spring results as soon as they become available. All available Student Perception Survey data for a teacher will factor into a single score based on a NCE, similar to a percentile rank, and be released in May of each school year in order to be included on the TOPPS form.

Student Perception Survey questions will vary by student population. Currently, the district administers four grade based surveys: K-2, 3-5, and 6-8, 9-12. These multiple versions are designed to cater to students' different stages of academic development and reading comprehension skills and are based on several years of research and evidence.

## MEASURE 5 – PROFESSIONALISM

The Professionalism component is designed to capture a teacher’s efforts to enhance their practice through professional learning and growth, use of data, school and community involvement, and leadership. Evidence is collected over the course of the school year and scored at the close of the school year.

Teachers and school administrators will collect and document evidence of a teachers’ professionalism throughout the course of the school year. Teachers and administrators will then review the evidence and determine a final score during the TOPPS Conference at the end of the school year.

All professionalism evidence should indicate what the educator has done over the course of the academic year. Below is a summary of data and evidence sources that are available for evaluators to consider in scoring. Administrators will determine whether a teacher’s behavior and performance aligns to standards outlined in school and district policy at Level 3 – “Meeting Expectations.” Administrators and teachers are encouraged to use the Professionalism Rubric Scoring Guide below to assist in evidence, artifact collection, and assigning ratings. Teachers should submit 3-5 relevant artifacts per indicator from the current school year.

Rubric Indicator	Level 3	Data & Evidence Source
<b>Professional Learning &amp; Growth</b>	<p><i>The educator:</i></p> <ul style="list-style-type: none"> <li>Reflects on feedback from observations to improve identified areas of need and demonstrates evidence of implementation.</li> <li>Selects professional learning opportunities related to self-assessed and/or identified growth areas.</li> <li>Is prepared and engaged with the content during professional learning opportunities that are directly targeted at improving or enhancing practice.</li> </ul>	<ul style="list-style-type: none"> <li>School Handbook</li> <li>Transcript of Professional Development course completion</li> <li>Lesson Plans</li> <li>TEM Observation Reflections (<b>Ex:</b> Alignment between teachers’ self-scores and observer’s ratings)</li> </ul>
<b>Use of Data</b>	<p><i>The educator:</i></p> <ul style="list-style-type: none"> <li>Uses student data to anticipate and plan for differentiation and scaffolding needs so that students consistently meet through-course and end-of-course goals.</li> <li>Analyzes data results to assess and determine student progress as well as determine content re-teaching or acceleration.</li> <li>Routinely records and monitors student progress data and uses a system that allows for easy analysis of student progress toward mastery.</li> </ul>	<ul style="list-style-type: none"> <li>PLC &amp;/or data team meeting participation</li> <li>Growth &amp; Achievement selections</li> <li>Lesson Plans</li> <li>Data notebooks</li> </ul>
<b>School &amp; Community Involvement</b>	<p><i>The educator:</i></p> <ul style="list-style-type: none"> <li>Supports and contributes to school activities and events that positively impact school results/culture and are not mandated by school leadership.</li> <li>Adheres to school and district personnel policies with no noted policy violation.</li> <li>Works with peers to contribute to a safe and orderly learning environment.</li> <li>Participates in opportunities to collaborate with community organization and stakeholders that support student development and promote positive school/community partnerships.</li> <li>Actively promotes the school in the larger community by consistently messaging the school’s vision, mission, and core values to parents and community members.</li> </ul>	<ul style="list-style-type: none"> <li>School handbook (e.g., expectation of school and community events)</li> <li>District policy</li> <li>School or community-related volunteer experiences</li> <li>Progressive Discipline violations</li> </ul>
<b>Leadership</b>	<p><i>The educator:</i></p> <ul style="list-style-type: none"> <li>Contributes to the school community by assisting others in</li> </ul>	<ul style="list-style-type: none"> <li>Peer coaching &amp; mentoring experience</li> <li>PLC &amp;/or data team</li> </ul>

	<p>at least 2 of the following:</p> <ul style="list-style-type: none"> <li>○ Collaborative planning with subject &amp;/or grade level teams</li> <li>○ Actively participating in a Professional Learning Community</li> <li>○ Coaching/mentoring</li> <li>○ Supervising clinical experiences</li> <li>○ Leading data driven Professional Learning Communities.</li> </ul> <ul style="list-style-type: none"> <li>• Serves in leadership roles beyond the school level when presented with opportunities.</li> </ul>	<p>participation</p> <ul style="list-style-type: none"> <li>• Presentations at meetings &amp;/or conferences</li> </ul>
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Teachers and administrators will be able to review a final score for the 5% Professionalism component during the TOPPS conference at the end of the school year.

# TEACHER EFFECTIVENESS MEASURE (TEM) WEIGHTS

The district aims to consider as much evidence as possible in evaluating your performance through the TEM. Because educators will be evaluated in alignment with Tennessee state law, the subject area that you teach will determine the weightings of your evaluation score.

## Overall TEM Composite Score

The overall TEM Composite score is created using a state-mandated weighting system. That system assigns each component of a teacher's TEM profile a rating on a scale of 1-5. Those ratings will then be weighted<sup>2</sup> and added together to create an overall score.

The following documents detail current evaluation ratings:

[Tested Teachers without Prior Data](#)

[Tested Teachers with Prior Data](#)

[Non-Tested Teachers](#)

[Non-Tested Teachers using a Student Growth Portfolio Model](#)

Once the total weighted score has been calculated, a TEM Composite Score (Teacher Effectiveness Rating) is assigned based on the ranges provided below:

Total TEM Score Range	TEM Composite Score	Teacher Effectiveness Rating
100 – 200	TEM 1	Performing Significantly Below Expectations
200 – 274.99	TEM 2	Performing Below Expectations
275 – 349.99	TEM 3	Meeting Expectations
350 – 424.99	TEM 4	Performing Above Expectations
425 – 500	TEM 5	Performing Significantly Above Expectations

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<sup>2</sup> This table reflects the TEM profile of a teacher with all five possible TEM components. The weighted calculations vary somewhat for educator groups with fewer than 5 TEM components as outlined previously in this document.

## TOP REPORT

The TOP (Tripod, Observation, and Professionalism) Report is released in April or May of each school year. The report includes the following TEM components: Tripod, observations, professionalism, and the professional development transcript for the current school year. The evaluator conducts a summative conference with all educators. Summative conferences should incorporate the main components of a coaching conversation to help facilitate a productive conversation.

Each conference should include discussion around the following components:

- Professionalism scores
- Final qualitative (observation and tripod) data scores
- How and when and the overall score will be calculated

An overall TEM score will be available during the Fall semester of the new school year.

## PERSONAL LEARNING PLAN (PLP)

A Personal Learning Plan (PLP) is assigned to educators scoring below expectations in two or more indicators on a formal observation. Observers are encouraged to wait a minimum of **ten (10)** working days after the PLP conference before conducting the next formal observation.

The conference is scheduled and conducted by the building principal. During this conference, the principal and the teacher discuss areas to be improved while receiving additional support. In addition to the Teach Indicators, Literacy and/or Numeracy support may be identified at this time. A goal – with specific steps, timeline and expected outcomes – is devised and agreed upon during the conference.

One of the decisions made during this conference is to determine the Support Provider. The Support Provider can vary. One of the school administrators – principal, vice-principal, or assistant principal – as well as the PLC Coach and/or Instructional Facilitator may be the support provider. In addition, the principal may designate someone else to provide support for the teacher. They types of support include:

Type of Support	Explanation of Support Options
<b>Planning (Independent)</b>	Ideal for teachers who will benefit from receiving immediate feedback on day to day lesson plans for a designated period of time. The teacher will submit daily or weekly lessons to the Administrator, PLC Coach, or peer to receive immediate feedback and support. The teacher will reflect daily to make adjustments to lesson plans to establish autonomy in planning effective lessons.
<b>Co-Planning (w/Peer)</b>	Ideal for teachers who will benefit from receiving support and feedback on lesson plans. The selected teacher and peer will meet to co-plan upcoming lessons. This may include reviewing standards, curriculum guides, and using the TEM Observation of Practice Rubric to effectively plan to meet the needs of all students.
<b>Reflective Practice (w/Peer)</b>	Ideal for teachers who will benefit from watching and reflecting upon their own instructional practices. The teacher and peer will review and reflect on the lesson together to identify effective practices and areas identified as needing improvement. Teachers must agree to the use of reflective practice as part of their PLP support.
<b>Reflective Practice (Independent)</b>	Ideal for teacher who will benefit from watching and reflecting upon their own instructional practices. The administrator may request a reflection summary from the educator when reflective practice is conducted independently.
<b>Peer Observation (w/Peer)</b>	Ideal for teachers who will benefit from seeing effective instructional practices in real time. The teacher and peer will observe another teacher together as the cooperating teacher models a lesson specific to the area to improve. The peer will identify specific instructional practices as they occur during the lesson. (The use of reflective practice can be used with peer observation by recording the cooperating teacher’s lesson.)
<b>Peer Observation (Independent)</b>	Ideal for teachers who will benefit from seeing effective instructional practices in real time. The teacher will observe another teacher modeling a lesson specific to the area to improve. The support provider will identify specific instructional practices as they occur during the lesson. (The use of reflective practice can be used with peer observations by recording the cooperating teacher’s lesson.)
<b>Group Learning</b>	Ideal to give teachers specific professional development session that will assist them in improving their instructional practices. Group learning may be school-based and provided by the PLC Coach, grade level meetings, or the teacher may be asked to attend district level professional development sessions. District PD options may be found in the online Professional Development catalog.
<b>Professional Reading Assignment</b>	Ideal for teachers that will benefit from reading an educational article, a specific chapter or pages of a book, or a specific instructional technique. After completing the reading, the teacher will summarize the reading, identify specific instructional practices that will be implemented and provide a written reflection to the administrator or leadership team.

**Non-Summative  
(Ad-Hoc)  
Observation**

Used to give teachers specific feedback on a lesson based on the TEM Observation of Practice Rubric. These scores are not included in the teacher's summative evaluation scores.

The Support Provider will work with the teacher a minimum of **five (5)** working days on strategy of support identified during the conference. Once the goal(s) of the PLP have been met, the support provider will meet with the principal to update him/her on the teacher's progress. The principal will finalize the form at the conclusion of that meeting.

# Appendix

# FREQUENTLY ASKED QUESTIONS

## **General**

### **Q: Who is considered a “tested” teacher?**

A: Tested teachers include those with individual TVAAS Scores.

### **Q: What is TVAAS?**

A: The Tennessee Value-Added Assessment System (TVAAS) measures the impact schools and teachers have on their students’ academic progress. TVAAS measures student growth, not whether the student is proficient on the state assessment. The purpose of TVAAS is to help educators identify best practices and implement programs that best meet the needs of their needs, as well as make informed decisions about where to focus resources to ensure growth opportunities for all students.

## **Growth & Achievement**

### **Q: What makes up the school-wide composite score?**

A: School-wide composite is comprised of all Literacy, Numeracy, Science, and Social Studies from all state assessments administered at the school over the course of the school year.

### **Q: I work in a school without TVAAS data. What selections should I make for growth?**

A: The most appropriate selection for teachers/administrators in early childhood centers, alternative schools, career and technology centers and schools serving special needs is a “district-wide” measure. The district-wide measures are: District-wide Composite, District-wide Literacy, District-wide Numeracy, and District-wide Literacy & Numeracy.

### **Q: I work in a school without TVAAS data. What selections should I make for achievement?**

A: The most appropriate selection for teachers/administrators in early childhood centers, alternative schools, career and technology centers and schools serving special needs is a “district-wide” measure. The district-wide measures are: District-wide Composite, District-wide Literacy, District-wide Numeracy, and District-wide Literacy & Numeracy. Off-the-Shelf selections are also an option (i.e. iStation).

### **Q: Educators are allowed to select their own achievement measure. I do not agree with the educator’s selection. What is the next step?**

A: The administrator may submit an appeal if he/she feels that the teacher or administrator being evaluated has selected an achievement measure that is not appropriate. The administrator must submit the appeal to the state by the date determined by the Tennessee Department of Education. All appeals will be reviewed by the TDOE before a final determination is made.

***The following questions are only applicable to teachers with TVAAS and portfolio teachers (Fine Arts K-12, World Languages K-12, and HPELW K-5).***

### **Q: Teachers are automatically assigned their individual TVAAS scores or Growth scores for the growth component. Are they allowed to use this same score for the achievement measure?**

A: According to state mandate, a teacher with individual growth data can use it for achievement if the score is a 3, 4, or 5.

**Q: I have an individual TVAAS/portfolio score. Can I select to take the school-wide score for my growth component?**

A: No.

**Q: I have an individual TVAAS/portfolio score. Why should I choose an alternative achievement measure?**

A: The alternative measure is only used if the primary achievement selection is unavailable. This also ensures your receive your overall evaluation score in the most timely manner.

**Q: What if my portfolio score is higher than the school-wide score I selected for achievement?**

A: If your portfolio score is a 3 or higher **and** is higher than the school-wide score, you will receive the portfolio score.

*Examples:*

**Teacher A**

School-wide Composite = 4

Fine Arts Portfolio = 5

Teacher receives portfolio score for growth and achievement.

**Teacher B**

School-wide Literacy = 2

World Languages Portfolio – 1

Teacher receives the portfolio score for growth only. Teacher B receives school-wide literacy for achievement only.

## TVAAS: Growth Measures

The selections below are used for the growth component

Growth Measure	Description
School-wide: Composite	This includes all tested grades and subjects in the school.
School-wide: Literacy	This includes all tested grades but only subjects specifically associated with literacy. These subjects are Early Grades Reading and Language, TNReady Reading, and EOC English I, II, and III.
School-wide: Numeracy	This includes all tested grades but only subjects specifically associated with numeracy. These subjects are Early Grades Math, TNReady Math, and EOC Algebra I, Algebra II and Geometry.
School-wide: Literacy & Numeracy	This includes all tested grades but only subjects specifically associated with literacy and numeracy as listed above.
School-wide: Social Studies	This includes all tested grades but only subjects specifically associated with Social Studies.
School-wide: Science	This includes all tested grades but only subjects specifically associated with Science.
TNReady: School-wide Composite	This includes all TNReady tested grades and subjects in grades 3-8. Algebra I EOC administered in 8 <sup>th</sup> grade would not be included.
TNReady: School-wide Literacy	This includes only the growth associated with TNReady Reading for students in grades 3-8.
TNReady: School-wide Numeracy	This includes only the growth associated with TNReady Math for students in grades 3-8. Algebra I EOC administered in 8 <sup>th</sup> grade would not be included.
TNReady: School-wide Literacy & Numeracy	This includes only the growth associated with TNReady Reading and Math for students in grades 3-8. Algebra I EOC administered in 8 <sup>th</sup> grade would not be included.
CTE Concentrator: School-wide	This includes all students identified as CTE concentrators in all EOC tested areas.
CTE Concentrator: School-wide Literacy	This includes all students identified as CTE concentrators but only subjects associated with literacy. These subjects are English I, II, and III.
CTE Concentrator: School-wide Numeracy	This includes all students identified as CTE concentrators but only subjects associated with numeracy. These subjects are Algebra I, Algebra II and Geometry.
CTE Concentrator: School-wide Literacy & Numeracy	This includes all students identified as CTE concentrators but only subjects associated with literacy and numeracy as listed above.
District-wide: Composite	This includes all tested grades and subjects in the district.
District-wide:	This includes all tested grades but only subjects specifically associated with literacy. These subjects are Early Grades Reading and Language, TNReady Reading, and EOC English I, II, and III.

Literacy	III.
District-wide: Numeracy	This includes all tested grades but only subjects specifically associated with numeracy. These subjects are Early Grades Math, TNReady Math, and EOC Algebra I, Algebra II and Geometry.
District-wide: Literacy & Numeracy	This includes all tested grades but only subjects specifically associated with literacy and numeracy as listed above.
Fine Arts Growth Measure	This includes Fine Arts teachers in grades K-12 with state approved peer-reviewed portfolios.
World Languages Growth Measure	This includes World Languages teachers in grades K-12 with state approved peer-reviewed portfolios.
HPELW K-5 Growth Measure	This includes all HPELW teachers in grades K-5 with state approved peer-reviewed portfolios.

**The Early Grades Assessment will count for the growth measure in the 2016-17 school year only.**

**ACHIEVEMENT:** This section illustrates which achievement measures are available by grade level/subject.

ELEMENTARY																	
TVAAS (1-year)																	
	School-wide Composite	School-wide Literacy	School-wide Numeracy	School-wide Literacy & Numeracy	School-wide Social Studies	School-wide Science	TCAP School-wide Composite	TCAP School-wide Literacy	TCAP School-wide Numeracy	TCAP School-wide Literacy & Numeracy	Early Grades Assessment Composite	Early Grades Assessment Literacy	Early Grades Numeracy	Early Grades Literacy & Numeracy			
PreK -2nd	●	●	●	●	●	●	●	●	●	●	●	●	●	●			
3rd-5th	●	●	●	●	●	●	●	●	●	●							
ELL	●	●	●	●	●	●	●	●	●	○					○	○	○
SPED	●	●	●	●	●	●	●	●	●	○					○	○	○
World Languages	●	●	●	●	●	●	●	●	●								
Fine Arts	●	●	●	●	●	●	●	●	●								
HPELW	●	●	●	●	●	●	●	●	●								
Technology	●	●	●	●	●	●	●	●	●								
Proficiency				Off-the-Shelf Assessments													
	*School-wide Grade/Subject Proficiency	Individual Proficiency	iStation	NWEA	Tennessee Alt Portfolio	WIDA											
PreK	●			●	●												
Kindergarten – 1st	●			●	●												
2nd	●			●	●												
3rd-5th	●			●	●												
ELL	●					○											
SPED	●					○					●	○					
World Languages	●					●											
Fine Arts	●																
HPELW	●																

Technology	●	
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- *All* teachers in this category are eligible for this achievement measure
- *Some* teachers in this category are eligible for this achievement measure
- Teachers in this category are ***not*** eligible for this achievement measure

\* *School-wide grade/ subject proficiency includes, but not limited to: 3<sup>rd</sup> grade Science, 6-8<sup>th</sup> grade Reading, School-wide Algebra I, etc.*

**ACHIEVEMENT:** This section illustrates which achievement measures are available by grade level/subject.

MIDDLE (6-8)										
TVAAS (1-year)										
	School-wide Composite	School-wide Literacy	School-wide Numeracy	School-wide Literacy & Numeracy	School-wide Social Studies	School-wide Science	TCAP School-wide Composite	TCAP School-wide Literacy	TCAP School-wide Numeracy	TCAP School-wide Literacy &
Math	•	•	•	•	•	•	•	•	•	•
Social Studies	•	•	•	•	•	•	•	•	•	•
Reading Language Arts	•	•	•	•	•	•	•	•	•	•
Science	•	•	•	•	•	•	•	•	•	•
ELL	•	•	•	•	•	•	•	•	•	•
SPED	•	•	•	•	•	•	•	•	•	•
World Languages	•	•	•	•	•	•	•	•	•	•
Fine Arts	•	•	•	•	•	•	•	•	•	•
HPELW	•	•	•	•	•	•	•	•	•	•
Technology	•	•	•	•	•	•	•	•	•	•
Proficiency			Off-the-Shelf Assessments							
	*School-wide Grade/Subject Proficiency	*Individual Proficiency	iStation	NWEA Measures of Academic Progress (MAPS)	Tennessee Alt Portfolio	WIDA				
Math	•	•	•	•						
Reading Language Arts	•	•	•	•						
Social Studies	•	•								
Science	•	•								
ELL	•					○				
SPED	•				○					

World Languages	●	
Fine Arts	●	
HPELW	●	
Technology	●	

- *All* teachers in this category are eligible for this achievement measure
- *Some* teachers in this category are eligible for this achievement measure
- Teachers in this category are ***not*** eligible for this achievement measure

\* *School-wide grade/ subject proficiency includes, but not limited to: 3<sup>rd</sup> grade Science, 6-8<sup>th</sup> grade Reading, School-wide Algebra I, etc May not be available SY 16-17 due to testing issues.*

**ACHIEVEMENT:** This section illustrates which achievement measures are available by grade level/subject.

HIGH SCHOOL (9-12)

**TVAAS (1-year)**

	School-wide Composite	School-wide Literacy	School-wide Numeracy	School-wide Literacy & Numeracy	School-wide Social Studies	School-wide Science	EOC:School-wide Composite	EOC:School-wide Literacy	EOC:School-wide Numeracy	EOC	School-wide Literacy & Numeracy	CTE:School-wide Composite	CTE:School-wide Literacy	CTE:School-wide Numeracy	CTE	School-wide Literacy & Numeracy
Math	●	●	●	●	●	●	●	●	●	●	○	○	○	○	○	○
Social Studies	●	●	●	●	●	●	●	●	●	●	○	○	○	○	○	○
Reading Language Arts	●	●	●	●	●	●	●	●	●	●	○	○	○	○	○	○
Science	●	●	●	●	●	●	●	●	●	●	○	○	○	○	○	○
ELL	●	●	●	●	●	●	●	●	●	●	○	○	○	○	○	○
SPED	●	●	●	●	●	●	●	●	●	●	○	○	○	○	○	○
World Languages	●	●	●	●	●	●	●	●	●	●	○	○	○	○	○	○
Fine Arts	●	●	●	●	●	●	●	●	●	●	○	○	○	○	○	○
HPELW	●	●	●	●	●	●	●	●	●	●	○	○	○	○	○	○
CTE	●	●	●	●	●	●	●	●	●	●	○	○	○	○	○	○

**Proficiency**

**Off-the-Shelf Assessments**

	*School-wide Grade/Subject Proficiency	Individual Proficiency	ACT	Advanced Placement (AP)	International Baccalaureate (IB)	NIC	NWEA Measures of Academic Progress	STAMP	Tennessee Alt Portfolio	WIDA
Math	●	●	●	○	○		●			
Social Studies	●	●	●	○	○					
Reading Language Arts	●	●	●	○	○		●			
Science	●	●	●	○	○					
ELL	●		●							○
SPED	●		●					○		

World Languages	●		●	○	○		○	
Fine Arts	●		●	○	○			
HPELW	●		●		○			
CTE	●		●		○	○		

- All teachers in this category are eligible for this achievement measure
- Some teachers in this category are eligible for this achievement measure
- Teachers in this category are **not** eligible for this achievement measure

\* School-wide grade/ subject proficiency includes, but not limited to: 3<sup>rd</sup> grade Science, 6-8<sup>th</sup> grade Reading, School-wide Algebra I, etc.

# TEM OBSERVATION PROCESS GUIDE: QUICK REFERENCE

Announced Observation	
<b>Pre-Conference</b>	
Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> <li>Schedule pre-conference and announced observation through the electronic evaluation system. Scheduling should occur a minimum of five (5) working days prior to the observation.</li> <li>Observer reviews Pre-conference Form submitted by teacher.</li> <li>Pre-conference Form can be finalized at this time or when all elements are awaiting finalization.</li> <li>Conduct pre-conference with teacher <b>24-48 hours prior to observation.</b></li> </ul>	<ul style="list-style-type: none"> <li>Accept pre-conference and observation schedule proposed by administrator.</li> <li>Complete the Pre-conference Form available only after the schedule has been accepted.</li> <li>Submit Pre-conference Form at least <b>24 hours prior to pre-conference meeting.</b> <i>(Note: Pre-conference is MANDATORY for all New Hires, Level 1 and Level 2 teachers.)</i></li> </ul>
<b>Observation</b>	
Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> <li>Conduct observation and collect evidence using the proper tool within the electronic evaluation system.</li> <li>Align the scripted evidence and assign scores for the lesson.</li> <li>View educator self-score and all relevant evidence submitted following the observation.</li> </ul>	<ul style="list-style-type: none"> <li>Complete self-score along with appropriate evidence to support scores.</li> <li>Submit scores to observer within <b>24 hours</b> of the observed lesson.</li> </ul>
<b>Post-Conference</b>	
Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> <li>Plan for post-conference feedback (Area of Strength, Area for Improvement, and Recommendations).</li> <li>Post-conference occurs <b>within five (5) working days</b> following the observation. Review educator self-score and all relevant evidence submitted following the observation.</li> <li>Share scores with teacher <b>during</b> the post-conference.</li> <li>Finalize all components of this element at the conclusion of the post-conference.</li> </ul>	<ul style="list-style-type: none"> <li>Attend scheduled post-conference.</li> <li>Bring any evidence, artifacts, etc. to contribute to the conversation with the evaluator.</li> <li>Acknowledge observer's scores and form at the conclusion of the post-conference. <i>(Note: Acknowledgement does not signify agreement. This is strictly verification that you have seen and examined the form and MUST BE completed at the end of the post conference.)</i></li> </ul>
Unannounced Observation	
<b>Observation</b>	
Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> <li>Schedule observation. This should occur a minimum of five (5) days prior to observation. Even though this is unannounced, it should be scheduled within the system to prevent duplicity.</li> <li>Conduct observation and collect evidence using the proper tool within the electronic evaluation system.</li> <li>Align the scripted evidence and assign scores for the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Complete self-score along with appropriate evidence to support scores.</li> <li>Submit scores to observer within <b>24 hours</b> of the observed lesson.</li> </ul>
<b>Post-Conference</b>	

Observer Responsibilities	Educator Responsibilities
<ul style="list-style-type: none"> <li>• Plan for post-conference feedback (Area of Strength, Area for Improvement, and Recommendations).</li> <li>• Post-conference occurs within five (5) working days following the observation. Review educator self-score and all relevant evidence submitted following the observation.</li> <li>• Share scores with teacher <b>during</b> the post-conference.</li> <li>• Finalize all components of this element at the conclusion of the post-conference.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend scheduled post-conference.</li> <li>• Bring any evidence, artifacts, etc. to contribute to the conversation with the evaluator.</li> <li>• Acknowledge observer's scores and form at the conclusion of the post-conference.  <b><i>(Note: acknowledgement does not signify agreement – this is strictly verification that you have seen and examined the form.)</i></b> </li> </ul>

# NON-TESTED GRADES & SUBJECTS (NTGS) WITH PORTFOLIO GROWTH MEASURES

## OVERVIEW

The **First to the Top Act of 2010** outlined that 35 percent of a teacher's evaluation score must come from TVAAS or another comparable measure of student growth. As such, developing comparable measures for teachers in non-tested grades is a priority for the state. Currently, there are three growth measures approved to create individual growth scores for teachers and used in Shelby County Schools:

- Fine Arts K-12
- World Languages K-12
- Health, Physical Education & Lifetime Wellness (HPELW) K-5

The portfolio score counts for the growth component (35%) of the overall TEM score. The portfolio is mandatory for all teachers in the educator groups listed above. In the event that a portfolio is not completed, the educator will be subject to the following consequences:

1. Receive a Level 1 rating for student growth;
2. Referral to Labor Relations; and
3. Have a "refusal to submit document for reflection" noted in the educator's Professionalism score.

## PROCESS

**Training & Support:** Training and support is provided for by the Content/Instructional Advisors in Curriculum & Instruction. Teacher training will be provided at times that minimize disruption to the school day (e.g. district learning days, before/after school, etc.). Large group training by content areas will be provided for teachers on various dates.

**Sampling Student Work:** Each teacher is expected to select a representative and purposeful sample of his/her student population and teaching assignment. **Example:** Spanish teacher a three Level II classes and two Level III classes. The portfolio should have a proportionate amount of student work samples from both Level II and Level III students.

The quantity and type of student work samples may vary by teacher.

**Portfolio Submission:** The portfolio will be submitted using an online system. Different types of evidence can be uploaded (e.g. video, audio, and paper artifacts). Principals will have access to view their teachers' work samples at any time.

The deadline for submission and all benchmark dates will be communicated to all NTGS teachers at the beginning of the school year.

**Portfolio Review & Scoring:** There are multiple stages of review and scoring. As part of the reflective process, teachers will provide a self-score for each collection of evidence (student work samples). A peer reviewer will then examine the student work samples (without viewing the teacher's self-score and teacher's identity) and assign a score to the collections. If the teacher's self-score and peer reviewer's score are aligned, then the score stands. If there is more than a 1-point difference in the teacher's self-score and the peer reviewer's score, the collection and/or entire portfolio will be sent to a second reviewer in the district or state.

## **AUDITS**

A portfolio audit is a review of a random selection of portfolios. The portfolios will be checked for authenticity of work each year the portfolio is submitted. Five percent of portfolios will be selected for review in each content area. If a teacher has multiple years of portfolios, the past three years of portfolios will be reviewed.

## **FREQUENTLY ASKED QUESTIONS**

### **Q: What subject areas have a state-approved portfolio growth measure for use in Shelby County Schools?**

A: Fine Arts K-12, World Languages K-12, and HPELW K-5.

### **Q: Are all teachers in those subjects and grades required to submit a portfolio?**

A: Yes. If a teacher does not submit a portfolio, the non-submission will result in insubordination as outlined in guidelines provided by Labor Relations.

### **Q: Are there any reasons a teacher may be exempt from completing a portfolio?**

A: Exemptions are only granted for reasons listed in SCS policies regarding approved leave (e.g. FMLA, family emergency, military leave, etc.). A teacher must submit a request for exemption and support documentation. The NTGS advisors will determine the process and deadline to request an exemption.

### **Q: What happens if a teacher is suspected of unethical behavior?**

A: The peer reviewer must *simultaneously* notify Human Resources and the Content Advisor. Failure to do so can result in no action being taken. A collective decision will be made whether or not to forward the information to Labor Relations. ***(Please refer to Staff Ethics Policy 4002 for definitions and consequences of Unprofessional Behavior and Unethical Behavior.)***

### **Q: Are time extensions granted for submitting the portfolio?**

A: A teacher may submit a request for a time extension with supporting documentation. Human Resources will review the request. An extension will only be granted for extenuating circumstances with supporting documentation. A response will be provided in 5-10 school days.

### **Q: How will the portfolio growth measure impact teachers' TEM scores?**

A: All teachers with a portfolio growth measure must use the portfolio score for the growth component (35%) of the overall TEM Score. Teachers who score a 3 or higher on the portfolio also have the option of using the portfolio score for the achievement measure component (15%) as well.

### **Q: What is the principal's role in the portfolio collection and submission process?**

A: The level of involvement by the principal may vary by subject area. Principals may be asked for recommendations for potential Peer Reviewers and other supporting roles. Principals are also notified if a teacher is not meeting benchmarks.

### **Q: I teach at an alternative school. Do I have to complete a portfolio?**

A: Please contact Human Resources to clarify whether you are required to submit a portfolio.

## PORTFOLIO EXEMPTION GUIDE

All teachers must submit a request for exemption by the date specified. A teacher may be exempt from submitting a portfolio for the reasons listed below. The teacher should continue to make progress on the portfolio until a decision has been communicated. Please note the implications for an exemption.

Reason for Exemption	Observations for Current Year	TEM Score	Track Assignment Next Year	Supporting Documentation
Employed <121 days	Yes	No	Based on most recent TEM score – New teacher track if no previous TEM score in SCS	Letter from Human Resources with start date  OR Letter from principal with start date
Fewer than six (6) teachers in a subject area across participating districts	Yes	Yes	Based on most recent TEM score – New teacher track if no previous TEM score in SCS	Automatic email from Employee Support Services
Transferred to a different school after the first 60 days of school	Yes	Yes – School-wide score for growth most aligned with teaching assignment	Based on most recent TEM score	Letter from principal or Human Resources documenting transfer and date of transfer
Assigned to 3 or more schools	Yes	Yes – District-wide score for growth and achievement	Based on most recent TEM score	Letter from Human Resources
Teaches TVAAS subject in addition to portfolio content area	Yes	Yes – Individual TVAAS for growth	Based on most recent TEM score	Letter from principal

If the teacher has a course load with two portfolio content areas, the teacher will submit a portfolio for the primary teaching assignment (e.g. 4 sections of Dance, 2 section of PE – teacher submits a Fine Arts portfolio).

### **PORTFOLIO EXEMPTION PROCESS**

The process begins when the teacher submits the request for exemption. If supporting documentation is not provided at that time, HRIS, Data Analytics and Employee Evaluation will request the supporting documentation from the teacher. The teacher should submit the supporting documentation within two weeks of the request. If the teacher does not submit the requested documentation within the two-week period, the request for exemption will not be granted. If the teacher is not granted an exemption, a time extension *may* be granted based on supporting

documentation. In all cases, within 5-10 days, the teacher, principal and committee will be notified in writing of the outcome and the rationale.

# THE TEM EVALUATION TIMELINE

Key dates for completing the TEM process for the 2016-17 school year are provided below:

Dates	TEM Timeline Milestone
<b>June – August</b>	TEM Observer Certification Trainings
<b>July 28-19</b>	New Teacher Orientation – TEM Introduction
<b>August 8-12</b>	Observation Rubric Training for Teachers (in-school led by Instructional Leadership Team)
<b>August 29-Sept. 10</b>	Principals finalize SY15-16 TEM Summative reports in TN Compass
<b>September 12</b>	Teacher TEM evaluation tracks open
<b>September 16-30</b>	Teachers complete and submit & Achievement selections Principals verify teachers on their roster in the online evaluation tool Observers are assigned all appropriate personnel to observe Observations may begin during this time Teachers may begin entering Professionalism artifacts/data
<b>October 31</b>	Last day for principals to appeal Achievement selections to the State DOE
<b>December 15</b>	40% of total observations for school completed
<b>February 6 - 24</b>	Student Perception Survey to be administered
<b>February 10</b>	60% of total observations for school completed
<b>April 13</b>	Teachers can begin to submit Professionalism self-score 100% of total observations for school completed
<b>May 26</b>	Professionalism component 100% completed TOPPS Conferences 100% completed for school

# TEM ADDENDA

Fine Arts Addendum

Indicator	Fine Arts Teacher Actions	Fine Arts Student Actions
<p><b>TEACH 1</b> Objective Driven Lessons</p>	<ol style="list-style-type: none"> <li>1. Learning objectives and connections to standards can be communicated <b>through demonstration, by modeling or performance</b>, verbally, or written.</li> <li>2. Some lessons may contain multiple related objectives that apply to segments of the class (e.g. a band class may have instrument specific objectives that build to the overarching objective.)</li> <li>3. Opportunities for engagement in the objectives may include individual and collaborative hands-on strategies such as but not limited to singing, playing instruments, reading music, listening to music, movement/dance, drawing, painting, sculpting, acting, scene design, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students often show mastery through their performance/product.</li> <li>2. Students can explain how what they learn is related to their performance or product.</li> </ol>
<p><b>TEACH 2</b> Explain Content</p>	<p>See general education rubric</p>	<p>See general education rubric</p>

**Fine Arts Addendum**

<p><b>TEACH 3</b> <b>Appropriately</b> <b>Challenging</b> <b>Work</b></p>	<ol style="list-style-type: none"> <li>1. Arts teachers design assessments and assignments based on students’ individual abilities in order to make the lesson challenging to all students. This may include assigning differentiated content to students such as parts of a musical or performance piece.</li> <li>2. The process of breaking down the lesson content into its components makes the learning accessible to students at different learning levels (moving from simple to more complex).</li> <li>3. The “complex text” of arts classrooms may include a work of art, notated music, a script, or a viewed performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Most students are engaged in challenging work based on their proficiency level.</li> <li>2. Students may be engaged in accountable talk about their performances or products.</li> <li>3. Students may use accountable talk to provide feedback to peers on their performance or product.</li> </ol>
<p><b>TEACH 4</b> <b>Content</b> <b>Engagement</b></p>	<ol style="list-style-type: none"> <li>1. Differentiation may be by process or product, rather than content.</li> <li>2. Scaffolding is based on individual students’ proficiency levels.</li> <li>3. The “complex text” of arts classrooms through which students demonstrate content mastery may include a work of art, notated music, or a viewed performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. All students practice, apply and demonstrate content mastery by meeting an age-appropriate standard of performance or product.</li> <li>2. Students exhibit active involvement through participation in a performance or creation of a product, rather than simply talking about it or asking questions.</li> </ol>

Fine Arts Addendum

<p><b>TEACH 5 Higher Level Thinking Skills</b></p>	<ol style="list-style-type: none"> <li>1. Complex skills in the arts classroom include but are not limited to performing multi-part music, sight-reading, creating, choreography, analyzing from multiple perspectives and viewpoints, creating and solving problems, creating products through multi-step processes.</li> <li>2. Teachers demonstrate their thought process to guide students through proficiency-level appropriate critiques of performances or products.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students may demonstrate higher-level thinking through performance rather than verbal responses. <i>(The more complex the performance/product, the higher the level of understanding required of individual students.)</i></li> <li>2. Students may demonstrate higher order thinking through the performance of multiple parts simultaneously.</li> <li>3. Students may cite relevant evidence from a performance or product to support perspectives.</li> </ol>
<p><b>TEACH 6 Check for Understanding</b></p>	<ol style="list-style-type: none"> <li>1. Teacher checks for understanding on an ongoing basis by observing students' performance/product in addition to asking questions.</li> <li>2. Teacher adjusts instruction by correcting mistakes at an appropriate time in the lesson to meet or exceed the lesson objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students evidence their own understandings of content objectives through performances or products.</li> </ol>
<p><b>TEACH 7 Instructional Time</b></p>	<p><b>See general education rubric</b></p>	<p><b>See general education rubric</b></p>

Early Childhood PK-2<sup>nd</sup> Addendum

<b>Indicator</b>	<b>Early Childhood Teacher Actions</b>	<b>Early Childhood Student Actions</b>
<p><b>TEACH 1</b></p> <p><b>Objective Driven Lessons</b></p>	<ol style="list-style-type: none"> <li>1. The teacher effectively focuses students' attention towards learning objectives and/or the purpose of learning.</li> <li>2. The teacher engages students in work that moves students towards mastery.</li> <li>3. The teacher actively facilitates students' engagement in activities and lessons to encourage participation and involvement.</li> <li>4. The teacher uses a variety of modalities including auditory, visual, and movement.</li> <li>5. The teacher uses a variety of materials to effectively interest students and gain their participation during activities and lessons.</li> <li>6. The teacher actively facilitates students' engagement in activities and lessons to encourage participation and involvement.</li> <li>7. The teacher should provide students with clear academic and behavior expectations for desired learning outcomes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will verbally restate the learning objective and/or learning outcomes.</li> <li>2. Students will participate in the lesson through active listening and accurately completing tasks.</li> <li>3. Student participation will occur in all or some of the following ways: oral responses, visual cues, and/or pictorial representations .</li> </ol>
<p><b>TEACH 2</b></p>	<ol style="list-style-type: none"> <li>1. The teacher explains and/or demonstrates concepts to their students.</li> <li>2. The teacher presents content in a variety of settings- whole group, small groups, and workstations/center activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be able to complete tasks without asking additional questions to clarify content.</li> <li>2. Students will demonstrate active listening strategies as the teacher</li> </ol>



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<p><b>Explain Content</b></p>	<ol style="list-style-type: none"> <li>3. The teacher often uses discussion and activities that encourage analysis and reasoning.</li> <li>4. The teacher might use visuals/texts to explain a concept.</li> <li>5. The teacher consistently links concepts and activities to one another and to previous learning.</li> <li>6. The teacher consistently relates concepts to the students' actual lives.</li> <li>7. The teacher often scaffolds for students who are having a hard time understanding a concept, answering a question, or completing an activity.</li> <li>8. The teacher often provides additional information to expand on students' understanding or actions.</li> </ol>	<p>explains a concept.</p> <ol style="list-style-type: none"> <li>3. Students will receive hints, clues, and redirection to assist them with developing an understanding of the content.</li> </ol>
<p><b>TEACH 3</b> <b>Appropriately Challenging Work</b></p>	<ol style="list-style-type: none"> <li>1. Teacher develops differentiated instructional lessons for students based on student performance data.</li> <li>2. Teachers utilize Bloom's Taxonomy to differentiate student assignments.</li> <li>3. Teachers develop instructional lessons that are geared towards the student's instructional and independent needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete tasks that are differentiated through content, process, or product.</li> <li>2. Students will independently complete tasks that require them to respond to questions at different levels of Bloom's Taxonomy</li> </ol>



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<p><b>TEACH 4</b></p> <p><b>Content Engagement</b></p>	<ol style="list-style-type: none"> <li>1. The teacher designs the classroom in a way that stimulates and challenges students and gives them choices that are appropriate for a range of ages, developmental stages, and abilities.</li> <li>2. The teacher uses a variety of modalities including auditory, visual and movement and uses a variety of materials to effectively interest students and gain participation during activities and lessons.</li> <li>3. The teacher effectively focuses students' attention toward learning objectives and/or the purpose of the lesson.</li> <li>4. The teacher uses advanced language with the students.</li> <li>5. The teacher often repeats or expands the students' responses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students demonstrate engagement through interacting with a wide variety of manipulative and or technology.</li> <li>2. Students are actively involved in the lesson by listening and/or responding to stimuli.</li> <li>3. Students are exposed to a variety of multiple intelligence activities to ensure they are engaged in the lessons.</li> </ol>
<p><b>TEACH 5</b></p> <p><b>Higher- Level Thinking Skills</b></p>	<ol style="list-style-type: none"> <li>1. The teacher encourages students to ask questions, engage in and become responsible for their own learning, help plan experiences, and review what has been learned daily.</li> <li>2. The teacher encourages students to think creatively and follow their interests and ideas.</li> <li>3. The teacher helps students process information and use their prior knowledge, skills, experiences, and personal interests in introducing topics, themes and/or units.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students frequently respond to questions that require them to use analysis and reasoning skills</li> <li>2. Students independently develop questions and respond to peer questions</li> <li>3. Students frequently complete tasks that require them to engage in problem solving, experimentation, classification, comparison, and or evaluation.</li> </ol>



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<p><b>TEACH 6</b></p> <p><b>Checking for Understanding</b></p>	<ol style="list-style-type: none"> <li>1. The teacher engages students in frequent feedback loops (back and forth exchanges) where students are asked questions and follow-up questions to ensure that students are learning.</li> <li>2. The teacher should ask students a variety of open-ended questions that require more than a one word response to ensure that the students understand the content.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students provide accurate responses to teacher generated questions.</li> <li>2. Students may ask clarifying questions.</li> </ol>
<p><b>TEACH 7</b></p> <p><b>Instructional Time</b></p>	<ol style="list-style-type: none"> <li>1. The teacher provides students with clear behavioral expectations prior to beginning an instructional lesson.</li> <li>2. The teacher provides activities for the students and deals efficiently with disruptions and managerial tasks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are aware of and adhere to classroom rules and expectations.</li> <li>2. Students demonstrate productivity by being engaged with materials and resources that were prepared for them prior to the lesson.</li> <li>3. Transitions are quick and do not cause disruptions in the classroom.</li> </ol>

**Note to Observers: Please refer to the guidance document for additional details for each indicator.**



## Early Childhood Addendum Guidance Document

### Grades Pre-K-2<sup>nd</sup>

(Includes CLASS Language specific for Pre-K classrooms)

#### Dimensions

PC=Positive Climate

NC=Negative Climate

TS=Teacher Sensitivity

RSP=Regard for Student Perspectives

BM=Behavior Management

P=Productivity

ILF=Instructional Learning Formats

CD=Concept Development

QF=Quality of Feedback

LM=Language Modeling

#### **Teach 1: Objective-Driven Lesson**

Descriptors:

Teachers choose the strategies and materials that are most effective in meeting the needs of their students as they strive to support students' development and learning. They employ a wide range of activities including information and communication technology, recognition of varied learning styles, and age-appropriate stimulating environments. Teachers use authentic, ongoing assessments of students' abilities to plan, implement and evaluate programs that build upon each student's unique strengths. They use varied and multiple methods of appropriate assessment procedures (e.g., observation, documentation, formal and informal evaluation, portfolios, work samples) and sources of information (e.g., families, teacher assistants, caregivers, relatives) collected over time to support individualized learning and instruction.

1. **An early childhood student might verbalize what they are doing**, while the teacher's **objective is related to a specific action or behavior**. **The teacher effectively focuses students' attention toward learning objectives and/or the purpose of learning. (ILF)**
2. Observers should talk with students during an observation to gauge what the students are learning. **It is important to assess the teacher based on whether students are engaged in work that moves them toward mastery of the objective. Students are consistently interested and involved in activities and lessons. (ILF)**
3. Centers/workstations authentically integrate objectives for development, learning and/or academic goals into students' exploration. Early childhood students work in a variety of ways. Extended written work may or may not be appropriate for Pre-K and Kindergarten students. **The teacher actively facilitates students' engagement in activities and lessons to encourage participation and involvement. (ILF)**



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4. **Students may demonstrate work through oral responses, visuals, representations and/or pictures.** The teacher uses a variety of modalities including auditory, visual and movement and uses a variety of materials to effectively interest students and gain their participation during activities and lessons. (ILF)
5. Teachers' interactions with early childhood students through cooperative learning, workstations and centers should promote thinking, application, mastery of objectives and development of goals through peer interaction. The teacher actively facilitates students' engagement in activities and lessons to encourage participation and involvement. (ILF)
6. Early childhood teachers should provide students with clear academic and behavior expectations for desired learning outcomes (e.g., posted in the room in short, simple, child-friendly sentences). Rules and expectations for behavior are clear and consistently enforced. (BM)

### Teach 2: Explain Content Clearly and Accurately

#### Descriptors:

Early childhood teachers employ teaching practices that reflect how young students develop, learn, and incorporate the long-term benefits of high-quality early childhood classrooms. Teachers bring a richness and depth of understanding to the classroom about how young students with and without disabilities develop and learn. Teachers incorporate the knowledge that during the first five years of life significant growth occurs in intellectual, linguistic, social, emotional, and physical competencies.

1. **Early childhood teachers might explain and/or demonstrate concepts to their students.** Explanation and demonstration will vary according to small group instruction and workstations/center activities. The classroom resembles a "well-oiled machine"; everybody knows what is expected and how to go about doing it. (P)
2. **Early childhood teachers will present content in a variety of settings- whole group, small groups, and workstations/center activities.** Teachers should demonstrate knowledge of their content through explaining and/or demonstrating content for students (e.g., teacher is prepared for all activities and lessons and can implement an activity without having to constantly look at a manual or script). The teacher is fully prepared for activities and lessons. (P)
3. Observers should note that **an early childhood teacher might be rated at a level 4 or higher if students demonstrate higher order thinking through prompting and support from the teacher.** Early childhood students can demonstrate higher order thinking through demonstrations, explanations, and/or questions. The teacher often uses discussion and activities that encourage analysis and reasoning. (CD)
4. **"Text" references for early childhood in grades Pre-K-2<sup>nd</sup> may include printed texts, patterns, and/or pictures.** The early childhood teacher should be assessed based on his/her effectiveness with explaining the content through text as well as verbal instruction. Many lessons do not involve verbal explanations. The teacher might use visuals/texts to explain a concept.
5. Teachers should consistently link concepts and activities to one another and previous learning (e.g., when introducing a lesson on snow, teacher talks about other types of weather first and as teacher talks about snow,



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- he/she makes consistent connections back to their previous weather discussions). **The teacher consistently links concepts and activities to one another and to previous learning. (CD)**
6. Teachers should consistently relate concepts to the students' actual lives (e.g., make consistent and intentional efforts to help students apply their thinking to real-world events and everyday experiences). **The teacher consistently relates concepts to the students' actual lives. (CD)**
  7. Teachers should scaffold information for students who are having a hard time understanding a concept, answering a question, or completing an activity (e.g., teacher acknowledges where a student is starting and provides the necessary hints or assistance to allow the student to succeed or complete the task). **The teacher often scaffolds for students who are having a hard time understanding a concept, answering a question, or completing an activity. (QF)**
  8. Early childhood teachers should frequently provide students with additional information to increase involvement and understanding (e.g., teacher expands on an initial student behavior or response by clarifying incorrect responses or providing specific feedback). **The teacher often provides additional information to expand on students' understanding or actions. (QF)**

### Teach 3: Appropriately Challenging Work

Same as Gen. Ed. Rubric

Descriptors:

Students should complete tasks that are differentiated according to the needs of the students (e.g., teacher does not rigidly adhere to a plan or agenda at the expense of learning opportunities and students' interest, but includes the students' interests and ideas into the lesson's goals). **The teacher is flexible in their plans, goes along with students' ideas, and organizes instruction around students' interests. (RSP).**

### Teach 4: Teach Content Engagement

Descriptors:

Teachers help students identify themselves as unique individuals and as members of different groups. They design the classroom in a way that stimulates and challenges students and gives them choices that are appropriate for a range of ages, developmental stages, and abilities. An atmosphere of cooperation and collaboration is used in small groups to foster entry into social/study groups with peer groups. They help children to see the effect of their behavior, ideas, and interest on others and thereby a foundation for future leadership qualities. Teachers incorporate the knowledge that during the first five years of life significant growth occurs in intellectual, linguistic, social, emotional, and physical competencies.



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1. At Performance Level 3, **early childhood teachers may receive credit for descriptor (bullet) 3 if students explain content and/or concepts with prompting and support from the teacher.** Also note that students' explanations or demonstrations of objectives may be connected to several unrelated objectives. Early childhood teachers should actively facilitate students' engagement in activities and lessons to encourage participation and expand involvement (e.g., while students are working in centers and/or completing seat work, the teacher circulates around the room asking students questions, interacting with them, and participating in their activities). **The teacher actively facilitates students' engagement in activities and lessons to encourage participation and expanded involvement. (ILF)**
2. Early childhood teachers may be rated at level 4 or higher **if students express their understanding of content and the lesson objective(s) independently, in small groups, demonstrations or centers via pictures, role play, and/or acting through prompting and support from the teacher.** Early childhood teachers should use a variety of modalities including auditory, visual, and movement to engage students in the lesson (e.g., learning is maximized by very high levels of engagement). **The teacher uses a variety of modalities including auditory, visual and movement and uses a variety of materials to effectively interest students and gain participation during activities and lessons. (ILF)**
3. Early childhood teachers should incorporate a variety of materials to effectively interest students and gain their participation during activities and lessons (e.g., a writing center/workstation might contain envelopes and a mailbox along with papers and pens). **The teacher uses a variety of modalities including auditory, visual and movement and a variety of materials to effectively interest students and gain participation during activities and lessons. (ILF)**
4. Students may demonstrate engagement in the lesson through active participation, active listening, and/or focused attention on the task they are completing (e.g. teacher makes limited use of lectures and presentations in which there is no student participation). **Students are consistently interested and involved in activities and lessons. (ILF) The teacher effectively focuses students' attention toward learning objectives and/or the purpose of the lesson. (ILF)**
5. Students may demonstrate engagement through frequent interactions with their teacher and positive affect in their mannerisms while completing tasks such as exhibiting laughter, smiling, and enthusiasm.
6. **There are frequent displays of positive affect by the teacher and/or students. (PC) There are many indications that the teacher and students enjoy warm, supportive relationships with one another. (PC)**
7. Early childhood teachers should use advanced language to introduce students to vocabulary words (e.g., teacher uses various forms of language that are new to the students, but maps or extends onto concepts already understood by the students). **The teacher uses advanced language with the students. (LM)**
8. Early childhood teachers should frequently repeat or extend responses that they obtain from the students to keep them engaged in the instructional lesson (e.g., teacher focuses on students' attempts to communicate and then builds directly on the student's contribution). **The teacher often repeats or expands the students' responses. (LM)**

### Teach 5: Use Strategies that Develop Higher-Level Thinking Skills

Descriptors:

Teachers encourage students to ask questions, to engage in and become responsible for their own learning, to help plan experiences, and to review what has been learned daily. Teachers encourage the students to think creatively and follow



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their interests and ideas. Teachers help students process information and use their prior knowledge, skills, experiences, and personal interests in introducing topics, themes and/or units.

4. **Demonstrations of higher-level thinking and problem solving in early childhood classes (during small groups, story discussions, and workstations/centers) may include students:**
  - a. **Leading** portions of group meetings.
  - b. **Making connections** to academic content.
  - c. **Using increasingly complex and detailed speech** to extend their thinking.
  - d. **Engaging in differentiated learning activities** that are appropriate to their developmental level.
  - e. **Repeating the teacher** who may be helping students extend their thinking or learn to use more complex vocabulary.
  - f. **Applying their skills and knowledge through play, problem solving, and/or use of materials** that allow students to practice various skills at developmentally appropriate levels.
  - g. **Effectively identifying a problem and generating potential solutions**  
Early childhood teachers should engage students in frequent discussions and activities that provide students with opportunities to answer why and how questions, to participate in problem solving activities, make predictions and experimentation, classification, comparison, and evaluation (e.g., teacher facilitates student-led discussions and activities that encourage analysis and reasoning). **The teacher often uses discussions and activities that encourage analysis and reasoning. (CD)**
  
5. Early childhood teachers should receive credit for pushing students to higher-level thinking if some of the following is observed:
  - a. **Probing for more information through conversations with students and questioning techniques if applicable (teachers may not ask higher-level questions with objectives related to letter recognition)**
  - b. **Asking students to demonstrate versus verbally responding to questions that show depth of learning is also appropriate in early childhood classrooms.**  
Examples of possible questions for consideration as higher-order when teaching young children may include:
    1. In all situations:
      - a. What would happen if...?
      - b. Have you ever...?
      - c. How are things the same? How are things different?
    2. In stories:
      - a. How do you think (the character) felt?
      - b. Why did (the character) do this?
      - c. What would you have done if you were...?
      - d. Could this have really happened?
      - e. How might the story have been different if...?
      - f. Do you think (the character) made a good decision? Explain.
    3. To help with problem-solving activities when using manipulatives or engaging in center activities:
      - a. What can you change to fix this problem?



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- b. What if you...?
- c. Why did you (do this)?

Early childhood teachers should use queries to prompt students to explain their thinking and rationale for their response and actions (e.g., teacher often asks “why” questions that prompt students to explain their thinking in response to their initial comments or actions).

**The teacher often queries the students or prompts students to explain their thinking and rationale for responses and actions. (QF)**

Examples of most common types of thinking for Pre-K and Kindergarten students:

- a. Practical-After discussions on the weather, students can identify appropriate clothing to wear in warm or cold weather.
- b. Creative-Students use art materials, blocks, or other building materials to express ideas on a specific task.
- c. Analytical-After listening to the same book/story being read over several occasions, students can respond to questions about the characters, setting, or the plot of the story.

### Teach 6: Check for Understanding

Descriptors:

Teachers should engage students in frequent feedback loops (back and forth exchanges) where students are asked questions and follow up questions to ensure that students are learning (e.g., teacher responds to a student’s comment, action, or performance by engaging with the student in a sustained back-and –forth exchange with the intention of helping students understand the idea or get the correct answer). **There are frequent feedback loops--back-and-forth exchanges-between the teacher and students. (QF)**

Early childhood teachers should ask students a variety of open-ended questions that require more than a one-word response to ensure that the students understand the content (e.g., teacher asks questions for which the answer is unknown and invites elaborate responses, such as “What do you think?” or “How do you know?”). **The teacher asks many open-ended questions. (LM)**



## Teach 7: Maximize Instructional Time

Descriptors:

1. Teachers should not interrupt instructional time to speak to students or correct their behaviors in a negative manner (e.g., negativity may include punitive controls, sarcasm, or disrespectful behaviors and/or actions). **The teacher and students do not display strong negative affect and only rarely, if ever, display mild negativity. The teacher does not yell or make threats to establish control. The teacher and students are not sarcastic or disrespectful. There are no instances of severe negativity between the teacher and students. (NC)**
2. Early childhood teachers should provide students with clear behavioral expectations prior to beginning an instructional lesson (e.g., there is evidence that all members of the classroom community understand the rules and expectations and teachers enforce the rules in a consistent and predictable manner). **Rules and expectations for behavior are clear and consistently enforced. (BM) There are few, if any, instances of student misbehavior in the classroom. (BM)**
3. Transitions in the early childhood classroom should occur quickly (e.g., effective transitions will be characterized by learning opportunities for the students and little wandering from the students. During transitions, teachers should provide students with learning opportunities, such as reciting a chant/song, reviewing basic concepts and skills).

Early childhood classrooms are expected to maximize instructional time through the following:

Monitoring activities.

Providing students with choice when they complete their activities.

Students infrequently disrupting whole group or small group instruction.

Appropriate pacing; refer to the guidelines in CLIP as needed.

**Transitions are quick and efficient. The teacher provides activities for the students and deals efficiently with disruptions and managerial tasks. The classroom resembles a “well-oiled machine;” everybody knows what is expected of him or her and how to go about doing it. (P)**

Indicator	SPED Vision Teacher Actions	SPED Vision Student Actions
<b>TEACH 1 Objective Driven Lessons</b>	<ol style="list-style-type: none"> <li>1. Teacher of the Visually Impaired (TVI) will state the objective of the visual lesson to student.</li> <li>2. TVI will ensure that all needed equipment and/or adapted materials are readily available for student use.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will work with TVI to receive instruction on appropriate use of visual text or technology.</li> <li>2. Student will be able to participate in the general education curriculum with the appropriate visual accommodations and modifications as determined by the IEP team.</li> </ol>
<b>TEACH 2 Explain Content</b>	<ol style="list-style-type: none"> <li>1. TVI will use laymen’s terms to ensure that students understand their visual disability and how it affects their involvement in the general curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will be better able to accommodate for sight loss in real world scenarios.</li> </ol>
<b>TEACH 3 Appropriately Challenging Work</b>	<ol style="list-style-type: none"> <li>1. TVI will ensure that grade level content is readily available in the appropriate medium for use, for daily assignments and state and district mandated assessments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student will be able to participate in the general education curriculum with the appropriate visual accommodations and modifications as determined by the IEP team.</li> </ol>
<b>TEACH 4 Content Engagement</b>	<ol style="list-style-type: none"> <li>1. TVI will collaborate with general education teachers to ensure that all needed assignments are enlarged or brailled for students’ visual restrictions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student will be able to participate in the general education curriculum with the appropriate visual accommodations and modifications as determined by the IEP team.</li> </ol>
<b>TEACH 5 Higher-Level Thinking Skills</b>	<ol style="list-style-type: none"> <li>1. TVI will analyze assessment information to guide educational practices and enhance student learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student will be able to participate in the general education curriculum with the appropriate visual accommodations and modifications as determined by the IEP team.</li> <li>2. Students will begin to self-advocate.</li> </ol>
<b>TEACH 6 Checking for Understanding</b>	<ol style="list-style-type: none"> <li>1. TVI will provide specific information to student, parents, and other teachers regarding adaptation needed in the learning environment to aid the students in success.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will demonstrate effective use of visual materials and/or equipment.</li> <li>2. Students will begin to self-advocate.</li> </ol>
<b>TEACH 7 Instructional Time</b>	<ol style="list-style-type: none"> <li>1. TVI will transition from one task to another or from one student to another with minimal down time.</li> <li>2. Materials for each task and for each student are prepared, organized and readily available.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are focused and engaged throughout session.</li> </ol>

**\*\*Student actions will vary based on ability level, age, and objectives specific to the student. \*\***

Indicator	SPED Speech Teacher Actions	SPED Speech Student Actions
<b>TEACH 1 Objective Driven Lessons</b>	<ol style="list-style-type: none"> <li>1. Speech Therapist (SLT) will state the objective of the lesson to student.</li> <li>2. SLT will provide visual supports to assist with production of sounds or acquisition of language concepts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will respond to prompts and produce sounds in words following model or prompt.</li> <li>2. Students are discussing classroom vocabulary words and explaining meaning.</li> </ol>
<b>TEACH 2 Explain Content</b>	<ol style="list-style-type: none"> <li>1. SLT will rephrase and repeat information for clarification</li> <li>2. SLT will provide kinesthetic and visual supports as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student will produce correct consonant sounds in words.</li> <li>2. Students will use vocabulary words in sentences.</li> </ol>
<b>TEACH 3 Appropriately Challenging Work</b>	<ol style="list-style-type: none"> <li>1. SLT will introduce error speech sounds in order of developmental level and required prerequisite skills.</li> <li>2. SLT will provide strategies for acquisition of language concepts and word retrieval.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will produce sounds in words imitatively or spontaneously following teacher prompts.</li> <li>2. Students will define objects and pictures using attributes and stating functions.</li> </ol>
<b>TEACH 4 Content Engagement</b>	<ol style="list-style-type: none"> <li>1. SLT will provide tactile cues to help student with placement of articulators for speech or to grasp concept of voiced/unvoiced sounds.</li> <li>2. SLT will provide visual supports for sequencing a story.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will use mirror or place hand on throat to see if “motor is running” for voiced sounds.</li> <li>2. Students will order sequence cards and retell a story with details.</li> </ol>
<b>TEACH 5 Higher-Level Thinking Skills</b>	<ol style="list-style-type: none"> <li>1. SLT will prompt student to find words with target sounds in initial medial or final positions of words.</li> <li>2. SLT will guide students in writing sentences or stories using vocabulary words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will find objects or pictures in magazine or in therapy room with target sounds.</li> <li>2. Students will work in groups to write a story or participate in discussion about vocabulary words.</li> </ol>
<b>TEACH 6 Checking for Understanding</b>	<ol style="list-style-type: none"> <li>1. SL T will ask students what needs to be done to produce sounds correctly or name strategies for speech or language skill.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will state strategies and steps necessary for correct production of sounds or tell a partner the strategies needed to complete a task.</li> </ol>
<b>TEACH 7 Instructional Time</b>	<ol style="list-style-type: none"> <li>1. SLT will transition from one task to another or from one student to another with minimal down time.</li> <li>2. Materials for each task and for each student are prepared, organized and readily available.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are able to practice the target sound at least 10 times in the session.</li> <li>2. Students are focused and engaged throughout session.</li> </ol>

**\*\*Student actions will vary based on ability level, age, and objectives specific to the student. \*\***

Indicator	SPED Hearing Addendum
<p><b>TEACH 1</b></p> <p><b>Objective-Driven Lessons</b></p>	<ol style="list-style-type: none"> <li>1. Some students with disabilities may be unable to explain what they are learning or why it is important. In these cases, teachers should receive credit for verbally and visually reinforcing the objective with developmentally appropriate language and images. Teachers should, when possible, develop appropriate communication systems to facilitate student responses.</li> <li>2. In specialized educational settings, it is appropriate for the lesson’s academic objective to be accompanied by a visual, communication, or functional life skills objective.</li> </ol>
<p><b>TEACH 2</b></p> <p><b>Explain Content</b></p>	<ol style="list-style-type: none"> <li>1. Special educator’s use of academic language should be appropriate to the level of the students. Appropriate strategies to help students understand content include, but are not limited to, accommodations, modifications, differentiation and scaffolding.</li> </ol>
<p><b>TEACH 3</b></p> <p><b>Appropriately Challenging Work</b></p>	<ol style="list-style-type: none"> <li>1. In specialized education settings, the observer should look for evidence that the special education teacher has made the grade level content accessible by implementing specific accommodations or modifications that are tailored to individual students’ needs and appropriate to the lesson. Examples of specific students’ needs that may require accommodations include: auditory processing, visual processing, word retrieval, or expressive language.</li> </ol>
<p><b>TEACH 4</b></p> <p><b>Content Engagement</b></p>	<ol style="list-style-type: none"> <li>1. Teacher provides students with ways of engaging with content that target different learning modalities (auditory, visual, kinesthetic/tactile) or multiple intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic), or other effective teaching strategies. In cases of severely disabled students, teachers may use assistive technology and text (braille, amplifiers, large print text, picture cards, and/or iPads) to engage students in content.</li> <li>2. Teacher gives students multiple ways of engaging with content. Various ways of engagement may target the same modality or intelligence.</li> </ol>
<p><b>TEACH 5</b></p> <p><b>Higher-Level Thinking Skills</b></p>	<ol style="list-style-type: none"> <li>1. In specialized education settings with students with disabilities, the special education teacher should provide suggestions to assist the regular education teacher in asking questions at a level of Bloom’s taxonomy that is appropriately challenging for students, even if the questions are not at the highest level.</li> <li>2. Spatial concepts should also be implemented for students with visual disabilities and orientation and mobility needs.</li> </ol>

<b>TEACH 6</b> <b>Check For Understanding</b>	1. It is especially important to provide special education students with ample wait time to gauge their understanding and to teach students strategies for responding to more challenging questions explicitly.
<b>TEACH 7</b> <b>Instructional Time</b>	1. The pace of the lesson will vary depending on factors such as the objective being taught and student readiness. The pace should be appropriately responsive to students' needs. Students are engaged in meaningful work, even if the pace may not be considered "rapid" in a general education context.



Indicator	SPED Inclusion Teacher Actions	SPED Inclusion Student Actions
<p><b>TEACH 1</b> <b>Objective Driven Lessons</b></p>	<ol style="list-style-type: none"> <li>1. Teacher provides clear explanation and/or modeling of posted lesson objective by using verbal and/or visual reinforcement of objective with developmentally appropriate language and images that may include               <ul style="list-style-type: none"> <li>○ communication system to facilitate student response when appropriate</li> <li>○ modeling of task and appropriate response</li> <li>○ use of examples to support student understanding</li> <li>○ effective questioning to help students understand lesson objective</li> </ul> </li> </ol> <p><b>NOTE: Teacher may clearly state and/or model lesson objective; however, it may be difficult for some students to understand or articulate the objective without guidance.</b></p>	<ol style="list-style-type: none"> <li>1. Students can explain and/or demonstrate objective either verbally or non-verbally (i.e. pointing, eye gaze, hand-over-hand, etc.)</li> <li>2. Students may use appropriate communication systems such as voice output or note-taking/word-processing devices when necessary to demonstrate understanding of lesson</li> <li>3. Students demonstrate understanding of lesson objective through performance, product, and/or verbal explanation</li> </ol>
<p><b>TEACH 2</b> <b>Explain Content</b></p>	<ol style="list-style-type: none"> <li>1. Teacher modifies, accommodates, and differentiates to ensure student understanding of content (i.e. extended time, abbreviated assignments, oral testing, re-do missed items, flexible scheduling, small group setting/instruction, etc.)</li> <li>2. Teacher uses developmentally appropriate language that addresses students' performance levels</li> <li>3. Teacher makes appropriate adjustments and uses alternative methods to explain concepts by</li> </ol>	<ol style="list-style-type: none"> <li>1. Students participate in checking for understanding</li> <li>2. Students may use pictures, physical response, or other techniques that may be verbal or non-verbal to demonstrate understanding</li> <li>3. Students may attempt to ask clarifying questions about lesson content</li> </ol>

	<p>modifying presentation of standards without changing lesson content</p> <p>4. Teacher can differentiate use co-teaching models (station, parallel, alternative, and team teaching) as alternative methods</p>	<p>4. Students explain performance expectations using developmentally appropriate language</p>
<p><b>TEACH 3</b> <b>Appropriately Challenging Work</b></p>	<p>1. Teacher differentiates content, process, or product</p> <p>2. Teacher addresses various learning styles (kinesthetic, auditory, visual, etc.)</p> <p>3. Teacher engages students through appropriately challenging work that further develops their proficiency within a real-world context</p> <p>4. Teacher facilitates accountable talk supported by visual references as necessary</p> <p>5. Teacher makes content accessible by implementing specific accommodations, modifications, and co-teaching models (station, parallel, alternative, and team teaching) tailored to meet individual student needs</p>	<p>1. Students engage in accountable talk</p> <p>2. Students engage in activities that are appropriate to their proficiency level and are presented in a real-world context</p> <p>3. Students engage in activities that are appropriate to their proficiency level as evidenced by minimal off-task behavior and student engagement in the lesson</p>
<p><b>TEACH 4</b> <b>Content Engagement</b></p>	<p>1. Teacher demonstrates use of various learning styles and modalities (auditory, visual, kinesthetic, musical, interpersonal, intrapersonal, naturalistic)</p> <p>2. Teacher uses multiple strategies throughout lesson (word walls, word frames, manipulatives, charts, foldables, assistive technology)</p> <p>3. Teacher simplifies directions into task analysis and checks for understanding after each step.</p> <p>4. Teacher gives students choices of</p>	<p>1. Students demonstrate strategies learned (written, oral, tactile etc.)</p> <p>2. Students self-select appropriate tools to engage in lesson (manipulatives, foldables, charts, assistive technology, highlighters, post-it notes, etc.)</p> <p>3. Students will practice, apply and demonstrate content mastery through discussion and/or by writing about complex texts, tasks, or concepts based on individual student proficiency level</p>

	<p>materials when appropriate</p> <p>5. Teacher uses heterogeneous grouping (special and general education students) to increase collaboration</p>	
<p><b>TEACH 5</b></p> <p><b>Higher- Level Thinking Skills</b></p>	<p>1. Teacher paces questions at rate appropriate for students</p> <p>2. Teacher may ask questions at a level of Bloom’s Taxonomy that is appropriately challenging for students, even if the questions are not at the highest level of Bloom’s Taxonomy</p> <p>3. Teacher may develop higher-level understanding by posing a more difficult problem or setting up a more challenging task</p> <p>4. Teacher provides meaningful feedback to students focused on building proficiency</p>	<p>1. Students may brainstorm, chart, review, and use graphic organizers</p> <p>2. Students are able to answer higher-level questions with meaningful responses appropriate to their level of proficiency</p> <p>3. Students engage in target activities, tasks, and discussions that build on a foundation of knowledge as well as proficiency</p> <p>4. Students’ academic skills such as reading, writing, and math may not demonstrate grade level equivalent results, but should demonstrate growth in understanding of the concepts and ideas</p>
<p><b>TEACH 6</b></p> <p><b>Checking for Understanding</b></p>	<p>1. Teacher corrects students’ misunderstandings without losing flow of lesson or attention of students</p> <p>2. Teacher makes uses a variety of real-life examples and methods</p> <p>3. Teacher makes adjustments to the lesson based on student understanding and re-teaches when necessary</p> <p>4. Teacher uses a variety of non-verbal and verbal strategies to monitor mastery of objectives</p> <p>5. Teachers gauges understanding of all</p>	<p>1. Students use a variety of verbal, written, or non-verbal responses to demonstrate understanding of lesson</p> <p>2. Students construct their own understanding rather than re-explaining a concept.</p> <p>3. Students may pair with other students to decipher any misunderstandings</p>

	<p>students in an ongoing manner</p> <ol style="list-style-type: none"> <li>6. Teacher should provide ample wait time and teach strategies for responding to more challenging questions</li> <li>7. Teacher uses visual and performance cues to redirecting students to correct response</li> </ol>	
<p><b>TEACH 7</b> <b>Instructional Time</b></p>	<ol style="list-style-type: none"> <li>1. Teacher maintains a pace that is responsive to students' needs and students are engaged in meaningful work</li> <li>2. Teacher should not be penalized if a crisis interrupts instruction and the teacher responds in a way that is appropriate, such as utilization of Non-Violent Crisis Prevention Intervention (CPI) techniques and/or implementation of a behavior intervention plan (BIP)</li> <li>3. Teacher should demonstrate seamless transitions between activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Students move quickly to next steps with minimal time disengaged</li> <li>2. Students may demonstrate familiarity with classroom schedule/procedures, and will begin additional work activities without teacher prompts</li> </ol>

Indicator	SPED Self-Contained Teacher Actions	SPED Self-Contained Student Actions
<p><b>TEACH 1</b></p> <p><b>Objective Driven Lessons</b></p>	<ol style="list-style-type: none"> <li>1. Teacher communicates objectives and uses a variety of techniques (pictures/visuals, etc.) to reinforce understanding</li> <li>2. Teacher develops a communication system to facilitate student responses when appropriate</li> <li>3. Teacher uses visual/verbal reinforcement of objectives with developmentally appropriate language and images</li> <li>4. Teacher shares examples of high quality work when engaging students in the lesson</li> <li>5. Teacher connects the lesson to prior knowledge</li> </ol> <p><b>NOTE: Teacher may clearly state and/or model lesson objective; however, it may be difficult for some students to understand or articulate the objective without guidance</b></p>	<ol style="list-style-type: none"> <li>1. Students may role play to explain, demonstrate, or model importance of the lesson</li> <li>2. Students can identify objectives verbally or non-verbally (i.e. pointing, eye gaze, hand-over-hand, assistive technology, etc.)</li> </ol>
<p><b>TEACH 2</b></p> <p><b>Explain Content</b></p>	<ol style="list-style-type: none"> <li>1. Teacher uses real-life examples, referral to community-based activities, and/or instructional level wording/gestures when explaining content.</li> <li>2. Teacher makes adjustments and uses alternative methods to explain or demonstrate concepts</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are actively involved in the learning process (with possible assistance from other students, classroom assistant, or teacher).</li> <li>2. Students may use pictures, physical responses, or other techniques that may be verbal or non-verbal to demonstrate understanding (i.e. pointing, eye gaze, hand-over-hand, assistive technology, etc.)</li> </ol>

<p><b>TEACH 3</b> <b>Appropriately Challenging Work</b></p>	<ol style="list-style-type: none"> <li>1. Teacher differentiates content, process, or product.</li> <li>2. Teacher makes lesson accessible by using additional resources, support staff, ability grouping, assistive technology, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students have opportunities for meaningful practice of lesson objective through hands-on activities, visuals, manipulatives, and assistive technology</li> </ol>
<p><b>TEACH 4</b> <b>Content Engagement</b></p>	<ol style="list-style-type: none"> <li>1. Teacher demonstrates use of various learning styles and modalities (auditory, visual, kinesthetic, musical, interpersonal, intrapersonal, naturalistic)</li> <li>2. Teacher uses task analysis to simplify lesson objectives</li> </ol>	<ol style="list-style-type: none"> <li>1. Students use assistive technology or communication system to respond to teacher/lesson</li> <li>2. Students demonstrate strategies learned (written, oral, tactile, etc.)</li> <li>3. Students self-select resources to engage in lesson (manipulatives, foldables, charts, assistive technology, highlighters, sticky notes, etc.)</li> </ol>
<p><b>TEACH 5</b> <b>Higher-Level Thinking Skills</b></p>	<ol style="list-style-type: none"> <li>1. Teacher paces questions and/or tasks at students' ability levels.</li> <li>2. Teacher may ask questions at a level of Bloom's Taxonomy that is challenging for students, even if the questions are not at the highest level of Bloom's Taxonomy. Note: the highest level for some students may be the lowest level of Bloom's.</li> <li>3. Teacher may develop higher-level understanding by posing a more difficult problem or setting up a more challenging task</li> <li>4. Teacher provides meaningful feedback to students focused on building proficiency</li> </ol>	<ol style="list-style-type: none"> <li>1. Students engage in self-chosen or assigned activities that strengthen level of understanding.</li> <li>2. Students' academic skills such as reading, writing, and math may not demonstrate grade-level equivalent results, but should demonstrate growth in understanding of the concepts and ideas.</li> <li>3. Students may respond with non-verbal gestures, hand-over-hand with assistance, etc.</li> </ol>
	<ol style="list-style-type: none"> <li>1. Teacher corrects students' misunderstandings without losing flow of lesson or attention of students.</li> <li>2. Teacher makes connections by using a</li> </ol>	<ol style="list-style-type: none"> <li>1. Students use a variety of verbal, written, or non-verbal responses to demonstrate understanding of lesson (such as using a voice output device, touching response on their</li> </ol>

<p><b>TEACH 6</b></p> <p><b>Checking for Understanding</b></p>	<p>variety of real-life examples and methods.</p> <ol style="list-style-type: none"> <li>3. Teacher makes adjustments to the lesson based on student understanding and re-teaches when necessary</li> <li>4. Teacher uses a variety of non-verbal and verbal strategies to monitor mastery of objectives</li> <li>5. Teacher gauges understanding of all students in an ongoing manner.</li> <li>6. Teacher should provide ample wait time.</li> <li>7. Teacher should demonstrate strategies for responding to more challenging questions</li> <li>8. Teacher uses visual and performance cues to redirect students for a correct response</li> </ol>	<p>desk, note-taking device, etc.)</p> <ol style="list-style-type: none"> <li>2. Students construct their own understanding rather than re-explaining a concept (using picture cues, prompting, etc.)</li> <li>3. Students may pair with other students to decipher any misunderstandings</li> </ol>
<p><b>TEACH 7</b></p> <p><b>Instructional Time</b></p>	<ol style="list-style-type: none"> <li>1. Teacher maintains a pace that is responsive to students' needs and students are engaged in meaningful work.</li> <li>2. Teacher should not be penalized if a crisis interrupts instruction and the teacher needs to utilize Non-Violent Crisis Prevention Intervention (CPI) techniques, implement a behavior intervention plan (BIP), and/or respond to situations requiring medical intervention.</li> <li>3. Teacher should demonstrate seamless transitions between activities;</li> <li>4. Teacher maximizes instructional time depending on the content and/or student mastery (i.e., in self-contained settings, the lesson may extend past the pre-determined class period/block or may not extend the full duration of the pre-determined class period/block)</li> </ol>	<ol style="list-style-type: none"> <li>1. Student participation is high and off-task behaviors are minimal (some behaviors are NOT off-task, but are related to the student's disability: rocking, making noises, stemming, etc.)</li> <li>2. Students choose or are assigned activities that reinforce learning based on their learning modality.</li> <li>3. Students may demonstrate familiarity with classroom schedule/procedures</li> </ol>

English As A Second Language (ESL)

<b>Indicator</b>	<b>ESL Teacher Actions</b>	<b>ESL Student Actions</b>
<b>TEACH 1 Objective-Driven Lessons</b>	<ol style="list-style-type: none"> <li>ESL teachers may provide differentiated objectives within WIDA model performance indicators (MPIs) for students based on English proficiency levels and past educational experiences.</li> </ol>	<ol style="list-style-type: none"> <li>Non-speakers or beginning level students may not be able to verbally communicate the importance of the learning objective or what mastery looks like, but should be able to demonstrate what the objective is through the completed tasks and/or physical response.</li> </ol>
<b>TEACH 2 Explain Content</b>	<ol style="list-style-type: none"> <li>ESL teachers may use a wide variety of materials (auditory, visual, technology and realia) during the lesson to enhance content understanding.</li> <li>ESL teachers should use English to communicate first teaching, although native languages may be used for quick clarification.</li> </ol>	<ol style="list-style-type: none"> <li>Students may be speaking in their native language to clarify the content, assessment, or task directions.</li> <li>Students may use pictures, Total Physical Response (TPR), realia or other language techniques that may be verbal or non-verbal.</li> </ol>
<b>TEACH 3 Appropriately Challenging Work</b>	<ol style="list-style-type: none"> <li>ESL teachers may use a wide variety of materials (auditory, visual, technology and realia) during the lesson to enhance content engagement.</li> <li>ESL teachers may use a variety of leveled State adopted and supplementary texts to aid in language development.</li> </ol>	<ol style="list-style-type: none"> <li>Beginning level students may be in the silent period and not respond to questions or communications from teachers or peers and will often not have equal verbal roles in student-to-student interactions.</li> <li>Students in beginning levels could use non-verbal forms of language to demonstrate understanding, such as pointing, pictures, gestures, or TPR.</li> </ol>

## English As A Second Language (ESL)

<b>TEACH 4</b>  <b>Content</b>  <b>Engagement</b>	<ol style="list-style-type: none"> <li>1. ESL teachers may reduce the length of complex text or chunk grade appropriate text in order to differentiate or scaffold as vocabulary and context are being developed.</li> <li>2. ESL teachers' engagement strategies may be differentiated for the stages of language development represented within the group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning level students may be in the silent period and not respond to questions or communications from teachers or peers and will often not have equal verbal roles in student-to-student interactions.</li> <li>2. Beginning level ELL could use non-verbal forms of language to demonstrate understanding, such as pointing, pictures, or using gestures.</li> </ol>
<b>TEACH 5</b>  <b>Higher-Level Thinking Skills</b>	<ol style="list-style-type: none"> <li>1. ESL teachers may spend significantly more time on vocabulary and context development than regular classroom teachers.</li> <li>2. ESL teachers may spend significantly more time on syntax, basic sentence building, word study and grammar compared to a regular classroom teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' work should demonstrate higher-order thinking skills listed in the TEM rubric for General Education, T5.</li> <li>2. ESL students' productive language skills such as speaking and writing may not demonstrate grade level equivalent results of a native speaker of English, but should demonstrate a growth in understanding of the concepts or ideas.</li> </ol>
<b>TEACH 6</b>  <b>Checking for Understanding</b>	<ol style="list-style-type: none"> <li>1. ESL teachers may need to frequently check for understanding independently for those whose cultural norms view misunderstanding as a form of disrespect. Requests for student TPR are also checks for understanding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning level students may mimic another speaker or writer in English while their vocabulary is being developed. Student responses may also be physical.</li> </ol>
<b>Teach 7</b>  <b>Instructional Time</b>	<ol style="list-style-type: none"> <li>1. ESL teachers may use considerably more time on vocabulary and context development when compared to regular classroom teachers.</li> </ol>	<ol style="list-style-type: none"> <li>1. ESL students will spend significantly more time producing oral and written language than native speakers. A common lesson sequence might move from listening, to speaking, to reading, to writing about lesson content.</li> </ol>

<b>Indicator</b>	<b>HPELW Teacher Actions</b>	<b>HPELW Student Actions</b>
<b>TEACH 1 Objective Driven Lesson</b>	<ol style="list-style-type: none"> <li>1. Teacher provides an objective introduction that is appropriate for the lesson focus and developmental levels of the students. The objective introduction can be provided verbally or in the form of an instant activity relating skill, concept, and/or health-related fitness component.</li> <li>2. Current N.A.S.P.E., State or local standards are presented and followed in the lesson.</li> <li>3. Teacher states the skill or concept the students are to learn.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students know or can demonstrate the learning expectations.</li> </ol>
<b>TEACH 2 Explain Content</b>	<ol style="list-style-type: none"> <li>1. Teacher states the skill or concept the students are to learn.</li> <li>2. Skills and concepts are taught accurately.</li> <li>3. Concepts taught reflect current knowledge and research for health and physical education.</li> <li>4. Content and tasks are presented concisely and clearly, emphasizing key elements.</li> <li>5. Skills are broken down into learnable segments.</li> <li>6. Components of the skill are taught before the entire skill is performed.</li> <li>7. Concepts and skills are taught before they are incorporated into an activity or game.</li> <li>8. Rules and activities are modified to match the cognitive levels of learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students understand and demonstrates the presented content, rule or skill.</li> <li>2. Students ask clarifying questions.</li> <li>3. Activities, drills, lead-ups are clearly understood by students.</li> </ol>

## Health, P.E., and Lifetime Wellness

<b>TEACH 3</b> <b>Appropriately</b> <b>Challenging</b> <b>Work</b>	<p>9. Demonstrations are planned to show critical elements of the skills and organization of the activity.</p> <p>10. A reasonable number of meaningful, action-oriented, appropriate cues (i.e.,1-3) are evident for each task.</p> <p>11. Performance condition and criteria are clear, measurable (i.e. how many times is mastery 3 out of 4 times) observable and developmentally appropriate for diverse learners.</p>	
<b>TEACH 3</b> <b>Appropriately</b> <b>Challenging</b> <b>Work</b>	<p>1. All activities are developmentally appropriate and/or completed in a logical, progressive sequence.</p> <p>2. Skills and concepts are explained and demonstrated at the developmental levels of the student.</p> <p>3. The teacher keep the pace of activities, instruction, transitions, etc. is appropriate to keep students engaged and challenged.</p> <p>4. Teachers make sure that students are appropriately grouped. The grouping facilitates maximum participation and maximizes success.</p> <p>5. Teacher adapts activities, drills, and lead-ups according to student success.</p>	<p>1. Students work toward skill mastery through:</p> <ul style="list-style-type: none"> <li>• Practice</li> <li>• Peer observation</li> </ul> <p>2. Performing multiple attempts to demonstrate concept(s).</p>
<b>TEACH 4</b> <b>Content</b> <b>Engagement</b>	<p>1. Teacher incorporates engagement strategies aligned to objective.</p> <p>2. Teachers engage students in relevant, meaningful physical activity a minimum of 50-60 % of the instructional time.</p> <p>3. Teachers ensure that students are not inactive for more than brief periods of time while listening or reviewing information.</p>	<p>1. Students are engaged in the physical activity with multiple attempts.</p> <p>2. Students participate in activity according to performance and learning level.</p> <p>3. Students use and apply academic vocabulary.</p>

	<p>4. The lesson promotes maximum participation and students remain on-task and motivated to participate through multiple modalities that allow all students to be engaged.</p> <p>5. Teacher provides all students the opportunity to practice skills.  <b>NOTE: Because of testing protocols and facility constraints during the portfolio assessment, students may have to wait for a turn to perform skill(s).</b></p> <p>6. Lesson presentation is changed in response to observation of student performance and or information from assessment.</p> <p>7. Independent learning is promoted, encouraged and reinforced through weekly/daily assessments.</p> <p>8. Assessments are based on student’s prior learning.</p> <p>9. Assessment is based on mastery of learning expectations and aligned with local, state and national standards.</p>	
<p><b>TEACH 5</b>  <b>Higher Level</b>  <b>Thinking</b></p>	<p>1. Teacher allows opportunity for inquiry learning.</p> <p>2. Teacher provides opportunities for choice.</p> <p>3. Teacher provides opportunity for analytical thinking, problem solving or demonstrating creatively.  a) Teacher allows for individual problem solving  b) Teacher allows for group</p>	<p>1. Students are able to articulate relevance and transfer of learning</p> <p>2. Students describe how learned skills or concepts are applied to other sports, personal fitness goals and daily life.</p> <p>3. Students generate strategies in games and activities</p>

	<p>problem solving</p> <ol style="list-style-type: none"> <li>4. Teacher challenges students to engage in High level questioning <u>techniques</u>.             <ol style="list-style-type: none"> <li>a) Multiple forms of questioning are used                 <ol style="list-style-type: none"> <li>a. “Why questions”</li> <li>b. Closed</li> <li>c. Compare and Contrast</li> <li>d. Open-ended</li> </ol> </li> </ol> </li> <li>5. Teacher leads student to own answers (<i>doesn't provide answer</i>)             <ol style="list-style-type: none"> <li>a) It is also important for observers to understand that when students create in HPELW (e.g. accurate application of sport skills, rules and activities) students are functioning at the highest level of Revised Bloom's taxonomy.                 <ol style="list-style-type: none"> <li>b) Repetitive movement and modified game situation allows for transfer of knowledge and internalization.</li> </ol> </li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>4. Students create a game or task.</li> <li>5. Secondary students can engage the Biomechanical analysis of a skill.</li> <li>6. Students can compare and contrast skills, cognitive and performance concepts.</li> <li>7. Students will demonstrate or explain how to manipulate objects or perform a skill with a partner (throwing, catching, striking, kicking tumbling, dancing, skipping etc.).</li> <li>8. Students interpret and apply knowledge of game rules, regulations and strategies.</li> <li>9. Students demonstrate creative performance and game strategies using critical thinking skills.</li> </ol>
<p><b>TEACH 6</b></p> <p><b>Checking For Understanding</b></p>	<ol style="list-style-type: none"> <li>1. Teacher analyzes each student's performance to provide appropriate corrective feedback or reinforcement.</li> <li>2. Teachers provide student timely information on their performance and in ways for improving skill.</li> <li>3. Teacher actively monitors student progress throughout the lesson and changes lesson presentation based on current levels of performance and content understanding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are aware of skill expectations and are provided accurate and timely feedback such that they can self-assess as appropriate.</li> <li>2. Students clearly understand and or demonstrate what is expected for mastery of the skill or concept.</li> <li>3. Student uses skill, cognitive or performance strategies for:             <ol style="list-style-type: none"> <li>a) Interpreting current and/or</li> </ol> </li> </ol>

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	<ol style="list-style-type: none"> <li>4. The teacher may choose to re-focus instruction on a single component of the skill.</li> <li>5. Teacher monitors and documents student's progress toward mastery of the skills and concepts.</li> <li>6. The teacher may be observed redirecting a student to correct, psychomotor or non-psychomotor skills.</li> <li>7. To ensure comprehension of the rules, directions or psychomotor expectations, the teacher frequently checks for understanding throughout the lesson. Input is modified through a variety of techniques (e.g. simplification, restating, adjusting the speed, modeling, manipulation, peer demonstration) to clarify meaning as needed.</li> <li>8. When learning a new skill, it is expected that students will make mistakes. Students will not understand everything the teacher is saying or perform demonstrated skills at the same level at the same time. Therefore, it is not always appropriate or necessary to immediately respond to a misunderstanding, particularly if this would disrupt the lesson.</li> </ol>	<p>previous data.</p> <ol style="list-style-type: none"> <li>b) Sharing student expectations through grouping and accountable talk.</li> <li>c) Setting student's personal goals</li> <li>d) Students use rubrics, charts and performance assessments to focus on effort and improve performance.</li> </ol>
<p><b>TEACH 7</b> <b>Instructional Time</b></p>	<ol style="list-style-type: none"> <li>1. Teacher uses adequate and developmentally appropriate materials/equipment that are assessable at the beginning of class.</li> <li>2. Distribution and collection of material /equipment is planned throughout the lesson.</li> <li>3. Transitions from activity to activity are</li> </ol>	<ol style="list-style-type: none"> <li>1. Students smoothly transitions from station to station, skills and/or tasks.</li> <li>2. Students understand and adhere to class rules, routines and behavioral expectations daily.</li> <li>3. Students are engaged in relevant and meaningful physical activities for a</li> </ol>

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	<p>purposefully efficient.</p> <ol style="list-style-type: none"><li>4. Teacher manages time through the use of good pacing.</li><li>5. Time allotment for stating the lesson objective, transitions, activities and closure are evident and appropriate.</li><li>6. Equipment is situated to facilitate smooth transition. All transitions are written/or explained in dialogue and effectively planned to move learners and material.</li><li>7. Changes in grouping and organization are efficient.</li><li>8. Teacher actively monitors and closely supervises students.</li><li>9. Class begins promptly. Class is not dismissed early. There is no wasted time or “free time.”</li><li>10. Class routines maximize instructional time.</li></ol> <p><b>NOTE: Classroom teacher should not disrupt or delay instructional time.</b></p> <ol style="list-style-type: none"><li>11. Teacher ensures that students are engaged in relevant and meaningful physical activities for a minimum of 50-60% of the time.</li><li>12. Routine protocols are in place for</li></ol>	<p>minimum of 50-60% of the time.</p> <ol style="list-style-type: none"><li>4. Students are not confused and time is not wasted.</li><li>5. Students are not made to wait for teachers to set up activities or get out equipment.</li></ol>
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	dress-out and class start and ending.	
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## World Languages

Indicator	World Languages Teacher Actions	World Languages Student Actions
<p><b>TEACH 1</b></p> <p><b>Objective Driven Lessons</b></p>	<ol style="list-style-type: none"> <li>1. Shares the objective in English in relationship to proficiency in addition to standards.</li> <li>2. Objectives are written in student friendly language such as “I Can” and clearly connect to the posted sequence of learning activities or agenda.</li> <li>3. Daily learning targets (objectives) are for students and may be written in English to ensure student comprehension of new material.</li> <li>4. Has objective posted on board or throughout presentation.</li> <li>5. Teacher shares agenda for day.</li> <li>6. Shares models of meeting or exceeding objective in the target language aligned to performance targets.</li> </ol>	<ol style="list-style-type: none"> <li>1. Can tell you what the objectives are in English and why they are important.</li> <li>2. Can describe in English what meeting and exceeding the objective looks like in terms of proficiency.</li> <li>3. Can tell you why it is important and how it helps develop proficiency for use in the real world.</li> </ol> <p><i>(Ask students in the classroom in order to obtain this evidence.)</i></p>
<p><b>TEACH 2</b></p> <p><b>Explain Content</b></p>	<ol style="list-style-type: none"> <li>1. Teacher provides comprehensible input in the target language that is meaningful, interesting, and appropriate to their proficiency level.</li> <li>2. The teacher uses a variety of strategies to clearly convey meaning and make input comprehensible (such as visuals or gestures).</li> <li>3. Teacher uses target language explanations that are developmentally appropriate and include academic language that is clear, concise, and appropriate to their proficiency level.</li> <li>4. Teacher demonstrates appropriate adjustments and alternative ways to explain concepts effectively without translating. If all else fails, they may switch to English as an obvious last</li> </ol>	<ol style="list-style-type: none"> <li>1. Students attempt to ask questions or ask for help in the target language when they do not understand.</li> </ol>

	resort.	
<p><b>TEACH 3</b> <b>Appropriately</b> <b>Challenging</b> <b>Work</b></p>	<ol style="list-style-type: none"> <li>1. Teacher engages students in appropriately challenging work in the <b>TARGET LANGUAGE</b> to further develop their proficiency within a real world context.</li> <li>2. Complex texts, tasks and activities in which students engage are in the target language, appropriate to their proficiency range and are presented within a real world context.</li> <li>3. “Complex texts” in a world language classroom are aligned to students second language proficiency level, aligned or related to content, and should be authentic whenever possible.</li> <li>4. Teacher facilitates accountable talk in the target language supported by concrete referents as necessary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students evidence the necessary skills to complete the task or activity without translation and with a minimal use of English.</li> <li>2. Activities are appropriate to student’s proficiency range as evidenced by minimal off task behavior or use of English.</li> <li>3. Students have easy access to learning supports (word wall, grammar wall, etc.) to help them stay in the target language.</li> </ol>
<p><b>TEACH 4</b> <b>Content</b> <b>Engagement</b></p>	<ol style="list-style-type: none"> <li>1. Lesson contains a balance of teacher directed and student-centered learning in the target language.</li> <li>2. Lessons are scaffolded along the input to output continuum representing that students first understand new language, then can write, and finally can answer and ask questions using the new language.</li> <li>3. Teacher provides students with multiple strategies to remain engaged in the target language (such as word walls, grammar walls, sentence frames, etc.).</li> <li>4. The teacher clearly separates the native and target languages by not translating or asking students to translate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Before being expected to produce language, students have multiple opportunities to take in and process language.</li> <li>2. Students’ opportunities to use language are balanced across the modes of communication (Interpersonal, interpretive and presentational) as appropriate to their proficiency levels.</li> <li>3. Students use strategies to enable them to sustain target language use (such as word walls, grammar walls, sentence frames, etc.)</li> </ol>
<p><b>TEACH 5</b> <b>Higher Level</b> <b>Thinking</b></p>	<ol style="list-style-type: none"> <li>1. Teacher models his or her own thought processes in the target language so that students begin to generate their own questions.</li> <li>2. Teacher provides meaningful feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. Students evidence higher-order thinking skills when creating (highest level of Blooms) in the target language.</li> <li>2. Creating in the target language</li> </ol>

	<p>to students focused on building proficiency instead of mere accuracy.</p>	<p>requires moving beyond the taught sentence frame.</p> <p>3. Students engage target language activities, tasks and discussions, that are aligned to their proficiency-level and build on a solid foundation of knowledge.</p>
<p><b>TEACH 6</b> <b>Checking for Understanding</b></p>	<ol style="list-style-type: none"> <li>1. The teacher uses a variety of strategies to check for understanding.</li> <li>2. Checks may be verbal or non-verbal depending on the stage in the input process.</li> <li>3. The teacher checks for understanding of all students in an ongoing manner throughout the lesson.</li> <li>4. Teacher does not use translation as a check for understanding.</li> <li>5. Teacher adjusts instruction based on evidence from comprehension checks.</li> <li>6. After exhausting all other methods and careful consideration might English be used to clarify or explain discrete concepts or grammar points.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students demonstrate tolerance with some ambiguity when learning new vocabulary or applied grammar chunks.</li> <li>2. The language that students use to demonstrate comprehension is aligned to the proficiency target for the grade level or course.</li> <li>3. Students do not translate to demonstrate understanding.</li> <li>4. Students may transcribe spoken passages in order to self or peer assess and provide feedback.</li> </ol>
<p><b>TEACH 7</b> <b>Instructional Time</b></p>	<p>Refer to general rubric descriptors</p>	<p>Refer to general rubric descriptors</p>