Supporting

Teaching

Excellence

Program

Teacher Evaluation Manual

Revised May 2003

Fulton
County Schools
Where Students Come First

786 Cleveland Avenue
Atlanta, Georgia

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History

<u>A+ Education Reform Act of 2000</u>

All personnel employed by local units of administration, including school superintendents, shall have their performance evaluated annually by appropriately trained evaluators. All such performance evaluation records shall be part of the personnel evaluation file and shall be confidential. In the case of local school superintendents, such evaluations shall be performed by the local board of education. Certificated professional personnel who have deficiencies and other needs shall have professional development plans designed to mitigate such deficiencies and other needs as may have been identified during the evaluation process. Progress relative to completing the annual professional development plan shall be assessed during the annual evaluation process. The state board shall develop a model annual evaluation instrument for each classification of professional personnel certified by the Professional Standards Commission. The local units of administration are authorized to use the models developed by the State Board of Education.

During the 2000 Legislative Session the law regarding teacher evaluation was modified. Georgia law requires that all personnel employed by local units of administration have their performance evaluated annually by a trained evaluator. Local school systems must align teacher evaluation instruments in compliance with the amended law. The STEP evaluation program was amended beginning with the 2000-01 school year in compliance with the law.

In December 1995, Dr. Stephen D. Dolinger, Superintendent of the Fulton County School System, appointed an Evaluation Review Committee. Members included teachers, teacher organization representatives, principals, central office personnel and community members. The purpose and responsibility of this committee was to review the instruments currently being used for evaluating certified personnel, to investigate other programs used throughout the country and to determine the direction of evaluation in Fulton County.

After much investigation the committee proposed revisions to the evaluation procedures for implementation to incorporate new ideas to support teachers. Cluster meetings were held to gather input from all teachers, administrators, and parents regarding the guideline changes. Additionally, committee members met with various system groups such as the Superintendent's Advisory Group, Teacher's Council and the High School Leadership Team. After all input was processed, STEP was finalized and presented to the Fulton County Board of Education. STEP implementation began with the 1997-98 school year.

The content of the original GTEP: Observation Instrument and the GTEP: Duties and Responsibilities Instrument remained the same. The evaluation program was entitled <u>S</u>upporting <u>T</u>eaching <u>E</u>xcellence <u>P</u>rogram (STEP).

Philosophy and Purposes

Teacher evaluation is an integral component in the process of improving teaching and student learning. An effective evaluation program results when teachers are treated as professionals and evaluators are successful in using evaluations to reinforce effective practices and to improve teaching which will, in turn, improve student learning.

The purposes of the annual performance evaluation are to:

1. improve instruction and student learning;
2. identify and reinforce effective teaching practices;
3. identify areas where development can improve instructional effectiveness; and
4. identify teachers who do not meet the minimum standards so that appropriate action can be taken.

STANDARDS OF PERFORMANCE FOR TEACHERS

Standards of Performance for Teachers define expectations for teachers who are employed by the Fulton County Board of Education. The standards relate expectations that will be visible to evaluators/observers as they implement the teacher evaluation program during the course of the school year. In addition, these standards may be used by teachers as they evaluate their own performance.

All standards are essential to effective performance. The indicators of performance are not matched directly to the specifications; they simply give examples. Teachers may seek clarification regarding any standard from local school administrators.

The Standards are organized into eight areas:

1. Demonstrates a Knowledge of Curriculum and Content

2. Provides Appropriate Learning Experiences

3. Demonstrates Appropriate Planning

4. Manages Instruction and Behavior of Students

5. Demonstrates Human Relations and Communication Skills

6. Monitors and Evaluates Student and Program Outcomes

7. Uses Available Resources

8. Fulfills Professional Responsibilities

STANDARDS OF PERFORMANCE FOR TEACHERS

1. DEMONSTRATES A KNOWLEDGE OF CURRICULUM AND CONTENT

Specifications

- Keeps current with the field.

- Interrelates concepts, theories and strategies.

- Presents accurate information.

- Promotes discriminating reading, listening and thinking skills.

- Promotes activities that assist development of lifelong reading habits.

Indicators of Performance

- Applies knowledge of current research and theory to the instructional program.

- Points out relationships between content and what students already know.

- Provides curriculum and related materials that are sound, current, well developed and based on documented need.

- Involves/assists students in discovering and exploring the relationships between the lesson and the outside interests of the students.

- Implements lessons that reflect and support the goals, subject and grade level curriculum.

- Works cooperatively with instructional staff to identify areas of instructional support.

- Demonstrates knowledge of the content and curriculum for which the classroom teacher is responsible.

- Guides students to identify and implement appropriate media from a variety of learning alternatives.

- Demonstrates ability to evaluate curriculum materials for accuracy, recency and student needs.

- Involves students in discovering and exploring the relationship between the learning experience and their career interests and needs.

- Demonstrates a knowledge of the curriculum and the content areas for which teaching professionals are responsible, to include knowledge of handicapping conditions.

- Demonstrates a knowledge of the academic, career, personal and social aspects of any part of the guidance program for which the teacher is responsible.

- Assists students in relating their individual goals and objectives to the range of guidance and educational objectives.

- Stimulates recreational reading through activities such as displays, book discussions, newsletters, pamphlets, author visitations, etc.

2. PROVIDES APPROPRIATE LEARNING EXPERIENCES

Specifications

- Implements principles of learning, counseling, child growth and development.

- Utilizes a variety of techniques and strategies.

- Uses a variety of teaching styles.

- Accommodates learning styles.

- Selects appropriate goals/ objectives to meet student needs and developmental levels.

- Provides a challenging learning environment.

Indicators of Performance

- Applies principles of learning and child growth and development such as active participation, reinforcement, motivation, and knowledge of results, etc., to the teaching/learning, guidance or evaluation method.

- Demonstrates understanding of the emotional, social, and developmental levels of students as evidenced by use of a variety of teaching methods, styles and activities. Accommodates various learning modalities such as visual, auditory, tactile/kinesthetic, selecting goals to match student academic and social needs and levels.

- Provides appropriate suggestions for improving and enriching the instructional program.

- Demonstrates through suitable action, the knowledge of various intellectual, social, emotional and developmental levels of students as evidenced by using appropriate objectives to match student needs.

- Applies concepts such as reinforcement, motivation, pertinence, association, transfer and sequence, etc., to the learning process.

- Plans, attends and implements a variety of activities, such as orientations, seminars, classroom guidance activities and parent meetings.

- Uses a variety of questioning techniques.

3. DEMONSTRATES APPROPRIATE PLANNING

<u>**Specifications**</u>

- Diagnoses individual, group or program needs and selects appropriate strategies.

- Establishes both short-term and long-range goals and objectives.

- Maintains records that are appropriate and accurate.

- Accesses and organizes materials and equipment.

- Demonstrates efficient time management and organizational skills.

- Involves staff, parents and community appropriately.

- Plans with teachers and administrators to establish and maintain a schoolwide program emphasizing the process of language and thinking.

<u>**Indicators of Performance**</u>

- Creates, selects and adapts instructional plans and materials to accommodate learning differences.

- Establishes goals; paces and sequences instructional objectives in accordance with goals.

- Meets timelines/deadlines.

- Uses short and long-range goals and objectives when planning instruction appropriate to subject, grade levels and students.

- Establishes productive routines which demonstrate positive time management skills.

- Maintains appropriate instructional documentation indicating pre-planning and evaluation; this may include but is not limited to syllabus, lesson plans and curriculum guides.

- Establishes professional relationships with staff, parents, and community which lead to participation in the class/school program(s) as appropriate.

- Facilitates and participates in meetings such as Individual Education Planning.

- Attends meetings, parent conferences, school projects, faculty meetings, etc.

- Consults with teachers and administrators to establish, maintain and evaluate a schoolwide program which emphasizes the process of language and thinking.

4. MANAGES INSTRUCTION AND BEHAVIOR OF STUDENTS

Specifications

- Matches physical environment to instructional program and other purposes (accommodates and modifies as necessary).

- Conveys an attitude that encourages participation in activities.

- Communicates expectations and guidelines.

- Keeps students on task and attentive.

- Maintains a systematic approach to discipline.

- Uses time efficiently.

- Demonstrates a variety of teaching styles.

- Explains/demonstrates clearly; identifies and clarifies student confusion.

- Maintains momentum during lesson.

- Maintains a professional atmosphere for instruction.

- Provides a variety of appropriate instructional materials.

Indicators of Performance

- Uses/adapts environment for different instructional purposes at different times, matched to curricular goals as well as student needs.

- Demonstrates an attitude of acceptance, openness, responsiveness, courtesy and consideration.

- Establishes and/or facilitates clear objectives which state specifically what students will know and be able to do when instruction is over; develops strategies and student activities to carry out the objectives (s); provides appropriate input/feedback; monitors progress and makes teaching adjustments.

- Shares appropriate expectations regarding interpersonal behavior.

- Provides appropriate suggestions to students for classroom management.

- Establishes a consistent and fair set of rules that demonstrate appropriate expectations and consequences.

- Establishes efficient routines and schedules.

- Shares appropriate expectations for quality and quantity of work, work habits, housekeeping routines.

- Manages allotted learning time productively

- Uses a variety of teaching methods to include but not limited to:
  -Discovery Lesson; monitors the discovery process; provides appropriate feedback; asks, "What did you discover?" during the evaluation process, and makes teaching adjustments as necessary.
  -Inquiry Lesson; monitors the inquiry process, provides appropriate input/feedback; develops strategies and student activities to carry out inquiry process; provides appropriate input/feedback; monitors progress and makes teaching adjustments.

- Engages students' attention; captures it initially, maintains it and recaptures or refocuses it as necessary.

- Provides adequate interactive instruction.

- Maintains a high level of student time-on-task or participation by keeping routine tasks moving efficiently, keeping students actively involved in instructional tasks, ensuring smooth transition from activity to activity.

- Monitors student understanding by assessing when students do not understand and tailors re-explanations accordingly.

- Communicates effectively and clearly in written and oral communication.

- Manages allotted learning time productively.

- Provides smooth, ongoing flow of events.

- Organizes instructional materials before lesson and as necessary.

5. DEMONSTRATES HUMAN RELATIONS AND COMMUNICATION SKILLS

Specifications

- Maintains positive communication.

- Shares responsibilities for the department, office, team and total school program and goals.

- Builds positive relationships with students, staff, parents and community agencies.

- Provides for multi-cultural diversity and cultural needs.

- Demonstrates respect for all individuals.

- Takes responsibility for practicing positive human relations.

- Creates a climate that is conducive to learning.

- Models correct use of language, oral and written communication.

Indicators of Performance

- Demonstrates professional judgment and respects confidential information.

- Ensures consistent communication and interaction through conferences, written communication, phone calls, etc., and through positive relationships with:
  -parents
  -students
  -administrators
  -colleagues

- Provides information and leadership in designated specialized areas of expertise.

- Encourages students/others to develop appreciation of their own cultural heritage and the cultural heritage of others.

- Develops a heightened awareness of ethnic diversity and shows a sensitivity to individual differences.

- Promotes, uses, and incorporates diversity in program development and selection of materials.

- Establishes relationships with students, parents and colleagues which demonstrate fairness, humor, courtesy, respect and active listening.

- Incorporates principles of equal opportunity and non-discrimination into classroom management.

- Initiates activities to overcome stereotyping or bias.

- Enhances student feelings of self-worth and promotes students' development of self-esteem.

- Promotes positive relationships among students.

- Communicates high expectations to all learners regardless of race, sex, ethnicity or disability

- Responds to requests for assistance appropriately.

- Ensures opportunities for successful accomplishments and positive recognition.

- Uses correct grammar, punctuation, spelling and sentence structure.

6. MONITORS AND EVALUATES STUDENT AND PROGRAM OUTCOMES

Specifications

- Utilizes evaluation procedures to determine changes needed during instructional delivery.

- Constructs/selects appropriate evaluation procedures.

- Uses a variety of assessment information, including test data.

- Facilitates the use of a variety of formal and informal assessment techniques.

- Analyzes both formal and informal assessments of achievement for instructional decision-making.

Indicators of Performance

- Evaluates and re-evaluates student progress on a continuous basis to determine achievement.

- Remediates, reteaches or extends teaching to meet individual and/or group needs.

- Provides appropriate suggestions for improving assessment and evaluation strategies.

- Designs and conducts evaluation mechanisms (i.e., tests, quizzes), counseling/guidance activities to meet group needs.

- Prepares, organizes and maintains an accurate recordkeeping system that is appropriate, efficient and retrievable.

- Maintains confidentiality of individual achievement; uses group data appropriately.

- Uses a variety of testing materials appropriate to the grade level for assessment of achievement for instructional decision-making.

- Communicates student progress and/or assessment information to parents, students and appropriate staff members in an efficient and timely manner.

7. USES AVAILABLE RESOURCES

Specifications

- Utilizes school-based specialists.

- Coordinates with schools, offices and departments.

- Provides a variety of appropriate instructional/ evaluative materials/strategies.

- Uses community resources, human services and facilities.

- Utilizes research, technology, and the services of resource personnel.

- Links members of the school community to one another and to appropriate resources.

- Capitalizes on staff development opportunities.

Indicators of Performance

- Consults with specialists, other classroom teachers, guidance personnel, special education teachers, reading specialists, psychologists, media specialists and administrative staff, etc.

- Uses a variety of instructional/evaluative materials and strategies; instructional, evaluative, adaptive, diagnostic, technological

- Uses, consults and refers to community and professional resources such as public libraries, museums, mental health centers, local agencies and private practitioners, state and local governmental departments and colleges and universities.

- Uses technology to achieve job-related goals.

- Establishes and supports networks and groups within the school community.

- Models through instruction, classroom management and employee relations, etc.

- Participates in staff development for development and growth purposes.

8. FULFILLS PROFESSIONAL RESPONSIBILITIES

Specifications

- Demonstrates a consistent and professional attitude toward the accomplishment of system and building level goals.

- Serves as an appropriate role model.

- Participates in and/or sponsors student, teacher, school, division and/or community activities or events.

- Spends time necessary to provide a quality program.

- Demonstrates flexibility in addressing classroom or school needs.

- Engages in continuous self-evaluation using appropriate resources to grow professionally.

- Participates in staff and professional development opportunities.

- Initiates and demonstrates leadership in staff development activities.

- Shares expertise through staff development or other modes of communication.

- Shares responsibility for team, department and school goals.

- Dresses in a professional manner.

- Indicates a commitment to promoting professional excellence through attendance.

- Complies with Board Policies (state and local), Professional Practices Commission's Code of Ethics, state/federal laws and the job description for teachers in the Fulton County School System.

Indicators of Performance

- Participates actively and constructively in program development, change and implementation of division, area and building level goals.

- Participates actively in meeting the requirements of the Professional Development Plan.

- Develops and implements a Continuous Improvement Plan which will include one objective based on the school-based plan and one instructional enhancement objective.

- Shares expertise and new ideas with colleagues.

- Participates in and/or sponsors school and community activities or events.

- Provides academic assistance to enhance individual student achievement.

- Works cooperatively with staff in the instructional/evaluation planning.

- Participates in appropriate school activities to assist students and enhance school image.

- Participates in activities that evidence a commitment to the teaching profession.

- Participates in self-assessment activities and utilizes resources available for professional growth. Evaluates professional growth and development using CIP as appropriate and/or other evaluation data to determine professional development in a timely manner.

- Accepts and implements suggestions for growth and improvement.

- Demonstrates consistency, fairness and responsibility, etc.

- Shares expertise and new ideas with colleagues.

- Provides colleagues with resources which facilitate and enhance professional development of faculty.

- Cooperates and collaborates with staff to accomplish goals.

- Dresses in a professional manner.

- Attends school on a daily basis which indicates a commitment to professional and academic excellence.

- Complies with all board policies, state and local, regarding instructional practices, classroom management and duties and responsibilities.

- Complies with teacher job description.

- Complies with state/federal law.

PROCEDURES FOR STEP IMPLEMENTATION

EVALUATION INSTRUMENTS

The Supporting Teaching Excellence Program (STEP) shall be used to evaluate teaching personnel who are required by the Georgia Board of Education to hold a teaching certificate and who perform normal classroom duties except where otherwise noted.

The Supporting Teaching Excellence Program includes the use of two instruments: the STEP: Observation Instrument (STEP OI) and the STEP: Duties and Responsibilities (STEP D&R). These two documents shall be used for the annual evaluation of teaching personnel employed for 120 days or more, who are employed at least halftime, and are required to hold a teaching certificate.

Exceptions to this rule include the following:

1. Teachers serving multiple assignments, such as teaching and counseling, will be evaluated in the area where they spend the majority of their time. If a teacher's time is divided equally between two or more assignments, the teacher will be evaluated in the area designated by his/her evaluator. Teachers will receive an orientation to the appropriate program.

2. Teachers serving multiple locations shall be evaluated in the location where the teacher spends the majority (51%) of his/her time. The administrator completing the evaluation is encouraged to solicit input from other administrators supervising the teacher at other locations.

3. Special groups of teachers and support personnel such as career services, student support team teachers, hospital/homebound, in-school suspension, resource officers, physical therapists, occupational therapists, interpreters, etc., who do not hold regular classroom teaching roles will be evaluated using the Professional Support Personnel Evaluation Instrument.

4. Teachers who are employed for less than 120 days will be observed a minimum of one time and have an Annual Evaluation Summary Report based on the Teacher Duties and Responsibilities.

All teachers evaluated with any portion of the Supporting Teaching Excellence Program (STEP) must have a copy of the evaluation manual and receive an orientation to the process prior to any formal evaluation.

REQUIREMENTS FOR TRAINING

Evaluation activities must be conducted by trained evaluators. A trained evaluator is defined as an individual who has attended all locally required evaluation training/updates and has met locally adopted evaluator proficiency requirements.
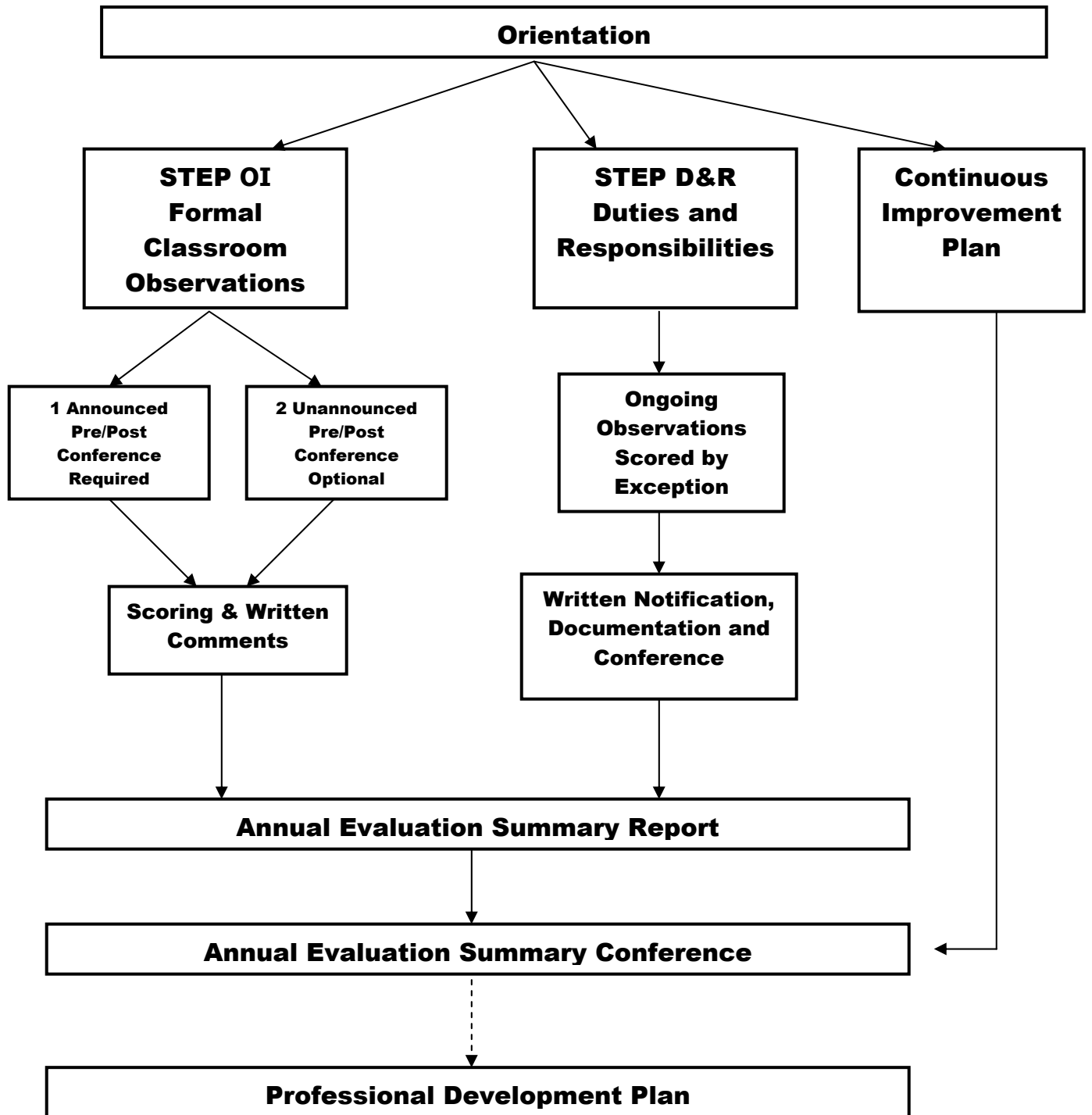
RESPONSIBILITY FOR EVALUATION

The school principal is responsible for the management of all teacher evaluation activities. The principal must review and sign the Annual Evaluation Summary Report for each teacher. The principal must conduct a minimum of 20 STEP formal classroom observations annually. Priority for these observations should be non-tenured teachers and teachers at risk of receiving an unsatisfactory Annual Evaluation Summary Report. Formal observations shall not take place the first week of school, the last week of school and/or the day prior to or immediately following Thanksgiving Holidays, Winter Holidays and Spring Break.

In the event the principal is unable to conduct evaluation activities for reasons such as illness, late employment, or not yet meeting training requirements, the Superintendent or his/her designee must assign a trained evaluator to perform these activities. If an evaluator leaves during the year, previous evaluation records that have been completed by that individual remain in effect.

Teacher observations/evaluations may be conducted only by trained system-level and school-based administrators, system-level instructional supervisory personnel, school-based instructional leadership staff, and high school department chairpersons. Local school personnel may be assigned evaluation responsibilities only for periods when they do not have regularly scheduled, direct student instructional responsibilities.

STEP I Evaluation Process

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                        │              Orientation                 │
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Orientation

STEP OI
Formal
Classroom
Observations

STEP D&R
Duties and
Responsibilities

Continuous
Improvement
Plan

1 Announced
Pre/Post
Conference
Required

2 Unannounced
Pre/Post
Conference
Optional

Ongoing
Observations
Scored by
Exception

Scoring & Written
Comments

Written Notification,
Documentation and
Conference

Annual Evaluation Summary Report

Annual Evaluation Summary Conference

Professional Development Plan

STEP I - DEVELOPMENT

EVALUATION PROCESS

The **STEP I** evaluation process for teachers in the Fulton County School System consists of classroom observations for scoring the STEP: Observation Instrument (STEP OI) and ongoing school-wide observations for scoring the STEP: Duties and Responsibilities (STEP D&R). The items in the duties and responsibilities describe expectations for teachers in addition to the teaching tasks outlined in the observation instrument. Evaluation of the performance of these duties and responsibilities is based on school-wide observations throughout the year and is handled by exception.

I.   **ELIGIBILITY**

Teachers eligible for the STEP I evaluation process include:

- Teachers with fewer than three years of teaching experience

- Teachers with three or more years of teaching experience who are newly employed by the Fulton County Board of Education

- Teachers not in categories (1) or (2) whose previous year's annual evaluation was unsatisfactory

- Teachers eligible for the STEP II evaluation process who are placed in the STEP I evaluation process as determined by guidelines and/or the principal

II.   **ORIENTATION**

All teachers eligible for the STEP I evaluation process must receive an orientation to the STEP I process prior to any formal evaluation. During the orientation, teachers must be provided a copy of the evaluation manual, an overview of STEP I procedures, the content and terminology in the observation instrument and the duties and responsibilities instrument. For teachers who have previously received a STEP I orientation, an update on any changes in procedures and content of the STEP evaluation process shall be conducted.

III.   **CONFERENCES**

In the STEP I evaluation process pre and post-conferences are required with the one formal announced observation scheduled during the year. For first-year teachers, the announced observation with the pre and post-conferences is the first observation. For second and third-year teachers and teachers new to Fulton County, the announced observation is scheduled anytime during the school year. Other pre and post-conferences are required if requested by either the teacher or the evaluator. The pre-conference for first-year teachers may be conducted individually or in a group. Conferences specifically requested will be conducted individually. Formal and informal conferences are encouraged throughout the school year.

A. Pre-Conference

The pre-conference is designed to provide an opportunity for: (a) further clarification of STEP content, evaluation procedures or scoring criteria; (b) sharing background information concerning the students and/or classes which may be observed; (c) sharing other information which may have an impact on the teacher's evaluation; (d) review of the CIP; and (e) review of the past year's Professional Development Plan, if appropriate.

B. Post-Conference

The post-conference is designed to discuss results of the observation, provide feedback and to give the teacher and administrator an opportunity to plan future instruction.

IV.   OBSERVATIONS

A. Classroom Observations

All teachers in the STEP I evaluation process are required to have two formal unannounced classroom observations and one formal announced classroom observation of at least 20 minutes each. For first-year teachers the first observation will be announced. For teachers in their second and third year and teachers new to the Fulton County School System, the announced observation may occur anytime during the year. The announced observation <u>must</u> include pre- and post-conferences.

At least one formal observation should take place by October 15. Results of each observation are recorded on the STEP Observation Record and returned to the teacher within <u>5 </u>working days.

In cases where the teacher is employed for less than 120 days, the teacher will have at least one formal unannounced 20-minute observation and an Annual Evaluation Summary Report.

To the extent possible, STEP I observations should be distributed to provide for a sample of teaching behaviors at the beginning, middle, and end of lessons, at different times of the day, on different days of the week, and over a number of months. For teachers in STEP I, an additional observation must not occur before the teacher receives the STEP Observation Record from the previous observation and an opportunity to request and have a conference.

For teachers in the STEP I evaluation process, it is both impossible and undesirable to write procedures for every evaluation situation. In order to be effective, evaluators must use a common sense approach to evaluation. Observations for evaluation should take place during teaching situations which provide appropriate opportunities for interaction of either a student-focused or teacher-focused nature. Evaluators should not score non-interactive classroom activities which may include exams, videotapes, films or guest speakers. Evaluators are encouraged to use professional discretion in the selection of observation times.

Formal observations in the STEP I evaluation process shall not take place the first week of school, the last week of school and/or the day prior to and the day immediately following Thanksgiving Holidays, Winter Holidays and Spring Break.

During the school year, a teacher may waive (postpone) one formal classroom observation prior to the beginning of that observation and request that the evaluator return another day. The teacher may waive no more than one formal observation during a school year.

B. Scoring and Written Comments

After a formal classroom observation, each dimension is scored and comments <u>must</u> be written for each of the three teaching tasks on the STEP Observation Record. These comments should address the program purposes of identifying and reinforcing effective teaching practices and identifying areas where development can improve instructional effectiveness. The dimensions on the observation record are scored Satisfactory (S) or Needs Improvement (NI) with one exception. Building for Transfer (Task I: Dimension C) may be scored Not Applicable (NA) during Student-Focused Content Development. Content Development (Task I: Dimension B) may be scored by observing either teacher-focused interactions or student-focused interactions or both.

The teachers shall receive a copy of the STEP Observation Record within <u>5 </u>working days of the observation. The required post-conference for the announced observation shall be held within <u>5 </u>working days of receiving the results. A conference to discuss unannounced observations shall occur if requested by either the teacher or the evaluator within <u>5 </u>working days of receiving the results. This conference shall be held within <u>5 </u>working days of the request.

Any written comments submitted by the teacher within <u>5 </u>working days of receiving the results or within <u>5 </u>working days of a conference shall be attached to the STEP Observation Record.

V.   WHOLE LESSON __EXTENDED__ PHASE

A. Observation/Conferences

The Whole Lesson Extended Phase in the STEP I evaluation process is required when a teacher has accumulated 3 or more Needs Improvements (NIs) on one, two or three formal observations. The whole lesson observation is for diagnostic purposes. In addition the teacher must not have participated in the Whole Lesson Extended Phase during the current school year.

The Whole Lesson Extended Phase begins with a required pre-conference to plan for the announced, full class/lesson observation. The results of this observation are recorded on the STEP Whole Lesson Observation Record and returned to the teacher within 5 working days. The required post-conference must be held within 5 working days after receiving the results of this observation.

If all of the scores from this observation are Satisfactory (less than 3 NIs), STEP I observation(s) are resumed. If the scores indicate improvement is needed, assistance should be planned and provided promptly. If necessary, the plan for assistance should be formulated as a Professional Development Plan and implemented immediately.

After a reasonable amount of time, STEP I observation(s) must resume until a total of 4 formal observations is conducted. The Whole Lesson Extended Phase may continue during the time that STEP I formal observations have been resumed. For teachers who have entered the Whole Lesson Extended Phase, the annual evaluation results will be based on the best 3 of 4 formal STEP observations.

The whole lesson extended observation may be requested anytime a teacher or an evaluator wishes to collect information about the teacher's performance. Whole lesson extended observations are recommended if an evaluator or teacher wants more detailed information about the teacher's instructional skills as they relate to the dimensions on the observation instrument. Announced diagnostic observations are an important tool and are encouraged for use at any time but may not be used as part of the Annual Evaluation Summary Report.

B. Scoring and Written Comments

After a whole lesson extended observation each dimension/subdimension is scored and comments must be written for each of the three teaching tasks on the STEP Whole Lesson Observation Record. These comments should address the program purposes of identifying and reinforcing effective teaching practices and identifying areas where development can improve instructional effectiveness. The dimensions/subdimensions on the observation record are scored Satisfactory (S) or Needs Improvement (NI). Content Development (Task I: Dimension B) may be scored by observing either teacher-focused interactions or student-focused interactions or both.
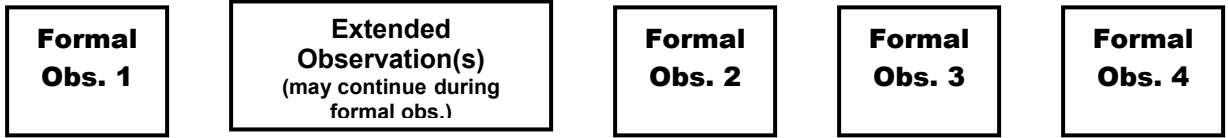
Teachers shall receive a copy of the STEP Whole Lesson Observation Record within 5 working days of the observation. Any written comments submitted by the teacher within 5 working days of receiving the results or within 5 working days of the conference shall be attached to the STEP Whole Lesson Observation Record.

The scores from the whole lesson extended observation are used for diagnostic purposes only and must not be used to determine any rating on the Annual Evaluation Summary Report.
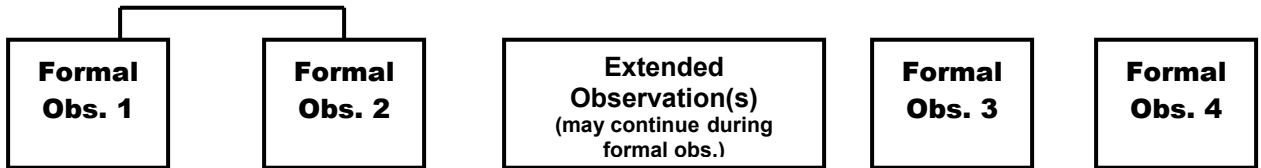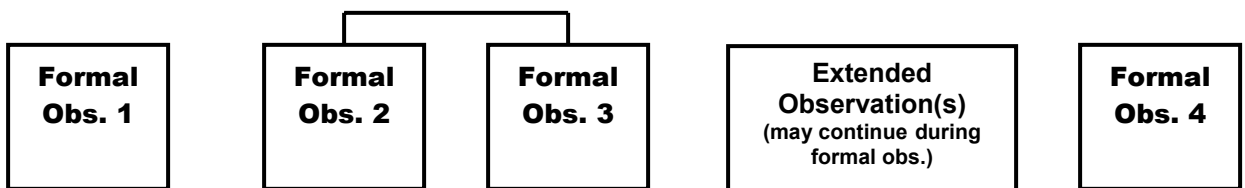
STEP I
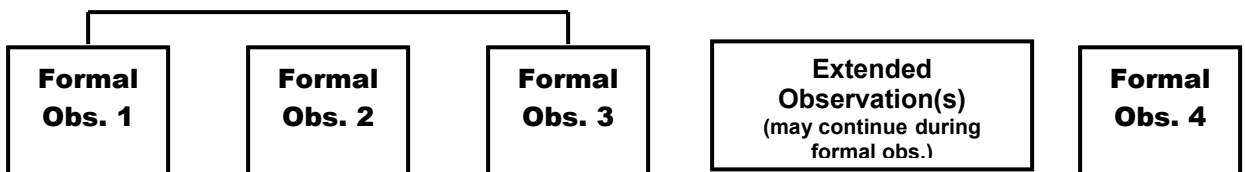# Whole Lesson Extended Phase

3 or more NIs

| Formal Obs. 1 | Extended Observation(s) (may continue during formal obs.) | Formal Obs. 2 | Formal Obs. 3 | Formal Obs. 4 |

3 or more NIs

| Formal Obs. 1 | Formal Obs. 2 | Extended Observation(s) (may continue during formal obs.) | Formal Obs. 3 | Formal Obs. 4 |

3 or more NIs

| Formal Obs. 1 | Formal Obs. 2 | Formal Obs. 3 | Extended Observation(s) (may continue during formal obs.) | Formal Obs. 4 |

3 or more NIs

| Formal Obs. 1 | Formal Obs. 2 | Formal Obs. 3 | Extended Observation(s) (may continue during formal obs.) | Formal Obs. 4 |

VI. DUTIES AND RESPONSIBILITIES

Teachers are also evaluated using the STEP: Duties and Responsibilities (STEP D&R). Items in the duties and responsibilities are scored by exception.

All items shall be scored as Satisfactory on the annual evaluation summary unless prior to the Annual Evaluation Summary Report the teacher has:

- been notified in writing;
- received written documentation on each incident serving as the basis for the unsatisfactory annual evaluation summary; and
- had a conference concerning the unsatisfactory performance.

If a teacher's evaluation summary for the STEP D&R is overall Unsatisfactory, the evaluator will identify the area(s) of deficiency in writing.

The teacher will be given the opportunity to remediate the conduct which was the subject of the STEP D&R deficiency. However, if the violation is deemed sufficient by the administrator or if a deficiency occurs in some other area and has not been remediated, the violation may result in an Unsatisfactory annual evaluation.

A notification conference is required anytime a teacher receives written notification and documentation for each new incident on the STEP: Duties and Responsibilities (STEP D&R).

The purpose of the conference is to:

- explain the deficient area;
- discuss the subject of concern;
- clarify action(s) required; and
- discuss the time frame for corrections.

VII. ANNUAL EVALUATION SUMMARY REPORT (Required)

The Annual Evaluation Summary Report provides an overall evaluation summary as well as summary information on areas of strength, areas for improvement and areas for professional development. The following guidelines and procedures are used for completion of the Annual Evaluation Summary Report.

A. Observation Instrument (STEP OI)

If the teacher in the STEP I evaluation process has fewer than 5 NIs across 3 formal classroom observations, Satisfactory is marked in the STEP Observation Instrument column. If the teacher has participated in the Whole Lesson Extended Phase and has 5 or more NIs on the best 3 of 4 classroom observations, Unsatisfactory is marked in the STEP Observation Instrument column.

B. Duties and Responsibilities Instrument (STEP D&R)

Mark Satisfactory in the STEP Duties and Responsibilities column if:

1. the teacher's performance was consistently acceptable;

<div align="center">or</div>

2. the teacher's unsatisfactory performance was remediated and performance was acceptable;

<div align="center">or</div>

3. the teacher had not received written notification, documentation and a conference for each new incident serving as the basis for the unsatisfactory performance.

<div align="center">19</div>

Mark Unsatisfactory in the STEP Duties and Responsibilities column if the violation is deemed sufficient by the administrator or if the deficiency occurs in another area and is not remediated or the following conditions have been met:

  (1) the teacher failed to perform a duty or responsibility which is part of the teacher's job description or Fulton County Board of Education policies and procedures;

<p style="text-align:center">or</p>

the teacher violated Fulton County Board of Education or State Board of Education policies/procedures, or the Professional Practices Commission's Code of Ethics/Standards of Conduct or applicable state statute;

<p style="text-align:center">or</p>

the teacher had received written notification that the act was prohibited prior to committing the act which is the subject of the STEP D&R written notification;

<p style="text-align:center">AND</p>

  (2) the teacher has had an opportunity for remediation, has failed to remediate the conduct which was the subject of the STEP D&R deficiency, and has received notification of a subsequent deficiency.

C. Overall Evaluation Summary

If the teacher received a Satisfactory evaluation summary on the STEP OI and the STEP D&R, Satisfactory is marked in the Overall Evaluation Summary column. If the teacher received an Unsatisfactory evaluation summary for either the STEP OI or the STEP D&R, Unsatisfactory is marked in the Overall Evaluation Summary column.

For teachers employed less than 120 days who received a Satisfactory evaluation on the STEP D&R, Satisfactory is marked in the Overall Evaluation Summary column. If the teacher is employed less than 120 days and receives an Unsatisfactory evaluation on the STEP D&R, Unsatisfactory is marked in the Overall Evaluation Summary column.

D. STEP OI Dimensions for a Required Professional Development Plan (PDP)

If the teacher has all NIs in any dimension across 3 formal observations, that dimension must be marked, thereby indicating that a PDP is required in that area. If the teacher has 1 or 2 NIs in any dimension across 3 formal observations, the evaluator may mark that dimension with the decision based upon its significance to the teacher and students. In cases where dimensions have only 1 or 2 NIs, the decision about which dimensions to mark should be made with the teacher. However, the administrator makes the final decision.

If the teacher's overall evaluation summary for the STEP OI is Unsatisfactory, one or more dimensions must be identified as area(s) for a required PDP even if only 1 or 2 NIs were received in any dimension.

E. STEP D&R Areas for a Required Professional Development Plan (PDP)

If a teacher's evaluation summary for the STEP D&R is overall Unsatisfactory, the evaluator will identify the area(s) of deficiency by using the numbers and letters of the item(s) on the STEP D&R, Fulton County Board of Education or State Board of Education policies/procedures, or the Professional Practices Commission's Code of Ethics/Standards of Conduct or applicable state statute. This coded identification indicates that a PDP is required in that area. If a teacher's overall evaluation summary for the STEP D&R is Satisfactory and the teacher has received notification, documentation and a conference for a deficiency on the STEP D&R, the evaluator may identify that area for a required PDP.

F. Summary Comments for the STEP I and the STEP D&R

For teachers in the STEP I evaluation process, at least one comment must be written for each evaluation instrument. If the teacher has a required PDP, a specific comment must be written which addresses the area(s) in which the teacher needs improvement.

G. Signature Section

The Annual Evaluation Summary Report <u>must</u> be signed and dated by the primary evaluator, the teacher and the principal. If additional documentation or comments are attached, the teacher should initial and date the appropriate space.

VIII. ANNUAL EVALUATION SUMMARY CONFERENCE

For teachers in the STEP I evaluation process, an annual evaluation conference <u>must</u> be conducted with each teacher at which time a summary of the results of the STEP OI and STEP D&R is presented. Teachers <u>must</u> be provided with a copy of the completed Annual Evaluation Summary Report.

Any written statements concerning the annual evaluation summary which are submitted by the teacher within <u>5</u> working days of the annual evaluation summary conference or within <u>5</u> working days of receiving the Annual Evaluation Summary Report <u>must</u> be attached to the summary report.

The Annual Evaluation Summary Conference is designed to:

1. communicate the overall evaluation results for the school year;

2. review specific areas of strength and areas identified for improvement;

3. discuss the Professional Development Plan, if appropriate;

4. discuss progress and/or plan CIP for next year; and

5. give the teacher and the primary evaluator an opportunity to sign, date and receive copies of the Annual Evaluation Summary Report.

The principal <u>must</u> review and sign the Annual Evaluation Summary Report.

IX. CONTINUOUS IMPROVEMENT PLAN (CIP)

A Continuous Improvement Plan (CIP) is required for all teachers in the evaluation process. The purposes of the CIP are to encourage higher levels of performance for teachers that impact student learning and support school improvement efforts as defined in the School Strategic Plan. The CIP is part of continuing staff development for the benefit of the teacher. Teachers are continually expected to explore ways to further develop their skills.

The CIP also includes strategies, performance results and application of concepts learned for accomplishing the objectives. The CIP may be developed by an individual teacher or a group of two or more teachers working toward a common objective. Either or both the Student Achievement Objective or the Staff Learning and Growth Objective may be part of a collaborative effort. The teacher is responsible for developing the CIP in cooperation with his/her principal. A copy of the completed CIP will be attached to the school copy of the teacher's annual evaluation summary report.

X. PROFESSIONAL DEVELOPMENT PLAN

Teachers whose overall evaluation is Unsatisfactory and/or teachers who have 3 NIs on one dimension <u>must</u> have a Professional Development Plan if they are offered a contract for the following year. The PDP <u>must</u> be issued before the teacher begins the next contract period and the teacher <u>must</u> meet the conditions of the required PDP.

Teachers whose performance demonstrates deficiencies or other needs identified during the evaluation process may have a plan even if they have less than 3 NIs and their overall evaluation is satisfactory.

For teachers with a required PDP, measurement of progress on the PDP is required as part of the next year's annual evaluation. The plan includes specific objectives for improvement, activities and a timeline for meeting these objectives, criteria for measurement of progress toward meeting the objectives, a record of participation in recommended activities and a record of performance results.

The following rules and procedures are used for completion of a Professional Development Plan.

A. Specific Objectives for Improvement

Specific objectives for improvement should address deficiencies, needs or areas identified for improvement.

B. Activities and Timelines

Activities for meeting the objectives and a timeline for participating in the activities should be described.

C. Criteria for Measurement of Progress

Specific criteria for measurement of progress on the PDP should be described. Measurement of progress involves keeping a record of successful completion of activities and determining whether or not the teacher's performance has improved in the targeted areas. "Improvement in targeted areas" means previously marked areas have been judged to show improvement. The evaluator makes this judgment. For teachers who have a required plan, progress toward completion of the PDP shall be evaluated during the next evaluation cycle if the teacher is employed by the Fulton County Board of Education.

D. Record of Participation in Recommended Activities and Record of Performance on Specified Criteria

Comments such as notes about participation in activities and progress checks with the teacher are written in this section.

E. Signature Section

The PDP <u>must</u> be signed and dated by the evaluator and teacher. If additional documentation or comments are attached, the teacher should initial and date the appropriate space.

STEP II Evaluation Process

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                    │               Orientation                 │
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STEP OI Formal Classroom Observation	STEP D&R Duties and Responsibilities	Continuous Improvement Plan

| 1 Unannounced Pre/Post Conference Optional | Ongoing Observations Scored by Exception | |

| Scoring & Written Comments | Written Notification, Documentation and Conference | |

Annual Evaluation Summary Report

Annual Evaluation Summary Conference

Professional Development Plan
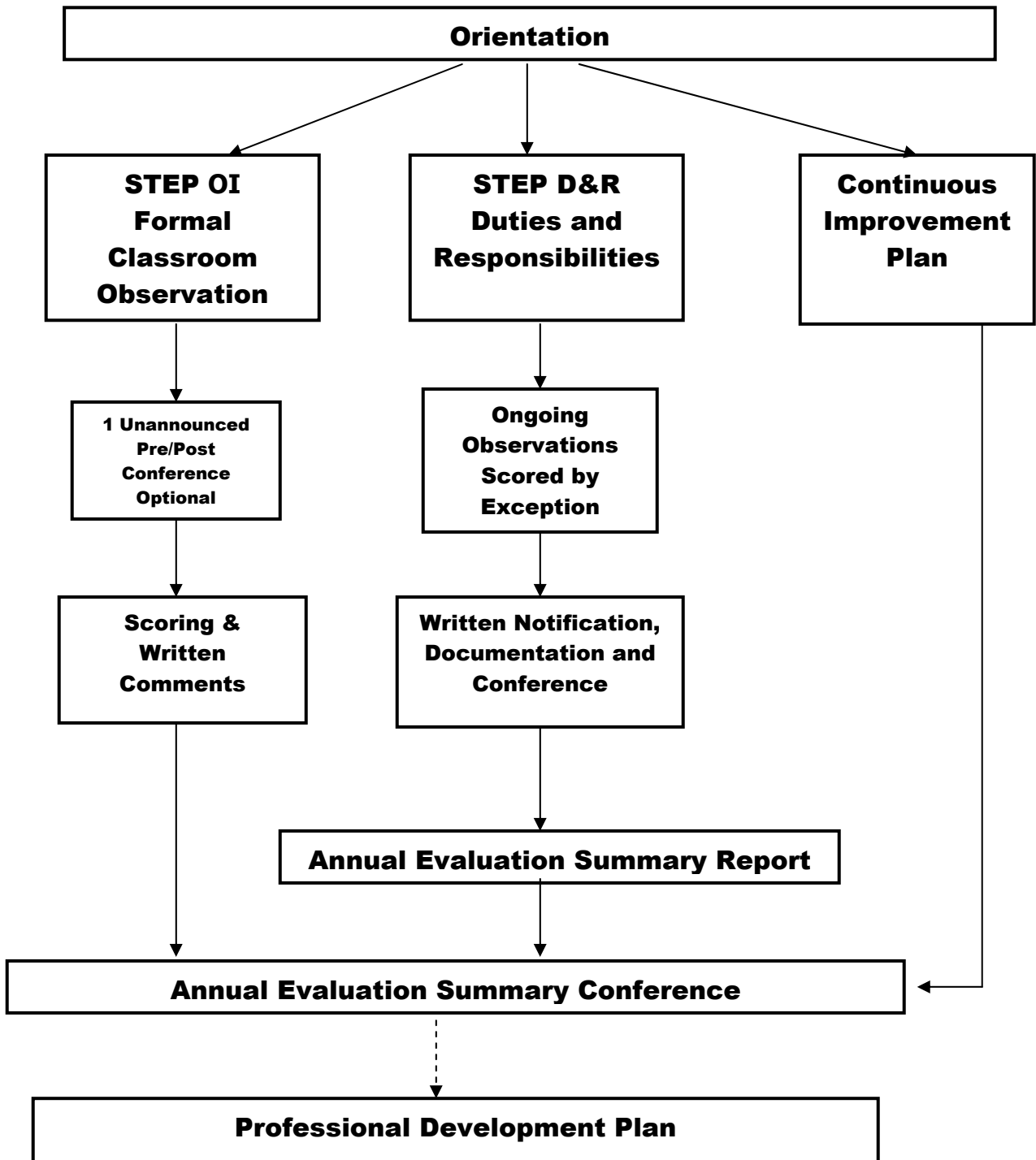
EVALUATION PROCESS

The **STEP II** evaluation process for teachers in the Fulton County School System consists of one formal classroom observation for scoring the STEP: Observation Instrument (STEP OI) and ongoing school-wide observations for scoring the STEP: Duties and Responsibilities (STEP D&R). The items in the duties and responsibilities instrument describe expectations for teachers in addition to the teaching tasks outlined in the observation instrument. Evaluation of the performance of these duties and responsibilities is based on school-wide observations throughout the year and is handled by exception.

I.   **ELIGIBILITY**

     Teachers eligible for the STEP II evaluation process are:

     Teachers who have three or more years of teaching experience with at least one year of teaching experience with the Fulton County School System and whose previous annual evaluation was Satisfactory.

II.   **ORIENTATION/UPDATE**

     For teachers eligible for the STEP II evaluation process, an orientation/update on any changes in procedures and content of the STEP evaluation process shall be conducted.

III.   **CONFERENCES**

     In the STEP II evaluation process a pre- or post-conference is required if requested by either the teacher or the evaluator. Formal and informal conferences are encouraged throughout the school year.

     A. Pre-Conference

     The pre-conference is designed to provide an opportunity for: (a) further clarification of STEP content, evaluation procedures or scoring criteria; (b) sharing background information concerning the students and/or classes which may be observed; (c) sharing other information which may have an impact on the teacher's evaluation; and (d) review of the CIP.

     B. Post-Conference

     The post-conference is designed to discuss results of the observation, to provide feedback and to give the teacher and administrator an opportunity to plan future instruction.

IV.   **OBSERVATIONS**

     A. Classroom Observations

     All teachers in the STEP II evaluation process are required to have one formal unannounced classroom observation of at least 20 minutes in length. Results of the formal observation are recorded on the STEP Observation Record and returned to the teacher within 5 working days.

     In cases where the teacher is employed for less than 120 days due to illness, leave, etc., the teacher will have one formal unannounced 20-minute observation and an Annual Evaluation Summary Report. Informal observations may be conducted anytime throughout the school year but will not be used for annual evaluation.

     For teachers in the STEP II evaluation process, it is both impossible and undesirable to write procedures for every evaluation situation. In order to be effective, evaluators must use a common sense approach to evaluation. The one formal evaluation should take place during teaching situations which provide appropriate opportunities for interaction of either a student-focused or

teacher-focused nature. Evaluators should not score non-interactive classroom activities which may include exams, videotapes, films, or guest speakers.

Evaluators are encouraged to use professional discretion in the selection of observation times. Formal observations in the STEP II evaluation process shall not take place the first week of school, the last week of school, and/or the day prior to and the day immediately following Thanksgiving Holidays, Winter Holidays and Spring Break.

The teacher may waive (postpone) the one formal classroom observation prior to the beginning of that observation and request that the evaluator return another day. The teacher may waive no more than one formal observation during a school year.

B. Scoring and Written Comments

After the one formal classroom observation, each dimension is scored and comments must be written for each of the three teaching tasks on the STEP Observation Record. These comments should address the program purposes of identifying and reinforcing effective teaching practices and identifying areas where development can improve instructional effectiveness. The dimensions on the observation record are scored Satisfactory (S) or Needs Improvement (NI) with one exception. Building for Transfer (Task I: Dimension C) may be scored Not Applicable (NA) during Student-Focused Content Development. Content Development (Task 1: Dimension B) may be scored by observing either teacher-focused interactions or student-focused interactions or both.

The teachers shall receive a copy of the STEP Observation Record within 5 working days of the observation. A conference to discuss the observation shall occur if requested by either the teacher or the evaluator within 5 working days of receiving the results. This conference shall be held within 5 working days of the request.

Any written comments submitted by the teacher within 5 working days of receiving the results or within 5 working days of a conference shall be attached to the STEP Observation Record.

V.   WHOLE LESSON DIAGNOSTIC PHASE

A. Observation/Conferences

The Whole Lesson Diagnostic Phase is required in the STEP II evaluation process if the teacher receives 3 or more Needs Improvements (NIs) during the one formal 20-minute unannounced observation and has not participated in the Whole Lesson Diagnostic Phase during the current school year.

If a teacher receives 1 or 2 NIs on the one formal 20-minute unannounced observation and has not participated in the Whole Lesson Diagnostic Phase during the current school year, the teacher may be placed in either the Whole Lesson Diagnostic Phase or receive assistance and support to improve in this area(s). This decision is made by the principal.

The Whole Lesson Diagnostic Phase begins with a required pre-conference to plan for the announced full class/lesson observation. The results of this observation are recorded on the STEP Whole Lesson Observation Record and returned to the teacher within 5 working days. The required post-conference must be held within 5 working days after receiving the results of this observation.

Step II
Whole Lesson Diagnostic Phase

Formal 20 minute unannounced observation

1 or 2 NIs

3 or more NIs

Required

Optional

Whole Lesson Diagnostic Phase
Pre   Post
Conference-observation-conference

Receive Assistance

1 or 2 NIs in same area of concern

Less than 3 NIs None in the same area(s) of concern: Phase may conclude

3 or more NIs

Required

Required

Formal 20 minute unannounced observation

1 or 2 NIs in same area of concern

3 or more NIs

Required

Optional

Receive Assistance

Placed in Step I

Less than 3 NIs None in the same area(s) of concern: Phase may conclude

Placed in Step I

After the Whole Lesson Diagnostic Phase, <u>one</u> of the following is required:

1. If the teacher receives 3 or more NIs, a second formal unannounced 20-minute observation is required. Then if the teacher receives 3 or more NIs on that observation, the teacher <u>must</u> be placed in the STEP I evaluation process.

2. If the teacher receives less than 3 NIs and none of the NIs are in the same area(s) of concern identified in the one formal unannounced 20-minute observation, this phase may continue or conclude with assistance and support. This decision is made by the principal.

3. If the teacher receives 1 or 2 NIs in the same area(s) of concern identified in the one formal unannounced 20-minute observation, a second formal unannounced 20-minute observation is required. Then if the teacher receives 1 or 2 NIs in the same areas(s) of concern, assistance and support to improve in this area(s) may continue, or the teacher may be placed in the STEP I evaluation process. This decision is made by the principal.

B. Scoring and Written Comments

After a whole lesson diagnostic observation each dimension/subdimension is scored and comments <u>must</u> be written for each of the three teaching tasks on the STEP Whole Lesson Observation Record. These comments should address the program purposes of identifying and reinforcing effective teaching practices and identifying areas where development can improve instructional effectiveness. The dimensions/subdimensions on the observation record are scored Satisfactory (S) or Needs Improvement (NI). Content Development (Task I: Dimension B) may be scored by observing either teacher-focused interactions or student-focused interactions or both.

Teachers shall receive a copy of the STEP Whole Lesson Observation Record within <u>5 </u>working days of the observation. Any written comments submitted by the teacher within <u>5 </u>working days of receiving the results or within <u>5 </u>working days of the conference shall be attached to the STEP Whole Lesson Observation Record.

The scores from the whole lesson diagnostic observation are used for diagnostic purposes only and <u>must not</u> be used to determine any rating on the Annual Evaluation Summary Report.

VI.   DUTIES AND RESPONSIBILITIES

Teachers are also evaluated using the STEP: Duties and Responsibilities (STEP D&R). Items in the duties and responsibilities are scored by exception.

All items shall be scored as Satisfactory on the annual evaluation summary unless prior to the Annual Evaluation Summary Report the teacher has:

- been notified in writing;
- received written documentation on each incident serving as the basis for the unsatisfactory annual evaluation summary; and
- had a conference concerning the unsatisfactory performance.

If a teacher's evaluation summary for the STEP D&R is overall Unsatisfactory, the evaluator will identify the area(s) of deficiency in writing.

The teacher will be given the opportunity to remediate the conduct which was the subject of the STEP D&R deficiency. However, if the violation is deemed sufficient by the administrator or if a deficiency occurs in some other area and has not been remediated, the violation may result in an Unsatisfactory annual evaluation.

A notification conference is required anytime a teacher receives written notification and documentation for each new incident on the STEP: Duties and Responsibilities (STEP D&R).

The purpose of the conference is to:

- explain the deficient area;
- discuss the subject of concern;
- clarify action(s) required; and
- discuss the time frame for corrections.

VII.   ANNUAL EVALUATION SUMMARY REPORT (Required)

The Annual Evaluation Summary Report provides an overall evaluation summary as well as summary information on areas of strength, areas for improvement and areas for professional development. The following guidelines and procedures are used for completion of the Annual Evaluation Summary Report.

A. Observation Instrument (STEP OI)

For teachers in the STEP II evaluation process, mark Not Applicable in the STEP Observation Instrument column. In the STEP II process only one observation is required and is not sufficient to make an annual evaluation summary decision on the observation instrument.

B. Duties and Responsibilities Instrument (STEP D&R)

Mark Satisfactory in the STEP Duties and Responsibilities column if:

1. the teacher's performance was consistently acceptable;
                        or
2. the teacher's unsatisfactory performance was remediated and performance was acceptable;
                        or
3. the teacher had not received written notification, documentation and a conference for each new incident serving as the basis for the unsatisfactory performance.

Mark Unsatisfactory in the STEP Duties and Responsibilities column if the violation is deemed sufficient by the administrator or if the deficiency occurs in another area and is not remediated or the following conditions have been met.

(1) the teacher failed to perform a duty or responsibility which is part of the teacher's job description and Fulton County Board of Education policies;
                        or
the teacher violated Fulton County Board of Education or State Board of Education policies/procedures, or Professional Practices Commission's Code of Ethics/Standards of Conduct or applicable state statute;
                        or
the teacher had received written notification that the act was prohibited prior to committing the act which is the subject of the STEP D&R written notification;
                        AND
(2) the teacher has had an opportunity for remediation, has failed to remediate the conduct which was the subject of the STEP D&R deficiency and has received notification of a subsequent deficiency.

C. Overall Evaluation Summary

If a teacher in STEP II received a Satisfactory evaluation summary on the STEP D&R, Satisfactory is marked in the Overall Evaluation Summary column.

If the teacher received an Unsatisfactory evaluation summary on the STEP D&R, Unsatisfactory is marked in the Overall Evaluation Summary column.

For teachers employed less than 120 days who received a Satisfactory evaluation on the STEP D&R, Satisfactory is marked in the Overall Evaluation Summary column. If the teacher is employed less than 120 days and receives an Unsatisfactory evaluation on the STEP D&R, Unsatisfactory is marked in the Overall Evaluation Summary column.

D. STEP D&R Areas for a Required Professional Development Plan (PDP)

If a teacher's evaluation summary for the STEP D&R is overall Unsatisfactory, the evaluator will identify the area(s) of deficiency by using the numbers and letters of the item(s) on the STEP D&R, Fulton County Board of Education or State Board of Education policies/procedures, or the Professional Practices Commission's Code of Ethics/Standards of Conduct or under state statute. This coded identification indicates that a PDP is required in that area.

E. Summary Comments for the STEP OI and the STEP D&R

For teachers in the STEP II evaluation process, at least one comment <u>must</u> be written for the STEP D&R. Comments may be written for the STEP OI even though a summary evaluation is not applicable.

F. Signature Section

The Annual Evaluation Summary Report <u>must</u> be signed and dated by the primary evaluator, the teacher and the principal. If additional documentation or comments are attached, the teacher should initial and date the appropriate space.

VIII. ANNUAL EVALUATION SUMMARY CONFERENCE

For teachers in the STEP II evaluation process an annual evaluation conference must be held to discuss progress of the teacher's CIP and a summary of the STEP D&R. Teachers <u>must</u> be provided with a copy of the completed Annual Evaluation Summary Report.

Any written statements concerning the annual evaluation summary which are submitted by the teacher within <u>5</u> working days of the annual evaluation summary conference or within <u>5</u> working days of receiving the Annual Evaluation Summary Report <u>must</u> be attached to the summary report.

The Annual Evaluation Summary Conference is designed to:

1. communicate the overall evaluation results for the school year;

2. review specific areas of strength and areas identified for improvement;

3. discuss progress and/or plan CIP for next year; and

4. give the teacher and the primary evaluator an opportunity to sign, date and receive copies of the Annual Evaluation Summary Report.

The principal <u>must</u> review and sign the Annual Evaluation Summary Report.

IX. CONTINUOUS IMPROVEMENT PLAN

A Continuous Improvement Plan (CIP) is required for all teachers in the evaluation process. The purposes of the CIP are to encourage higher levels of performance for teachers that impact student learning and support school improvement efforts as defined in the School Strategic Plan. The CIP is part of continuing staff development for the benefit of the teacher. Teachers are continually expected to explore ways to further develop their skills. The CIP also includes strategies, performance results and application of concepts learned for accomplishing the objectives.

The CIP may be developed by an individual teacher or a group of two or more teachers working toward a common objective. Either or both the Student Achievement Objective or the Staff Learning and Growth Objective may be part of a collaborative effort. The teacher is responsible for developing the CIP in cooperation with his/her principal. A copy of the completed CIP will be attached to the school copy of the teacher's Annual Evaluation Summary Report.

X. PROFESSIONAL DEVELOPMENT PLAN (PDP)

Teachers whose overall evaluation is Unsatisfactory and teachers who have 3 NIs on one dimension must have a Professional Development Plan if they are offered a contract for the following year. The PDP must be issued before the teacher begins the next contract period and the teacher must meet the conditions of the required PDP.

Teachers whose performance demonstrates deficiencies or other needs identified during the evaluation process may have a plan even if they have less than 3 NIs and their overall evaluation is satisfactory.

For teachers with a required PDP, measurement of progress on the PDP is required as part of the next year's annual evaluation. The plan includes specific objectives for improvement, activities and a timeline for meeting these objectives, criteria for measurement of progress toward meeting the objectives, a record of participation in recommended activities and a record of performance results.

A. Specific Improvement Objectives

Specific objectives for improvement should address deficiencies, needs or areas identified for improvement.

B. Activities and Timeline

Activities for meeting the objectives and a timeline for participating in the activities should be described.

C. Criteria for Measurement of Progress

Specific criteria for measurement of progress on the PDP should be described. Measurement of progress involves keeping a record of successful completion of activities and determining whether or not the teacher's performance has improved in the targeted areas. "Improvement in targeted areas" means previously marked areas have been judged to show improvement. The evaluator makes this judgment. For teachers who have a required plan, progress toward completion of the PDP shall be evaluated during the next evaluation cycle if the teacher is employed by Fulton County Board of Education.

D. Record of Participation In Recommended Activities and Record of Performance on Specified Criteria

Comments such as notes about participation in activities and progress checks with the teacher are written in this section.

E. Signature Section

The PDP must be signed and dated by the evaluator and the teacher. If additional documentation or comments are attached, the teacher should initial and date the appropriate space.

RECORDS

Observation records for teachers are to be maintained in the personnel file at the local school. A copy of the CIP for teachers will be maintained in the personnel file at the local school. Required PDPs, Annual Evaluation Summary Reports and any documentation related to the STEP D&R, including teacher comments attached to any of these records should be sent to the Office of Personnel Services.

Those documents submitted to the Office of Personnel Services will be processed and maintained as part of the teacher's personnel evaluation (system-level) file. All records shall be confidential. The length of time that records are kept is governed by the Records Retention Act.

STATE SALARY INCREMENTS

State and local salary increment increases above the minimum salary base are considered discretionary and will be based on individual experience and length of satisfactory service. Individuals with an unsatisfactory annual evaluation will not receive a salary step increment the following year.

CONFIDENTIALITY

All aspects of the evaluation process and results are confidential and are to be shared only with appropriate personnel. Within the same school district, official evaluation records, documentation and attachments may be transferred. However, they must not be transferred to other school districts, organizations or individuals without written permission of the teacher. Administrators have the option of using appropriate school employees to assist in the preparation of forms and records; however, administrators must provide them with clear instructions regarding confidentiality and control of records.

COMPLAINTS

Guidelines for contract nonrenewal or termination during the contract term are governed by state law. Use of the results of this evaluation program as part of contract decisions must be in compliance with applicable sections of this law.

In cases where the teacher disagrees with the evaluation procedures, complaints may be registered in the following manner:

1. All teachers shall receive a copy of each STEP Observation Record within 5 working days of the observation. A conference to discuss each observation shall occur if requested by either the teacher or the evaluator within 5 working days of receiving the results and shall be held within 5 working days of this request. Any written comments submitted by the teacher within 5 working days of receiving the results or within 5 working days of the conference shall be attached to the observation record or Annual Evaluation Summary Report.

2. In cases where observations are conducted by evaluators other than the principal and the complaint concerns an alleged violation of procedures and is not resolved in the conference with the evaluator, the teacher shall be permitted to request a conference with the principal within 5 working days of the conference with the evaluator. Any requested conference shall be held.

3. Teachers who wish to continue to pursue alleged violations of procedures shall follow Fulton County Board of Education's Employee Complaint Procedure (GAE).

SPECIFIC PROCEDURES AND GUIDELINES

Any specific procedures and guidelines concerning personnel evaluations such as timelines, modification of forms, training criteria, etc. will be published annually by the Personnel Department.

CERTIFICATION

An individual who has received two unsatisfactory annual performance evaluations in the previous five-year period pursuant to Code Section 20-2-210 shall not be entitled to a renewable certificate prior to demonstrating that such performance deficiency has been satisfactorily addressed, but such individual may apply to the commission for a nonrenewable certificate.

SUPPORTING TEACHING EXCELLENCE PROGRAM

STEP: OBSERVATION INSTRUMENT
STEP OI

TEACHER OBSERVATION INSTRUMENT (STEP OI)

Organization and Explanation of Content and Terminology

The STEP: Observation Instrument (OI) is organized into three broad areas of teaching performance called "teaching tasks." These three tasks are:

I. **Provides Instruction**
II. **Assesses and Encourages Student Progress**
III. **Manages the Learning Environment**

Each task is described by a set of measurable components referred to as "dimensions." These dimensions are the decision-making units of the systematic evaluation of teaching performance. Some of the dimensions have been divided into "subdimensions" which provide for a more detailed description of teaching behaviors.

There are two observation forms: a STEP Observation Record used for short announced/unannounced observations and a STEP Whole Lesson Observation Record used for the whole lesson extended/whole lesson diagnostic announced observations. The STEP: Observation Instrument is used for teachers in both the Step I and the STEP II evaluation processes. Ten dimensions comprise the STEP Observation Record, and 16 dimensions and subdimensions comprise the STEP Whole Lesson Observation Record.

Additional components of the STEP OI that are part of the full instrument are the sample effective practices. Effective practices are examples of specific behaviors associated with successful performance of a dimension or subdimension. They are not intended to be all-inclusive nor are they intended to be scored individually.

The STEP OI also includes research/rationale statements, examples, and questions to ask for each dimension and subdimension. These components provide additional information to describe the teaching principles used as the basis for the STEP OI. The complete instrument is intended as a training resource, as a scoring and conferencing resource for observers, and as an interpretive resource for teachers and others who wish additional explanation and enrichment of the instrument content.

STEP OBSERVATION INSTRUMENT DIMENSION STATEMENTS:

<u>**TEACHING TASK I: PROVIDES INSTRUCTION**</u>

Dimension A: **Instructional Level** - The amount and organization of the lesson content are appropriate for the students based on their abilities and the complexity and difficulty of the material.

Dimension B: **Content Development** - Content is developed through appropriate teacher-focused or student-focused activities.

Dimension C: **Building for Transfer** - Lesson includes initial focus, content emphasis or linking, and summaries which build for transfer of learning.

<u>**TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS**</u>

Dimension A: **Promoting Engagement** - Instructional engagement is promoted through stimulating presentations, active participation or techniques which promote overt or covert involvement.

Dimension B: **Monitoring Progress** - Progress, understanding and bases of misunderstanding are assessed by interpreting relevant student responses, contributions, performances or products.

Dimension C: **Responding to Student Performance** - Students are provided reinforcement for adequate performances when appropriate and specific feedback or correctives for inadequate performances.

Dimension D: **Supporting Students** - Support for students is conveyed by using techniques such as providing encouragement, lowering concern levels, dignifying academic responses and by using language free of sarcasm, ridicule and humiliating references.

<u>**TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT**</u>

Dimension A: **Use of Time** - Use of instructional time is optimized by techniques such as providing clear directions and using efficient methods for transitions, materials distribution and other routine matters and by techniques such as focusing on objectives and providing sufficient instructional activities.

Dimension B: **Physical Setting** - The physical setting allows the students to observe the focus of instruction, to work without disruption, to obtain materials and to move about easily; and it allows the teacher to monitor the students and to move among them.

Dimension C: **Appropriate Behavior** - Appropriate behavior is maintained by monitoring the behavior of the entire class, providing feedback and intervening when necessary.

**STEP OBSERVATION INSTRUMENT DIMENSION/SUBDIMENSION
STATEMENTS: WHOLE LESSON EXTENDED/DIAGNOSTIC**

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension A: **Instructional Level** - The amount and organization of the lesson content are appropriate for the students based on their abilities and the complexity and difficulty of the material.

Dimension B: **Content Development**
    B1: **Teacher-Focused Content Development**
        Content is explained, discussed, or reviewed in an appropriate sequence through techniques such as using definitions, examples, demonstrations and modeling or through teacher-guided group activities.
    B2: **Student-Focused Content Development**
        Student-focused activities provide appropriate opportunities for students to practice or extend previous content or to generate new content.

Dimension C: **Building for Transfer**
    C1: **Initial Focus** - Initial activity focuses students' attention on lesson objectives and the learning context.
    C2: **Content Emphasis** - Content is made easy to learn and remember through emphasizing major features, critical attributes or other distinguishing parts of the learning.
                    OR
        Content Linking - Content is made easy to learn and remember by linking it to relevant life experiences, to prior or future learning or through associations.
    C3: **Summaries** - Learning is reinforced with appropriate summaries.

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension A: **Promoting Engagement** - Instructional engagement is promoted through stimulating presentations, active participation or techniques which promote overt or covert involvement.

Dimension B: **Monitoring Progress** - Progress, understanding and bases of misunderstanding are assessed by interpreting relevant student responses, contributions, performances or products.

Dimension C: **Responding to Student Performance**
    C1: **Responding to Adequate Performances**
        Students are provided content-related reinforcement on performances that are adequate and information on why they are adequate when appropriate.
    C2: **Responding to Inadequate Performances**
        Students with poor performances or incorrect responses are given specific content-related feedback or correctives such as prompts or cues.
          OR
        No inadequate performances occur.

Dimension D: **Supporting Students** - Support for students is conveyed by using techniques such as providing encouragement, lowering concern levels, dignifying responses, and by using language free of sarcasm, ridicule and humiliating references.

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension A: **Use of Time**
    A1: **Non-instructional Tasks** - Instructional time is maximized by techniques such as providing clear and complete directions and using efficient methods for transitions, materials distribution and other routine matters.
    A2: **Instructional Time** - Use of instructional time is optimized by techniques such as focusing on objectives and providing sufficient instructional activities.

Dimension B: **Physical Setting** - The physical setting allows the students to observe the focus of instruction, to work without disruption, to obtain materials and to move about easily; and it allows the teacher to monitor the students and to move among them.

Dimension C: **Appropriate Behavior**

C1: **Monitoring Behavior** - Appropriate behavior is maintained through techniques such as monitoring the behavior of the entire class, establishing clear and consistent expectations and providing positive feedback when appropriate.

C2: **Intervening** - Appropriate behavior is maintained by providing appropriate feedback or interventions when learners are off-task or disruptive.

OR

Behavior is appropriate.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension A: Instructional Level

Research/Rationale:

To provide effective learning experiences, the teacher must match the difficulty of content to the students' current achievement levels and needs (Brophy & Evertson. Tyler). The quality of instruction affects achievement, success rates, and the time students need to learn (Bloom; Brophy & Evertson; Lyle). Selecting appropriate tasks for students increases success rates during seatwork assignments (Brophy & Evertson). Both the selection of and the presentation of content are important. Presenting new or difficult material in small steps so students can attend to all the information allows students to effectively process the material and reduces possible confusion (Rosenshine; Rosenshine & Stevens; Rowe). The amount of information that should be presented at one time is dependent upon the age and maturity of the students and the difficulty of the material. With younger students or more difficult material, instruction should be presented in smaller steps followed by more practice than would be necessary with older students or less difficult material (Rosenshine & Stevens; Rowe). Teaching in small steps, providing active practice during initial learning and checking for understanding at each point before proceeding to the next step helps students assimilate unfamiliar content (Cummings; Rosenshine). The less familiar the content, the more quickly short-term memory becomes saturated. Immediate practice at each step of instruction helps students process new learning and facilitates its movement into long-term memory so that the short-term memory can receive additional information (Rosenshine; Rowe).

Examples of Dimension A:

An English teacher guides middle school students through the process of writing a term paper (selecting topics, locating resources, developing an outline, taking notes, organizing notes and documenting sources) as opposed to assigning the term paper as an independent project.

A physical education instructor introduces basic strokes in tennis and practices backhand/forehand before going on to more difficult game skills.

TEACHING TASK I: PROVIDES INSTRUCTION

> **Dimension A: Instructional Level**
> The amount and organization of the lesson content are appropriate for the students based on their abilities and the complexity and difficulty of the material.

Sample Effective Practices:

Organizes the content into blocks or steps suitable for the abilities of the students and the complexity and difficulty of the material (e.g., small bits of information for low ability students or for difficult material)

Ensures that learners have necessary skills and information before moving on to more difficult content

Intersperses practice opportunities in lessons involving difficult content

Provides moderately difficult tasks that are within reach of most students

Varies the difficulty level of activities and questions to provide for student success

Continues teacher-guided practice until most students are capable of mastering the content

__Questions to Ask about Dimension A:__
__Were the amount and organization of content appropriate for the students and the topic? Why or why not?__

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension B: Content Development
Subdimension B1: Teacher-Focused

Research/Rationale:
Clear content development is consistently positively correlated with student achievement (Brophy & Good). Clear content presentation includes introducing new terms and concepts in ways learners can understand by modeling behaviors or processes and by providing concept definitions and labels and concrete examples (Armento). "When teachers explain exactly what students are expected to learn and demonstrate the steps needed to accomplish a particular academic task, students learn more" (What Works, p.35), especially if demonstrations are provided to groups before seatwork is assigned (Brophy & Evertson). "Demonstrations, live or filmed, of process and products are facilitating rather than restricting to student initiative and creativity" (Hunter, p. 176).

Another key factor in appropriate content development is proper sequencing of instruction based on the intellectual processing required by a given activity (Gagne & Briggs). For example, if problem-solving is being taught, students must first learn the rules of the process before trying to solve a problem. Proper sequencing of instruction builds on prior learning and provides a framework around which students can order new learning or perform new tasks (Brophy; Gagne). Effective teachers begin lessons with reviews of previous, related learning emphasizing major points to ensure that students have the necessary prerequisite skills for the present lesson (Rosenshine & Stevens). Too, effective teachers present only one idea or concept at a time, focusing only on that one point and checking for student understanding before proceeding (Rosenshine). An instructional strategy of primary importance in content development is teacher-guided practice. "Guided practice is characterized by frequent questions" (Jones, p. 70), whether written or oral, until all students are able to answer correctly most of the time. The effective teacher uses guided practice to monitor student learning so that errors can be corrected before students begin independent practice. By controlling practice activities, especially with the practice of new material, effective teachers increase the opportunities for students to be successful in subsequent activities and assignments (Barnes).

Examples of Subdimension B1:

A chemistry teacher models the process for conducting an experiment before students begin work on the lab activity.

A third grade teacher guides students through sample problems using the long division process before students are assigned items to complete independently.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension B: Content Development
>   Content is developed through appropriate teacher-focused or student-focused activities.

Subdimension B1: Teacher-Focused Content Development

Content is explained, discussed, or reviewed in an appropriate sequence through techniques such as using definitions, examples, demonstrations, and modeling or through teacher-guided group activities.

Sample Effective Practices:

Uses definitions to explain terms that are unfamiliar to students

Provides initial examples that are clear and appropriate to the learning

Provides simple examples first and then moves to more complex and difficult examples

Uses aids that support instruction

Provides demonstrations to show the steps of a process

Presents content in a logical sequence such as moving from easy to difficult or from concrete to abstract

Models learning by describing thought processes associated with the physical demonstration

Models higher-level thinking by verbalizing the processes of application, analysis, synthesis and evaluation

Directs discussions and other interactive learning activities by asking focused questions and maintaining the focus on the learning

Conducts reviews which are stimulating and purposeful

Conducts teacher-guided group practice on new information or skills

__Questions to Ask about Subdimension B1:__
__Was the lesson teacher-focused? Were appropriate techniques used to explain, discuss, review, or guide the content development? Which ones? When would others have been helpful?__

NOTE: During short unannounced observations of teaching, Content Development should include appropriate Teacher-Focused Content Development (I B1) OR Student-Focused Content Development (I B2) OR both. At least one must be scored.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension B: Content Development
Subdimension B2: Student-Focused

Research/Rationale:
Student-focused activities can provide appropriate opportunities for students to practice and extend previous or new content. Students learn by having many opportunities to practice and apply the new skills or concepts being taught (Anderson, Evertson, & Brophy; Lyle; Rosenshine & Stevens; Tyler). One method of providing student-focused content development is through carefully structured cooperative group learning activities (Hawley & Rosenholtz; Rosenshine; Rosenshine & Stevens). For group learning to be optimally effective, teachers generally select the group members based on criteria such as the nature of the task, the social and/or academic skills of the students, expected learning outcomes and demographic characteristics of the students. Group activities can include completing a drill practice sheet, participating in group reviews, preparing for a team event or developing a project. The advantages of such cooperative settings come from the social value of working in groups and from the cognitive value gained from explaining the material to someone and/or having the material explained in turn (Rosenshine; Rosenshine & Stevens). However, it is important for teachers to monitor closely the progress of each group and to reassign members of groups periodically to help maintain momentum, to combat boredom (Rubin, 1985), and to vary academic interactions and learning opportunities.

Student-focused activities also include distributed and independent practice opportunities. Short reviews periodically conducted (or distributed) beyond initial learning help reinforce content and enhance long-range retention (Cummings). Independent practice opportunities are provided only after students have sufficiently mastered the content so that few errors occur (Hunter) and a high success rate is fairly certain.

Examples of Subdimension B2:

Kindergarten students work in various centers: manipulative, art, puzzle, listening, housekeeping, block or reading.

Students solve math problems individually with the teacher's assistance.

Groups of students carry out a simulation of a session at the United Nations.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension B: Content Development
> Content is developed through appropriate teacher-focused or student-focused activities.

Subdimension B2: Student-Focused Content Development

Student-focused activities provide appropriate opportunities for students to practice or extend previous content or to generate new content.

Sample Effective Practices:

Provides activities that require students to think through or manipulate content in order to internalize concepts and processes

Uses materials that support instruction

Provides an opportunity for students to process content through activities such as skits, simulations, and hands-on experiences

Structures activities that involve learners in developing the content

Provides periodic review and distributed practice on key objectives

Structures cooperative group learning activities in which students facilitate each other's achievements through activities such as helping, sharing and tutoring

Provides student-focused activities in which most students maintain a high success rate

Provides assistance to individual students or small groups

Questions to Ask about Subdimension B2:
Was the lesson student-focused? Did student-focused activities provide meaningful practice, extend content, or generate content? What changes or activities might have improved the lesson? Was additional focus or assistance desirable?

NOTE: During short unannounced observations of teaching, Content Development should include appropriate Teacher-Focused Content Development (I B1) OR Student-Focused Content Development (I B2) OR both. At least one must be scored.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension C: Building for Transfer
Subdimension C1: Initial Focus

Research/Rationale:

Before a lesson begins students should know what to expect and for what work they are to be held accountable (Brophy & Good). Summarizing several studies on educational objectives, Levin and Long note that "Students who are given information about instructional objectives prior to their learning remember the learning materials better than students" (p.27) who are not. Hunter maintains that teachers need to take advantage of the fact that material presented "at the beginning of any sequence is more easily learned and better remembered" (p.27) than equally difficult material presented later. By focusing student attention from the outset on what is to be learned, why it is to be learned and why it is relevant to the students themselves, teachers help to orient students' attention to the most important parts of the instruction (Hunter; Levin & Long; Squires, Huitt, & Segars).

Effective teachers help focus student attention by displaying enthusiasm, providing advance organizers, demanding student readiness (Lysakowski & Walberg), reviewing prerequisite learning and providing outlines (Rosenshine). Advance organizers, for example, present a conceptual model for processing information. These organizers, provided prior to instruction, are usually presented at a higher level of abstraction, generality and inclusiveness than the content itself (Ausubel). Advance organizers contain important content which should be taught (Joyce & Weil) and which help students make meaningful associations, categorizations and comparisons. Graphic organizers are diagrammatic representations of conceptual relationships represented by the basic vocabulary of a particular unit (Hawks). These visual models set the initial context for the lesson and help facilitate learning and retention (Luiten, Ames, & Ackerson). Overviews and summaries also help provide initial focus for students. Unlike organizers, these ordinarily are presented at the same level of abstraction, generality and inclusiveness as the material itself, emphasizing only the principal points of the learning (Ausubel).

Examples of Subdimension C1:

A high school remedial reading teacher might begin a lesson on reference materials by asking the class specific questions that require the use of references. When no one volunteers the information, the teacher explains that no one could remember such specific information. The teacher identifies reference materials as the key to locating information and as the content for the lesson.

A fourth grade teacher directs students to list the two types of maps they have studied so far. After allowing students to name the two types of maps, the teacher states that today the class will learn about a third type.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension C: Building for Transfer
Lesson includes initial focus, content emphasis or linking, and summaries that build for transfer of learning.

Subdimension C1: Initial Focus
Initial activity focuses students' attention on lesson objectives and the learning context.

Sample Effective Practices:

Communicates learning objectives to students

Provides a context for objectives with techniques such as:
1. presenting an overview or outline of how content fits together
2. reviewing previous related work
3. describing the purpose, rationale or relevance of what is to be learned

Captures student attention through active involvement

Questions to Ask about Subdimension C1:
Was an initial focus applicable? Did the lesson begin with techniques that focused the attention of students on the lesson objectives and the learning context? How was this done? How could it have been improved?

NOTE: During short unannounced observations of teaching, Building for Transfer may be scored not applicable (NA) during student-focused content development. The score for I C2, Content Emphasis or Linking, controls the overall score for this dimension whenever C2 is scored.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension C: Building for Transfer
Subdimension C2: Content Emphasis or Linking

Research/Rationale:
Simply presenting information to students does not guarantee their successful mastery of the content; therefore, any "helpful hints" provided by the teacher may assist students in learning the material. Teachers who provide clear instruction help students remember content (Hines) by emphasizing major points, critical attributes or distinguishing features of the learning. Bringing main ideas to the attention of the class allows students to focus on what the lesson is about and maximizes student achievement (Brophy & Good; Rosenshine & Stevens). Major points of emphasis may be presented as overviews, summaries of prior material, advance organizers or any other method of organizing material in a structured manner (Hawk).

Linking new material to that previously learned also helps effect transfer of learning. Kounin points to the "challenge arousal" of linking the activity at hand to the students' prior experiences. According to Anderson and Reder, more familiar material is stored in a more structured or more elaborate way in long-term memory. This more elaborate representation of stored memory actually makes retrieval easier by providing alternate retrieval pathways. By making connections between old and new material, processing new information is facilitated (Rosenshine & Stevens).

One method of linking unfamiliar material to familiar material is through the use of mnemonics. Mnemonic devices help students learn new material by making it, literally, more memorable. Mnemonics may take the form of nonsense verses or acronyms, picture associations, easily remembered spatial arrangements, sounds or any other link that may facilitate memorization. Joyce, Showers, and Rolheiser-Bennett, in a synthesis of studies on the use of mnemonics, note the significantly higher success rate of students who used mnemonics, especially the "link-word method," over those who did not.

Examples of Subdimension C2:

A science teacher points out distinguishing characteristics of insects: segmented body and six legs.

A French teacher emphasizes accent marks and how they influence pronunciation.

A teacher compares the body's nutritional needs to a car's mechanical needs.

In teaching contractions, the teacher gives six children one letter card each which together spell CANNOT. Another child is given an apostrophe card. The children with 'N' and 'O' in 'NOT' move away, being replaced by the child with the apostrophe. The contraction principle is vividly remembered.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension C: Building for Transfer
Lesson includes initial focus, content emphasis or linking and summaries that build for transfer of learning.

Subdimension C2: Content Emphasis
Content is made easy to learn and remember by emphasizing major features, critical attributes, or other distinguishing parts of the learning.

Sample Effective Practices:

Uses techniques to stress the important or difficult areas of a topic

Emphasizes the major features or critical attributes that distinguish the learning

OR

Subdimension C2: Content Linking
Content is made easy to learn and remember by linking it to relevant life experiences, to prior or future learning or through associations.

Sample Effective Practices:

Points out similarities to strengthen the learning and differences to avoid confusion

Uses content to interpret common life experiences

Uses familiar events or phenomena to make content easy to learn and remember

Connects new ideas, skills and concepts to previous or to future learning

Uses associations to link content

Provides techniques to students to facilitate memorization by using mnemonic devices such as acronyms, verses, pictures and color codes

Questions to Ask about Subdimension C2:
Was the content made easy to learn and remember through emphasis or linking? How? In what other ways could the content have been emphasized or linked? What additional techniques were desirable or necessary?

NOTE: During short unannounced observations of teaching, Building for Transfer may be scored not applicable (NA) during student-focused content development. The score for I C2, Content Emphasis or Linking, controls the overall score for this dimension whenever C2 is scored.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension C: Building for Transfer
Subdimension C3: Summaries

Research/Rationale:
Achievement is maximized when teachers begin lessons by reviewing objectives, by summarizing subparts of the lesson as it proceeds and by reviewing, restating or revising main ideas at the end of the lesson (Armento; Brophy & Good; Wright & Nuthall). New material must be processed in order to transfer it from short-term memory (working memory) to long-term memory. This can be accomplished by asking students questions, requiring students to summarize main points, and reviewing students on necessary information or skins (Rosenshine). Stressing important content by repeating, summarizing, and reviewing helps clarify instruction and helps students assimilate content (Hines). Reviews conducted at the end of the lesson and at weekly intervals (or slightly longer ones) increase retention and the amount of learning (Good & Grouws; Wright & Nuthall). More effective teachers use review and repetition more frequently than do less effective teachers.

Rosenshine and Stevens list a number of ways in which reviews may be carried out, including having students prepare a written summary of the previous lesson, summarize the rule or process in their own words, write the main points on the board, or summarize the main points to each other in groups. Such structuring of content in the form of short reviews that summarize lesson segments is helpful to students (Brophy & Good).

Examples of Subdimension C3:

After teaching commas between items in a series, the teacher has learners restate the rules and give an example before moving on to commas in dates.

After completing the first segment of a lab, students are asked to state the steps they have completed before moving on to the second segment of the lab.

TEACHING TASK I: PROVIDES INSTRUCTION

Dimension C: Building for Transfer
Lesson includes initial focus, content emphasis or linking and summaries that build for transfer of learning.

Subdimension C3: Summaries
Learning is reinforced with appropriate summaries.

Sample Effective Practices:

Reemphasizes important details of the lesson and lesson objectives

Involves students in summarizing or reviewing the lesson

Summarizes or reviews periodically during the lesson to provide continuity

Summarizes or lets students summarize at the end of the lesson to reinforce learning

Questions to Ask about Subdimension C3:
Were summaries necessary? Was learning reinforced with appropriate summaries? How? How might summaries have been improved?

NOTE: During short unannounced observations of teaching, Building for Transfer may be scored not applicable (NA) during student-focused content development. The score for I C2, Content Emphasis or Linking, controls the overall score for this dimension whenever C2 is scored.

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension A: Promoting Engagement

Research/Rationale:
Presentations which include something new and exciting, occurring at any time, maintain students' attention, helping to keep them accountable for learning and engaged in the learning activity (Brophy; Kounin). Creating a degree of suspense before calling on students (Hunter), by selecting varied strategies for recitation and by informing nonvolunteers that they may be called on decreases misbehavior and increases student involvement (Kounin). Structuring the classroom to elicit good student responses (Brophy; Stallings) and calling on students to provide concept definitions and examples help vary instructional stimuli and produce higher levels of achievement (Armento; Brophy; Stallings).

One particular method for promoting engagement is asking for student responses and then using extended teacher wait-time. Wait-time is defined as the length of the pause preceding any teacher utterance. Fortune found that in waiting for student responses, effective teachers tend to be more patient and to integrate student responses into the lesson more frequently. A positive correlation has been documented between wait-time and achievement (Tobin); a three to five second pause after asking a question resulted in longer responses from students and in more unsolicited but appropriate responses (Rowe). The use of extended wait-time allows students time to think about explanations, comments or questions before being required to answer. Longer wait-time seems to be especially important when instruction deals with higher cognitive-level objectives or more complex content (Tobin). By skillfully using wait-time after questions are asked, teachers encourage covert involvement (Cummings). By using wait-time after questions are asked, teachers significantly increase the likelihood of getting better, more thoughtful student responses (Cummings; <u>What Works</u>).

Examples of Dimension A:

An English teacher reviewing steps in the writing process says, "Remember that we follow certain steps in writing a paper. Jot them down in order."

A second grade teacher tells everyone to think of one type of service provided in their community. After waiting a moment, the teacher calls on several students, volunteers and nonvolunteers, to respond.

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension A: **Promoting Engagement**
Instructional engagement is promoted through stimulating presentations, active participation, or techniques which promote overt or covert involvement.

Sample Effective Practices:

Gains attention of all students before beginning instruction

Observes students for initial engagement after making assignments

Stimulates interest in the topic by providing vivid or novel examples or by varying presentation and activities

Varies the types of responses generated

Divides opportunities for student participation without excessive or prolonged interactions with individuals

Stimulates covert involvement of students with techniques such as:
1. directing students to think of an example
2. asking students to recall an experience
3. asking students to prepare to respond
4. providing a stimulus for students to be attentive during student interactions or presentations

Creates an expectation of being called on by eliciting responses from volunteers and nonvolunteers and by asking questions before calling upon specific students

Promotes relevant thinking by pausing after questions to allow students to formulate responses or to form mental images

Promotes relevant thinking by pausing after students' responses or contributions to allow for extensions of student ideas

Raises student level of concern by using techniques such as emphasizing the importance of an instructional task, calling on nonvolunteers, or using physical proximity

Generates overt responses with techniques such as:
1. asking students to respond on scratch paper
2. having students take notes
3. directing students to tell another student
4. asking students to respond as a group
5. asking for signal responses
6. involving students in discussions, skits, simulations, hands-on experiences and cooperative group learning experiences

Questions to Ask about Dimension A:
Were appropriate techniques used to promote student engagement in the learning process? What were they? What others might have been helpful?

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension B: Monitoring Progress

Research/Rationale:
Monitoring how students are doing academic work to reveal students' understanding of the content is one of the major tasks of a teacher. Serious deficiencies in students' understanding can go uncorrected when such monitoring does not occur (Erlwanger).

There are many ways to check students' progress, including asking strategic questions, interpreting relevant observable behavior during assessing activities, circulating among students during seatwork or individual work times and asking all students to signal responses (Hunter). Circulating among students during seatwork times, providing help where it is needed most (Brophy & Evertson; Good & Grouws; Rosenshine; Rosenshine & Stevens) and asking questions and giving explanations to students (Good & Grouws; Rosenshine) are particularly effective ways to monitor progress.

A study by Anderson, Evertson and Brophy found positive correlations between student achievement and the amount of time spent in question-answer format and between student achievement and the number of academic interactions per minute. Asking specific questions on main points, supplementary points or processes allows the teacher to assess student responses, isolating any confusion or misunderstanding. Once the area of misunderstanding is determined, the teacher can give prompt and adequate corrections or can reteach the material if the misunderstanding is widespread.

How the questions are presented to the class is just as important as the form of the questions. In checking for understanding of the entire class, it is not adequate to ask a few questions, call on volunteers for answers and assume the entire class understands (Rosenshine). Rather, teachers should ask a large number of questions and call on both volunteers and nonvolunteers (Rosenshine & Stevens). Monitoring student progress should take place frequently so that the teacher can provide corrections and do reteaching when necessary (Rosenshine) or can move on once it is apparent that students have learned the content (Hunter).

Examples of Dimension B:

A teacher asks a student to explain why he labeled a certain sentence as the topic sentence in a paragraph.

A home economics teacher moves around the room to check progress on sewing projects.

An algebra teacher monitors as students solve problems on the board.

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension B: Monitoring Progress
Progress, understanding and bases of misunderstanding are assessed by interpreting relevant student responses, contributions, performances or products.

Sample Effective Practices:

Interprets students' facial expressions and other nonverbal behaviors to determine if further cues or explanations are needed

Asks questions which are understood by students and are relevant to the objectives

Checks for factual knowledge and comprehension

Assesses students' abilities to apply, analyze, synthesize and evaluate

Checks understanding of all group members by using techniques such as signal responses and questions directed to individuals and nonvolunteers

Asks students to explain answers and clarify both correct and incorrect responses

Moves among students to check progress and understanding during individual or group work

Interprets relevant observable behavior during written, verbal and physical activities

Questions to Ask about Dimension B:
Were student progress and understanding monitored? How? What else might have been done?

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension C: Responding to Student Performance
Subdimension C1: Responding to Adequate Performances

Research/Rationale:
Anderson, Evertson, and Brophy found that teacher responses that indicate why an answer is correct facilitate student learning. Rephrasing answers to reemphasize the factors that make the response correct and restating the steps used to obtain the answer help students learn. When student responses or performances are correct but hesitant, the teacher should provide short statements of feedback as well as moderate amounts of process feedback. By articulating the steps used to arrive at the correct answer, the teacher helps both these students who are still learning the steps in a process and those who need the information to understand why the answer was correct. During the initial stages of learning or during a review of relatively new material, this is essential to the students' acquisition and understanding of the skill, process or concept (Rosenshine).

Examples of Subdimension C1:

An art teacher says, "The media you chose for your design really integrated the use of a variety of materials in a creative way." A science teacher says, "Good. You know the symbols for these five elements."

TEACHING TASK II: **ASSESSES AND ENCOURAGES STUDENT PROGRESS**

Dimension C: Responding to Student Performance
Students are provided reinforcement for adequate performances when appropriate and specific feedback or correctives for inadequate performances.

Subdimension C1: Responding to Adequate Performances
Students are provided content-related reinforcement on performances that are adequate and information on why they are adequate when appropriate.

Sample Effective Practices:

Assists students in self-evaluating their performances

Provides specific content-related feedback when:

      1. responses are tentative or hesitant
      2. learning is new
      3. learning is complex

Provides feedback on adequate performances by using techniques such as paraphrasing, applying or extending student responses and connecting the student's response to the content

Provides responses, suggestions and reactions to inform students of progress in activities such as discussions, skits, simulations, hands-on experiences and cooperative group learning activities

Questions to Ask about Subdimension C1:
Was content-related reinforcement for adequate student performance provided? When? When else would reinforcement have been desirable?

NOTE: For short unannounced observations of teaching, satisfactory scores for Responding to Student Performance (II C) are based on satisfactory performance of both subdimensions (C1 and C2) if they are both applicable.

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension C: Responding to Student Performance
Subdimension C2: Responding to Inadequate Performances

Research/Rationale:
A major teaching function is responding to student answers and correcting student errors (Rosenshine). However, simply pointing out mistakes is not sufficient; appropriate feedback should be immediate and specific (Cummings) and should be "followed by corrective procedures which correct weaknesses of learning and instruction" (Levin & Long, p. 24). It is important that the student understand why the response was incorrect and how to correct it so that future responses will be correct. Poor or incorrect student responses can be due to carelessness or lack of knowledge. If an error was due to carelessness, simply correcting the student and moving on is acceptable (Rosenshine; Rosenshine & Stevens). However, if an incorrect response or performance was due to lack of knowledge of facts or process, the teacher should provide clues or hints or reteach the material (Rosenshine; Rosenshine & Stevens). When the student can correct the error rather quickly, it is more beneficial to provide hints or clues, rephrase the questions, or ask simpler questions than it is to reteach the material (Anderson, Evertson, & Brophy; Brophy & Good; Rosenshine; Stallings & Kaskowitz). By providing supportive and corrective feedback to the student about incorrect responses, the teacher gives the student a chance to correct his/her answer and provides the appropriate response (Brophy & Good, 1986). When the student cannot easily correct the error in the response, or when there is a high error rate in the class during a lesson, the material should be retaught (Rosenshine).

Examples of Subdimension C2:

A student answers that Italy is an island. The teacher says, "I can see why you might think Italy is an island because it is surrounded on three sides by water. But islands are surrounded on all sides by water. Can you think of a European country that is completely surrounded by water?"

A math teacher says, "You have all the problems right except number 4. Check your radius measurement."

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension C: Responding to Student Performance
              Students are provided reinforcement for adequate performances when appropriate and specific feedback or correctives for inadequate performances.

Subdimension C2: Responding to Inadequate Performances
              Students with poor performances or incorrect responses are given specific content-related feedback or correctives such as prompts or cues.
                            OR
              No inadequate performances occur.

Sample Effective Practices:

Provides specific feedback about poor performances or incorrect responses and information about why the performances were inadequate

Takes corrective actions during learning activities by using techniques such as:
1. providing hints or other cues
2. using different words or examples
3. creating smaller steps
4. suggesting means for improvement
5. using alternative materials
6. reteaching individuals or large groups
7. providing students with opportunities to give correct responses after they have been incorrect

Appropriately ignores irrelevant or inadequate responses during situations when correction would interfere with the learning

<u>Questions to Ask about Subdimension C2:</u>
Were specific content-related feedback and appropriate correctives provided for inadequate student performance? How? When were deficiencies overlooked?

NOTE: For short unannounced observations of teaching, satisfactory scores for Responding to Student Performance (II C) are based on satisfactory performance of both subdimensions (C1and C2) if they are both applicable.

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension D: Supporting Students

Research/Rationale:
Students are affected by their learning environment. Just as a negative climate inhibits student productivity, a positive classroom climate contributes to productivity and achievement. In spite of any other factors that may affect student attitudes, beliefs, and motivation, "the teacher and the instructional processes are mainly responsible for developing classroom climate" (Levin & Long, p.62). A warm or pleasant feeling tone acts as a motivator for students (Hunter) by lowering their level of concern, particularly during initial practice, thus enhancing the chances for successful effort.

Berliner notes that "the communication of academic expectations for achievement; development of a safe, orderly and academically focused environment for work; quick, fair and sensible management of deviancy; and the development of cooperative environments for learning" (pp.65-66) contribute significantly to a supportive classroom climate. Another equally important factor is dignifying inaccurate responses. Providing corrective feedback while maintaining the dignity of the individual helps students "learn more and remember it longer" (Hunter, p. 90). Even emotionally neutral feedback can be acceptable but "it has long been recognized that sarcasm and personal attacks are negatively related to achievement" (Berliner, p.71).

Teachers' behavior serves as a model for students about what is expected of them and what is valued (Squires, Huitt, & Segars). "Students learn to respect each other, to appreciate differences among themselves, to be realistic, and to learn to use their differences in a way that satisfies the needs of the group as well as the personal needs of others" (Levin & Long, p. 62) based on the behavior modeled by their teachers. When the teacher's behavior does not reflect respect and concern for the individual, appreciation of diversity, and a strong emphasis on academic achievement (Levin & Long), student academic and emotional growth suffer.

Examples of Dimension D:

A third grade teacher says to a student having difficulty with long division, "There are lots of steps to learn, but with a little practice, you'll get the hang of it."

When called on to read, the student is on the wrong page. The teacher says, "Jason, we're on page 25, the first paragraph. Find it quickly, and I'll come back to you for the second paragraph."

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS

Dimension D: Supporting Students
> Support for students is conveyed by using techniques such as providing encouragement, lowering concern levels, dignifying academic responses and by using language free of sarcasm, ridicule and humiliating references.   I

Sample Effective Practices:

Creates a feeling tone which is conducive to learning

Lowers level of concern by offering encouragement and low-risk opportunities for participation

Dignifies inadequate responses with techniques such as providing prompts, rephrasing questions and pointing out portions of performances which are adequate

Acknowledges or comments on student responses or performances

Encourages positive student interactions by promoting and modeling behaviors such as listening, accepting and cooperating

Questions to Ask about Dimension D:
Were support and encouragement provided for the students? Were there instances of non-support for students?

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension A: Use of Time
Subdimension A1: Non-instructional Tasks

Research/Rationale:
Instructional time needs to be maximized so that academic learning time is increased and the time needed for routine tasks is decreased. One way of maximizing instructional time is by providing clear and detailed directions and instructions for learning activities (Hawley & Rosenholtz; Rosenshine & Stevens). By giving clear directions, time is not wasted by having to restate the directions; thus, students are able to get to work quickly on given assignments. Another method of maximizing instructional time is by having clear, quick, and smooth transitions between activities (Brophy; Good & Grouws; Hawley & Rosenholtz; Rinne). Effective teachers are frequently able to shift class activities in one to ten seconds by having materials sorted for distribution and by clearly stating directions, expectations, and purposes for activities (Rinne). "Students can also share in the responsibility for making smooth transitions by adhering to well-defined rules and playing specific roles during classroom changes" (Levin & Long, p. 12). Routines or procedures for paper flow and other daily classroom business help students to know exactly what to do, enabling them to proceed without needing teacher assistance (Brophy).

Examples of Subdimension A1:

The teacher quickly checks roll with a seating chart.

A reading teacher says, "Group 1, get your workbooks and move quickly to the front. Groups 2 and 3, move back to your desks and complete p. 43."

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension A: Use of Time

Use of instructional time is optimized by techniques such as providing clear directions and using efficient methods for transitions, materials distribution and other routine matters and by techniques such as focusing on objectives and providing sufficient instructional activities.

Subdimension A1: Non-instructional Tasks

Instructional time is maximized by techniques such as providing clear and complete directions and using efficient methods for transitions, materials distribution and other routine matters.

Sample Effective Practices:

Obtains student attention before providing directions

Provides clear, concise and complete procedural directions

Checks for understanding of directions when appropriate

Conducts efficient transitions

Uses efficient methods for routine matters such as checking attendance and distributing and collecting materials

Questions to Ask about Subdimension A1:
Was instructional time maximized by efficiently handling routine matters? How? What might have been improved?

NOTE: For short unannounced observations of teaching, satisfactory scores for Use of Time (III A) are based on satisfactory performance of both subdimensions (A1 and A2) if they are both applicable.

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension A: Use of Time
Subdimension A2: Instructional Time

Research/Rationale:
Overwhelmingly, research on teacher behavior indicates that the greater the amount of time students spend on academic tasks the greater the effect on achievement (Squires, Huitt, & Segars). The more time students spend in academic activities, rather than in nonacademic activities, such as games and socializing, the greater the gains in student achievement (Stallings, Cory, Fairweather, & Needels). Students need sufficient instructional time in order to process the material being presented (Rosenshine & Stevens). Spending and/or allocating insufficient learning time has a direct, negative effect on achievement (Gettinger).

"Effective time managers in the classroom do not waste valuable minutes on unimportant activities; they keep their students continuously and actively engaged" (What Works, p. 34). This can, in part, be accomplished by providing appropriate content, sufficient activities and enough time for each activity to be completed (Hawley & Rosenholtz). Hunter suggests assigning activities during those times normally lost to routines and transitions. These sponge activities keep students focused on academic content and not only increase learning but also decrease misbehavior.

Appropriate pacing of material, minimizing delays and maintaining an academic orientation also help optimize instructional time. Effective time managers keep the students' environment focused and relatively free of disruptions. They present information in a clear, organized manner so that time is not lost by having to backtrack to explain essential information (Brophy; Hawley & Rosenholtz). Particularly for lower ability students, engaged time (academic learning time, time-on-task) is especially important, but teachers still need to insure that time is used productively by all students and that the time allocated for instruction is adequate (Berliner).

Examples of Subdimension A2:

A physical science teacher writes the following directions on the chalkboard before taking roll: List the three types of alcohol we discussed yesterday. Be ready to tell me the common use of each type of alcohol.

After completing a reading assignment, eighth graders will write in their journals.

After completing an addition worksheet, third graders may choose any computation item on the page and write a word problem for it.

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension A: Use of Time
Use of instructional time is optimized by techniques such as providing clear directions and using efficient methods for transitions, materials distribution and other routine matters and by techniques such as focusing on objectives and providing sufficient instructional activities.

Subdimension A2: Instructional Time
Use of instructional time is optimized by techniques such as focusing on objectives and providing sufficient instructional activities.

Sample Effective Practices:

Begins lesson promptly

Avoids unnecessary delays in instruction, digressions from objectives and interruptions of learning activities

Provides instructional activities to optimize learning time while students wait for instruction to begin, for other students to finish or for the period to end

**Questions to Ask about Subdimension A2:**
**Was an instructional focus maintained and were sufficient instructional activities provided throughout the lesson? When was instructional time not optimized? How could the use of time have been improved?**

NOTE: For short unannounced observations of teaching, satisfactory scores for Use of Time (III A) are based on satisfactory performance of both subdimensions (A1 and A2) if they are both applicable.

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension B: Physical Setting

Research/Rationale:
Arrangements of physical space and seating patterns should complement the teacher's instructional objectives and methods and seek to maximize both the physical space and available resources. Effective teachers organize classrooms with specific, well-equipped areas to accommodate different types of learning activities (Brophy; Hawley & Rosenholtz). An efficient learning environment is achieved through the preparation, not only of the lesson, but also of the physical surroundings (Brophy; Emmer, Evertson, & Anderson). In a successful learning environment, the furnishings are arranged to optimize instructional opportunities by facilitating movement, minimizing crowding, providing appropriate visual focus and facilitating retrieval of materials (Brophy; Emmer, Evertson, & Anderson; Hawley & Rosenholtz). Desk arrangements should also allow the teacher to move freely about the room, monitoring and providing assistance to the students. Efficient traffic patterns which allow easy access to students and produce smoother transitions minimize bottlenecks, lines and students' need for teacher assistance (Brophy; Emmer, Evertson, & Anderson; Hawley & Rosenholtz).

Examples of Dimension B:

During total group activities or directions, the teacher ensures that all students can see and hear even if the room is arranged for small group or center work.

While working with individual groups, the teacher selects a position that allows him/her to observe the rest of the class.

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension B: Physical Setting
   The physical setting allows the students to observe the focus of instruction, to work without disruption, to obtain materials and to move about easily; and it allows the teacher to monitor the students and to move among them.

Sample Effective Practices:

Plans the instructional environment so that students can easily see presentations

Plans the instructional environment so that students can be seen and monitored

Arranges materials in an orderly and readily accessible manner

Arranges the environment for necessary group or independent work, movement or other lesson activity

Maintains a functional arrangement of furniture and materials around high traffic areas such as pencil sharpener, bookshelves or materials center

Establishes efficient patterns for student movement in the classroom

Questions to Ask about Dimension B:
Was the physical setting functional and efficient? What changes could be made?

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension C: Appropriate Behavior
Subdimension C1: Monitoring Behavior

Research/Rationale:
It is important for teachers to communicate high expectations for appropriate student behavior (Hawley & Rosenholtz). Setting up specific class rules reduces disruptive behavior (Advani & Beaumaster; Herman & Traymontona). Rules should be well-defined with reasonable norms for governing behavior and should be fairly and equitably enforced (Hawley & Rosenholtz). Rules should be specifically taught and monitored, with teachers consistently holding students accountable throughout the year (Emmer, Evertson, & Anderson; Hawley & Rosenholtz; Sanford & Evertson).

Careful and continuous monitoring of student behavior is positively related to student achievement (Brophy; Emmer, Evertson, & Anderson; Good & Grouws). Kounin's studies indicate that effective classroom managers display "with-it-ness" by stationing themselves so that they can see all students and can be aware of what is happening at all times (cited in Brophy). By being "with it", effective teachers are able to monitor the classroom frequently and are able to stop inappropriate behavior before it becomes a major problem. Cummings notes that the most effective managers prevent punishable behavior by providing specific, positive feedback for appropriate behavior and by modeling desirable behaviors for their students.

Examples of Subdimension C1:

While working with one math group, a fourth grade teacher frequently looks about the entire room, checking for appropriate behavior.

In a high school English class, the teacher says, "Please remove your dictionaries and all other materials except for your poetry notebooks."

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension C: Appropriate Behavior
Appropriate behavior is maintained by monitoring the behavior of the entire class, providing feedback and intervening when necessary.

Subdimension C1: Monitoring Behavior
Appropriate behavior is maintained through techniques such as monitoring the behavior of the entire class, establishing clear and consistent expectations and providing positive feedback when appropriate.

Sample Effective Practices:

Facilitates classroom monitoring with techniques such as having students clear their desks of unnecessary materials, having groups begin seatwork together and not allowing students to congregate around the teacher while waiting for assistance

Observes the entire class and scans the class frequently

Divides attention among students without prolonged interactions with individuals

Establishes and maintains rules and procedures which describe expectations regarding behavior

Provides positive feedback on behavior when appropriate

Questions to Ask about Subdimension C1:
Were techniques used to monitor appropriate behavior? What proactive management techniques were used? What other techniques could have been used?

NOTE: For short unannounced observations of teaching, satisfactory scores for Appropriate Behavior (III C) are based on satisfactory performance of both subdimensions (C1 and C2) if they are both applicable.

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension C: Appropriate Behavior
Subdimension C2: Intervening

Research/Rationale:
Although it is more desirable to prevent misbehavior than it is to deal with it once it occurs, all teachers, at one time or another, will be faced with inappropriate behavior that must be addressed (Cummings). Jacobsen, Eggen, Kauchak, and Dulaney place teacher actions on a continuum from least to most disruptive teacher interventions. Rinne classified these interventions as low profile, mid profile or high profile responses to misbehavior. "Profile is the degree to which student attention is diverted from lesson content to a distracting person or event" (Rinne, p. 29). Low profile controls are the least disruptive and are directed only toward the offending students. Low profile interventions are subtle and can include inserting students' names at random into the lesson, varying voice pitch and establishing eye contact with students. High profile interventions are the most disruptive, thus, the least desirable. But as Kounin indicates, if the teacher demonstrates awareness of disruptive behavior, stops it before it spreads and offers alternative behaviors, minor problems will not become major ones (cited in Brophy & Good). Whatever strategy is used, however, feedback should be specific and swift; and the consequences should be fair, appropriate and consistently applied (Cummings).

Examples of Subdimension C2:

A first grader shouts out an answer to a question. The teacher says, "You need to remember to raise your hand for permission to answer."

A seventh grade student is tapping a pencil on the desk. While continuing the lesson, the teacher walks over and points to the pencil tray on the desk. The student puts the pencil in the tray.

A high school student is applying cosmetics while the other students are answering written review questions. The teacher quietly says to the student, "I want you to begin your questions now. I'll help you with the first one."

TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT

Dimension C: Appropriate Behavior
Appropriate behavior is maintained by monitoring the behavior of the entire class, providing feedback and intervening when necessary.

Subdimension C2: Intervening
Appropriate behavior is maintained by providing appropriate feedback or interventions when learners are off-task or disruptive.
OR
Behavior is appropriate.

Sample Effective Practices:

Detects inappropriate behavior early and intervenes when it is likely to cause further disruption

Uses low profile interventions such as proximity control, eye contact, signals and stating a rule or mentioning a student's name to redirect him/her

Prompts student, if necessary, to make sure that appropriate behavior begins after redirection

Provides feedback only to students causing the problem to avoid interrupting all students for minor problems

Deals with disruptions appropriately (e.g., making a calm reasonable request of students to comply with rules or procedures, avoiding arguments or power struggles, using appropriate consequences or counseling and referring students to a resource person)

Questions to Ask about Subdimension C2:
Were appropriate interventions used when disruption or off-task behavior occurred? What kinds of interventions were used? When else would interventions have been desirable?

NOTE: For short unannounced observations of teaching, satisfactory scores for Appropriate Behavior (III C) are based on satisfactory performance of both subdimensions (C1 and C2) if they are both applicable.

The purpose of the STEP: Duties and Responsibilities (STEP D&R) is to describe the expectations for teachers in addition to the teaching tasks outlined in the STEP: Observation Instrument (STEP OI). Evaluation of the performance of these duties and responsibilities will be based on school-wide observations of teachers throughout the school year.

Items in the STEP D&R are scored by exception. All items shall be scored as Satisfactory on the Annual Evaluation Summary Report unless prior to the annual evaluation summary the teacher has:

- been notified in writing;
- received written documentation on each incident serving as the basis for the unsatisfactory annual evaluation summary; and
- had a conference concerning the unsatisfactory performance.

An Unsatisfactory annual evaluation summary for the STEP D&R can occur if both of the following conditions have been met:

(1) The employee has failed to perform a duty or responsibility which is a part of the employee's job description and the Fulton County Board of Education policies/procedures; or committed an act prohibited according the Fulton County Board of Education or State Board of Education policies/procedures or under state statute or Professional Practices Commission's Code of Ethics/Standards of Conduct; or where the employee had received written notification that the act was prohibited prior to committing the act which is the subject of the STEP D&R written notification.

(2) The employee will be given the opportunity to remediate the conduct which was the subject of the STEP D&R deficiency. For purposes of this rule, remediation shall be deemed to have occurred if the employee has continuously performed in an appropriate manner the duty or responsibility previously identified as deficient for the remainder of the annual evaluation cycle. The annual evaluation cycle is from the date of the completion of the annual evaluation summary from one year to the date of completion of the following year's annual evaluation summary. If the employee fails to remediate the conduct which was the subject of the STEP D&R deficiency and has received notification of the subsequent deficiency or if the violation is deemed sufficient by the administrator or if the deficiency occurs in some other area and is not remediated, an Unsatisfactory annual evaluation should be given.

A notification conference is required anytime a teacher receives written notification and documentation for each new incident on the STEP D&R.

The purpose of the conference is to:

- explain the deficient area;
- discuss the subject of concern;
- clarify action(s) required; and
- discuss the time frame for correction.

Teachers in the STEP I evaluation process will receive a Satisfactory Overall Evaluation Summary on the Annual Evaluation Summary Report if they have a Satisfactory score on both the STEP: Observation Instrument (STEP OI) and the STEP: Duties and Responsibilities (STEP D&R). If the rating is Unsatisfactory on either the STEP OI or the STEP D&R, then an Unsatisfactory Overall Evaluation Summary score is given.

Teachers in the STEP II evaluation process will receive a Satisfactory Overall Evaluation Summary on the Annual Evaluation Summary Report if they have a Satisfactory score on the STEP: Duties and Responsibilities (STEP D&R). If the rating is Unsatisfactory on the STEP D&R, then an Unsatisfactory Overall Evaluation Summary score is given.

<p style="text-align:center;"><u>S</u>upporting <u>T</u>eaching <u>E</u>xcellence <u>P</u>rogram
Duties and Responsibilities</p>

I.   Teacher Duties and Responsibilities

    A. Follows professional practices consistent with school and system policies in working with students, students' records, parents and colleagues
        1. Interacts in a professional manner with students and parents
        2. Is available to students and parents for conferences according to system policies
        3. Facilitates home-school communication by such means as holding conferences, telephoning and sending written communications
        4. Maintains confidentiality of students and students' records
        5. Works cooperatively with school administrators, special support personnel, colleagues and parents

    B. Complies with school, system, and state administrative regulations and board of education policies
        1. Conducts assigned classes at the times scheduled
        2. Enforces regulations concerning student conduct and discipline
        3. Attends regularly and is punctual
        4. Provides adequate information, plans and materials for substitute teacher
        5. Maintains accurate, complete and appropriate records and files reports promptly
        6. Attends and participates in faculty meetings and other assigned meetings and activities according to school policy
        7. Complies with conditions as stated in contract

    C. Demonstrates professional practices in teaching
        1. Models correct use of language, oral and written
        2. Demonstrates accurate and up-to-date knowledge of content
        3. Implements designed curriculum
        4. Maintains lesson plans as required by school policy
        5. Assigns reasonable tasks and homework to students

    D. Acts in a professional manner and assumes responsibility for the total school program, its safety and good order
        1. Takes precautions to protect records, equipment, materials and facilities
        2. Assumes responsibility for supervising students in out-of-class settings

II.   All other duties and responsibilities as prescribed by local school and/or other authorized administrator(s)

III.   Professional Development Plan

In cases where a Professional Development Plan is required for specific needs development, progress relative to completing the PDP shall be assessed during the annual evaluation process. The ultimate evaluation of successful completion of a PDP is significant improvement in the targeted area as measured by the next annual evaluation.

A PDP must be developed for individuals receiving 3 NIs in one dimension or receiving an Unsatisfactory annual evaluation summary on the Annual Evaluation Summary Report.

Supporting Teaching Excellence Program

Position Title:
Classroom Teacher

Qualifications:
Valid Georgia professional certification in the assigned teaching field

Reports to:
Building Principal and/or other authorized administrators

Teaching Tasks

I.   **Provides Instruction**

    A. Teaches at an appropriate instructional level
    B. Provides content development
        1. Provides teacher-focused content development
        2. Provides student-focused content development
    C. Builds for transfer
        1. Provides initial focus
        2. Provides content emphasis and linking
        3. Provides lesson summaries

II.   **Assesses and Encourages Student Progress**

    A. Promotes student engagement
    B. Monitors student progress
    C. Responds to student performance
        1. Responds to adequate performance
        2. Responds to inadequate performance
    D. Supports students

III.   **Manages the Learning Environment**

    A. Uses time efficiently
        1. Handles non-instructional tasks efficiently
        2. Handles instructional time appropriately
    B. Maintains effective physical setting for instruction
    C. Maintains appropriate student behavior in the classroom
        1. Monitors behavior
        2. Intervenes when necessary

Teacher Job Description

I.   **Teacher Duties and Responsibilities**

    A. Follows professional practices consistent with school and system policies in working with students, students' records, parents, and colleagues
        1. Interacts in a professional manner with students and parents
        2. Is available to students and parents for conferences according to system policies
        3. Facilitates home-school communication by such means as holding conferences, telephoning, and sending written communications
        4. Maintains confidentiality of students and students' records
        5. Works cooperatively with school administrators, special support personnel, colleagues, and parents

B. Complies with school, system, and state administrative regulations and board of education policies
1. Conducts assigned classes at the times scheduled
2. Enforces regulations concerning student conduct and discipline
3. Attends regularly and is punctual
4. Provides adequate information, plans and materials for substitute teacher
5. Maintains accurate, complete and appropriate records and files reports promptly
6. Attends and participates in faculty meetings and other assigned meetings and activities according to school policy
7. Complies with conditions as stated in contract

C. Demonstrates professional practices in teaching
1. Models correct use of language, oral and written
2. Demonstrates accurate and up-to-date knowledge of content
3. Implements designed curriculum
4. Maintains lesson plans as required by school policy
5. Assigns reasonable tasks and homework to students

D. Acts in a professional manner and assumes responsibility for the total school program, its safety and good order
1. Takes precautions to protect records, equipment, materials and facilities
2. Assumes responsibility for supervising students in out-of-class settings

II. All other duties and responsibilities as prescribed by local school and/or other authorized administrator(s).

III. Professional Development Plan (PDP)

In cases where a Professional Development Plan is required for specific needs development, progress relative to completing the PDP shall be assessed during the annual evaluation process. The ultimate evaluation of successful completion of a PDP is significant improvement in the targeted area as measured by the next annual evaluation.

A PDP must be developed for individuals receiving 3 NIs in one dimension or receiving an Unsatisfactory annual evaluation summary on the Annual Evaluation Summary Report.

IV. Continuous Improvement Plan (CIP)

A Continuous Improvement Plan (CIP) is required for all teachers in the evaluation process. The purposes of the CIP are to encourage higher levels of performance for teachers that impact student learning and support school improvement efforts as defined in the School Strategic Plan. The CIP is part of continuing staff development for the benefit of the teacher. Teachers are continually expected to explore ways to further develop their skills.

The CIP also includes strategies, performance results and application of concepts learned for accomplishing the objectives. The CIP may be developed by an individual teacher or a group of two or more teachers working toward a common objective. Either or both the Student Achievement Objective or the Staff Learning and Growth Objective may be part of a collaborative effort. The teacher is responsible for developing the CIP in cooperation with his/her principal. A copy of the completed CIP will be attached to the school copy of the teacher's annual evaluation summary report.

FULTON COUNTY
CONTINUOUS IMPROVEMENT PLAN

Name of Evaluatee_____Position_____School/Department_____

Specific Improvement Objective(s):
Strategies/Recommended Activities:
Evaluatee Signature _____ Date_____   Evaluator Signature _____ Date _____
Record of Participation in Recommended Activities:
Performance Results:

Evaluator Signature_____**Date**_____ **Evaluatee's signature acknowledges**
receipt of form, not necessarily concurrence.
Written comments may

Evaluatee Signature_____**Date**_____ be provided below and/or attached to the
evaluator's copy. Initial here if comments are
attached._____

Evaluatee's Comments_____

Attach a copy of the completed CIP to the school copy of the Annual Evaluation Summary Report.

Supporting Teaching Excellence Program
STEP Observation Record

Teacher's Name _____   **School** _____

Social Security Number _____   **Date** _____

Check One	Observation Number	Lesson Segment (Circle One)	Total Minutes	
☐ STEP I ☐ STEP II	☐ ☐ ☐ ☐ 1 2 3 4	B M E O	☐	Beginning Time: _____ Ending Time: _____

Focus of Lesson: _____

	Mark Scores for Each Dimension

TEACHING TASK I: PROVIDES INSTRUCTION
Comments:
	A. Instructional Level — NI ☐ S ☐
	
	B. Content Development
	  1. Teacher - Focused — NI ☐ S ☐
	
	    and/or
	
	  2. Student - Focused — NI ☐ S ☐
	
	C. Building for Transfer — NI ☐ S ☐ NA ☐

TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS Comments:	A. Promoting Engagement — NI ☐ S ☐ B. Monitoring Progress — NI ☐ S ☐ C. Responding to Student Performance — NI ☐ S ☐ D. Supporting Students — NI ☐ S ☐
TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT Comments:	A. Use of Time — NI ☐ S ☐ B. Physical Setting — NI ☐ S ☐ C. Appropriate Behavior — NI ☐ S ☐

(Signatures)

OBSERVER _____   DATE _____ POSITION _____

TEACHER _____   DATE _____

Sign and return copy to principal's office. Signature acknowleges recipt of form, not necessarily concurrence. Written comments may be provided and/or attached. Initial and date here if comments are attached. _____

Teacher's Comments _____

_____

STEP WHOLE LESSON OBSERVATION RECORD

Teacher's Name_____ **School** _____
Social Security Number_____ **Date** _____

Check One ☐ STEP I ☐ STEP II	Check One ☐ Extended ☐ Diagnostic	Beginning Time: _____ Ending Time: _____	Total Minutes ☐

Focus of Lesson:

Mark Scores for Each Dimension/Subdimension

		NI	**S**
TEACHING TASK I: PROVIDES INSTRUCTION **Comments:**	A. Instructional Level	☐	☐
	B. Content Development		
	1. Teacher - Focused	☐	☐
	and/or	and/or	
	2. Student - Focused	☐	☐
	C. Building for Transfer		
	1. Initial Focus	☐	☐
	2. Content Emphasis or Linking	☐	☐
	3. Summaries	☐	☐

		NI	**S**
TEACHING TASK II: ASSESSES AND ENCOURAGES STUDENT PROGRESS **Comments:**	A. Promoting Engagement	☐	☐
	B. Monitoring Progress	☐	☐
	C. Responding to Student Performance		
	1. Responding to Adequate Performances	☐	☐
	2. Responding to Inadequate Performances	☐	☐
	D. Supporting Students	☐	☐

		NI	**S**
TEACHING TASK III: MANAGES THE LEARNING ENVIRONMENT **Comments:**	A. Use of Time		
	1. Non-Instructional Tasks	☐	☐
	2. Instructional Time	☐	☐
	B. Physical Setting	☐	☐
	C. Appropriate Behavior		
	1. Monitoring Behavior	☐	☐
	2. Intervening	☐	☐

(Signatures)
OBSERVER_____ **DATE**_____ **POSITION**_____

TEACHER_____ **DATE**_____

Sign and return copy to principal's office. Signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided and/or attached. Initial and date here if comments are attached_____

Teacher's Comments_____

NOTIFICATION AND DOCUMENTATION RECORD
DUTIES AND RESPONSIBILITIES

ANNUAL EVALUATION PROGRAM - (LEADERSHIP, STEP I, STEP II, OTHER) _____

Evaluatee_____**School/Department**_____

Social Security Number_____**Date**_____

Deficient Area:_____

_____

_____

_____

_____

_____

Relevant Information (subject of concern, people involved, date, time, and place):_____

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_____

Action(s) Required (include time frame for correction):_____

_____

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Conference Record (date, time, place, and summary):_____

_____

_____

_____

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_____

(SIGNATURES)
EVALUATOR_____**DATE**_____ Evaluatee's signature acknowledges
receipt of form, not necessarily
concurrence. Written comments
EVALUATEE_____**DATE**_____ may be provided below and/or
attached to the evaluator's copy.
Evaluatee's Comments_____ Initial and date if comments are
attached. _____

_____

(Use of this form is optional)

PROFESSIONAL DEVELOPMENT PLAN

Name of Evaluatee_____**SSN** _____ **School**_____

Specific Objectives for Improvement:
Activities and Timelines:
Criteria for Measurement of Progress:
Record of Participation in Recommended Activities:
Record of Performance on Specified Criteria:

(SIGNATURES)

EVALUATOR_____**DATE**_____

EVALUATEE_____**DATE**_____

Evaluatee's signature acknowledges receipt of form, not necessarily **concurrence. Written comments may be provided below and/or attached to the evaluator's copy. Initial here if comments are attached.____**

Evaluatee's Comments_____

Supporting Teaching Excellence Program
Annual Evaluation Summary Report

Teacher's Name _____   School _____

Social Security Number _____   Date _____

Current Year Status (check only one)			STEP Observation Instrument	STEP Duties and Responsibilities	Overall Evaluation Summary
For teachers with fewer than 3 years experience: ☐ STEP I Year 1 ☐ STEP I Year 2 ☐ STEP I Year 3	For teachers with 3 or more years experience and new to the system: ☐ STEP I	For teachers with 3 or more years experience: ☐ STEP I ☐ STEP II	☐ Satisfactory ☐ Unsatisfactory ☐ Not Applicable (STEP II)	☐ Satisfactory ☐ Unsatisfactory	☐ Satisfactory ☐ Unsatisfactory

STEP OBSERVATION INSTRUMENT SUMMARY COMMENTS	MARK ONLY AREAS FOR REQUIRED IMPROVEMENT

	A. Instructional Level ☐
	
	B. Content Development
	    1. Teacher Focused ☐
	    2. Student Focused ☐
	C. Building for Transfer ☐

	A. Promoting Engagement ☐ B. Monitoring Progress ☐ C. Responding to Student Performance ☐ D. Supporting Students ☐
	A. Use of Time ☐ B. Physical Setting ☐ C. Appropriate Behavior ☐

Student Achievement Summary Comments	
	The teacher is ☐ is not ☐ working toward the implementation of the school's strategic plan.

Staff Learning and Growth Summary Comments	
	The teacher is ☐ is not ☐ working on continuous improvement through staff learning and growth and the application of concepts learned.

STEP Duties and Responsibilities Summary Comments	
	IDENTIFY STEP DUTIES AND RESPONSIBILITIES FOR REQUIRED IMPROVEMENT (REFER TO TEACHER JOB DESCRIPTION FOR CODES)

Attendance Summary Comments	
	Sick/personal leave used = _____ School system average = _____

(Signatures)

PRIMARY EVALUATOR _____   DATE _____

TEACHER _____   DATE _____

PRINCIPAL _____   DATE _____

Sign and return copy to principal's office. Signature acknowledges receipt of form, not necessarily concurrence. Written comments may be provided and/or attached. Initial and date here if comments are attached._____

Teacher's Comments: _____

_____

20-2-210 G
*** CODE SECTION *** 12/03/01

(a) All personnel employed by local units of administration, including school superintendents, shall have their performance evaluated annually by appropriately trained evaluators. All such performance evaluation records shall be part of the personnel evaluation file and shall be confidential. In the case of local school superintendents, such evaluations shall be performed by the local board of education. Certificated professional personnel who have deficiencies and other needs shall have professional development plans designed to mitigate such deficiencies and other needs as may have been identified during the evaluation process. Progress relative to completing the annual professional development plan shall be assessed during the annual evaluation process. The state board shall develop a model annual evaluation instrument for each classification of professional personnel certificated by the Professional Standards Commission. The local units of administration are authorized to use the models developed by the State Board of Education.

(b) Annual teacher evaluations shall at a minimum take into consideration the following:
    (1) The role of the teacher in meeting the school's student achievement goals, including the academic gains of students assigned to the teacher;
    (2) Observations of the teacher by the principal and assistant principals during the delivery of instruction and at other times as appropriate;
    (3) Participation in professional development opportunities and the application of concepts learned to classroom and school activities;
    (4) Communication and interpersonal skills as they relate to interaction with students, parents, other teachers, administrators, and other school personnel;
    (5) Timeliness and attendance for assigned responsibilities;
    (6) Adherence to school and local school system procedures and rules; and
    (7) Personal conduct while in performance of school duties.

(c) In making a determination of the academic gains of the students assigned to a teacher, evaluators should make every effort to have available and to utilize the results of a wide range of student achievement assessments, including those utilized by the teacher, set by the local board of education, or required under this article. It is recognized that in some instances a determination of the academic gains of the students assigned to a teacher is dependent upon student assessments which have not yet been administered at the time of the annual evaluation or, if they have been administered, the results are not yet available at the time of the annual evaluation. In such instances, the annual teacher evaluation shall be performed on the basis of information available at the time and shall be considered as the annual evaluation for the purposes of this article. As results of student assessments subsequently become available, an addendum to the annual evaluation shall be completed and become part of the teacher's cumulative evaluative record which may be used in a teacher's subsequent annual evaluations.

(d) The superintendent of each local school system shall identify and appropriately trained evaluator for each person employed by the local unit of administration for the purposes of completing and annual evaluation as required in subsections (a) and (b) of this Code section. The evaluator shall be required to complete such annual evaluation for each certificated person prior to April 1 of each year. The superintendent of each local school system shall be responsible for ensuring compliance with this Code section.

(e) In addition to the evaluation by a trained evaluator provided for in subsection (a) of this Code section, the local school system may require each principal and assistant principal of a school to have his or her performance evaluated annually by the teachers in the school. Such evaluations by teachers shall be confidential, solicited and recorded on an anonymous basis, and made available only to the local school superintendent and the local board of education. Such evaluations shall not be subject to Article 4 of Chapter 18 of Title 50.

(f) Any teacher who removes more than two students from his or her total class enrollment in any school year under subsection (b) of Code Section 20-2-738 who are subsequently returned to the class by a placement review committee because such class is the best available alternative may be required to complete professional development to improve classroom management skills, other skills on the identification and remediation of academic and behavioral student needs, or other instructional skills as identified in a plan derived by the principal of the school in consultation with the teacher.

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