

Shelby County Board of Education Educator Effectiveness Model

Overview and Instruments

Evaluation Model based on Educator Effectiveness
Alabama State Department of Education





Effectiveness Overview

Rationale

- Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready. *Alabama State Department of Education*
- In line with Alabama Plan 2020, educator effectiveness will be assessed by measuring **multiple aspects** of practice and teacher growth. Teachers and administrators will analyze multiple components of practice utilizing LEA developed rubrics (Shelby County Instructional Rubrics).
- Conversations will be centered on data collected from two observations, analysis of collaborative planning, professional dispositions, and a teacher's professional showcase.
- An End of the Year Conference will be held to summarize the evidence for overall professional practice.

| Process | Professional Practice Areas |
|---|---|
| The Educator Effectiveness process will focus on three key areas: ① Professional Commitment, ② Professional Practice, and ③ Impact on Student Engagement and Learning. | <u>Classroom Observations</u> Demonstration of effective teaching to support student learning 2- 30 minute unannounced observations with post observation conference and teacher reflection |
| Rubrics have been developed to guide the Educator Effectiveness process for Shelby County Schools. | <u>Analysis of Collaborative Planning</u> Demonstration of ongoing teacher learning through collaboration and professional development |
| At least 1/3 of tenured teachers in a school and all nontenured teachers should be completing the requirements of these three sections in a given school year. | <u>Professional Dispositions</u> Demonstration of professionalism and commitment to continuous improvement by adhering to high ethical standards |
| If a tenured teacher's performance is determined as ineffective, the full educator effectiveness process must be implemented the following year. An administrator may place a teacher on cycle at any time. | <u>Professional Showcase</u> Demonstration of ongoing teacher leadership |
| All teachers, regardless of cycle, will complete the Professional Commitment Section on a yearly basis, ensuring that all teachers have yearly growth plans. | <u>End of Year Conference</u> Summary of evidence from observations, analysis of collaborative planning, professional dispositions, and a teacher's professional showcase |

Educator Effectiveness Reference Information



- Alabama Plan 2020: <http://alturl.com/x4n79>
- ALSDE-Educator Effectiveness Section: www.alsde.edu/sec/ee/Pages/home.aspx

Shelby County Statement of Effective Teaching

Effective educators possess and demonstrate **integrity**, high levels of **professionalism**, and **ethical practice**. These qualities directly affect daily interactions with all stakeholders and foster **positive relationships**. The educator ensures a safe, structured learning environment with **high expectations** for themselves and students. They plan **high-quality instruction** that supports every student in meeting rigorous learning goals by drawing upon knowledge of content, curriculum, pedagogy, and understanding of learners. **Diversity** and individual differences are respected in order to promote inclusive learning environments which enable each learner to meet high standards. Educators understand and utilize **multiple methods of assessment** to **engage learners** in their **own growth**, to **monitor learning progress**, and to guide the teachers' and learners' decision making. Effective educators engage in **self-reflection** and **collaborate** with colleagues in order to plan and deliver **purposeful, differentiated instruction**. They pursue **professional development** and implement **best practices** to enhance teaching and learning.

Effective instruction in Shelby County Schools will be guided by 8 key indicators.
These indicators are aligned with the Alabama Quality Teaching Standards.



Key Indicator 1: Professional Knowledge

Key Indicator 2: Instructional Planning

Key Indicator 3: Instructional Strategies

Key Indicator 4: Assessment Strategies

Key Indicator 5: Assessment Uses

Key Indicator 6: Diversity

Key Indicator 7: Classroom Culture

Key Indicator 8: Classroom Management



Key Indicator 1: Professional Knowledge

Improves the learning of all students by mastering the disciplines related to their teaching fields which includes curriculum, subject content, and pedagogical knowledge

| Action Required | Developing | Effective | Exemplary |
|---|---|---|--|
| <p>The teacher...</p> <ul style="list-style-type: none"> <input type="checkbox"/> inadequately demonstrates understanding of curriculum and/or subject content. <input type="checkbox"/> inadequately demonstrates understanding of pedagogical knowledge and student needs. <input type="checkbox"/> inadequately uses their knowledge in instructional practice. | <p>The teacher...</p> <ul style="list-style-type: none"> <input type="checkbox"/> inconsistently demonstrates understanding of curriculum and/or subject content. <input type="checkbox"/> inconsistently demonstrates understanding of pedagogical knowledge. <input type="checkbox"/> inconsistently understands student needs or lacks fluidity in using the pedagogical knowledge in practice. | <p>The teacher...</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently demonstrates an understanding of the curriculum and/or subject content. <input type="checkbox"/> consistently demonstrates pedagogical knowledge. <input type="checkbox"/> consistently understands the needs of students and provides relevant learning experiences. | <p>The teacher...</p> <ul style="list-style-type: none"> <input type="checkbox"/> in addition to meeting the criteria for the effective standard, leads others in professional studies to increase their own professional knowledge and demonstrates his or her own lifelong learning through endeavors such as NBCT, pursuing advanced degrees, etc. |

Key Indicator 1 correlates with the following **Alabama Quality Teaching Standards:** 1.1, 2b.2, 4a.3

Teacher Look Fors

- Demonstrates an understanding of the content
- Relates the content to the learning target
- Uses district approved curriculum
- Uses relevant, research-based strategies to meet the needs of diverse students



Key Indicator 2: Instructional Planning

Plans effective instruction centered around the Alabama College and Career-Ready Standards and the Alabama Course of Study

| Action Required | Developing | Effective | Exemplary |
|---|--|---|---|
| <p>The teacher...</p> <ul style="list-style-type: none"> □ inadequately plans differentiated instruction for diverse learners with learning targets, higher-order questions, and assessments around the unwrapped College and Career-Ready Standards or ALCOS. □ inadequately creates lessons that develop student conceptual understanding of the learning target(s) with student engagement strategies included. □ inadequately creates independent practice opportunities that afford students the ability to apply their understanding of the learning target at the appropriate Webb's Depth of Knowledge. □ inadequately plans lessons that integrate technology appropriately. | <p>The teacher...</p> <ul style="list-style-type: none"> □ inconsistently plans differentiated instruction for diverse learners with learning targets, higher-order questions, and assessments centered around the unwrapped College and Career-Ready Standards or ALCOS. □ inconsistently creates lessons that develop a student's conceptual understanding of the learning target(s) with student engagement strategies included. □ inconsistently creates independent practice opportunities that afford students the ability to apply their understanding of the learning target at the appropriate Webb's Depth of Knowledge. □ inconsistently plans lessons that integrate technology appropriately. | <p>The teacher...</p> <ul style="list-style-type: none"> □ consistently plans differentiated instruction for diverse learners with learning targets, higher-order questions, and assessments around the unwrapped College and Career-Ready Standards or ALCOS. □ consistently creates lessons that develop a student's conceptual understanding of the learning target(s) with student engagement strategies included. □ consistently creates independent practice opportunities that afford students the ability to apply their understanding of the learning target at the appropriate Webb's Depth of Knowledge. □ consistently plans lessons that integrate technology appropriately. | <p>The teacher...</p> <ul style="list-style-type: none"> □ in addition to meeting the criteria for the effective standard, leads others in instructional planning. |

Key Indicator 2 correlates with the following **Alabama Quality Teaching Standards:** 1.2, 1.4, 2b.1, 2b.3, 2b.4, 3b.2, 3d.1, 3d.2.

Teacher Look Fors

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ Makes lesson plans visible and available ○ Incorporates learning targets in lesson plans ○ Displays student-friendly learning targets visibly in the classroom ○ Incorporates technology in lessons when appropriate | <ul style="list-style-type: none"> ○ Guides students toward the planned learning targets throughout the lesson ○ Uses higher-order questions throughout the lesson ○ Implements planned student-engagement strategies throughout the lesson |
|---|--|



Key Indicator 3: Instructional Strategies

Increases the achievement of every student by drawing upon a thorough understanding of learning and development, and uses research-based instructional strategies that motivate, engage, and maximize the learning of all students

| Action Required | Developing | Effective | Exemplary |
|--|---|--|---|
| <p>The teacher...</p> <ul style="list-style-type: none"> <input type="checkbox"/> inadequately introduces the learning targets for the lesson along with the corresponding formative assessment. <input type="checkbox"/> inadequately revisits the learning target throughout the lesson with his or her students. <input type="checkbox"/> inadequately scaffolds instruction and checks for understanding in order to differentiate for learners based on their needs. <input type="checkbox"/> inadequately engages students by linking experiences, knowledge, and interests throughout instruction and during flexible grouping formats. <input type="checkbox"/> inadequately affords opportunities for students to collaborate throughout the lesson. <input type="checkbox"/> inadequately summarizes the lesson based on the daily learning targets. <input type="checkbox"/> inadequately uses technology to support instruction when appropriate. | <p>The teacher...</p> <ul style="list-style-type: none"> <input type="checkbox"/> inconsistently introduces the learning targets for the lesson along with the corresponding formative assessment. <input type="checkbox"/> inconsistently revisits the learning target throughout the lesson with his or her students. <input type="checkbox"/> inconsistently scaffolds instruction and does not check for understanding in order to differentiate for learners based on their needs. <input type="checkbox"/> inconsistently engages by linking student experiences, knowledge, and interests throughout instruction and during flexible grouping formats. <input type="checkbox"/> inconsistently affords opportunities for students to collaborate throughout the lesson. <input type="checkbox"/> inconsistently summarizes the lesson based on the daily learning targets. <input type="checkbox"/> inconsistently uses technology to support instruction when appropriate. | <p>The teacher...</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently introduces the learning targets for the lesson along with the corresponding formative assessment. <input type="checkbox"/> consistently revisits the learning target throughout the lesson with his or her students. <input type="checkbox"/> consistently scaffolds instruction and checks for understanding in order to differentiate for learners based on their needs. <input type="checkbox"/> consistently engages students by linking student experiences, knowledge, and interests throughout instruction and during flexible grouping formats. <input type="checkbox"/> consistently affords opportunities for students to collaborate throughout the lesson. <input type="checkbox"/> consistently summarizes the lesson based on the daily learning targets. <input type="checkbox"/> consistently uses technology to support instruction when appropriate. | <p>The teacher...</p> <ul style="list-style-type: none"> <input type="checkbox"/> in addition to meeting the criteria for the effective standard, serves as a model and peer coach in the classroom. |

Key Indicator 3 correlates with the following **Alabama Quality Teaching Standards:** 1.2, 1.4, 1.5, 2b.1, 2b.3, 2b.4, 3b.2, 3d.1, 3d.2

Teacher Look Fors

| | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Makes lesson plans visible and available <input type="checkbox"/> Incorporates learning targets in lesson plans <input type="checkbox"/> Displays student friendly learning targets visibly in the classroom <input type="checkbox"/> Incorporates technology in lessons when appropriate | <ul style="list-style-type: none"> <input type="checkbox"/> Guides students toward the planned learning targets throughout the lesson <input type="checkbox"/> Uses higher-order questions throughout the lesson <input type="checkbox"/> Implements planned student-engagement strategies throughout the lesson |
|---|---|



Key Indicator 4: Assessment Strategies

Demonstrates expertise and serves as a model for others in identifying and utilizing assessment strategies in order to address the individual needs of students

| Action Required | Developing | Effective | Exemplary |
|---|--|---|--|
| <p>The teacher...</p> <ul style="list-style-type: none"> ❑ does not use a variety of appropriate formative and summative assessments. ❑ does not create or administer modified/accommodated assessments when appropriate. | <p>The teacher...</p> <ul style="list-style-type: none"> ❑ inadequately uses a variety of formative and summative assessments. ❑ inconsistently administers modified/accommodated assessments. | <p>The teacher...</p> <ul style="list-style-type: none"> ❑ systematically and consistently chooses a variety of formative and summative assessments including appropriate technology strategies. ❑ consistently creates and administers modified/accommodated assessments when necessary and appropriate. | <p>The teacher...</p> <ul style="list-style-type: none"> ❑ in addition to meeting the criteria for the effective standard, leads others in identifying strategies and creating usable assessment tools. |

Key Indicator 4 correlates with the following **Alabama Quality Teaching Standards:** 2c.1, 2c.2, 2c.3, 2c.4

| Teacher Look Fors | Student Look Fors |
|--|---|
| <ul style="list-style-type: none"> ○ Knows when to formatively assess for student readiness ○ Uses techniques that are appropriate for the developmental level of each student ○ Collaborates with others to develop relevant common assessments ○ Aligns assessments with the established curriculum and standards ○ Implements varied forms of assessments ○ Utilizes an array of technology for assessments when appropriate ○ Chooses strategies that adequately assess the student's learning target | <ul style="list-style-type: none"> ○ Appears engaged and on task ○ Understands the purpose of various assessments |



Key Indicator 5: Assessment Uses

Demonstrates expertise and serves as a model for others in using data from formative assessments to drive instruction in order to address the individual needs of students

| Action Required | Developing | Effective | Exemplary |
|---|---|--|---|
| <p>The teacher...</p> <ul style="list-style-type: none"> □ does not gather, analyze, or use relevant data to monitor student understanding nor uses data to drive instruction. □ does not use relevant data to measure student progress, to constructively inform instructional practices, nor to provide feedback in a timely manner. □ creates assessments that are not aligned to learning targets. | <p>The teacher...</p> <ul style="list-style-type: none"> □ inconsistently uses assessment strategies and data to drive instruction. □ inconsistently shares assessment results with students and parents; does not assist students in making specific adjustments or improvements related to the assessments. □ consistently creates assessments that are aligned to learning targets. | <p>The teacher...</p> <ul style="list-style-type: none"> □ routinely uses assessment strategies and data to drive instruction and to address the individual needs of students. □ communicates assessment results to students and parents in a routine and timely manner; assists students in making adjustments and facilitates student growth. □ systematically and consistently creates assessments that align to learning targets. | <p>The teacher...</p> <ul style="list-style-type: none"> □ in addition to meeting criteria for the effective standard, continually demonstrates expertise and leads others in assessment uses. |

Key Indicator 5 correlates with the following **Alabama Quality Teaching Standards: 2c.1, 2c.2, 2c.3, 2c.4**

| Teacher Look Fors | Student Look Fors |
|---|--|
| <ul style="list-style-type: none"> ○ Creates formative assessments that are aligned to learning targets ○ Uses formative assessment results to guide instructional decisions that result in improvement in student achievement ○ Communicates results with specific feedback to students ○ Communicates results in a timely manner to parents ○ Uses technology to analyze formative assessment results ○ Uses formative assessment results to assist students in making adjustments to master learning targets | <ul style="list-style-type: none"> ○ Uses rubrics to assess their own learning ○ Uses teacher provided exemplars to assess their own learning ○ Assesses mastery of the learning targets ○ Uses the results from formative assessments to take ownership of learning |



Key Indicator 6: Diversity

Differentiates instruction in ways that exhibit understanding of how cultural, ethnicity, social background, special needs, and learning styles affect academic performance

| Action Required | Developing | Effective | Exemplary |
|---|---|---|--|
| <p>The teacher...</p> <ul style="list-style-type: none"> □ inadequately makes curriculum and content standards meaningful to diverse learners by designing differentiated instructional activities that connect to and reflect the learner's culture and background. □ inadequately incorporates into the learning environment resources (readings, visuals, other) that reflect learner diversity. □ inadequately communicates in ways that demonstrate sensitivity to diversity while displaying knowledge of how biases can affect teaching and learning. □ inadequately designs instruction that all learners have equitable opportunities to participate and feel safe in doing so. □ inadequately implements IEPs, 504 plans, PST, and other plans | <p>The teacher...</p> <ul style="list-style-type: none"> □ inconsistently makes curriculum and content standards meaningful to diverse learners by designing differentiated instructional activities that connect to and reflect the learner's culture and background. □ inconsistently incorporates into the learning environment resources (readings, visuals, other) that reflect learner diversity. □ inconsistently communicates in ways that demonstrate sensitivity to diversity while displaying knowledge of how biases can affect teaching and learning. □ inconsistently designs instruction that all learners have equitable opportunities to participate and feel safe in doing so. □ inconsistently implements IEPs, 504 plans, PST, and other plans | <p>The teacher...</p> <ul style="list-style-type: none"> □ consistently makes curriculum and content standards meaningful to diverse learners by designing differentiated instructional activities that connect to and reflect the learner's culture and background. □ consistently incorporates into the learning environment resources (readings, visuals, other) that reflect learner diversity. □ consistently communicates in ways that demonstrate sensitivity to diversity while displaying knowledge of how biases can affect teaching and learning. □ consistently designs instruction that all learners have equitable opportunities to participate and feel safe in doing so. □ consistently implements IEPs, 504 plans, PST, and other plans | <p>The teacher...</p> <ul style="list-style-type: none"> □ in addition to meeting the criteria for the effective standard, the teacher models for and coaches colleagues in expanding culturally responsive curriculum and continually seeks knowledge in providing equitable opportunities for all students. |

Key Indicator 6 correlates with the following **Alabama Quality Teaching Standards:** 4a.1, 4a.2, 4b.2, 4c.1, 4d.2

| Teacher Look Fors | Student Look Fors |
|--|---|
| <ul style="list-style-type: none"> ○ Addresses learning differences in the classroom (exceptional learners, special needs) ○ Designs learning that engage all learning styles ○ Provides strategies to support second language acquisition and/or student success ○ Identifies learners with learning difficulties and uses available materials to reteach skills and concepts | <ul style="list-style-type: none"> ○ Feels respected and accepted ○ Has equitable opportunities to participate ○ Makes personal connections based on the content and their interests |



Key Indicator 7: Classroom Culture

Creates a safe, respectful, and stimulating classroom culture that is accepting of diversity and focused on learning that cultivates responsibility, motivation, and engagement

| Action Required | Developing | Effective | Exemplary |
|--|---|---|---|
| <p>The teacher...</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses disrespectful language toward students and interactions are characterized by sarcasm and conflict. <input type="checkbox"/> ignores disrespectful behavior and unengaged students. <input type="checkbox"/> does not demonstrate commitment to high quality student work and learning. <input type="checkbox"/> does not consider student diversity when developing lessons. <input type="checkbox"/> does not hold students accountable for their learning. <input type="checkbox"/> lacks enthusiasm about the lesson; provides little or no feedback and no differentiation for student needs. | <p>The teacher...</p> <ul style="list-style-type: none"> <input type="checkbox"/> has classroom interactions that are generally appropriate but may occasionally reflect inconsistencies, favoritism, and disregard for student diversities, cultural backgrounds, and developmental levels. <input type="checkbox"/> responds to some disrespectful and unengaged students. <input type="checkbox"/> demonstrates limited commitment to high-quality student work and learning. <input type="checkbox"/> inconsistently promotes a classroom culture where all are valued and respected. <input type="checkbox"/> holds some students accountable for learning, but not all. <input type="checkbox"/> displays some enthusiasm, provides minimal feedback and differentiation for diverse student needs. | <p>The teacher...</p> <ul style="list-style-type: none"> <input type="checkbox"/> has interactions that are uniformly respectful and responsible while demonstrating a strong student-teacher rapport <input type="checkbox"/> responds consistently to disrespectful behavior among students. <input type="checkbox"/> communicates the importance of tasks, provides opportunities for all students to succeed, and insists on quality products. <input type="checkbox"/> promotes a classroom culture where all are valued, respected, and celebrated. <input type="checkbox"/> promotes an atmosphere where learning is valued and high expectations are the norm and shared by students. <input type="checkbox"/> displays enthusiasm about the lesson and provides positive attention, timely feedback, and a variety of learning to highlight diverse student strengths. | <p>The teacher...</p> <ul style="list-style-type: none"> <input type="checkbox"/> in addition to meeting the criteria for the effective standard, models behaviors and processes that ensure every student has equitable, appropriate, and effective learning opportunities. |

Key Indicator 7 correlates with the following **Alabama Quality Teaching Standards: 2a.1, 2a.2, 2a.3, 2b.2, 3a.2, 4a.2**

| Teacher Look Fors | Student Look Fors |
|---|---|
| <ul style="list-style-type: none"> ○ Treats all students respectfully ○ Communicates high expectations ○ Provides timely feedback ○ Shows enthusiasm about lesson | <ul style="list-style-type: none"> ○ Respects others ○ Engages fully in learning ○ Responds to the needs of peers ○ Feels comfortable asking questions ○ Pays appropriate attention to tasks |



Key Indicator 8: Classroom Management

Facilitates effective classroom management by being prepared and organized, as well as establishing clear expectations, classroom procedures, and promoting student engagement

| Action Required | Developing | Effective | Exemplary |
|---|---|--|--|
| <p>The teacher...</p> <ul style="list-style-type: none"> □ exhibits little or no preparation which results in loss of instructional time. □ has no established structure and routines and no apparent standards of conduct. □ does not have a classroom arrangement that supports collaboration among students. □ does not manage groups or transitions. □ has a classroom that is cluttered and unorganized. Displays are not current or student generated. | <p>The teacher...</p> <ul style="list-style-type: none"> □ exhibits some preparation and inconsistent expectations which results in limited use of instructional time. □ establishes routines and procedures but implementation is inconsistent. □ has a classroom arrangement that allows for minimal student interaction. □ inconsistently manages groups or transitions. □ has classroom materials that are organized but not accessible to students. Displays are current but not student generated. | <p>The teacher...</p> <ul style="list-style-type: none"> □ exhibits clearly communicated expectations and instructional time is utilized effectively. □ establishes routines and procedures with differentiated implementation and expectations based on individual student needs. □ has a classroom arrangement which encourages collaboration among students. □ manages transitions between activities which are purposefully planned, allowing students to take responsibility of themselves. □ has a classroom that is organized based on student needs and maintained by students. Displays are relevant and purposeful. | <p>The teacher...</p> <ul style="list-style-type: none"> □ in addition to meeting the criteria for the effective standard, leads others by collaborating, mentoring, and modeling effective classroom management. |

Key Indicator 8 correlates with the following **Alabama Quality Teaching Standards**: 2a.1, 2a.2, 2a.3, 2b.2, 3a.2, 4a.2

| Teacher Look Fors | Student Look Fors |
|---|--|
| <ul style="list-style-type: none"> ○ Prepares lesson plans and materials ahead of time ○ Makes rules and routines evident and clear ○ Organizes the classroom so that it is clean and free of clutter ○ Encourages collaboration through the arrangement of the classroom | <ul style="list-style-type: none"> ○ Collaborates with others ○ Follows the rules and procedures including group transitions ○ Takes responsibility for themselves ○ Remains engaged and on task |



Shelby County Schools

Post Observation Feedback Form

Observation One

Observation Two

Teacher _____

Grade/Subject _____

Administrator _____

Date _____ Time _____

| Key Indicators | Description/Comments |
|--|---|
| <p>Key Indicator 1: Professional Knowledge Improves the learning of all students by mastering the disciplines related to their teaching fields which includes curriculum, subject content, and pedagogical knowledge</p> | <p><input type="checkbox"/> Action Required <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary</p> |
| <p>Key Indicator 2: Instructional Planning Plans effective instruction centered around the Alabama College and Career-Ready Standards and the Alabama Course of Study</p> | <p><input type="checkbox"/> Action Required <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary</p> |
| <p>Key Indicator 3: Instructional Strategies Increases the achievement of every student by drawing upon a thorough understanding of learning and development, and uses research-based instructional strategies that motivate, engage, and maximize the learning of all students</p> | <p><input type="checkbox"/> Action Required <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary</p> |
| <p>Key Indicator 4: Assessment Strategies Demonstrates expertise and serves as a model for others in identifying and utilizing assessment strategies in order to address the individual needs of students</p> | <p><input type="checkbox"/> Action Required <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary</p> |

| Key Indicators | Description/Comments |
|---|--|
| <p>Key Indicator 5: Assessment Uses Demonstrates expertise and serves as a model for others in using data from formative assessments to drive instruction in order to address the individual needs of students</p> | <input type="checkbox"/> Action Required <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary |
| <p>Key Indicator 6: Diversity Differentiates instruction in ways that exhibit understanding of how cultural, ethnicity, social background, special needs, and learning styles affect academic performance</p> | <input type="checkbox"/> Action Required <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary |
| <p>Key Indicator 7: Classroom Culture Creates a safe, respectful, and stimulating classroom culture that is accepting of diversity and focused on learning that cultivates responsibility, motivation, and engagement</p> | <input type="checkbox"/> Action Required <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary |
| <p>Key Indicator 8: Classroom Management Facilitates effective classroom management by being prepared and organized, as well as establishing clear expectations, classroom procedures, and promoting student engagement</p> | <input type="checkbox"/> Action Required <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary |

Strengths:

Area(s) of Growth/Focus:

Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

The teacher's signature indicates that this form has been reviewed. It does not necessarily indicate agreement with the results.

Teacher Self-Reflection Form Post Observation Conference



Shelby County Schools

Directions: Please complete prior to the post observation conference with the administrator.

| Teacher Name | Evaluator | Date Observed | Grade | Subject |
|---|-----------|---------------|-------|---------|
| | | | | |
| 1. What were the instructional goals for the lesson? Were they achieved and what evidence supports that? | | | | |
| 2. What went well with the lesson and the delivery of instruction? | | | | |
| 3. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? | | | | |
| 4. What additional information would you like to share that is relevant to the lesson? | | | | |
| 5. How might the administration support you to impact instruction and student learning in your classroom? | | | | |



Shelby County Schools

Collaborative Learning/Planning

Teacher _____

Administrator _____

Date _____

| Action Required The teacher... | Developing The teacher... | Effective The teacher... | Exemplary The teacher... |
|---|--|---|--|
| <input type="checkbox"/> does not actively engage in their own learning by providing input, ideas, etc... during PLCs or PD | <input type="checkbox"/> inconsistently engages in their own learning by providing input, ideas, etc. during PLCs or PD | <input type="checkbox"/> consistently engages in learning during PLCs and PD by willingly sharing input, ideas, research, etc. | <input type="checkbox"/> in addition to meeting the criteria for the effective standard, leads and encourages others to increase their own pedagogy during PLCs and demonstrates his or her own lifelong learning through endeavors such as NBC, pursuing advanced degrees, etc. |
| <input type="checkbox"/> does not stay focused during meetings or training (plays and looks at cell phone/technology) | <input type="checkbox"/> inconsistently stays focused during meetings or training (plays and looks at cell phone/technology) | <input type="checkbox"/> consistently focuses and does not use technology for personal use/entertainment during the meeting | |
| <input type="checkbox"/> does not arrive on time | <input type="checkbox"/> inconsistently arrives to meetings on time | <input type="checkbox"/> consistently attends PD; arrives on time and is prepared for meetings; | |
| <input type="checkbox"/> is not respectful of others | <input type="checkbox"/> inconsistently respects the opinions and ideas of others | <input type="checkbox"/> consistently respects the opinions and ideas of others | |
| <input type="checkbox"/> does not prepare for meetings | <input type="checkbox"/> inconsistently prepares for meetings or PD | <input type="checkbox"/> consistently prepares for meetings or PD | |
| <input type="checkbox"/> does not show interest or attend professional development | <input type="checkbox"/> inconsistently attends professional development or only attends if asked to attend | <input type="checkbox"/> consistently attends professional development | |
| <input type="checkbox"/> does not implement instructional strategies based on data gathered during PLC | <input type="checkbox"/> inconsistently uses strategies based on the data gathered during PLCs | <input type="checkbox"/> consistently uses instructional strategies which are determined based on the data gathered during PLCs | |
| Comments: | | | |



Shelby County Schools

Professional Dispositions Record

Teacher _____

Grade/Subject _____

Administrator _____

Date _____

Time _____

| | Action Required | Developing | Effective | Exemplary |
|----------------------------------|---|--|---|---|
| Lesson Plans | <input type="checkbox"/> lesson plans are unavailable | <input type="checkbox"/> lesson plans are submitted late, are incomplete, vague or are not aligned to standards | <input type="checkbox"/> lesson plans are submitted on time, are aligned with ACOS/CCRS, and include learning targets, differentiated instructional strategies for small group/intervention/enrichment. Formative assessments and effective questions are embedded in lesson plans. Lesson plans are continually adjusted based on formative assessment results | <input type="checkbox"/> in addition to meeting the standard, collaborates with others as a peer coach to develop effective lesson plans |
| Dress | <input type="checkbox"/> does not meet professional dress standard for educator's role | <input type="checkbox"/> inconsistently dresses professionally for educator's role | <input type="checkbox"/> consistent professional/appropriate dress for educator's role during the academic day | <input type="checkbox"/> models for others professional/appropriate dress for an educator's role during all school/ system activities |
| Professional Interactions | <input type="checkbox"/> does not display a professional demeanor and positive, respectful interactions with all stakeholders | <input type="checkbox"/> inconsistently displays a professional demeanor and positive, respectful interactions with all stakeholders | <input type="checkbox"/> consistently demonstrates professional demeanor and positive, respectful interactions with all stakeholders | <input type="checkbox"/> models respectful interactions with others and influences others through their joy and enthusiasm |
| Communication | <input type="checkbox"/> does not demonstrate effective written and/or oral communication skills <input type="checkbox"/> does not listen and respond with empathy and understanding | <input type="checkbox"/> does not consistently demonstrate effective written and/or oral communication skills <input type="checkbox"/> infrequently listens and responds with empathy and understanding | <input type="checkbox"/> consistently demonstrates effective written and/or oral communication skills; listens and responds with empathy and understanding | <input type="checkbox"/> in addition to meeting the effective standard, the educator uses verbal and nonverbal communication techniques to foster positive interactions with all stakeholders |
| | | | | |

| | Action Required | Developing | Effective | Exemplary |
|--|---|---|--|---|
| Attendance | <ul style="list-style-type: none"> <input type="checkbox"/> no notice given of absences/tardies <input type="checkbox"/> no attempt to secure a sub; chronic absences and/or tardies | <ul style="list-style-type: none"> <input type="checkbox"/> notice given at last minute for absences <input type="checkbox"/> little preparedness for absences; multiple absences and/or tardies | <ul style="list-style-type: none"> <input type="checkbox"/> punctual and regular attendance for work day; attempts to secure substitute; plans available for substitute | <ul style="list-style-type: none"> <input type="checkbox"/> consistently punctual and regular in attendance and attends all after school activities, meetings, and professional development opportunities |
| Professional Responsibilities | <ul style="list-style-type: none"> <input type="checkbox"/> rarely attends scheduled meetings <input type="checkbox"/> rarely completes work tasks on time | <ul style="list-style-type: none"> <input type="checkbox"/> inconsistently attends scheduled meetings and/or inconsistently completes work tasks on time | <ul style="list-style-type: none"> <input type="checkbox"/> consistently attends scheduled meetings <input type="checkbox"/> consistently completes work tasks on time | <ul style="list-style-type: none"> <input type="checkbox"/> in addition to meeting the standard, teacher demonstrates leadership in professional responsibility by facilitating and/ or turning around professional development |
| Professional Standards and Ethics of the Profession | <ul style="list-style-type: none"> <input type="checkbox"/> does not carry out duties in accordance to federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices. <input type="checkbox"/> fails to respect and maintain confidentiality <input type="checkbox"/> inappropriate personal/professional use of social media/technology | <ul style="list-style-type: none"> <input type="checkbox"/> inconsistently carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices <input type="checkbox"/> inconsistently respects and maintains confidentiality <input type="checkbox"/> inconsistently uses appropriate conduct of personal/professional use of social media <input type="checkbox"/> inconsistently accesses information and uses technology in safe, legal, and ethical ways | <ul style="list-style-type: none"> <input type="checkbox"/> carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices. <input type="checkbox"/> respects and maintains confidentiality <input type="checkbox"/> consistently demonstrates appropriate conduct of personal/professional use of social media <input type="checkbox"/> consistently accesses information and uses technology in safe, legal, and ethical ways | <ul style="list-style-type: none"> <input type="checkbox"/> in addition to meeting the standard, leads others in understanding duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices <input type="checkbox"/> leads others in understanding confidentiality, appropriate conduct of personal/professional use of social media <input type="checkbox"/> leads others in how to access information and use technology in safe, legal, and ethical ways |

Comments:

Total: _____

Professional Showcase Rubric

Directions: In each row (reading left to right), select no more than (1) category to reflect your efforts. Record total points.

Teacher _____ Administrator _____ Date _____

| | Action Required 0-3 | Developing 4-6 | Effective 7-9 | Exemplary 10+ |
|----|---|--|--|------------------|
| | One Point The teacher... | Two Points The teacher... | Three Points The teacher... | |
| 1 | <input type="checkbox"/> attends at least 15 hours of professional development. | <input type="checkbox"/> attends at least 25 hours of professional development. | <input type="checkbox"/> attends at least 40 hours of professional development. | |
| 2 | <input type="checkbox"/> facilitates a professional development session at the department level. | <input type="checkbox"/> facilitates a professional development session at the school level. | <input type="checkbox"/> facilitates a professional development session at the county level. | |
| 3 | <input type="checkbox"/> serves on a committee. | <input type="checkbox"/> serves on more than one committee. | <input type="checkbox"/> chairs or leads a committee. | |
| 4 | <input type="checkbox"/> volunteers to work at least one after-school event. | <input type="checkbox"/> volunteers to work at least three after-school events. | <input type="checkbox"/> volunteers to work at least five after-school events. | |
| 5 | <input type="checkbox"/> attends at least one after-school event. | <input type="checkbox"/> attends at least three after-school events. | <input type="checkbox"/> attends at least five after-school events. | |
| 6 | <input type="checkbox"/> occasionally tutors before or after school. | <input type="checkbox"/> tutors before or after school several times during a nine week period. | <input type="checkbox"/> tutors before or after school at least once a week. | |
| 7 | <input type="checkbox"/> co-sponsors an approved club or organization. | <input type="checkbox"/> sponsors at least one approved club or organization. | <input type="checkbox"/> sponsors more than one approved club or organization. | |
| 8 | <input type="checkbox"/> occasionally supports a school-affiliated sports or academic team/club. | <input type="checkbox"/> coaches at least one school-affiliated sports or academic team/club. | <input type="checkbox"/> coaches more than one school-affiliated sports or academic team/club. | |
| 9 | <input type="checkbox"/> prepares a school program or event that requires 1-5 hours of student practice or preparation. | <input type="checkbox"/> prepares a school program or event that requires 6-10 hours of student practice or preparation. | <input type="checkbox"/> prepares a school program or event that requires more than 10 hours of student practice or preparation. | |
| 10 | | | <input type="checkbox"/> serves as a mentor teacher or participates in any additional activities approved by the principal. | |
| 11 | | <input type="checkbox"/> writes and submits a grant. | <input type="checkbox"/> writes, submits, and receives a grant. | |
| 12 | | | <input type="checkbox"/> participates in a graduate course or works toward national board certification. | |



Shelby County Schools

Evaluation Year: 20____-____

Evaluation Summary Report

Teacher _____

Grade/Subject _____

Administrator _____

Date _____

Part I: Narrative

An area of focus is required for classroom observations. Include descriptors from the rubrics in each summary statement.

| |
|-----------------------------------|
| Classroom Observations |
| Summary |
| Areas of focus-suggested PLP goal |
| Professional Dispositions |
| Summary |
| Collaborative Learning |
| Summary |
| Professional Showcase |
| Summary |

Part II: Professional Development Goal

The administrator and teacher will collaborate to identify your Professional Development Goal (in addition to the system goal) for the following school year. The PLP will be developed in Educate Alabama based on the Alabama Quality Teaching Standards.

Key Indicators (aligned with AQTS):

- Professional Knowledge-1.1, 2b.2, 4a.3
- Instructional Planning-1.2, 1.4, 2b.1, 2b.3, 2b.4, 3b.2, 3d.1, 3d.2
- Instructional Strategies-1.2, 1.4, 1.5, 2b.1, 2b.3, 2b.4, 3b.2, 3d.1, 3d.2
- Assessment Strategies-2c.1, 2c.2, 2c.3, 2c.4
- Assessment Uses-2c.1, 2c.2, 2c.3, 2c.4
- Diversity-4a.1, 4a.2, 4b.2, 4c.1, 4d.2
- Classroom Culture-2a.1, 2a.2, 2a.3, 2b.2, 3a.2, 4a.2
- Classroom Management-2a.1, 2a.2, 2a.3, 2b.2, 3a.2, 4a.2

Key Indicator and AQTS:

Suggested Activities:

The educator will use this information when developing the PLP goal for the following school year (Educate Alabama).

Evaluator Signature _____ Date _____ Teacher Signature _____ Date _____