

Teacher Effectiveness Initiative

Observation and Evaluation Frequency / Schedule

School Year 2010-11

	Probationary Teacher	Career Teacher
<u>Observations</u>	<p>Twice prior to Nov 1.</p> <p>Twice prior to Feb 1.</p> <p>Additional, as needed, at a time period that provides for appropriate growth opportunity.</p>	<p>First prior to Nov 15.</p> <p>Second prior to Jan 15.</p> <p>Additional, as needed, at a time period that provides for appropriate growth opportunity.</p>
<u>Evaluations</u>	<p>First prior to Nov 15.</p> <p>Second prior to Feb 10.</p>	<p>Any time deemed to be warranted by the evaluator.</p> <p>At least once prior to May 1</p> <p>(If a Personal Development Plan(s) is the result of the 1st Observation, there must be an Evaluation prior to Jan 31).</p>

PILOT Version
School Year 2010-11

Tulsa Public Schools
The Teacher Effectiveness Initiative
Teacher Observation / Evaluation Rubric

<u>Weight by Percent</u>	<u>#s</u>	<u>DOMAINS / Dimensions</u>	<u>Page(s)</u>
20%	1	CLASSROOM MANAGEMENT / Preparation (1 - number of Indicators)	2
	2	CLASSROOM MANAGEMENT / Discipline (1)	2
	3 a-b	CLASSROOM MANAGEMENT / Building-wide Climate (2)	3
	4	CLASSROOM MANAGEMENT / Lesson Plans (1)	3
	5	CLASSROOM MANAGEMENT / Assessment Patterns (1)	4
55%	6 a-e	INSTRUCTIONAL EFFECTIVENESS / Involves All Learners (5)	5-6
	7	INSTRUCTIONAL EFFECTIVENESS / Explains Content (1)	7
	8	INSTRUCTIONAL EFFECTIVENESS / Explains Directions (1)	7
	9	INSTRUCTIONAL EFFECTIVENESS / Models (1)	7
	10 a-c	INSTRUCTIONAL EFFECTIVENESS / Monitors (3)	8
	11 a-g	INSTRUCTIONAL EFFECTIVENESS / Adjusts Based Upon Monitoring (7)	9-10
	12 a-b	INSTRUCTIONAL EFFECTIVENESS / Establishes Closure (2)	10
	13 a-c	INSTRUCTIONAL EFFECTIVENESS / Student Achievement (3)	11
10%	14	PROFESSIONAL GROWTH and CONTINUOUS IMPROVEMENT (1)	12
10%	15 a-c	INTERPERSONAL SKILLS (3)	12
5%	16 a-d	LEADERSHIP (4)	13
Frequency / Schedule of Observations and Evaluations			14

MAIN / Dimension: CLASSROOM MANAGEMENT / Preparation

INDICATOR 1: The Teacher plans for delivery of the lesson relative to short term and long term objectives.

1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
<p>not plan for instructional strategies that encourage the development of performance skills.</p> <p>not include instructional opportunities for diverse learners in the plan.</p> <p>Materials and equipment are not ready at the start of the lesson or instructional activity.</p> <p>Technology is included in the planning process.</p> <p>not give students directions for transitions and does not plan for transitions.</p> <p>Students are disengaged and unclear about the expectations of the classroom.</p>	<p>Occasionally plans for instructional strategies that encourage the development of performance skills.</p> <p>Rarely includes instructional opportunities for diverse learners in the plan.</p> <p>Materials and equipment are usually not ready at the start of the lesson or instructional activity.</p> <p>A minimal amount of technology is included in the planning process.</p> <p>Attempts to give students directions for transitions but does not plan for transitions.</p> <p>Students are usually disengaged and unclear about the expectations of the classroom.</p>	<p>Plans for instructional strategies that encourage the development of performance skills.</p> <p>Includes instructional opportunities for diverse learners in the plan.</p> <p>Most of the time materials and equipment are ready at the start of the lesson or instructional activity.</p> <p>Technology is included in the planning process to support instruction.</p> <p>Gives students directions for transitions and includes transitioning in the planning process.</p> <p>Students are engaged and clear as to the expectations of the classroom with few reminders given.</p>	<p>Plans for instructional strategies that encourage the development of critical thinking, problem solving, and performance skills.</p> <p>Creates instructional opportunities that are adapted to diverse learners.</p> <p>Materials and equipment are ready at the start of the lesson or instructional activity.</p> <p>Plans to use technology to support and enhance instruction.</p> <p>Gives clear directions for transitions between lessons and between instructional activities.</p> <p>Students are engaged and clear about the expectations of the classroom with no need for reminders.</p>	<p>Plans for instructional strategies that encourage the development of critical thinking, problem solving and performance skills and consistently implements.</p> <p>Creates instructional opportunities that cause diverse learners to excel.</p> <p>Materials and equipment are ready at the start of the lesson or instructional activity and learning environment is conducive to the activity.</p> <p>Plans to use technology to support, enhance, extend and evaluate instruction.</p> <p>Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same.</p> <p>Students are engaged and are clear about the expectations of the classroom and are responsible for their own learning.</p>

MAIN / Dimension: CLASSROOM MANAGEMENT / Discipline

INDICATOR 2: The Teacher clearly defines expected student behavior.

1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
<p>Standards of conduct have not been established.</p> <p>Students are unaware of behavioral expectations.</p> <p>not monitor the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Teacher ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.</p>	<p>Standards of conduct have been established with inconsistent implementation.</p> <p>Students are somewhat aware of behavioral expectations.</p> <p>Rarely monitors the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.</p>	<p>Standards of conduct have been established with consistent implementation.</p> <p>Most students are aware of behavioral expectations.</p> <p>Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities.</p> <p>Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.</p>	<p>Standards of conduct have been established with consistent peer-based implementation.</p> <p>All students are aware of behavioral expectations.</p> <p>Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc.</p> <p>Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.</p>	<p>Standards of conduct have been established with consistent peer monitoring.</p> <p>All students are aware of behavioral expectations and they follow the procedures.</p> <p>Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom.</p> <p>Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, maintaining the dignity of the student and encouraging students to self discipline.</p>

MAIN / Dimension: CLASSROOM MANAGEMENT / Building-wide Climate Responsibilities

INDICATOR 3: The Teacher assures a contribution to building-wide positive climate responsibilities.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
Contributes to and promotes orderly behavior throughout school.	Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.	Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.	Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives inspiring others to participate.
Follows procedures to protect health and safety of the students.	Ignores the health and safety procedures outlined by the school, district, state and federal laws, procedures and guidelines.	Inconsistently follows the practice outlined by the school, district, state and federal laws, procedures and guidelines intended to keep students healthy and safe.	Follows the practice outlined by the school, district, State and federal laws, procedures and guidelines intended to keep students healthy and safe.	Follows the practice outlined by the school, district, State and federal laws, procedures and guidelines intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.	Always follows the practice outlined by the school, district, State and federal laws, enhancing procedures and guidelines intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.

MAIN / Dimension: CLASSROOM MANAGEMENT / Lesson Plans

INDICATOR 4: The Teacher develops daily lesson plans designed to achieve the identified objectives.

1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
<p>develops a brief outline of the schedule, which shows no alignment with state/common core standards and doesn't address student diversity and learning style.</p> <p>Plans are not completed.</p> <p>Teacher plans with other members of grade-level/school planning teams when it is an expectation of the campus).</p> <p>Teacher provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Develops instructional plans that are not in alignment with State / common core standards and does not address student's diversity and learning styles.</p> <p>Plans are rarely completed.</p> <p>Rarely plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Rarely provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Develops instructional plans that are in alignment with State / common core standards including an amount of strategies that address student diversity and learning styles.</p> <p>Plans are developed consistently and on time based upon an analysis of data.</p> <p>Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus).</p> <p>Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Develops instructional plans that are in alignment with State / common core standards and addresses student diversity and learning styles through differentiated instruction.</p> <p>Plans are developed consistently and on time or in advance.</p> <p>Plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Revises plans according to student data analysis and shares same with fellow staff members to the benefit of the grade level, curricular area or building.</p> <p>Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Has long and short-term instructional plans that are aligned with State / common core / district PASS standards and address student diversity and learning styles through differentiated instruction and other research-based learning strategies.</p> <p>Plans are developed consistently and on time or in advance with inherent opportunity for continual revision and/or modification.</p> <p>Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus or based upon collegial decision-making).</p> <p>Revises plans according to student data and performance.</p> <p>Can serve as a grade level, curricular area and/or building-wide model for substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>

MAIN / Dimension: CLASSROOM MANAGEMENT / Assessment Patterns

INDICATOR 5: The Teacher utilizes assessment patterns that are fairly administered and based on identified criteria.

1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
<p>Assessment is inconsistent and inefficient to determine student's overall progress and is not based on district's grading policy.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p>	<p>Assessment is inconsistent and is not based on district's grading policy.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p>	<p>Formative and summative assessments are recorded consistently based on district's grading policy and are used to guide instruction.</p> <p>Assessments provide adequate and timely feedback for students to assess themselves.</p>	<p>Formative and summative assessments are recorded consistently based on district's grading policy and are used to develop and evaluate instruction.</p> <p>Assessments provide useful and immediate feedback that assists students in assessing themselves in meeting their learning goals.</p>	<p>Formative and summative assessments are recorded consistently based on district's grading policy and utilized to develop, refine and evaluate instruction.</p> <p>Assessments provide useful and immediate feedback that assists students in assessing themselves to develop and evaluate their progress with their learning goals.</p> <p>Learning goals are not only designed by the teacher but the student has an opportunity to direct his/her own learning by contributing goals.</p>

MAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Involves All Learners

INDICATOR 6: The Teacher uses questioning techniques and/or guided practices to involve all students in active learning.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
Engages learners in active learning 80% or more of class time.	Students are not mentally engaged in active learning experiences.	A few students are minimally engaged in active learning experiences 50 percent of the class time.	Most students are engaged in active learning experiences 80 percent of the class time.	The significant majority of students are cognitively engaged and exploring content in active learning experiences 80 percent of the class time.	All students are cognitively engaged in active learning activities and assignments in exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Uses cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles / multiple intelligences to involve all learners.	Does not use cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles / multiple intelligences to involve any of the learners. Displays no knowledge of students' interests and skills.	Uses limited cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles / multiple intelligences to involve all learners. Displays little knowledge of students' interests and skills and rarely uses strategies.	Uses cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles / multiple intelligences to involve most of the learners. Recognizes the value of understanding students' skills and interests.	Utilizes the knowledge of student's skills and interests to decide which cooperative learning activities, advance organizers and teaching strategies that foster participation of students and activities that address a variety of learning styles / multiple intelligences to use with each student to maximize his/her potential.	Uses cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles / multiple intelligences coupled with each student's unique skills and interests to increase their current learning and aid future learning.
Asks critical thinking questions throughout the lesson and uses questioning techniques to involve all learners.	Does not ask any type of questions or use questioning techniques during the lesson to check for student understanding or to involve all learners.	All or most questions used are recall questions. Typically calls on students who raise their hands first and responds to students who blurt out answers.	Uses questioning strategies throughout the lesson that are primarily at a lower or mid level of Bloom's taxonomy. Provides adequate wait time for some student response and does random checking for understanding. Teacher solicits responses from nonparticipants and calls on students who raise their hands first.	Uses questioning strategies which include high and low levels of complexity, providing adequate wait time for most students to respond. A variety of techniques are used to solicit responses from most students throughout the lesson to check for student understanding. Uses varied questioning techniques that engage students in critical thinking	Questions are of high quality with adequate time wait time for all students to respond. A variety of techniques are used to solicit responses from all students before, during and after the lesson to check for student understanding and to encourage critical thinking. Students formulate many of their own questions. Uses full realm of Bloom's taxonomy. Seizes opportunities to enhance learning, building on student interests or a spontaneous event.

MAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Involves All Learners (continued)

INDICATOR 6: The Teacher uses questioning techniques and/or guided practices to involve all students in active learning.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
<p>Uses language increases student interest and effectiveness of learning.</p>	<p>Spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague or used incorrectly causing students to be confused.</p>	<p>Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.</p>	<p>Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.</p>	<p>Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies.</p>	<p>Spoken and written language is correct and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson and extends students' vocabularies. Teacher seizes opportunities to enhance learning by building vocabulary skills and experiences based on student interests or a spontaneous event.</p>
<p>Requires participation of all students.</p>	<p>Student participation is not monitored or the teacher response is inconsistent, overly repressive or does not respect the student's dignity.</p> <p>Does not adjust instructional plan to meet the needs of students. Lesson pace is too fast or slow to accommodate for students' questions or interest.</p> <p>When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.</p>	<p>Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students but lesson pace is ineffectual.</p> <p>A few students dominate the lesson.</p> <p>When a student has difficulty learning, the teacher makes an ineffectual effort and quickly gives up or blames the student or the student's home environment.</p>	<p>Monitors student involvement and makes efforts to adjust instructional plan to engage most students. Lesson progresses at a pace that accommodates most student questions and interests.</p> <p>Most students demonstrate active engagement during the lesson.</p> <p>Accepts responsibility for the success of all students.</p>	<p>Is aware of student participation and smoothly makes small adjustments to the lesson successfully accommodating student questions or interests.</p> <p>Persists in seeking effective approaches for students who have difficulty learning drawing on a broad repertoire of strategies.</p>	<p>Is always aware of student participation and successfully engages all students in the lesson. Is able to successfully make adjustments to the lesson to accommodate student questions or interests.</p> <p>Persists in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and encourage participation even after the student has moved on (to another class).</p>

MAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Explains Content

INDICATOR 7: Teacher teaches the objectives through a variety of methods.

Sub-Indicator	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
Explains the objectives through a variety of methods.	<p>Explanation of the content is unclear or confusing or uses inappropriate language.</p> <p>Students are provided with activities from the textbook, specific to the content but are not differentiated for varied needs or learning styles.</p> <p>No techniques used to make concepts clear.</p> <p>Lessons do not reflect the stated objectives.</p>	<p>Explanation of the content is sporadic with some portions difficult to follow.</p> <p>Uses an occasional strategy that is research-based. There is evidence of attempts to differentiate instruction for diverse learners without success.</p> <p>Some techniques used to make concepts clear.</p> <p>Students are provided with activities from the textbook, specific to the content but are not varied.</p>	<p>Explanation of content is appropriate and connects with students' knowledge and experience.</p> <p>Provides differentiated tasks to meet the varied learning styles and needs of students. An understanding of the concepts, tools of inquiry and structures of the discipline is evidenced through research-based strategies that support the standards and promote student engagement.</p> <p>A variety of techniques are used to make content clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language).</p>	<p>Explanation of content is imaginative, ongoing and connects with students' knowledge and experience.</p> <p>Students contribute to explaining concepts to their peers.</p> <p>Uses differentiated tasks including (modeling, visuals, hands-on activities, demonstrations, gestures, body language, and thematic instruction) to teach the objectives that are research-based.</p>	<p>Uses all of the characteristics of Level 4. Additionally, the teacher has an understanding of the concepts, tools of inquiry and structures of the discipline. This is evidenced through research-based strategies that support the standards and promote student engagement.</p> <p>Continually seeks out new methods and strategies to better teach and willingly shares discoveries and successes with colleagues.</p>

MAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Explains Directions

INDICATOR 8: Teacher gives directions that are clearly stated and relate to the learning objectives.

Sub-Indicator	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
Explains directions that are clearly stated and relate to the learning objectives.	<p>Directions and procedures are confusing to students.</p> <p>Does not offer directions.</p>	<p>Directions are initially confusing to students and are not clarified.</p>	<p>Directions and procedures are clear to students.</p>	<p>Directions and procedures are clear to students. Anticipation of possible student misunderstanding is incorporated in the initial direction and clarified.</p>	<p>Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.</p>

MAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Models

INDICATOR 9: Teacher demonstrates the desired skill or process.

Sub-Indicator	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
Models the desired skill or process.	<p>Does not demonstrate the desired skill or process.</p>	<p>Demonstration of the desired skill or process is unclear to students.</p>	<p>Demonstration of the desired skill or process is clear to students.</p>	<p>Demonstrations are clear to students with anticipation of possible students' misunderstanding.</p>	<p>Demonstrations will match all characteristics of Level 4. Additionally, teacher's modeling will assist students in achieving the lesson's stated objective. Students will demonstrate the skill or process.</p>

MAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Monitors

INDICATOR 10: Teacher checks to determine if students are progressing toward stated objectives.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
<p>. Moves around room while students are working on guided practice.</p>	<p>Never moves around the room while students are working on guided practice.</p>	<p>Seldom moves around the room while students are working on guided practice to promote and reinforce positive student behaviors. When movement happens it is to the same area of classroom.</p>	<p>Moves to all areas of the room while students are working on guided practice to promote and reinforce positive student behaviors.</p>	<p>Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce positive student behaviors. Makes eye contact with all students often.</p>	<p>Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce positive student behaviors. When a problem is observed reviews / re-teaches it to the whole class.</p>
<p>. Uses different types of student response techniques, on individual / group.</p>	<p>Never uses student response techniques to increase active engagement. Never uses feedback concerning student's understanding.</p>	<p>Seldom uses student response techniques to increase active engagement. Seldom uses feedback concerning student's understanding.</p>	<p>Uses student response techniques to increase active engagement. Student's understanding is evaluated by feedback.</p>	<p>Routinely uses developmentally appropriate student response techniques to increase active engagement by the students. Uses immediate feedback concerning student's understanding.</p>	<p>Delivers upon all of Level 4 and varied response techniques are used to provide immediate feedback to re-teach / review the concept(s) that was not learned or misinterpreted which actively engages all students.</p>
<p>. Uses appropriate wait-time in questioning.</p>	<p>Never uses wait time after voicing a question to the students.</p>	<p>Seldom uses wait time after voicing a question to the students.</p>	<p>Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question to the students to help students formulate more thoughtful response and allows time for the student to consider supporting evidence.</p>	<p>Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question to the students to help students formulate more thoughtful response or allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.</p>	<p>Delivers upon all of Level 4 and is able to access when question / wait time is no longer effective and employs a different strategy / technique.</p>

MAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Adjusts Based Upon Monitoring

INDICATOR 11: Teacher changes instruction based on the results of monitoring.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
. Reinforces the role of students with formative feedback that is timely and specific.	Never provides feedback that is accurate, substantive, constructive and specific.	Infrequently provides feedback that is accurate, substantive, constructive and specific.	Provides feedback that is accurate, substantive, constructive and specific.	Provides feedback that is accurate, substantive, constructive and specific at the appropriate time helping students with ongoing coaching to refine their skills.	Always provides feedback that is accurate, substantive, constructive and specific at the appropriate time helping students with ongoing coaching to refine their skills and ideas as they engage in meaningful work.
. Provides a method for students to track their own effort and accomplishments.	Never provides opportunities for students to assess their own and each other's work.	Provides ineffective opportunities for students to assess their own and each other's work.	Provides opportunities for students to assess their own and each other's work in an effective way to increase their receptiveness and willingness to revise their work.	Provides opportunities for students to assess their own and each other's work in an effective way to increase their receptiveness and willingness to revise their work and/or to realize no revision is needed.	Provides an educational climate where students are encouraged to individually create and utilize a system to track their work (chart, log, diary, portfolio) as developmentally and curricularly appropriate and monitored periodically. Results are utilized to plan future goals and evaluate current goals.
. Provides appropriate, timely and specific feedback to students on instructional interventions.	Never uses varied feedback strategies at appropriate times and never helps students appraise themselves.	Seldom uses varied feedback strategies at appropriate times and seldom helps students appraise themselves. Teacher uses extrinsic rewards that recognize only a few students' individual efforts.	Uses varied feedback strategies at appropriate times while helping students appraise themselves. Uses extrinsic rewards.	Uses varied feedback strategies at appropriate times while helping students appraise themselves. Uses extrinsic rewards on a whole class basis and/or individually as appropriate.	Uses varied feedback strategies at appropriate times while helping students appraise themselves on a regular basis. Teacher uses extrinsic rewards on a whole class basis and recognizes everyone's individual effort. There is evidence that students assisted in the design of rewards and when they should be given.
. Responds to students' answers to questions appropriately.	Does not respond to students' answers or does not acknowledge responses.	Seldom responds to students' answers or acknowledges correct responses.	Responds to students' answers acknowledging all responses.	Responds to students' answers with enthusiasm and consistently gives feedback that informs student learning.	Consistently responds to students' answers with enthusiasm and consistently gives feedback that informs student learning. Students are encouraged to formulate their own questions. Often the answer to a question is another question causing more thought.
. Responds to student's questions appropriately.	Never responds to student's questions or requests for assistance.	Sometimes (not regularly and routinely) responds to student's questions or requests for assistance causing the student to never know if help is available.	Responds to student's questions or requests for assistance by offering tutorials and suggesting alternative courses of action.	Responds to student's questions or requests for assistance by offering tutorials, suggesting alternative courses of action, intersperse other activities with the present one and reflect on student learning.	Responds to student's questions or requests for assistance by offering tutorials, suggesting alternative courses of action, intersperse other activities with the present one, reflect on student learning and chronicles ideas for future instruction.

MAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Adjusts Based Upon Monitoring (continued)
INDICATOR 11: Teacher changes instruction based on the results of monitoring.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
Primarily provides feedback that is constructive.	When students encounter failures or setbacks the teacher never provides constructive feedback.	When students encounter failures or setbacks, the teacher seldom provides constructive feedback to help students muster confidence to try again. Often times the feedback is negative.	When students encounter failures or setbacks, the teacher provides constructive feedback to help students muster confidence to try again and help students analyze and develop a plan to improve those skills that need work.	When students encounter failures or setbacks, the teacher helps the student formulate ways to redo or re-learn what failed using alternate strategies / techniques while continually reinforcing that the student "can" and "will" do it.	Delivers upon all of Level 4 and after the student has "mastered" the previously failed concept aid him/her in developing ways to "practice" / reinforce this concept and extend it.
Re-teaches concepts that is not mastered.	Never provides activities to students who did not master the content objective.	Seldom provides varied activities to students who did not master the content objective.	Provides varied activities to students who did not master the content objective which include lessons incorporating various learning styles, multiple intelligences, games and manipulatives, as well as varied grouping structures and cooperative learning strategies.	As commonplace action reviews and analyzes test data and previous records / profiles of students not mastering the content and evaluate what strategy / method would best assist these students master the content objective.	Delivers upon all of Level 4 and utilizes varying strategies / methods to teach the problematic concept reinforcing the difficult concept in more than one way. Records best methods / strategies for students and shares successes with current and future teachers of the student(s).

MAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Establishes Closure
INDICATOR 12: Teacher summarizes and fits into context what has been taught.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
Summarizes or helps students to summarize new learning in a variety of ways.	Does not teach students to summarize new learning in a variety of ways. There is no ending to the lesson. Students disengage at the end of the class with no teacher direction.	Students are asked to summarize new learning but are not taught why it's important or how to do it. The teacher ends the lesson without a summary of the main points of the segment of instruction or day's learning/activity and does not relate it to how the learning will be needed in the future.	Ends the day's learning / activity by summarizing the lesson and teaches students to summarize new learning.	Teaches students how to summarize the lesson by summarizing the main points. Students summarize and successfully reflect on their own learning.	Ends each segment of instruction (as completed), and the day's learning/activity by summarizing the main points, or students volunteer to summarize and explains or asks students to explain how they think the learning will be needed in the future. Linkages with real world situations are woven into every lesson.
Assesses mastery of the new learning to determine if independent practice is appropriate.	Does not assess mastery of the new learning to determine if independent practice is appropriate.	Inconsistently assesses mastery of the new learning to determine if independent practice is appropriate without making adjustments as necessary.	Assesses mastery of the new learning to determine if independent practice is appropriate and makes adjustments to lessons.	Assesses mastery of the new learning using a variety of methods to determine if independent practice is appropriate and restructures lessons to address various learning styles.	Assesses mastery of the new learning using a variety of methods to determine if independent practice is appropriate. Restructuring and redesign of lessons are operationally commonplace.

MAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Student Achievement

INDICATOR 13: Use of common / varied assessments, tracking of student progress, use of data from various assessments, recognition of student achievement, appropriately modifying assessments.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
<p>Uses data from various assessments to modify instruction and guide intervention strategies.</p>	<p>There is no evidence that the teacher uses data from various assessments to modify instruction and guide intervention strategies.</p>	<p>There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies.</p>	<p>Reviews data from assessments to modify instruction and guide intervention strategies.</p>	<p>Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.</p>	<p>Multiple classroom evaluations, assessments and formal State assessments provide ample and varied opportunity for all students to demonstrate their knowledge and skill set levels. Ongoing assessment is systematically used to modify instruction and guide intervention strategies.</p>
<p>Recognizes student progress and achievement regularly.</p>	<p>There is no evidence that the teacher recognizes student progress or achievement.</p>	<p>There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.</p>	<p>Recognizes student progress and achievement at significant intervals and encourages behaviors that would result in student success.</p>	<p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.</p> <p>Works with individual students to develop a mutually acceptable plan for "success."</p>	<p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures.</p>
<p>Appropriately and consistently adheres to IEPs and modifies assessments for special student populations if required by the IEP.</p>	<p>There is no evidence that the teacher is knowledgeable of the IEP or that the teacher modifies instruction for all students on an IEP regardless of student's learning goals.</p>	<p>There is some evidence that the teacher is aware of the IEP; however, the IEP is not being used to guide instruction for the student.</p>	<p>Modifies assessments for special student populations in alignment with the IEP.</p> <p>Provides required feedback to student, roster teacher and/or parent.</p> <p>Assures that all students have access to standard / common core / district curriculum.</p>	<p>Modifies assessments for special student populations as indicated in IEP and as needed.</p> <p>Provides frequent / timely feedback to student, teacher or parent.</p> <p>Assures that all students have access and modifications to standard /common core / district curriculum.</p>	<p>Informs student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications. The teacher consistently advocates for all special needs students to have direct access to standard /common core /district curriculum.</p>

MAIN: PROFESSIONAL GROWTH and CONTINUOUS IMPROVEMENT

INDICATOR 14: Uses Professional Growth as a Continuous Improvement Strategy

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
<p>wing and eloping essionally.</p>	<p>Does not participate in professional development that updates their content knowledge and professional practices.</p>	<p>Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.</p>	<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>	<p>Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p>	<p>In addition to participating in the required hours of professional development and additional training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Teacher Certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication.</p>

MAIN: INTERPERSONAL SKILLS

INDICATOR 15: Effective Interactions and Communications with Stakeholders.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
<p>. Interacts with ilies in a positive professional rner.</p>	<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p>	<p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation.</p>
<p>. Uses effective munication skills i students.</p>	<p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension.</p>	<p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p>	<p>Oral, written, and nonverbal communication is considerate and positive and rarely requires further explanations to avoid confusion.</p>	<p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive. Further explanations to avoid confusion are not needed.</p>	<p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive. Communication is clearly understood by diverse stakeholders.</p>
<p>. Cooperates and aborates with rs.</p>	<p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Decisions are based on limited though genuinely professional considerations. Will collaborate with other staff members and/or team members when asked.</p>	<p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

MAIN: LEADERSHIP

Sub-Indicators	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
. Service to the School	Declines becoming involved in school events.	Participates in school events when asked.	Volunteers to participate in school events making a substantial contribution.	Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.
. Participation in School District Projects	Avoids becoming involved in school and district projects.	Participates in school and district projects when asked.	Volunteers to participate in school and district projects making a substantial contribution.	Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.
. Service to the Profession	Makes no effort to share knowledge with others or to assume professional responsibilities.	Finds ways to contribute to the profession.	Participates actively in assisting other educators.	Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing articles for publication and/or making presentations.
. Student Advocacy	Contributes to school practices that result in some students being ill-served by the school.	Does not knowingly contribute to some students being ill-served by the school.	Works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.

quency / Schedule of Observations and Evaluations:

	Probationary Teacher	Career Teacher
<u>Observations</u>	<p>Twice prior to Nov 1.</p> <p>Twice prior to Feb 1.</p> <p>Additional, as needed, at a time period that provides for appropriate growth opportunity.</p>	<p>First prior to Nov 15.</p> <p>Second prior to Jan 15.</p> <p>Additional, as needed, at a time period that provides for appropriate growth opportunity.</p>
<u>Evaluations</u>	<p>First prior to Nov 15.</p> <p>Second prior to Feb 10.</p>	<p>Any time deemed to be warranted by the evaluator.</p> <p>At least once prior to May 1</p> <p>(If a Personal Development Plan(s) is the result of the 1st Observation, there must be an Evaluation prior to Jan 31).</p>

TULSA PUBLIC SCHOOLS - TEACHER'S CONFIDENTIAL EVALUATION

Teacher _____ Date(s) of observations _____
 School _____ Assignment _____

Insert numeric ranking in each cell with 1 = Ineffective 2; = Needs Improvement;
 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable

1	2	3	4	5
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Average
#DIV/0!

CLASSROOM MANAGEMENT.....

1. Plans for delivery of the lesson relative to short term and long term objectives.					
2. Clearly defines expected student behavior.					
3. Assures a contribution to building-wide positive climate responsibilities.					
3a. Contributes to and enforces orderly behavior throughout the school.					
3b. Follows procedures to protect the health and safety of the students.					
4. Develops daily lesson plans designed to achieve the identified objectives.					
5. Utilizes assessment patterns that are fairly administered / based on identified criteria.					

INSTRUCTIONAL EFFECTIVENESS / Involves All Learners.....

6. Uses questioning techniques and/or guided practices to involve all students in active learning.					
6a. Engages learners in active learning 80% or more of class time.					
6b. Uses cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles / multiple intelligences to involve all learners.					
6c. Asks critical thinking questions frequently throughout the lesson and uses questioning techniques to involve all learners.					
6d. Uses language that increases student awareness of learning.					
6e. Requires participation of all students.					

#DIV/0!

INSTRUCTIONAL EFFECTIVENESS / Explains Content.....

7. Teaches the objectives through a variety of methods.					
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#DIV/0!

INSTRUCTIONAL EFFECTIVENESS / Explains Directions.....

8. Gives directions that are clearly stated and related to the learning objectives.					
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#DIV/0!

INSTRUCTIONAL EFFECTIVENESS / Models.....

9. Demonstrates the desired skill or process.					
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#DIV/0!

INSTRUCTIONAL EFFECTIVENESS / Monitors.....

10. Checks to determine if students are progressing toward stated objectives.					
10a. Moves around the room while students are working on guided practice.					
10b. Uses different types of student response techniques, both individual and group.					
10c. Uses appropriate wait-time in questioning.					

#DIV/0!

Teacher _____ Date(s) of observations _____

1	2	3	4	5
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Average

INSTRUCTIONAL EFFECTIVENESS / Adjusts Based Upon Monitoring.....

#DIV/0!

11. Changes instruction based on the results of monitoring.

11a. Reinforces the effort of students with positive feedback that is timely and specific.					
11b. Provides a method for students to track their own effort and accomplishments.					
11c. Provides appropriate, timely and specific feedback to students on instructional involvements.					
11d. Responds to students' answers to questions appropriately.					
11e. Responds to students' questions appropriately.					
11f. Primarily provides feedback that is constructive.					
11g. Re-teaches learning in different ways that is not mastered.					

INSTRUCTIONAL EFFECTIVENESS / Establishes Closure.....

#DIV/0!

12. Summarizes and fits into context what has been taught.

12a. Summarizes or teaches students to summarize new learning in a variety of ways.					
12b. Assesses mastery of the new learning to determine if independent practice is appropriate.					

INSTRUCTIONAL EFFECTIVENESS / Student Achievement Indicators.....

#DIV/0!

13. Use of common / varied assessments, tracking of student progress, use of data from various assessments, recognition of student achievement, appropriately modifying assessments.

13a. Uses data from various assessments to modify instruction and guide intervention strategies.					
13b. Recognizes student progress and achievement regularly.					
13c. Appropriately and consistently adheres to IEPs and modifies assessments for special student populations if required in the IEP.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT.....

#DIV/0!

14. Uses Professional Growth as a Continuous Improvement Strategy

Growing and developing professionally.					
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INTERPERSONAL SKILLS.....

#DIV/0!

15. Effective Interactions and Communications with Stakeholders

15a. Interacts with families in a positive and professional manner.					
15b. Uses effective communication skills with students.					
15c. Cooperates and collaborates with peers.					

Teacher _____ Date(s) of observations _____

2	3	4	5
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Average
#DIV/0!

LEADERSHIP.....

16a. Service to the School				
16b. Participation in School and District Projects				
16c. Service to the Profession				
16d. Student Advocacy				

Summary of Effectiveness by DOMAIN:

	<u>Average</u>	<u>Weight of Domain by Percentage</u>
CLASSROOM MANAGEMENT / PREPARATION	#DIV/0!	20%
INSTRUCTIONAL EFFECTIVENESS	#DIV/0!	55%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	10%
INTERPERSONAL SKILLS	#DIV/0!	10%
LEADERSHIP	#DIV/0!	5%

See RUBRIC for Definitions

- 1 = Ineffective
- 2 = Needs Improvement
- 3 = Effective
- 4 = Highly Effective
- 5 = Superior
- N/A = Not Applicable

COMPOSITE, WEIGHTED AVERAGE for EVALUATION	#DIV/0!
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Any ranking of 1.0 and 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Evaluator Comments:

Teacher's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

*The Teacher's Signature is an acknowledgement that the teacher has received the Evaluation on the date indicated.