

Enid Public Schools

Implementation of the Tulsa Model

TLE **Teacher and Leader Effectiveness**

Information Guide for Certified Staff



(Revised August 2017)

**Teacher and Leader Effectiveness (TLE)
Observation and Evaluation System
Information Guide
For Certified Staff**

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NEW Legislation 2016-17: HB 2957:

Requires each school board to develop, maintain and annually review a written policy of evaluation and corresponding professional development for all teachers and administrators. Requires SDE to work with school districts during the 2016-17 school year to develop individualized programs of professional development. During 2017-18, districts will incorporate the programs on a pilot basis, and in 2018-19, the programs will be fully incorporated. These programs will count towards already required professional development and not institute any new requirements. (Individualized PD form located in appendix).



SECTION I: RESEARCH AND BACKGROUND

Tulsa Public Schools' Teacher Observation and Evaluation System: Its Research Base and Validation Studies

Summary

The Tulsa teacher evaluation model was developed with teachers, for teachers. It is based on current, best practices and national research findings. Tulsa Public Schools has subjected its model to independent validation studies in both a no-stakes and higher-stakes context using working principals with only minimal calibration training. The studies confirmed that the Tulsa teacher evaluation model measures teacher practices that track student achievement growth. By responding appropriately to the research findings and input of working teachers and principals, Tulsa Public Schools is ensuring that it has an empirically robust system that teachers, administrators, parents and other stakeholders trust.

Research-Based and Teacher-Developed

[Developed with teachers through intensive study of research and best practices](#)

Tulsa Public Schools began the development of its evaluation system in 2009 as part of its education reform work with the Bill and Melinda Gates Foundation. A study group comprised of national evaluation experts, TPS teachers, curriculum specialists and principals reviewed dozens of teacher evaluation instruments and research studies. Using the research findings and their professional expertise, the study group developed recommendations and a list of specific principles to guide the overall structure and substance of the teacher evaluation rubric. A smaller team created from the members of the work group used the guidance and the underlying research materials to create the evaluation framework (the evaluation rubric).

Research Base

The research base supporting the TPS framework is broad in that it includes the work of multiple practitioners and academic researchers. Two groups of studies, however, are particularly noteworthy: the recommendations of the Northwest Regional Educational Lab¹ and the research findings of Harvard researcher Thomas Kane and his colleagues.² These studies confirm that the underpinnings of the Tulsa model are observable practices associated with increases in student achievement.

¹Kathleen Cotton, Northwest Regional Educational Lab (2000). "The Schooling Practices that Matter Most." ASCD.

²Kane, Thomas J., Taylor, Eric S., Tyler, John H., and Wooten, Amy L. (2011). "Identifying Effective Classroom Practices using Student Achievement Data," The Journal of Human Resources, 46:3. See also Kane, Taylor, Tyler, and Wooten. (2010).

In 2000, ASCD (the Association for Supervision and Curriculum Development) published a well-regarded paper by Kathleen Cotton and the Northwest Regional Educational Lab that provides valuable insight into what should be included within a teacher evaluation framework. Their publication analyzed research findings on educational practices to identify the core contextual and instructional factors that enable students to learn successfully. Not surprisingly, many of the attributes noted in Cotton's paper relating to teacher practices and competencies were well-established characteristics of effective teaching and continue to be so. Indeed, in addition to the Tulsa model, the practices are commonly found within many well-known teacher frameworks and education treatises, including, but not limited to, Charlotte Danielson's Framework for Teaching and Robert Marzano's *The Art and the Science of Teaching*.

With regard to Tulsa's model, specifically, its rubric assesses many of the contextual factors identified in the Cotton paper, including the teacher's ability to clearly communicate and support high behavioral expectations, to consistently apply rules and standards of behavior, to stop disruptions quickly, maximize learning time, differentiate and adapt instruction to the needs of faster and slower learners, pace lessons appropriately, minimize time for transitions, monitor student progress, etc.

The Tulsa model also incorporates many of the instructional practices identified as vital to increasing student achievement. Among other factors, Tulsa's rubric measures a teacher's ability to explain lessons and objectives clearly, to describe the relationship of the current lesson to previous learning, to use strategies such as advance organizers, to ask questions that engage student interaction and enable the teacher to monitor student understanding, to provide for "wait time" when questioning students, and give timely feedback and reinforcement.

Many of the practices incorporated within the Tulsa model are also proven in empirical terms by published, peer-reviewed research. A research team led by Thomas Kane, an economist with Harvard Graduate School of Education, analyzed numerous teacher practices and whether a teacher's proficiency in using a specific practice tracked his or her quantitative impact on student achievement growth (i.e., whether the teacher's observation score on certain performance criteria tracked that teacher's value-added score). The researchers found that a teacher's competence in certain practices did, in fact, predict the achievement gains made by the teacher's students in both math and reading. These practices, derived primarily from the descriptions in Charlotte Danielson's Framework for Teaching, centered on matters of classroom management and instructional effectiveness. For example, the practices included, among others, the teacher's ability to manage and monitor student behavior and respond appropriately, as well as the teacher's ability to use higher-order questioning techniques and provide timely feedback to student about their progress.

"Identifying Effective Classroom Practices Using Student Achievement Data," National Bureau of Economic Research Working Paper 15083. Kane, Taylor, Tyler, and Wooten. "Evaluating Teacher Effectiveness," Education Next. www.educationnext.org/evaluating-teacher-effectiveness. Summer 2010.

Tulsa’s evaluation framework incorporates the practices Kane found to be associated with student achievement. In particular, Tulsa’s model measures a teacher’s ability to: clearly define and support expected behavior; develop plans to achieve identified objectives; use higher-level questioning techniques; engage all learners; differentiate instruction and activities to respond to differences in student needs; provide adequate and timely feedback; adjust instruction based on the results of monitoring; and create a caring, respectful and effective learning environment.

Validation Studies

A validation study determines if the evaluation protocol measures what matters—whether teachers’ individual evaluation scores as measured by a qualitative evaluation instrument track their quantitatively measured impact on student learning. As the American Institutes for Research explains, a validation study of an evaluation protocol/instrument should measure the “correlation between a teacher’s evaluation protocol score and the teacher’s value-added score.”³ Tulsa has subjected its evaluation system to two types of validation studies—a rigorous study conducted through the Bill and Melinda Gates’ MET Validation Engine project as well as a correlational analysis of Tulsa’s own, “real-world” evaluation and value-added data by the University of Wisconsin’s Value-Added Research Center. Both independent studies validated the Tulsa model.

MET Validation Engine Analysis

In the fall of 2011, Tulsa Public Schools participated in the pilot of the MET Validation Engine—a research project of the Bill and Melinda Gates Foundation developed by Empirical Education Inc., an education research company. The Validation Engine Project allowed the District to determine the predictive validity and rater consistency of the Tulsa model’s protocol—its teacher evaluation rubric—through an independent study conducted by national experts.

Using a web-delivered software tool, a representative sample of Tulsa principals viewed over 160 classroom observation videos and rated those videos using the Tulsa teacher evaluation rubric. The videotaped lessons were full recordings of actual (“real-world”) math and English/Language Arts classes from other school districts around the country and ranged in length from 45 minutes to 1.5 hours. The researchers from Empirical Education had several years of value-added data for each teacher whose classroom performance was viewed and ranked by Tulsa’s principals, but this information was not shared with the Tulsa principals, who had to judge the teacher’s performance based solely on their use of the Tulsa model’s evaluation rubric. By comparing the principals’ rankings with the value-added scores of the teachers, the researchers from Empirical

³ It is inappropriate for validation purposes to compare teachers’ evaluation scores with student or school attainment scores—measures of proficiency/achievement calculated outside the context of complex growth modeling. To do so ignores the fact that students have drastically different levels of prior achievement (starting points) at the beginning of a school year and that student achievement is also affected by individual student characteristics unrelated to a teacher’s practices and competencies.

Education were able to test the validity of the Tulsa model. Specifically, they worked to determine whether, and to what extent, the observation instrument captures and reflects teacher practices that are correlated with growth in student achievement.

A notable component of this study is that it used working principals with very minimal calibration training—not expert raters of small research teams. As explained in the recent research paper by the Gates Foundation titled *Gathering Feedback for Teaching; Combining High-Quality Observations with Student Surveys and Achievement Gains*,⁴ when the study of an observation instrument uses research teams of the instrument developers, themselves. “It can be hard to distinguish between the power of the instrument and the special expertise of the instrument developers themselves to discern effective teaching.”⁵ Stated another way, the instrument needs to be transferable. “We don’t just want to know whether a small group of experts can distinguish between effective and ineffective instruction; we want to know whether a larger group of observers with little special expertise beyond a background in teaching can be trained to look for the same competencies.”⁶

The findings of the MET Validation Engine study were positive and confirmed that the Tulsa model measures what matters—that it captures practices that are empirically associated with gains in student achievement. Specifically, the study revealed that every indicator included within the Tulsa model that a principal uses when observing a classroom performance is positively correlated with growth in student achievement as measured by state assessments.

[Analysis by the University of Wisconsin](#)

In addition to the MET Validation Engine Project, the Tulsa model has also been studied by the University of Wisconsin’s Value-Added Research Center (VARC). Instead of evaluating the Tulsa rubric in the context of isolated classroom observations, this research team studied Tulsa’s evaluation system by comparing teachers’ value-added data to their respective overall evaluation scores—which are based largely on classroom observations but also the totality of the principals’ experience with the teacher throughout the evaluation period, including competencies that are not observable in a classroom observation such as leadership qualities and attention to professional growth and development. This study used actual evaluation and value-added data from the District, itself. As such, this analysis allowed researchers to study the use of the evaluation system in a real-world, high-stakes setting—an important test of validity.

To conduct the study, the researchers from the Value-Added Research Center needed teachers’ value-added scores and those teachers’ respective overall evaluation scores. Tulsa Public Schools has value-added scores for the 2010-2011 school year for all

⁴ *Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains*. Bill and Melinda Gates Foundation. Lead Authors: Kane, Thomas J.; Staiger, Douglas O., 2012.

http://www.metproject.org/downloads/MET_Gathering_Feedback_Research_Paper.pdf.

⁵ *Id.* at p.5.

⁶ *Id.*

teachers in subjects for grades 4-12 for which there were state assessments. Because the Tulsa teacher evaluation model has been used District-wide since 2010-2011, it also has a database of teachers' overall evaluation scores as measured by the Tulsa model for that same time period. The VARC research team calculated the correlations between a teacher's evaluation score using the Tulsa model and his or her value-added score for the 729 instances in which there were both types of data. The researchers also determined which indicators were more predictive of student achievement growth than others.

As with the MET Validation Engine, the research team from VARC issued positive results validating the Tulsa model. Teachers' overall evaluation scores as measured with the Tulsa evaluation model were positively correlated with their respective value-added scores. Similarly, every indicator in the Tulsa model was positively correlated with this student growth measure. Indeed, the average correlation between the teachers' value-added scores and their respective evaluation scores across all subjects using the Tulsa evaluation system was 0.22. The largest samples were those for fourth and fifth grades. The correlation for fourth grade math was 0.23 and the correlation for fifth grade math was 0.45. The equivalent numbers for reading were 0.20 and 0.18.

Overall, these results are similar to those described in academic literature of well-known evaluation instruments.⁷ For example, in the 2010 study noted above by Kane et. al., "Identifying Effective Classroom Practices using Student Achievement Data," regarding a nationally recognized evaluation model, the researchers found an overall correlation between value-added scores and a observation-based scores for math of 0.17 and an overall correlation for reading of 0.21. The Kane study also found the items measuring classroom management and instruction are most highly correlated with value-added. Correlations of Tulsa data have the same result. Notably, the results also mirrored to a significant extent the findings of the MET Validation Engine pilot with regard to which indicators were good predictors of value-added scores.

⁷ At first, one might expect correlations above 0.20, but the academic literature consistently finds estimates in this range for three important reasons. First, a teacher's value-added score is a statistical estimate of their true value-added score. Plus, the observation score is an estimate of the true observation score of what a master grader would find if observing every class for the entire year. Finally, we do not expect the true value-added score to be perfectly correlated with the true observation score because they are different measures of effectiveness. When all three of these factors are combined, it drives down the correlation between the value-added score and the qualitative evaluation score one would expect to a correlation that is below 0.5 yet still positive. This is what one sees empirically in both Tulsa and the academic literature.

For related discussions and similar findings in a slightly different context, see *Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains*, supra, in which researchers analyzed teacher performance and student growth data relevant to nearly 1500 teachers to determine the alignment of several national teacher observation instruments and future value-added scores.

Using the Validation Data for Continuous Improvement

Both the MET Validation Engine and the University of Wisconsin/VARC studies provided rich details about the Tulsa evaluation protocol. The District will use this data in a variety of ways to enhance its evaluation system. For example, in the MET Validation Engine study, the indicators in the Tulsa model with the highest predictive power were those relating to a teacher's competence in monitoring her students' learning and modifying her instruction accordingly; planning lessons relative to short-term and long-term objectives based upon the results of monitoring; demonstrating and modeling the desired skill or process for her students; and summarizing the lesson. The findings issued by VARC confirmed the importance of these indicators and others.

The District will leverage the power of the more powerful indicators by intensifying the principal calibration training on them and ensuring that the rubric language relating to the indicators is as clear and precise as possible. Likewise, the District will reevaluate the language pertaining to less powerful indicators. For example, the indicator relating to a teacher's ability to optimize the classroom's physical learning environment was not a strong predictor in the MET Validation Engine pilot. While it was positively correlated with student achievement gains, it was only minimally predictive, especially in comparison to the predictive abilities of other indicators within the Tulsa framework. The same is true of the indicator relating to leadership, such as a teacher's willingness to contribute to school and district initiatives, a characteristic not observable in a classroom observation alone. The VARC research indicated that it is much less powerful than other indicators, and as such, the District will analyze its language and consider alternative language that would more closely track student achievement gains.

Conclusion

As noted above, the Tulsa evaluation model is unique in that it was developed with teachers, for teachers. It is also empirically sound. It is based on current, best practices and national research findings. Independent studies have validated and confirmed that the Tulsa model measures what matters. By appropriately responding to research findings and leveraging the strengths of its teacher evaluation rubric, Tulsa Public Schools is ensuring that it supports the best use of the teacher evaluation system—the identification and development of teacher practices that have the greatest impact on student achievement.

SECTION 2: RUBRIC AND TEACHER PERFORMANCE RANKINGS

DOMAINS / WEIGHT INDICATORS

Rubrics create a common language to guide evaluators' understanding of teacher expectations and different levels of teacher Rubrics and Rankings performance. Enid Public Schools has selected an evidence-based process of teacher evaluation, feedback and support including specific domains, dimensions, indicators which reflect best practices and ongoing research identifying effective instruction. The rubric has specific domains, dimensions, and indicators that define effective teaching and performance along a spectrum of professional proficiency. The rubric is the foundation and provides clarity and specificity for each of the twenty (20) indicators.

80% of the evaluation process = classroom management and instructional effectiveness.

The rubric is an on-going filtering system to be used in analyzing effectiveness.

- **DOMAIN / RELATIVE WEIGHT**

Classroom Management 30%

1. Preparation
2. Discipline
3. Building-Wide Climate Responsibility
4. Lesson Plans
5. Assessment Patterns
6. Student Relations

Instructional Effectiveness 50%

7. Literacy
8. Common Core Standards
9. Involves All Learners
10. Explains Content
11. Clear Instruction & Directions
12. Models
13. Monitors
14. Adjusts Based Upon Monitoring
15. Establishes Closure
16. Student Achievement

Professional Growth 10%

17. Professional Development
18. Professional Accountability

Interpersonal Skills5%

19. Effective Interpersonal Skills

Leadership5%

20. Professional Involvement & Leadership

INTERACTION OF DOMAINS, INDICATORS, PERFORMANCE RANKINGS

During the evaluation process the administrator must judge the teacher's performance to each indicator. Each of the five domains has several dimensions and indicators. The score for an indicator is based on the TLE Rubric. The rubric consists of very detailed narratives and scoring guidelines. The administrator uses the rubric narrative to evaluate teacher performance. This process allows for a common language and framework for the teacher evaluation tool. Teachers are well aware of what is being assessed and what standards must be met. Clear expectations makes the TLE process conducive to both the teacher and administrator. By utilizing a rubric, the consistency and objectivity increases the evaluation performance. The rubric makes clear what is important to focus on in all standards and content. It is clear to teachers where they are and where they need to be in order for them to be successful in the classroom. The total process guides teacher's in the evaluation process and provides suggestions for improving their work.

The assessment reflects the teacher's performance during formal observations and total performance. The composite score is the average of the five domain scores.

Domains – Performance Measurers

Dimensions – Title of the specific components that establish parameters of the domain.

Indicators – Observable and measurable characteristics and practices that are correlated to student performance success.

PERFORMANCE INDICATORS

1 INEFFECTIVE

2 NEEDS IMPROVEMENT

3 EFFECTIVE

4 HIGHLY EFFECTIVE

5 SUPERIOR

This rubric is used for the TLE Observation and Evaluation tool. The rubric is organized along a five point scale and the numeric rankings are one through five as listed above. Additional rankings are N/A and N/O for not applicable and not observed behavior.

SECTION 3: DOMAIN AND RELATIVE WEIGHT

DOMAIN / EXPECTATIONS – RELATIVE WEIGHT

Domain: Classroom Management 30%

1. Teacher plans for and executes a lesson relating to short term and long term objectives.
2. Teacher clearly defines and effectively manages student behavior.
3. Teacher assures a contribution to building-wide positive climate responsibilities.
4. Teacher develops daily lesson plans designed to achieve the identified objectives.
5. Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.
6. Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.

Domain: Instructional Effectiveness 50%

7. Teacher embeds the components of literacy into all instructional content.
8. Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement.
9. Teacher uses active learning, questioning techniques and/or guided practices to involve all students.
10. Teacher teaches the objectives through a variety of methods.
11. Teacher provides clear instruction and direction.
12. Teacher demonstrates / models the desired skill or process.
13. Teacher checks to determine if students are progressing toward stated objectives.
14. Teacher changes instruction based on the results of monitoring.
15. Teacher summarizes and fits into context what has been taught.
16. Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.

Domain: Professional Growth and Continuous Improvement 10%

17. Uses professional growth as a continuous improvement strategy.
18. Exhibits behaviors and efficiencies associated with professionalism.

Domain: Interpersonal Skills 5%

19. Effective Interactions and Communications with stakeholders

Domain: Leadership 5%

20. Exhibits positive leadership through varied involvements.

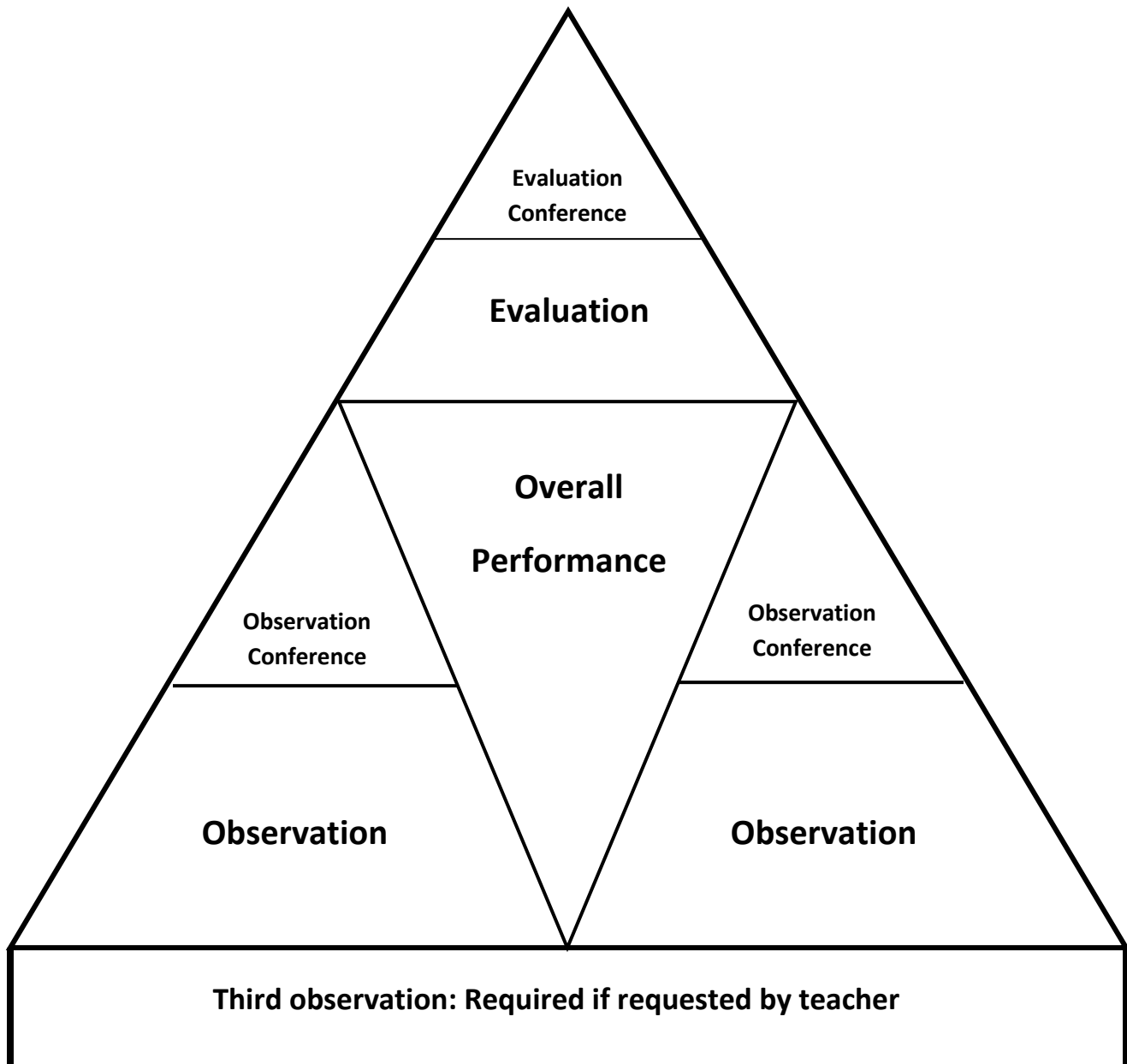
DOMAINS

Domains	Classroom Management	Instructional Effectiveness	Professional Growth	Interpersonal Skills	Leadership
Relative Weight	30%	50%	10%	5%	5%
Indicators	6	10	2	1	1

SECTION 4: PROCESS AND TIMELINE

EVALUATION PROCESS for CAREER TEACHERS

(PROBATIONARY TEACHERS HAVE THE SAME EVALUATION PROCESS - TIMES 2)



WHO EVALUATES AND OBSERVES

Administrators that have completed the evaluation certification training may conduct observations and interviews.

If an evaluator begins the process then that same evaluator must conduct all steps along the way including the summative evaluation.

There is no hand-off between observations or between the observations and the evaluation. If this occurs the entire process must begin again.

PROBATIONARY TEACHERS

Probationary teachers shall be evaluated at least two (2) times per school year prior to April 30, once a semester. Probationary teachers will also be required to satisfy requirements of the Professional Learning Focus for the 2017-2018 school year.

CAREER TEACHERS

Career teachers must be evaluated at least once a year. Career teachers will be formally evaluated at least once during the school year, prior to April 30 unless the evaluation results in creating a Personal Development Plan or unless a third observation is required or requested.

Multiple observations will take place prior to these conferences.

TEACHER STATUS

Employment Provision (Enid Public Schools Negotiated Contract – 2016-2017)

Each evaluation shall be based on the state minimum criteria and evaluators observation of the teacher while performing his/her classroom/worksite job function.

1. Probationary teachers shall be evaluated at least two (2) times per school year, prior to April 30, once a semester. Career teachers will be formally evaluated at least once during the school year, prior to April 30 unless the evaluation results in creating a Personal Development Plan or unless a third observation is required or requested. Each evaluation shall be preceded by two observations. When circumstances allow, the Personal Development Plan (PDP) will be completed by the end of the current school calendar. This timeline will be followed unless unusual or unforeseen circumstances occur.
2. One pre-observation conference shall be held prior to the first classroom/work site observation each year between the evaluator and the individual teacher, with a reasonable amount of time.
3. Each evaluation shall be based in part on the evaluator's observation of the teacher while performing his/her classroom/worksite job functions.
4. Each observation shall be at least twenty (20) minutes in length.

5. The principals' assessment of the teacher's performance during the observation must be recorded on the observation form. Observations shall not be conducted on the day immediately following any extended break in the instructional calendar year (whether scheduled or unexpected). Each observation must be followed by an observation conference no more than five (5) instructional days from the date of the observation. There must be at least ten (10) instructional days between an observation and the last observation conference. If a teacher requests a third observation promptly after the second observation, the principal must conduct a third observation prior to the evaluation.
6. A Personal Development Plan (PDP) may be issued if there is a ranking of "1-Ineffective" or "2-Needs improvement" on the observation. The administrator will use his/her judgment to determine if a PDP is required.

If a Personal Development Plan is written, an additional conference is required in addition to the two standard observations. This additional conference will help monitor and track the progress of the PDP. When the observation conference is held for a PDP, members of the bargaining unit shall have the right, if so desired, to be accompanied by a representative.
7. Within ten (10) working days after the evaluation conference, the teacher may respond in writing and said response shall be attached to the evaluation. On a voluntary basis, a teacher may provide his or her evaluator with additional evidence of professional proficiency in the form of a portfolio or artifact file/binder for purposes of his or her evaluation.
8. The evaluation forms and procedures are available on the website as reference.
9. Observations will not occur during the first five (5) days of the school year.
10. Career teachers receiving a composite Evaluation rating of a 4 or a 5 may be exempt from the TLE evaluation process for a period of one year; if not evaluated, that career teacher will be given the same rating as they received from the previous year's final evaluation.

SECTION 5: Teacher Observation / Teacher Observation Conference

TEACHER OBSERVATION / WALK-THROUGH

The observation rating reflects the performance indicators listed in Section 2. The administrator's assessment is guided by the descriptions in the TLE Teacher Observation and Evaluation rubric. The assessments made during the observation must be recorded on the observation form.

Evaluations reflect the overall assessment of the teacher based on the TLE Indicators.

The administrator records the teacher's score for every indicator on the TLE Evaluation Form. The administrator will provide the teacher a copy of the evaluation form at the evaluation conference.

Walk-through visits are not observations. Administrators should visit classrooms multiple times weekly. These do not require an observation form or conference. The walk-through form is the option of the administrator. Observations must be a minimum of 20 to 30 minutes. This gives ample time to assess several aspects of the teacher's performance.

TLE OBSERVATION AND EVALUATION FORM

The official form is required when conducting the evaluation. This form is aligned to the rubric, domains, dimensions, and indicators. The assessment will be made of the teacher performance while the actual observation is taking place. The rankings 1). Ineffective; 2). Needs Improvement; 3). Effective; 4). Highly Effective; 5). Superior; are not required at this time but may be used. Identifying strengths and areas of concern below each indicator is useful in the process. The administrator is collecting evidence from the observations of teacher performance and other factors that impact the teacher.

DETAILS OF OBSERVATION

- The observation form can be used three times for one teacher
- Date of observation, Teacher name
- Utilize rubric as you observe
- Observation form used to record indicator performance

THIRD CONFERENCE

The teacher may request a third observation promptly after the second observation. The administrator must conduct a third observation if requested by the teacher. The evaluator must conference with the teacher after completing the observation. The teacher may write a response and attach it to the form as stated by the Negotiated Contract.

PERSONAL DEVELOPMENT PLAN (PDP)

The teacher may merit a PDP if there is a ranking of “1-Ineffective” or “2-Needs Improvement”. The administrator will use his/her judgment to determine if a PDP is required. In some cases a conference or email may be more appropriate for some lapses in performances. Retain documentation of the trial approach if you use that in place of a PDP.

If a PDP is written, an additional conference is required in addition to the two standard observations. This additional observation will help monitor and track the progress of the PDP.

A minimum of two (2) – 30 minute observations are required for every evaluation.

Observation 1 must be followed by a conference within five (5) days.

Career Teachers: two (2) observations; two (2) conferences; one (1) evaluation

Probationary Teachers: four (4) observations; four (4) conferences; two (2) evaluations

Observations shall not be conducted during the first five (5) days of the school year or the day immediately following any extended break.

SECTION 6: TEACHER EVALUATION CONFERENCE

EVALUATION RATINGS

The teacher evaluation must be supported by two separate observations. Using the data from the observation form and other relevant information. The administrator completes the evaluation tool by assigning a rating for every observed performance indicator. The evaluation form and the rubric depend on the five-level rating system.

Ineffective	Needs Improvement	Effective	Highly Effective	Superior
1	2	3	4	5

N/O = Not Observed

N/A = Not Applicable

INDICATOR SCORE

Indicators have multiple definitional narratives for each proficiency. Enter only one score for each indicator. To figure the composite score, the administrator reviews the narratives within each indicator's definition. Find the best fit and make a composite assessment.

3 - Effectiveness – Rubric defines 3 narratives

1. Cooperative learning activities
2. Variety of techniques
3. Provide differentiated task to meet learning styles

If the teacher meets these three narratives then Effective is the best fit.

Push pin – process for developing expectations. Level for something designated.

PDP would not be used because the indicator is a 3 Effective.

Ratings of a 1 or 2 - Ineffective or Needs Improvement indicators requires a written and shared Personal Development Plan (PDP). This will be attached to the Evaluation Form and discussed during the conference.

A rating of 4 or 5 (Highly Effective or Superior) requires supporting comments attached to the form.

At the conferences, the administrator shall provide the teacher with a hard copy signed.

The teacher can attach a response.

ADDITIONAL DOCUMENTATION

The teacher may provide additional documentation of professional proficiency in a portfolio or binder for the evaluation. This is not required and should not be suggested by the administration. The timeline would refer to EPS Negotiated Contract (Optional). The teacher may develop a portfolio with artifacts if he/she chooses.

There are countless types of documents, plans and works that might be appropriate for a teacher's portfolio or artifact file. In its Professional Growth System Handbook: 2008-2009, Montgomery County Public Schools included many of the following items as supplemental evidence of professional proficiency.

- Assignments, projects, warm-ups
- Communication of standards, objectives and criteria for success on tasks
- Communications to students and parents
- Feedback on student work
- Grading policies and practices
- Records of data analysis and goal setting
- Appointments with students
- Student work samples and portfolios
- Unit or long-term lesson plans
- Annotated portfolio of support materials (beyond kit or textbook) for concept attainment or to convey mastery
- Informal assessments
- Assignments, project descriptions, etc.
- Documents distributed to students and parents, e.g., course syllabi, topic outlines, study guides, graphic organizers, etc.
- Material designed to teach thinking skills related to content concepts
- Room set-up
- Short-term lesson plans and materials
- Unit or long-term lesson plans and materials designed to support those plans
- Work displays
- Feedback on work and on student-set goals
- Grouping policies and practices
- Planning for technology incorporation
- Reflective conversations about responses to situations, overarching objectives, routines
- Room tours (e.g., what public messages are posted, what values are revealed)
- Records of communication to parents
- Student records of goal setting and self-analysis of work
- Student and parent survey data
- Assessment samples
- Grade books and similar artifacts
- Group and individual teacher reports on data analysis, findings and recommendations
- Logs minutes and records of grade-level, department and curriculum meetings
- Meeting notes with teacher on self-assessment and application to planning
- Videos of student portfolio conferences
- Collection of ideas, research, articles, etc. related to a WISE School Improvement Plan shared with colleagues
- Interview and conference data
- Log of professional development activities
- Professional articles or presentations
- Writings in learning logs, journals, school newsletters and reports
- Attendance records (work, meeting)
- Documentation of supporting school priorities outside the classroom
- Letters of thanks and commendations
- List of committee participation, presentations, etc.
- Logs, minutes, records of staff development or vertical team meetings
- Meeting agendas, minutes, notes
- Samples of student work, tests, assignments, feedback to students
- Long- and short-term lesson and unit plans
- Evidence of communication with parents
- Publications
- Professional development activities that contribute to improved practice
- Student achievement results and key indicators of student success
- Any available student and parent surveys

SECTION 7: PERSONAL DEVELOPMENT PLAN (PDP)

PURPOSE

Assist the teacher with performance deficiencies which may jeopardize employment with the district. The PDP is a component of the observation and the evaluation form. Stand alone incidents could be reason to issue a PDP. They must follow the Smart Goal Framework. Required for a teacher receiving a 1-Ineffective or 2-Needs Improvement on any indicator. Deficiencies noted during an observation may not require a PDP. Non-remediated PDP's 1-Ineffective or 2-Needs Improvement are incorporated into the evaluation and continue in effect without being reissued. The administrator develops a new timeline.

New deficiencies resulting in a 1-Ineffective or 2-Needs Improvement must have a new PDP.

The administrator writes the PDP. They may...

- 1) Collaborate with the teacher
- 2) Use outside resources

The administrator is required to review the PDP with the teacher during a conference. The teacher will sign indicating receipt of the plan.

PDP GOALS

The Personal Development Plan will state specific SMART goals and required action to take place.

SPECIFIC – specific detail (who, what, when, where, how)

- What the teacher will do
- Who will assist
- What are the resources

MEASURABLE

Starting point and final value to be achieved.

ATTAINABLE

A goal that is attained within the given timeline – reasonable effort on the teacher's part and assistance from the administrator.

RESOURCES

Increase effectiveness within the targeted performance area.

Deadline / Benchmarks – Time frame to measure progress.

If there are concerns that do not directly align to a specific indicator it may still be the target of the PDP. This is called a Stand Alone PDP. Although it does not link directly to an indicator. The incident falls into your area of responsibility. Supervision needs to be brought to your attention.

The administrator will meet with the teacher to review success in meeting the PDP requirements and goals. Follow-up documentation must appear in the PDP designated area. The time frame must not exceed two months.

Failure to meet the PDP's requirements or goals may result in the teacher's dismissal or nonrenewal.

Feedback / Support – Less formal than PDP

Push Pin – Less formal, yet documented approaches to remedy areas of concern. Example: written note, email, conversation.

Personal Development Plan

1. Cite/summarize the situation and observation details.
2. List expectations
3. Provide an Action Plan using SMART goals
4. Provide follow-up Progress Report

Stand Alone – A plan with a concern that does NOT link directly with an indicator.

Common Language Dictionary for the TLE

Walk through – short visit (5-10 minutes) to “get the gist” of what is occurring in the instructional setting.

Observation – Administrator’s intentional study and analysis of the teacher’s performance. Minimum 20 to 30 minutes.

Push Pin Approach – Less formal approach to remedy a concern. Accelerated step by step action is still required.

Rubric – A tool containing Domains, Dimensions, Rankings, and Indicators that define effective teaching performance along a spectrum of professional proficiency.

Domain – Five major performance measures. 1). Classroom Management; 2). Instructional Effectiveness; 3). Professional Development; 4). Interpersonal Skills; 5). Leadership.

Indicators – Observable and measurable characteristics and practices correlated to student performance success.

Dimensions – Titles of specific components that establish the parameters of the domain.

Smart Goals – Specific, measurable, attainable resources; time bound.

Personal Development Plan – A Plan to advise and assist teachers with serious performance deficiencies.

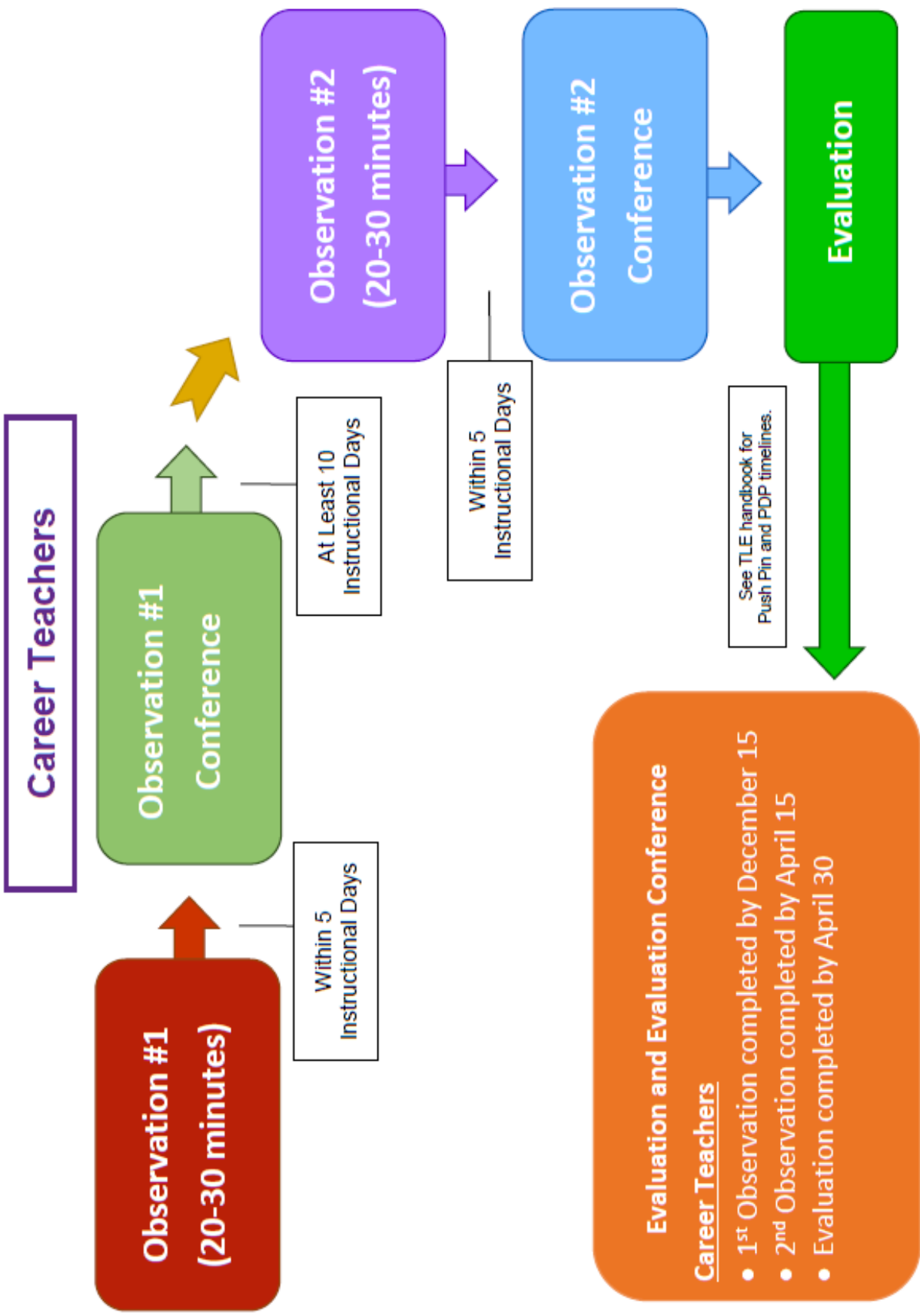
Stand-Alone PDP – A plan with a concern that does not link directly with a performance indicator. An incident or responsibility that fall within the teacher’s responsibility.

Evaluation Form – The summative document that logs both individual indicator ratings and the weighted average for all twenty (20) indicators.

Extended Break – The holiday season, spring break, etc. or any natural disaster that prompts the extended closing of a school/district.

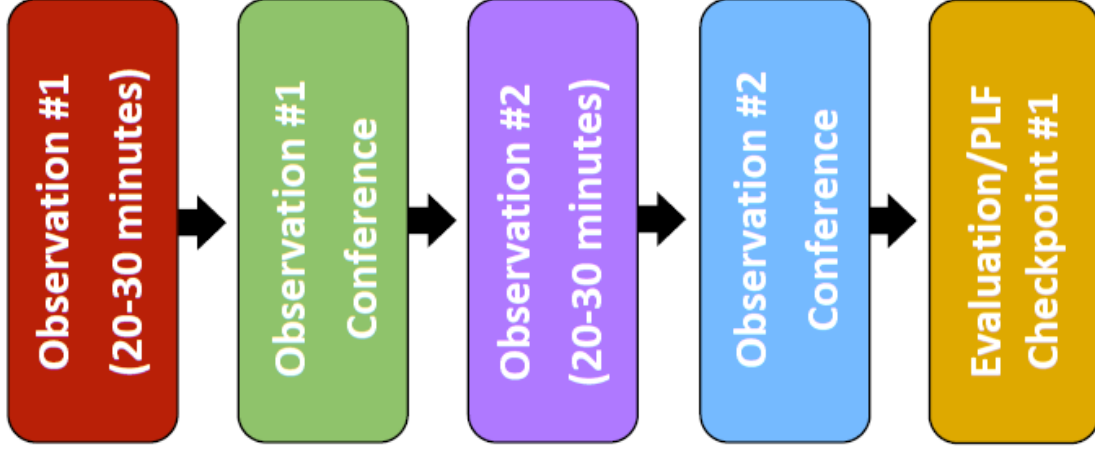
Conference Form / Observation Form – Terms used interchangeably for classroom observation.

Enid Public Schools TLE Model Flowchart

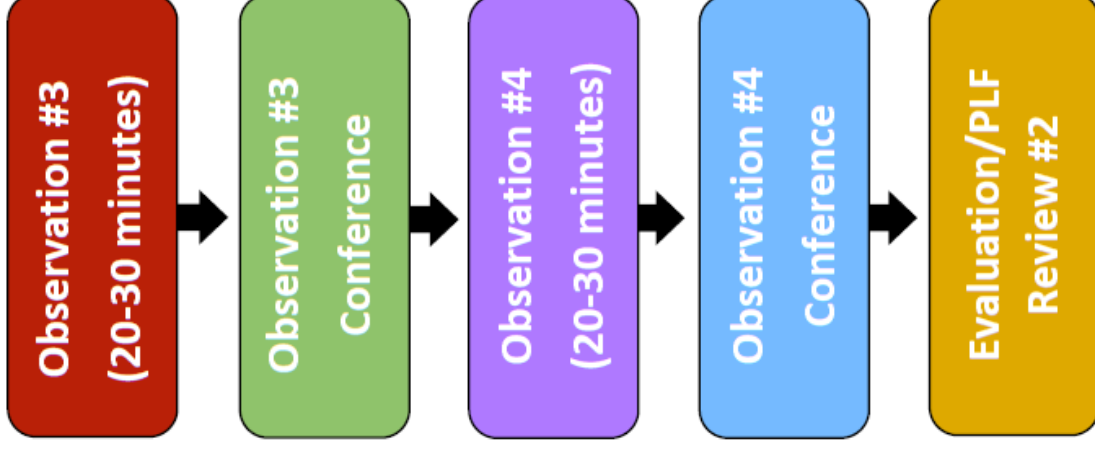


Enid Public Schools TLE Model Flowchart

Semester 1



Semester 2



Probationary Teachers

Evaluation and Evaluation Conference Probationary Teachers

- Professional Learning Focus (PLF) Approval by October 13
- 1st Professional Learning Focus (PLF) Checkpoint and 1st Evaluation completed by December 15
- 2nd Observation completed by April 1st
- 2nd Evaluation and Professional Learning Focus (PLF) Review and Evaluation completed by April 30th

- All observation conferences will take place within 5 instructional days of the teacher observation.
- 10 instructional days must lapse prior to a subsequent formal observation.
- See TLE handbook for Push pin and PDP timelines.



Enid Public Schools

PROFESSIONAL LEARNING FOCUS TEMPLATE

Excellence.
Pride. Success.

Participant Name: _____ Evaluator Name: _____

Step 1: Write your professional learning focus (PL Focus)

I choose Element/Indicator # _____. Date Established: _____

The specific area within the Element/Indicator I would like to focus is _____

Step 2: Identify the types of professional learning you would like to utilize to build your expertise in the area of focus.

- | | |
|--|--|
| <input type="checkbox"/> Presenter-Led Workshop | <input type="checkbox"/> Action Research Project |
| <input type="checkbox"/> Article and/or Book Study | <input type="checkbox"/> Video Study |
| <input type="checkbox"/> Peer Observation (Instructional Rounds) | <input type="checkbox"/> PLC or RTI |
| <input type="checkbox"/> Other: _____ | |

Step 3: Identify Resources

What available resources do you anticipate using to attain your goal?

Step 4: Reflect

Why do you want to improve in this area?

How will it benefit you and/or your students?

Step 5: Monitor your progress throughout the year. (1 checkpoint mandatory)

Checkpoint 1

Review Date	Evaluator Initials

Checkpoint 2

Review Date	Evaluator Initials

Would you be willing to collaborate and/or be a resource for others who choose the same PL Focus in the future? ____ Yes ____ No

Checkpoint 1

Date: _____ Targeted Element/Indicator: _____

Presenter-Led Workshop

Peer Observation

Video Study

Article or Book Study

Action Research

PLC or RTI

Other: _____

Have you tried anything different/new to specifically address your focus? If so, what?

What available resources do you anticipate using to attain your goal?

Checkpoint 2

Date: _____ Targeted Element/Indicator: _____

Presenter-Led Workshop

Peer Observation

Video Study

Article or Book Study

Action Research

PLC or RTI

Other: _____

Have you tried anything different/new to specifically address your focus? If so, what?

What available resources do you anticipate using to attain your goal?

Participant Signature: _____

Evaluator Signature: _____

Date: _____

Date: _____



TLE Observation and Evaluation Rubric Teachers

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Classroom Management 30%	1. Preparation	2
	2. Discipline	3
	3. Building-Wide Climate Responsibility	4
	4. Lesson Plans	5
	5. Assessment Practices	6
	6. Student Relations	7
Instructional Effectiveness 50%	7. Literacy	8
	8. Current State Standards	9
	9. Involves All Learners	10
	10. Explains Content	11
	11. Clear Instruction & Directions	12
	12. Models	13
	13. Monitors	14
	14. Adjusts Based upon Monitoring	15
	15. Establishes Closure	16
	16. Student Achievement	17
Professional Growth & Continuous Improvement 10%	17. Professional Development	18
	18. Professional Accountability	19
Interpersonal Skills 5%	19. Effective Interpersonal Skills	19
Leadership 5%	20. Professional Involvement & Leadership	20

1

Domain: **Classroom Management**Dimension: **Preparation****Teacher plans for and executes a lesson relating to short-term and long-term objectives.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not plan for or execute instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Occasionally plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.
Only develops a brief outline of the daily schedule, which shows little or no alignment with most current state standards.	Develops instructional plans that are not consistently in alignment with most current state standards.	Develops instructional plans that are in alignment with most current state standards and, as available and appropriate, curriculum maps and pacing guides.	Develops instructional plans that are in alignment with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.	Has long and short-term instructional plans that are aligned with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.
Plans rarely address student diversity nor describe how instruction will be differentiated.	Plans inconsistently address student diversity and inconsistently describe how instruction will be differentiated.	Plans consistently address student diversity and describe how instruction will be differentiated.	Plans consistently and skillfully address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time.	Plans consistently and expertly address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time and foster self-directed learning.
Materials and equipment are not ready at the start of the lesson or instructional activity.	Materials and equipment are usually ready at the start of the lesson or instructional activity.	Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).	Materials and equipment are ready at the start of the lesson or instructional activity.	Materials and equipment are ready at the start of the lesson or instructional activity and enhance learning.

Teacher clearly defines and effectively manages student behavior.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Standards of conduct have not been established.</p> <p>Students are almost always disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.</p> <p>Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Usually ignores misbehavior and uses an inappropriate voice level / word choice when correction is attempted.</p>	<p>Standards of conduct have been established with inconsistent implementation.</p> <p>Students are often disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.</p> <p>Does not consistently monitor the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Does not consistently address misbehavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct.</p> <p>Students are usually engaged and clear as to the expectations of the classroom, requiring few reminders relative to the age and development of the students.</p> <p>Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students.</p> <p>Students are engaged and clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students.</p> <p>Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, while maintaining the dignity of the student in a manner that promotes positive behavior and relationships.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students; students constructively monitor their peers and intervene to implement standards.</p> <p>Students are engaged and are clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students.</p> <p>Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, in a manner that promotes positive behavior and encourages students to self-discipline.</p>

Teacher assures a contribution to building-wide positive climate responsibilities.

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

Teacher develops daily lesson plans designed to achieve the identified objectives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Plans are rarely or never completed.</p> <p>Never plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Never provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are not consistently completed.</p> <p>Rarely plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Rarely provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are developed consistently and on time based upon an analysis of data.</p> <p>Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus).</p> <p>Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are developed consistently and on time, or in advance, based upon an analysis of data.</p> <p>Plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Revises plans according to student data analysis and shares same with fellow staff members to the benefit of the grade level, curricular area or building.</p> <p>Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are developed consistently and on time, or in advance, based upon an analysis of data.</p> <p>Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus or based upon collegial decision-making).</p> <p>Revises plans according to student data and performance, sharing same with fellow staff members to the benefit of the grade level, curricular area or building.</p> <p>Can serve as a grade level, curricular area and/or building-wide model for substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>

Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is arbitrary and not in accordance with district's grading policies.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p> <p>There is no evidence that the teacher recognizes student progress or achievement.</p>	<p>Inconsistently uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is not consistently fair or in accordance with district's grading policies.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p> <p>There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.</p>	<p>Consistently uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is fair and in accordance with district's grading policies.</p> <p>Provides adequate and timely feedback from assessment results for students to reflect and set goals.</p> <p>Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success.</p>	<p>Consistently uses assessments to evaluate student learning and guide and support differentiated instruction.</p> <p>Grading is fair, transparent to students and in accordance with district's grading policies.</p> <p>Assessments provide useful and immediate feedback – separate and apart from grades—that assists students in assessing themselves in meeting their learning goals.</p> <p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.</p>	<p>Consistently uses assessments that evaluate student learning and guide and support differentiated instruction and are used to develop, refine and evaluate instruction.</p> <p>Grading systems are fair and in accordance with district's grading policies and, as appropriate, developed in collaboration with students.</p> <p>Assessments provide useful and immediate feedback— separate and apart from grades—that assists students in assessing themselves to develop and evaluate their progress with their learning goals.</p> <p>Learning goals are not just designed by the teacher—the student has an opportunity to direct his/her own learning by contributing goals.</p> <p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures.</p>

Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Oral, written and nonverbal communication with students is inconsiderate, as characterized by insensitivity, demeaning language and condescension.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written, and nonverbal communication may not be considerate or respectful.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written and nonverbal communications with students are considerate and respectful.</p> <p>Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high academic expectations for most students.</p>	<p>Oral, written, and nonverbal communications with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole.</p> <p>Consistently displays a genuine enthusiasm for the curriculum and high academic expectations for all students</p>	<p>Oral, written, and nonverbal communication with students is considerate and positive. There is abundant evidence of mutual respect and trust between teacher and student, as well as between students.</p> <p>Exudes a passion for the content and actively exploring the curriculum with students. Students appear to have internalized the value of the content as well as the teacher's high academic expectations for them.</p>

Teacher embeds the components of literacy into all instructional content.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is not embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.</p> <p>Instruction is rarely provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is rarely embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.</p> <p>Instruction is occasionally provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding.</p> <p>As appropriate for the content area, instruction is provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding. Its definition is expanded to include visual representations, expressions of ideas, making decisions and solving problems.</p> <p>Instruction is routinely provided through text and teacher requires students to cite text to support answers.</p>	<p>Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: innovative use of multimedia, computer, information analysis and technology.</p> <p>Instruction is routinely provided through text and teacher requires students to cite text to support analysis, inference, or arguments.</p>

Note One: Examples of literacy strategies include, but are not limited to, students: (1) using graphic organizers to cement/understand information; (2) presenting/explaining their learning, thinking or examples (“turn and talk”); (3) summarizing information into written notes; (4) using primary source documents (receipts, tickets, bills, advertisements, logs, game/sport statistics and rules, etc.) to glean information; (5) writing for communication; and (6) choral/echo reading, (7) researching and reporting.

Note Two: A teacher embeds literacy into the lesson when she/he plans for and implements a literacy strategy for delivering content and expects students to use one or more specific literacy strategies as a means for learning the content and literacy skills. In such cases, literacy is the “bonding agent” or “glue” for the content.

Note Three: Literacy is a stand-alone event when (1) there is no expectation or need for students to use literacy strategies within the lesson to learn the content objectives and demonstrate their understanding of the same, or (2) students’ use of literacy strategies is random, isolated or has no connection to the lesson objectives.

Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Neither understands nor participates (at even the “conversation / awareness” level) in discussions about current state standards.	Neither understands nor participates (at even a minimal implementation level) in discussions about current state standards	Understands the current state standards as evidenced by use of alternate instructional strategies and modified content focus aligned with current state standards.	Has participated in available learning opportunities to assure a strong foundation of understanding the current state standards and regularly and routinely uses alternate instructional strategies and modified content focus aligned with current state standards.	Includes the narrative descriptions in performance category 4, plus serves as a “change agent” and/or grade level, curricular area, building-wide, or departmental presenter / facilitator for the implementation of current state standards. This participation level could be initiated via volunteering or being asked.

Teacher uses active learning, questioning techniques and/or guided practices to involve all students.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not require student participation or the teacher discourages student involvement.</p> <p>Students are not mentally engaged in active learning experiences during any significant portion of the class.</p> <p>Does not ask any type of questions or use questioning techniques during the lesson to involve all learners.</p> <p>Displays no knowledge of students' interests and skills.</p>	<p>A few students dominate the lesson, or only a few students are engaged in the class. For example, typically calls only on students who raise their hands first or who blurt out answers.</p> <p>Students are engaged in active learning around 50 percent of the class time.</p> <p>All or most questions used are recall questions.</p> <p>Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them.</p>	<p>Routinely uses strategies to ensure engagement of all students.</p> <p>Engages most students in active learning experiences 80 percent of the class time.</p> <p>Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy.</p> <p>Provides adequate wait time for student response and engagement.</p> <p>Engages students by incorporating their general skills and interests into the lesson.</p>	<p>Routinely uses strategies to ensure engagement of all students.</p> <p>Engages an overwhelming majority of students in active learning 80 percent of the class time with students connecting new information to former knowledge; or describing and evaluating their thinking processes.</p> <p>Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy.</p> <p>Skillfully uses wait time as a tool to engage students in active learning.</p> <p>Engages students by incorporating their individual skills and interests into the lesson.</p>	<p>Routinely uses strategies to ensure engagement of all students.</p> <p>Engages all students in active learning 80 percent of the class time, and students initiate or develop their own activities to enhance their learning.</p> <p>Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and leading students to formulate many of their own questions.</p> <p>Skillfully uses wait time as a tool to engage students in active learning.</p> <p>Engages students by incorporating and expanding their individual skills and interests.</p>

Note: Active learning is learning that requires student to attain knowledge by participating or contributing. When students are active in their learning, they are involved in gathering information, questioning, thinking and problem solving. (Adapted from Collins & O'Brien, *The Greenwood Dictionary of Education*, 2011.) Examples of active learning are: cooperative learning activities, advance organizers, researching and reporting out, or other teaching strategies that foster participation and an understanding of the objectives.

Teacher teaches the objectives through a variety of methods.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Students are provided with activities from the textbook, specific to the content, but there is no attempt to use a variety of activities to support instructional outcomes and no attempt to differentiate tasks to address a variety of student needs/learning styles / multiple intelligences.</p> <p>Technology is not used as designed and not used as an instructional tool.</p>	<p>Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p> <p>Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.</p>	<p>Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p> <p>Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</p>	<p>Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. The activities maximize student potential and most require significant cognitive challenge.</p> <p>Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool.</p>	<p>Uses all of the characteristics of Level 4. In addition, continually seeks out new strategies to support instructional outcomes and cognitively challenge diverse learners. Willingly shares discoveries and successes with colleagues. Students are included in planning for methods of instructional delivery.</p>

Teacher provides clear instruction and direction.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Instruction, directions and procedures are not provided or are confusing. When instruction/directions are initially inaccurate or confusing to students, does not offer clarifying instruction or directions.</p> <p>Does not give students directions for transitions and does not plan for transitions.</p> <p>Spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly causing students to be confused.</p>	<p>When instruction, directions or procedures are inaccurate or initially confusing to students, teacher does not appropriately or successfully correct and clarify.</p> <p>Attempts to give students directions for transitions but does not plan for transitions.</p> <p>Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.</p>	<p>Provides instruction, directions and procedures in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are accurate, clearly stated / presented and relate to the learning objectives.</p> <p>Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.</p> <p>Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests.</p>	<p>Provides instruction, directions and procedures in a variety of delivery modes that are accurate and clear. Teacher anticipates possible student misunderstanding and/or confusion and incorporates relevant clarifications in the initial directions and instructions.</p> <p>Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.</p> <p>Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies.</p>	<p>Uses all of the characteristics of Levels 3 and 4.</p> <p>Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.</p> <p>Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same while optimizing academic learning time.</p> <p>Spoken and written language is correct and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson and extends students' vocabularies. Teacher seizes opportunities to enhance learning by building vocabulary skills and experiences based on student interests or a spontaneous event.</p>

12

Domain: **Instructional Effectiveness**Dimension: **Models****Teacher demonstrates / models the desired skill or process.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate or model the desired skill or process.	Demonstration or modeling of the desired skill or process is infrequent and unclear to students.	Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.	Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students' misunderstanding.	Demonstrations will match all characteristics of Level 4. Additionally, most students demonstrate the skill or process relating to the lesson's stated objective.

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

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Never moves around the room while students are working on guided practice.	Seldom moves around the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When movement happens it is to the same area of classroom.	When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives.	Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. Makes eye contact with all students often.	Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When a problem is observed reviews / re-teaches it to the whole class.
Never uses student response techniques to check for understanding.	Seldom uses student response techniques to check for understanding.	Uses different types of student response techniques, both individual / group. Uses student response techniques to check for understanding.	Routinely uses developmentally appropriate student response techniques to check for understanding.	Delivers upon all of performance category 4 and varied response techniques are used to receive immediate feedback to re-teach / review the concept(s) misinterpreted or not learned, while actively engaging all students.
Never uses feedback from students regarding their understanding.	Seldom uses feedback from students regarding their understanding.	Uses feedback from students regarding their understanding.	Immediately and adeptly uses immediate feedback concerning student's understanding.	
Never uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Seldom uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.	Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.	Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.

Teacher changes instruction based on the results of monitoring.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not adjust instructional plan to meet the needs of students. Lesson pace is too fast or slow to accommodate for students' questions or interest.</p> <p>Does not assess mastery of the new learning to determine if independent practice or re-teaching is appropriate.</p> <p>There is no evidence that the teacher uses data from various assessments to modify instruction and guide intervention strategies.</p>	<p>Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students.</p> <p>Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary.</p> <p>There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies.</p>	<p>Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.</p> <p>Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons.</p> <p>Reviews data from assessments to modify instruction and guide intervention strategies.</p>	<p>Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests.</p> <p>Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate and restructures lessons to address various learning needs.</p> <p>Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.</p>	<p>Is always aware of student participation and successfully engages all students in the lesson. Is able to successfully make adjustments to the lesson to accommodate student questions or interests.</p> <p>Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate. Works with individual students or small groups to reteach. Uses peer tutoring to facilitate mastery of skills.</p> <p>Multiple classroom evaluations, assessments and formal State assessments provide ample and varied opportunity for all students to demonstrate their knowledge and skill set levels. Ongoing assessment is systematically used to modify instruction and guide intervention strategies.</p>

Teacher summarizes and fits into context what has been taught.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The teacher rarely summarizes the main points of the instruction into the lesson. Students disengage at the end of the class with no teacher direction.</p> <p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>The teacher does not consistently summarize the main points of the instruction into the lesson.</p> <p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Connects what is learned to prior learning.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Students summarize in a variety of ways and reflect on their own learning. Relates instruction to prior and future learning.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Students connect the lesson to prior learning and articulate how learned skills can be used in the future. Linkages with real world situations are woven into the lessons.</p>

Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Gives up, blames the student, or blames the student's home environment if the student has difficulty learning</p> <p>There is no evidence that the teacher is knowledgeable of the IEP or that the teacher modifies instruction for all students on an IEP regardless of student's learning goals.</p>	<p>When a student has difficulty learning, the teacher makes an ineffectual effort and quickly gives up or blames the student or the student's home environment.</p> <p>There is some evidence that the teacher is aware of the IEP; however, the IEP is not being used to guide instruction for the student.</p>	<p>Accepts responsibility for the success of all students</p> <p>Modifies assessments for special education student populations in alignment with the IEPs and for other students experiencing difficulties in learning as appropriate.</p> <p>Provides required feedback to student, roster teacher and/or parent.</p> <p>Assures that all students have access to current state standards/district curriculum.</p>	<p>When a student has difficulty learning, the teacher perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies.</p> <p>Modifies assessments for special student populations as appropriate and as indicated in any IEP, working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent / timely feedback to student, teacher or parent.</p> <p>Assures that all students have access and modifications to current state standards /district curriculum.</p>	<p>Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and support the student's success even after the student has moved on to another class.</p> <p>Modifies assessments and curriculum for special student populations as appropriate and as indicated in any IEP (as relevant), working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>The teacher consistently advocates for all special needs students to have direct access to current state standards/district curriculum.</p>

Uses Professional Growth as a Continuous Improvement Strategy

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of prof. development and add'l training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Teacher Certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.

18

Domain: **Professional Growth and Continuous Improvement****Dimension: Professional Accountability****Exhibits behaviors and efficiencies associated with professionalism.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.

19

Domain: **Interpersonal Skills****Dimension: Effective Interpersonal Skills****Effective Interactions and Collaboration with Stakeholders.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides minimal or no information to families and colleagues and makes no attempt to engage them in the educational program. Does not consult or collaborate with other staff members.	Appears to be inconsistent and inaccurate in providing information to families and colleagues and engaging them in the educational program. Plans and makes decisions assuming the result will be positive for everyone. Consults infrequently with other staff members.	Interacts with families and colleagues in a timely, consistent, positive and professional manner. Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program. Collaborates appropriately and makes decisions that reflect genuine professional consideration.	Communicates frequently and sensitively with families and colleagues and engages them in the educational program. Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues.	Communicates consistently and sensitively with families and colleagues and uses diverse methods to engage them in the educational program and supports their participation. Communication is clearly understood by diverse stakeholders. Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.

Exhibits Positive Leadership through Varied Involvements.

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Consistently declines becoming involved in school or district events when asked.	Avoids becoming involved in school or district events.	Agrees to participate in school or district events when asked.	Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event.	Develops or leads important school or district events.
Impedes colleagues' efforts to share their knowledge or assume professional responsibility.	Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district.	Finds ways to contribute to the profession and follows through.	Actively participates in assisting other educators in their growth as professionals.	Initiates important activities contributing to the profession, such as mentoring new teachers, writing articles for publication or making presentations.
Perpetuates biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	Rarely contributes to the modification of school practices that would result in students being better served by the school.	Assumes a proactive role in addressing student needs.	Works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school.	Leads others to challenge and reject biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.



T U L S A

PUBLIC SCHOOLS

TLE Observation Form

Teachers

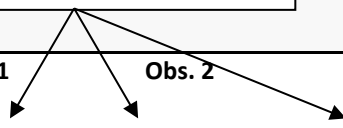
2017-2018

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Classroom Management	1. Preparation	2
	2. Discipline	2
	3. Building-Wide Climate Responsibility	3
	4. Lesson Plans	3
	5. Assessment Practices	4
	6. Student Relations	4
Instructional Effectiveness	7. Literacy	4
	8. Current State Standards	5
	9. Involves All Learners	5
	10. Explains Content	6
	11. Clear Instruction & Directions	6
	12. Models	7
	13. Monitors	7
	14. Adjusts Based upon Monitoring	8
	15. Establishes Closure	8
	16. Student Achievement	9
Professional Growth & Continuous Improvement	17. Professional Learning	9
	18. Professional Accountability	9
Interpersonal Skills	19. Effective Interactions/ Collaboration with Stakeholders	10
Leadership	20. Leadership Involvements	10

Educator Name: _____ School Name _____

Evaluator Name: _____

	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	Domain Indicator	<i>Indicator No.</i>	<i>Observer's Coding: 3, +, -, N/A, or N/O.</i>	Dimension
	3 — Effective		Obs. 1 Obs. 2 Obs. 3 	
<i>Rubric's description of professional proficiency at a 3-Effective level.</i>				
Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.				
Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

1	Domain: Classroom Management	Dimension: Preparation		
Teacher plans for and executes a lesson relating to short-term and long-term objectives.				
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Plans for and executes instructional strategies that encourage the development of performance skills relating to short and long term objectives.				
Develops instructional plans that are in alignment with most current state standards and, as available and appropriate, curriculum maps and pacing guides.				
Plans consistently address student diversity and describe how instruction will be differentiated.				
Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).				
Comments:				

2	Domain: Classroom Management	Dimension: Discipline		
Teacher clearly defines and effectively manages expected behavior.				
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Establishes, communicates, and consistently implements appropriate standards of conduct.				
Students are usually engaged and clear as to the expectations of the classroom, requiring few reminders relative to the age and development of the students.				
Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional				

activities.

As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation.

Comments:

3

Domain: **Classroom Management**

Dimension: **Building-Wide Climate Responsibilities**

Teacher assures a contribution to building-wide positive climate responsibilities.

3 — Effective

Obs. 1

Obs. 2

Obs. 3

Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.

Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.

Comments:

4

Domain: **Classroom Management**

Dimension: **Lesson Plans**

Teacher develops daily lesson plans designed to achieve the identified objectives.

3 — Effective

Obs. 1

Obs. 2

Obs. 3

Plans are developed consistently and on time based upon an analysis of data.

Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus).

Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.

Comments:

5	Domain: Classroom Management	Dimension: Assessment Practices		
Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.				
3 – Effective		Obs. 1	Obs. 2	Obs. 3
<p>Consistently uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is fair and in accordance with district’s grading policies.</p> <p>Provides adequate and timely feedback from assessment results for students to reflect and set goals.</p> <p>Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success.</p>				
Comments:				

6	Domain: Classroom Management	Dimension: Student Relations		
Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.				
3 – Effective		Obs. 1	Obs. 2	Obs. 3
<p>Oral, written and nonverbal communications with students are considerate and respectful.</p> <p>Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high academic expectations for most students.</p>				
Comments:				

7	Domain: Instructional Effectiveness	Dimension: Literacy		
Teacher embeds the components of literacy into all instructional content.				
3 – Effective		Obs. 1	Obs. 2	Obs. 3
<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding.</p> <p>As appropriate for the content area, instruction is provided through text.</p>				

Comments:

8	Domain: Instructional Effectiveness	Dimension: Current State Standards		
	Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement.			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Understands the current state standards as evidenced by use of alternate instructional strategies and modified content focus aligned with current state standards.				
Comments:				

9	Domain: Instructional Effectiveness	Dimension: Involves All Learners		
	Teacher uses active learning, questioning techniques and/or guided practices to involve all students.			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Routinely uses strategies to ensure engagement of all students.				
Engages most students in active learning experiences 80 percent of the class time.				
Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy.				
Provides adequate wait time for student response and engagement.				
Engages students by incorporating their general skills and interests into the lesson.				
Comments:				

10	Domain: Instructional Effectiveness	Dimension: Explains Content		
Teacher teaches the objectives through a variety of methods.				
3 – Effective		Obs. 1	Obs. 2	Obs. 3
<p>Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p> <p>Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</p>				
Comments:				

11	Domain: Instructional Effectiveness	Dimension: Clear Instruction & Directions		
Teacher provides clear instruction and direction.				
3 – Effective		Obs. 1	Obs. 2	Obs. 3
<p>Provides instruction, directions and procedures in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are accurate, clearly stated / presented and relate to the learning objectives.</p> <p>Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.</p> <p>Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests.</p>				
Comments:				

12	Domain: Instructional Effectiveness	Dimension: Models		
Teacher demonstrates / models the desired skill or process.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.				
Comments:				

13	Domain: Instructional Effectiveness	Dimension: Monitors		
Teacher checks to determine if students are progressing toward stated objectives.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives.				
Uses different types of student response techniques, both individual / group.				
Uses student response techniques to check for understanding.				
Uses feedback from students regarding their understanding.				
Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.				
Comments:				

14	Domain: Instructional Effectiveness	Dimension: Adjusts Based Upon Monitoring		
Teacher changes instruction based on the results of monitoring.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.</p> <p>Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons.</p> <p>Reviews data from assessments to modify instruction and guide intervention strategies.</p>				
Comments:				

15	Domain: Instructional Effectiveness	Dimension: Establishes Closure		
Teacher summarizes and fits into context what has been taught.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Connects what is learned to prior learning.</p>				
Comments:				

16	Domain: Instructional Effectiveness	Dimension: Student Achievement		
Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Accepts responsibility for the success of all students</p> <p>Modifies assessments for special education student populations in alignment with the IEPs and for other students experiencing difficulties in learning as appropriate.</p> <p>Provides required feedback to student, roster teacher and/or parent.</p> <p>Assures that all students have access to current state standards/district curriculum.</p>				
Comments:				

17	Domain: Professional Growth and Continuous Improvement	Dimension: Professional Learning		
Uses Professional Growth as a Continuous Improvement Strategy				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>				
Comments:				

18	Domain: Professional Growth and Continuous Improvement	Dimension: Professional Accountability		
Exhibits behaviors and efficiencies associated with professionalism.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.</p>				
Comments:				

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19	Domain: Interpersonal Skills	Dimension: Effective Interpersonal Skills		
	Effective Interactions and Collaboration with Stakeholders.			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Interacts with families and colleagues in a timely, consistent, positive and professional manner.				
Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program.				
Collaborates appropriately and makes decisions that reflect genuine professional consideration.				
Comments:				

20	Domain: Leadership	Dimension: Professional Involvement & Leadership		
	Exhibits Positive Leadership through Varied Involvements.			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Agrees to participate in school or district events when asked.				
Finds ways to contribute to the profession and follows through.				
Assumes a proactive role in addressing student needs.				
Comments:				

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

See RUBRIC for detailed definitions. Insert **ONE** of the following: 1 = Ineffective; 2 = Needs Improvement;
 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

INSERT A WHOLE NUMBER, NOT AN "X" OR "y"!

INSERT ONLY ONE NUMBER IN A ROW.

1	2	3	4	5
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Average
#DIV/0!

CLASSROOM MANAGEMENT.....

1	Teacher plans and executes a lesson relating to short-term and long-term objectives.				
2	Teacher clearly defines and effectively manages student behavior.				
3	Teacher assures a contribution to building-wide positive climate responsibilities.				
4	Teacher develops daily lesson plans designed to achieve the identified objectives.				
5	Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.				
6	Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.				

INSTRUCTIONAL EFFECTIVENESS.....

7	Teacher embeds the components of literacy into all instructional content.				
8	Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement.				
9	Teacher uses active learning, questioning techniques and / or guided practices to involve all students.				
10	Teacher teaches the objectives through a variety of methods.				
11	Teacher provides clear instruction and directions.				
12	Teacher demonstrates / models the desired skill or process.				
13	Teacher checks to determine if students are progressing toward stated objectives.				
14	Teacher changes instruction based on the results of monitoring.				
15	Teacher summarizes and fits into context what has been taught.				
16	Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.				

#DIV/0!

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT.....

17	Uses professional growth as a continuous improvement strategy.				
18	Exhibits behaviors and efficiencies associated with professionalism.				

#DIV/0!

NOTE: N/A or N/O cannot be used for Indicators 19 and 20;
 use 1, 2, 3, 4, or 5 ONLY.

INTERPERSONAL SKILLS.....

19	Effective interactions and collaboration with stakeholders.				
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0.0

LEADERSHIP.....

20	Exhibits positive leadership through varied involvements.				
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0.0

Summary of Effectiveness by DOMAIN:

	<u>Average</u>	<u>Weight of Domain by Percentage</u>
CLASSROOM MANAGEMENT / PREPARATION	#DIV/0!	30%
INSTRUCTIONAL EFFECTIVENESS	#DIV/0!	50%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	10%
INTERPERSONAL SKILLS	0.0	5%
LEADERSHIP	0.0	5%
COMPOSITE, WEIGHTED AVERAGE for EVALUATION	#DIV/0!	

NOTE:

<u>From:</u>	<u>To:</u>	<u>Ranking</u>
Less than 1.8		Ineffective
Equal to or greater than 1.8	Less than 2.8	Needs Improvement
Equal to or greater than 2.8	Less than 3.8	Effective
Equal to or greater than 3.8	Less than 4.8	Highly Effective
Equal to or greater than 4.8		Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Teacher's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

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



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric

Counselors

2017-2018

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Counselor Center Management 20%	1. Work Area Environment	2
	2. Management of the Counseling Program	2
	3. Building Climate	3
School Counseling Effectiveness 30%	4. Monitors Student Progress	4
	5. Demonstrates Accountability	5
	6. Consultation and Collaboration	6
	7. Assists with Building-Wide Assessment	7
	8. Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families	7
	9. Exhibits Professional Behaviors and Efficiencies	8
Professional Growth & Continuous Improvement 10%	10. Uses Professional Growth as an Improvement Strategy	9
Interpersonal Skills 20%	11. Effective Interactions/ Communications with Stakeholders	10
	12. Participates in Fair Share Duties	11
Leadership 20%	13. Leadership Involvements	11
	14. Advocates for Educational Equity	12

1		Domain: Counselor Center Management			Dimension: Work Area Environment	
The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.						
1 Ineffective		2 Needs Improvement		3 Effective	4 Highly Effective	5 Superior
<p>The counseling center (as set up by the counselor) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>		<p>The counseling center lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>		<p>The counseling center is organized for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>The counseling center is organized for efficacy in learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the counseling center could serve as an exemplary model for replication at district level.</p>

2		Domain: Counselor Center Management			Dimension: Comprehensive Counseling Plan	
The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.						
1 Ineffective		2 Needs Improvement		3 Effective	4 Highly Effective	5 Superior
<p>Has no guidance program to support students' academic, career and personal / social development.</p>		<p>Has a guidance program that has not been fully developed or implemented. Program resembles random acts of guidance.</p>		<p>Delivers district-provided curriculum (e.g., 2nd step, bully proofing) to all students.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis.</p>	<p>Provides all students with a guidance curriculum that is comprehensive, proactive and developmental.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis</p> <p>Creates and distributes an event calendar to meet short and long term programmatic school counseling goals.</p> <p>Has developed curriculum to meet students' academic, career and personal / social development.</p>	<p>Includes the narrative descriptions in performance category 4, plus uses student data from discipline reports, teacher feedback surveys, administrative feedback data and parent surveys to drive the counseling program.</p> <p>Counselor assesses current comprehensive counseling plan through a formal needs analysis on a yearly basis and constructs a new comprehensive plan for each school year based on the needs analysis.</p>

3

Domain: **Counselor Center Management**

Dimension: **Building Climate**

The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor makes no contribution to the building's climate.</p>	<p>The school counselor's contributions to the building climate are haphazard and random.</p>	<p>School counselor assesses school's strengths and deficiencies regarding students' suspensions, discipline referrals, etc. and designs interventions to address these.</p> <p>School counselor communicates strengths and deficiencies of school climate issues to stakeholders (e.g. faculty/staff, parents, and community partners.)</p> <p>School counselor contributes to a healthy school climate by implementing, and assessing evidence-based practices to address school's areas of concerns.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>In addition, collaborates with parents, teachers and staff regarding school's needs.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, as an integral part of a site data team, analyzes building climate data (discipline referrals, attendance of students and staff, suspension data, parent surveys, teacher surveys) and plans interventions to address area of need. Plans collaboratively to celebrate building's strengths.</p>

School Counselor monitors student progress to maximize student achievement.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Has no system for ensuring that students meet district promotional criteria.</p> <p>Does not inform parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Does not communicate progress to parents / guardians in a consistent and reliable manner.</p>	<p>Utilizes an inconsistent system for ensuring that students meet district promotional criteria.</p> <p>Rarely informs parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Communicates progress to parents/guardians in an inconsistent and unreliable manner.</p>	<p>Has a consistent system for ensuring that students meet district promotional criteria.</p> <p>Informs parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Communicates progress to parents/guardians in a consistent and reliable manner.</p> <p>Provide students referrals to summer school programs, tutoring, mentoring, etc. Informs parents of possible retention.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, provides student advisement/CST, and short and long term academic planning. Participates in IEPs, CSTs, and 504 plans/ focused on developing an academic plan into the future related to students' needs and interests.</p> <p>Establishes contact with students at risk of failure and collaborates with teachers and parents to address the needs with helping to develop plans of interventions.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, meets weekly to discuss student progress. Meetings at this level are marked by a highly collaborative process that seeks information/intervention ideas from various sources (may include the therapeutic community, the medical community, parents, etc.)</p>

School Counselor demonstrates accountability.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor does not use data to measure program effectiveness.</p>	<p>The school counselor uses data in a random, inconsistent manner.</p>	<p>School counselor accesses baseline data to show areas of school need in regard to attendance, discipline and achievement.</p> <p>School counselor demonstrates accountability for time spent working with students.</p>	<p>School counselor accesses data targeted toward overall school improvement goals to show evidence of program effectiveness and routinely organizes the data to demonstrate the counseling program's impact on student achievement, building climate, student discipline.</p> <p>Reviews interventions in a collaborative way through a data-based team. Monitors program interventions in a collaborative, data-based, systematic manner.</p> <p>Considers school counseling data that affects the achievement gap and plans intentional guidance activities aimed at closing the gap. These interventions might take the form of classroom guidance, small group guidance or individual work with students.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, shares interventions and results reports throughout the school year with colleagues and publishes cumulative annual result report (OSCAR) Oklahoma School Counseling Accountability Report that is shared with building leadership.</p>

The School Counselor creates a professional receiving / open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in students' emotional, career and academic progress.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor typically works in isolation from faculty, refuses to participate in building-level committees.</p>	<p>The school counselor participates in some school committees, but does not engage fully in collaborative activities.</p>	<p>The school counselor volunteers to participate in school committees, e.g. school improvement teams, school safety teams, professional development teams, to collaborate and consult on progress in student personal/social, career – college readiness, and academic growth.</p> <p>The school counselor contributes to the achievement of students through consultation as requested with faculty and parents on student personal/social, career – college readiness, and academic growth.</p> <p>School counselor establishes contact with outside agencies and school community partners to respond to student crisis.</p>	<p>Includes the narrative descriptions in performance category 3, plus coordinates a formal advisory team made up of school and community members addressing student personal/social, career – college readiness, and academic growth.</p> <p>The school counselor contributes to the achievement of students by proactively consulting and collaborating with faculty, parents and outside agencies to address student social/personal, career – college readiness, and academic growth.</p> <p>School counselor seeks to collaborate with outside agencies and school community partners to address student personal/social needs in a proactive manner.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, shares advisory team input with building leadership to facilitate any needs as determined.</p> <p>The school counselor facilitates training, workshops, or other events to provide learning opportunities in student personal/social, career – college readiness, and academic growth. For colleagues, parents, etc.</p> <p>School counselor facilitates the involvement of community partners in the school setting to provide learning opportunities to address student personal/social needs.</p>

7 Domain: **School Counseling Effectiveness** Dimension: **Student Assessment (testing, surveys)**
School Counselor participates in the school-wide assessment program.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>School counselor rarely or never attends mandatory meetings required at the building level related to student assessment.</p> <p>School counselor rarely or never attends district mandatory meetings required for building level assessments.</p> <p>School counselor shows no evidence of planning and executing an effective building assessment program.</p>	<p>School counselor inconsistently attends mandatory meetings required at the building level related to student assessment.</p> <p>School counselor inconsistently attends district mandatory meetings required for building level assessments.</p> <p>School counselor does not collaborate with other assigned personnel in the planning and execution of the building assessment program.</p>	<p>School counselor attends all mandatory meetings required at the building level related to student assessment.</p> <p>School counselor attends district mandatory meetings required for building level assessments.</p> <p>School counselor, in collaboration with other assigned personnel, plans and executes an effective building assessment program.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, prepares testing schedule with intentionality by considering individual student's needs and accommodating these through the schedule.</p> <p>As part of a data-based team, reviews student test data to help in the process of planning instruction and interventions.</p> <p>Assists in the organization and delivery of testing results to students, parents, and faculty.</p>	<p>Includes the narrative descriptions in performance categories 3 and 4.</p> <p>In addition, as an integral collaborator on the school's data team, the school counselor fully understands the requirements of AYP/API and helps lead the school's efforts toward removing student barriers that result in a more equitable education for all student groups and closing the achievement gap.</p> <p>The school counselor participates in data analysis and plans for feedback in a systematic manner to teachers, parents and students.</p>

8 Domain: **School Counseling Effectiveness** Dimension: **Skills and Temperament**
School Counselor exhibits the skills and temperament to manage students' crises.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor is unable to respond appropriately in a crisis situation. Does not follow board policy.</p>	<p>The counselor does not demonstrate full understanding of crisis situations and doesn't fully follow board policy and procedures.</p>	<p>Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.)</p> <p>School counselor shows understanding, confidentiality and compliance of school board policy when dealing with student crisis.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, the counselor creates an open and receiving climate so as to assure that staff, faculty and building leadership seek the counselor's skill set to provide support in crisis management with students, families, staff and faculty.</p>	<p>Includes the narrative descriptions in performance categories 3 and 4.</p> <p>School counselor's ability to deal with crisis and interventions serves as a model for other counselors in the district.</p>

Exhibits behaviors and efficiencies associated with professionalism.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.</p>	<p>Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests as delineated in category 3-Effective.</p>	<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.</p>	<p>Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports.</p> <p>At the direction of administrators, shows a flexibility to accommodate parents' schedules, makes home visits, meets in vertical teams to discuss student needs, and meets the needs of students in crisis.</p>	<p>Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports.</p> <p>Meets all the categories delineated in category 4, and in addition shows a high degree of initiative in meeting the needs of parents' schedules, making home visits, meeting in vertical teams and meeting the needs of students in crisis.</p>

Uses professional growth as a continuous improvement strategy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in professional development that updates their content knowledge and professional practices.</p>	<p>Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.</p>	<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>	<p>Actively participates in the required hours of professional development and seeks feedback on the need for additional training to update content knowledge and professional practices beyond what is required.</p>	<p>In addition to participating in the required hours of professional development and additional training, the counselor makes a substantial contribution to the profession through activities such as, coaching and mentoring new counselors, teachers and other staff, educating building personnel in professional practices, making presentations conducting action research, and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.</p>

Effective interactions and communications with stakeholders.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p> <p>Providing parental educational opportunities via multiple venues including, but not limited to newsletters, parent workshops, etc.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of all staff: teachers, support staff and administrators.</p> <p>Willingness to share site -designed parental educational opportunities via multiple venues, e.g., newsletters, parent workshops, etc. with the balance of the counseling staff of TPS.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly and respectfully understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals and agencies beyond the building level before considering collaborative decisions.</p>

12	Domain: Interpersonal Skills			Dimension: Fair Share Duties	
Counselor participates in Fair Share Duties and Responsibilities.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Left blank by design.	Left blank by design.	School counselor understands the counseling role and accepts a portion of fair share duties and responsibilities to ensure the smooth functioning of the building.	Left blank by design.	Left blank by design.	

13	Leadership			Dimension: Involvements	
School Counselor leads and participates in school-wide efforts to involve parents.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p>	

School Counselor advocates effectively for equity issues affecting the educational progress of students.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs by making consistent attempts at removing any and all barriers confronting the life of a child.</p>	<p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p> <p>Assumes a proactive role in successfully removing barriers thereby maximizing student success.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students are served in an equitable manner, particularly those traditionally underserved.</p>



T U L S A

PUBLIC SCHOOLS

TLE Observation Form

Counselors

2017-2018

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management	1. Work Area Environment	2
	2. Management of the Counseling Program	3
	3. Building Climate	3
Instructional Support	4. Monitors Student Progress	4
	5. Demonstrates Accountability	4
	6. Consultation and Collaboration	5
	7. Assists with Building-Wide Assessment	5
	8. Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families	6
	9. Exhibits Professional Behaviors and Efficiencies	6
Professional Growth & Continuous Improvement	10. Uses Professional Growth as an Improvement Strategy	6
Interpersonal Skills	11. Effective Interactions/ Communications with Stakeholders	7
	12. Participates in Fair Share Duties	7
Leadership	13. Leadership Involvements	8
	14. Advocates for Educational Equity	8

Educator Name: _____ School Name _____

Evaluator Name: _____

	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	Domain Indicator	Indicator No.	Observer's Coding: 3, +, -, N/A, or N/O.	Dimension
		3 — Effective	Obs. 1 Obs. 2 Obs. 3	
<p>Rubric's description of professional proficiency at a 3-Effective level.</p> <p>Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

#	Domain	Indicator No.	Observer's Coding: 3, +, -, N/A, or N/O.	Dimension
1	Counselor Center Management			Work Area Environment
<p>The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.</p>				
		3 — Effective	Obs. 1 Obs. 2 Obs. 3	
<p>The counseling center is organized for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

2	Domain: Counselor Center Management	Dimension: Comprehensive Counseling Plan		
The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Delivers district-provided curriculum (e.g., 2nd step, bully proofing) to all students.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

3	Domain: Counselor Center Management	Dimension: Building Climate		
The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>School counselor assesses school's strengths and deficiencies regarding students' suspensions, discipline referrals, etc. and designs interventions to address these.</p> <p>School counselor communicates strengths and deficiencies of school climate issues to stakeholders (e.g. faculty/staff, parents, and community partners.)</p> <p>School counselor contributes to a healthy school climate by implementing, and assessing evidence-based practices to address school's areas of concerns.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

4	Domain: School Counseling Effectiveness	Dimension: Monitors Student Progress		
School Counselor monitors student progress to maximize student achievement.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Has a consistent system for ensuring that students meet district promotional criteria.				
Informs parents / guardians that a student needs intervention(s) to meet with school success.				
Communicates progress to parents/guardians in a consistent and reliable manner.				
Provide students referrals to summer school programs, tutoring, mentoring, etc. Informs parents of possible retention.				
Comments:				
Insert comments, dates, observation notes, evidence collected to date, etc.				

5	Domain: School Counseling Effectiveness	Dimension: Accountability Reports		
School Counselor demonstrates accountability.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
School counselor accesses baseline data to show areas of school need in regard to attendance, discipline and achievement.				
School counselor demonstrates accountability for time spent working with students.				
Comments:				
Insert comments, dates, observation notes, evidence collected to date, etc.				

6Domain: **School Counseling Effectiveness**Dimension: **Consults and Collaborates**

The School Counselor creates a professional receiving / open climate so as to insure that Faculty and Staff actively solicit the counselor’s special expertise in students’ emotional, career and academic progress.

3 – Effective**Obs. 1****Obs. 2****Obs. 3**

The school counselor volunteers to participate in school committees, e.g. school improvement teams, school safety teams, professional development teams, to collaborate and consult on progress in student personal/social, career – college readiness, and academic growth.

The school counselor contributes to the achievement of students through consultation as requested with faculty and parents on student personal/social, career – college readiness, and academic growth.

School counselor establishes contact with outside agencies and school community partners to respond to student crisis.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

7Domain: **School Counseling Effectiveness**Dimension: **Student Assessment (testing, surveys)**

School Counselor participates in the school-wide assessment program.

3 – Effective**Obs. 1****Obs. 2****Obs. 3**

School counselor attends all mandatory meetings required at the building level related to student assessment.

School counselor attends district mandatory meetings required for building level assessments.

School counselor, in collaboration with other assigned personnel, plans and executes an effective building assessment program.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

8	Domain: School Counseling Effectiveness	Dimension: Skills and Temperament		
School Counselor exhibits the skills and temperament to manage students' crises.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.)</p> <p>School counselor shows understanding, confidentiality and compliance of school board policy when dealing with student crisis.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

9	Domain: School Counseling Effectiveness	Dimension: Behaviors and Efficiencies		
Exhibits behaviors and efficiencies associated with professionalism.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

10	Domain: Professional Growth and Continuous Improvement	Dimension: Strategy		
Uses professional growth as a continuous improvement strategy.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practice</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

11	Domain: Interpersonal Skills	Dimension: Interactions and Communications
Effective interactions and communications with stakeholders.		

	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p> <p>Providing parental educational opportunities via multiple venues including, but not limited to newsletters, parent workshops</p>				

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

12	Domain: Interpersonal Skills	Dimension: Fair Share Duties
Counselor participates in Fair Share Duties and Responsibilities.		

	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>School counselor understands the counseling role and accepts a portion of fair share duties and responsibilities to ensure the smooth functioning of the building.</p>				

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

13	Leadership	Dimension: Involvements		
School Counselor leads and participates in school-wide efforts to involve parents.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

14	Leadership	Dimension: Advocating Equity		
School Counselor advocates effectively for equity issues affecting the educational progress of students.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs by making consistent attempts at removing any and all barriers confronting the life of a child.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

Counselor _____ Date(s) of observations _____
 School _____ Assignment _____ Employee Number _____

INSERT A WHOLE NUMBER, NOT AN "X" OR "y"!
 DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.
 See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement;
 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

		1	2	3	4	5	Average
COUNSELOR CENTER MANAGEMENT.....							
1	The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.						#DIV/0!
2	The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.						
3	The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.						

SCHOOL COUNSELING EFFECTIVENESS.....							
4	School Counselor monitors student progress to maximize student achievement.						#DIV/0!
5	School Counselor demonstrates accountability.						
6	The School Counselor creates a professional receiving / open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in student's emotional, career and academic progress.						
7	School Counselor participates in the school-wide assessment program.						
8	School Counselor exhibits the skills and temperament to manage student's crises.						
9	Exhibits behaviors and efficiencies associated with professionalism.						

NOTE: N/A or N/O cannot be used for Domains with a single Indicator;
 use 1, 2, 3, 4, or 5 ONLY.

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT.....							
10	Uses professional growth as a continuous improvement strategy.						0.0

INTERPERSONAL SKILLS.....							
11	Effective interactions and collaboration with stakeholders.						#DIV/0!
12	Counselor participates in Fair Share Duties and Responsibilities.						

LEADERSHIP.....							
13	School Counselor leads and participates in school-wide efforts to involve parents.						#DIV/0!
14	School Counselor advocates effectively for equity issues affecting the educational progress of students.						

Summary of Effectiveness by DOMAIN:	Average	Weight of Domain by Percentage
COUNSELOR CENTER MANAGEMENT	#DIV/0!	20%
SCHOOL COUNSELING EFFECTIVENESS	#DIV/0!	30%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	0.0	10%
INTERPERSONAL SKILLS	#DIV/0!	20%
LEADERSHIP	#DIV/0!	20%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION	#DIV/0!
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NOTE:

From:	To:	Ranking
Less than 1.8		Ineffective
Equal to or greater than 1.8	Less than 2.8	Needs Improvement
Equal to or greater than 2.8	Less than 3.8	Effective
Equal to or greater than 3.8	Less than 4.8	Highly Effective
Equal to or greater than 4.8		Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.
 Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Counselor's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

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



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Librarian

<i>Domain/Relative Weight</i>	<i>Indicator</i>	<i>Page</i>
Library Management 35%	1. Managing Student Behavior	2
	2. Creating a Culture for Learning	2
	3. Managing Library Procedures	3
	4. Collaborating with Teachers	3
	5. Administrative Management & Records	4
	6. Developing Collection	4
	7. Administering Library Budget	5
	8. Supervising Personnel	5
Instructional Effectiveness 40%	9. Demonstrating Knowledge of Curriculum	6
	10. Supporting Instructional Goals	6
	11. Demonstrating Knowledge of Traditional / Non-Traditional Literature & Reading Support	7
	12. Communicating Effectively with Students	7
	13. Using Quality Questioning Techniques with Students	8
	14. Assessing Students	8
	15. Developing Lessons	9
Professional Growth & Continuous Improvement 10%	16. Reflecting on Professional Effectiveness	9
	17. Growing and Developing Professionally	10
Interpersonal Skills 10%	18. Communicating with School Staff	10
	19. Communicating with School Stakeholders	11
Leadership 5%	20. Contributing to School and Professional Communities	12
	21. Adhering to Professional Ethics	12

1 Domain: Library Management				
Indicator: Managing Student Behavior				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Clear procedures have not been established for student behavior.</p> <p>Does not monitor student behavior.</p> <p>Has a primarily punitive approach to managing student behavior.</p>	<p>Some procedures and standards have been established for student behavior.</p> <p>Is inconsistent in monitoring student behavior.</p>	<p>Clear procedures have been established for student behavior.</p> <p>Monitors student behavior as problems arise.</p> <p>Consistently demonstrates respect for students in handling any behavior issues.</p>	<p>Clear procedures have been established for student behavior.</p> <p>Monitors student behavior proactively before problems arise.</p> <p>Consistently demonstrates respect for students in handling any behavior issues.</p>	<p>Clear procedures have been established for student behavior.</p> <p>Monitors student behavior proactively before problems arise.</p> <p>Consistently demonstrates respect for students in handling any behavior issues.</p> <p>Works with teachers to create consistent, positive procedures.</p>

2 Domain: Library Management				
Indicator: Creating a Culture for Learning				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school library environment is uninviting.</p> <p>Physical resources and space within the librarian's control are poorly organized for various functions.</p>	<p>The school library environment is somewhat organized.</p> <p>Physical resources and space within the librarian's control are arranged more for the convenience of library staff than for students.</p>	<p>The school library environment is inviting and conducive to student learning.</p> <p>Physical resources and space within the librarian's control are organized for various functions considering accessibility and safety.</p>	<p>The school library environment is inviting and conducive to student learning.</p> <p>Physical resources are organized for individual, collaborative and group work.</p> <p>Students are encouraged to engage in learning activities beyond assigned class time.</p>	<p>The school library is a true learning commons where the whole school community feels comfortable to gather, explore and share learning ideas.</p> <p>Physical resources are organized and flexible enough to respond to the needs of the school, groups, and individual students.</p>

3 Domain: Library Management				
Indicator: Managing Library Procedures				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
No procedures for circulation and scheduling library facilities and resources have been established resulting in limited access.	Some procedures for circulation and scheduling of library facilities and resources have been established.	Procedures for circulation and scheduling have been established providing for adequate access to the library facilities and resources.	Positive procedures for circulation and scheduling have been established and widely accepted by the school community. Procedures promote access to the library facilities and resources.	Positive procedures are in place for all routine services resulting in optimal access to the library facilities and resources. Flexibility in procedures and scheduling maximizes the availability of the school librarian's expertise and library resources.

4 Domain: Library Management				
Indicator: Collaborating with Teachers				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Collaboration does not occur with teachers. Is not knowledgeable about CCSS.	Limited collaboration exists with teachers. Has limited knowledge about CCSS.	Collaboration occurs with some teachers to coordinate the use of the library and its resources and provide learning experiences that support instructional units. Promotes project-based learning and transition to CCSS.	Collaboration occurs with most teachers to coordinate the use of the library and its resources and provide learning experiences that support instructional units. Promotes project-based learning and transition to CCSS. Lessons promote research skills and critical thinking.	Initiates collaboration and seeks out teachers for co-planning and co-teaching. Leads in promoting project-based learning and transition to CCSS. Lessons promote research skills and critical thinking.

5 Domain: Library Management				
Indicator: Administrative Management and Records				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Records are not maintained systematically or available in a timely fashion.	Keeps some records accurate and up-to-date including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics. Required and requested reports are submitted in full and on time.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics. Required and requested reports are submitted in full and on time. Data and librarian expertise is sometimes used in decision-making and are always willingly available.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics. Data beyond what is required is gathered, interpreted and communicated to administrators and or stakeholders for planning and improving the library program.

6 Domain: Library Management				
Indicator: Developing Collection				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Acquires resources without careful assessment of current collection. Does not “weed” collection to remove outdated and unattractive materials. Does not seek input from staff and/or students.	Acquires resources with little assessment of current collection. Occasionally weeds to ensure holdings meet curriculum needs. Rarely seeks input from students or staff.	Regularly assesses, acquires resources, and weeds collection to update holdings and ensure curriculum and student / staff needs are met. Seeks input from both students and staff.	Acquires resources based on assessment data and input from stakeholders including staff and students. Continuously weeds the collection to update holdings and meet curriculum needs. Monitors trends to develop a progressive collection.	Advocates for funding needs when necessary (grants, school and community foundations) to maintain a collection of resources and equipment that is responsive to changing instructional needs and student interests. Monitors trends to develop a progressive collection.

7 Domain: Library Management				
Indicator: Administering Library Budget				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not develop an expenditure plan or maintain spending records. Ignores spending deadlines which results in the forfeiture of funds.	Develops an expenditure plan that does not reflect the needs of the library program. Unfamiliar with established policies for managing the budget and has overlooked some spending deadlines.	Develops expenditure plan that adequately maintains the library program and supports the mission of the school. Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.	Develops expenditure plan that extends beyond the current year in order to establish a comprehensive library program that supports the mission of the school. Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.	Using data effectively, develops a comprehensive expenditure plan that allows for a progressive library program that supports the mission of the school. Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.

8 Domain: Library Management				
Indicator: Supervising Personnel				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
No training, supervision, or evaluation of library support staff.	Minimal training, supervision, or evaluation of library support staff utilizing district and/or state mandated processes.	Training, supervision, and evaluation of library support staff are thoughtful and consistent.	Delegates tasks and provides adequate training, consistent supervision, and thoughtful evaluation of library support staff.	Expectations are clearly defined promoting an effective library program that includes delegation, training, supervision, and evaluation of library support staff following district and/or state mandated processes. Encourages library support staff to work independently and creatively perform library tasks.

Evaluator note regarding Indicators #9 through 15.

Please consider that the Librarian does not always have full control of lessons and assessments when co-planning and co-teaching with peers. Typically, librarians are operating in a give-and-take, cooperative mode. Exemplary Librarians gently guide teaching partners toward highly effective and superior lesson development, delivery and assessment.

9 Domain: Instructional Effectiveness				
Indicator: Demonstrating Knowledge of Curriculum				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not exhibit awareness of the curriculum and its correlation to the forms of literacy, resources, and a research process.	Is somewhat aware of the curriculum and its correlation to the forms of literacy, resources, and a research process.	Is knowledgeable of the curriculum and its correlation to the forms of literacy, resources, and a research process. Makes curriculum and learning connections for students.	Has a broad knowledge of the curriculum and correlates it to the forms of literacy, resources, and a research process. The connections are effectively articulated and modeled.	Has commendable knowledge of the curriculum and its application to the library program. Actively seeks other resources from agencies, organizations and institutions within the community and beyond for curriculum support.

10 Domain: Instructional Effectiveness				
Indicator: Supporting Instructional Goals				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate comprehension of the educational disciplines, diverse school population, necessary resources, and services to support instructional goals. Has low expectations for students.	Demonstrates limited comprehension of the educational disciplines and diverse school population. Provides some services to support instructional goals. Has limited expectations for students.	Demonstrates basic comprehension of the educational disciplines and diverse school population. Provides adequate resources, technology and services to support instructional goals. Collaborates with teachers to integrate literacy and reading strategies. High expectations for students are present and consistent.	Demonstrates full comprehension of the educational disciplines and diverse school population. Provides the resources, technology and services to support instructional goals. Collaborates with teachers to integrate literacy and reading strategies into core content units of instruction. High expectations for students are present and consistent and nurtured.	Demonstrates exemplary comprehension of the educational disciplines and diverse school population. Expertly provides resources, technology and services to support instructional goals. Consistently collaborates with teachers to create and integrate instruction. High expectations for students are always present as evidenced by highly engaged and productive learners.

11 Domain: Instructional Effectiveness				
Indicator: Demonstrating Knowledge of Traditional and Non-Traditional Literature & Reading Support				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Has minimal knowledge of fiction and nonfiction literature, and does not actively encourage reading for pleasure or lifelong learning.	Has limited knowledge of fiction and nonfiction literature, and inconsistently encourages reading for pleasure and lifelong learning.	Has a sufficient working knowledge of literature and resource materials to help students and staff select the “right” book or other material to match their needs and interests. Encourages reading for pleasure and lifelong learning using both traditional and emerging technological strategies and tools.	Has an exceptional knowledge of literature and resource materials. Consistently uses both print and non-print strategies and tools to encourage reading for pleasure and lifelong learning. Creates extra reading activities and opportunities that engage students beyond typical classroom assignments and or traditional book talks and displays.	Has a superior knowledge of literature and resource materials. Consistently uses both print and non-print strategies and tools to encourage reading for pleasure and lifelong learning with students, faculty, and parents. Partners with teachers, school staff and the community to promote reading programs and initiatives.

12 Domain: Instructional Effectiveness				
Indicator: Communicates Effectively with Students				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not communicate with students. Procedures are not taught and instructional directions are not clear. Technology is not used.	Makes a limited attempt to communicate with students. Directions and procedures are often confusing and inconsistent. Technology is rarely used and/or limited in type and scope.	Clearly communicates directions and procedures with students. Technology is used when appropriate.	Effectively communicates directions and teaches procedures to students. Reinforcement and clarification are provided on an ongoing basis. Various technologies and methods are utilized to demonstrate and model the correct usage of library resources and their use is encouraged.	Effectively communicates directions and procedures in verbal and written format to students. Misunderstandings are anticipated and dealt with in a timely manner. Innovative technologies are used effectively to demonstrate how to use the library in real and virtual environments. Students are active participants in teaching, modeling, and sharing.

13 Domain: Instructional Effectiveness				
Indicator: Using Quality Questioning Techniques with Students				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not attempt to question or use an inquiry-based approach to learning with students.	Includes some lower level questions in lessons, yet fails in eliciting higher level thinking from students.	Understands and supports core curriculum instruction and assists in the transition to CCSS. Uses inquiry-based strategies to elicit higher level thinking.	Designs and supports CCSS by often using open-ended and probing inquiry-based questions that guide and help students independently formulate their own questions about their research topics.	Takes leadership role in the design and implementation of the CCSS. Consistently uses open-ended and probing questions that guide students in the formulation of relevant questions about their research topics. Encourages students to use various processes to refine their research techniques and extend their own learning and thinking.

14 Domain: Instructional Effectiveness				
Indicator: Assessing Students				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Student learning is not monitored.	Student learning is sometimes monitored. Occasionally uses teacher or librarian-created assessment tools. Does not share rubrics or communicate expectations with students.	Student learning is monitored, using primarily formative assessment tools as appropriate, Ex: teacher or librarian-created rubrics; exit cards to check understanding; observation during student learning activities. Students are aware of the evaluation process and are involved in some self-assessments. Provides timely feedback to students. Assessment data is reviewed to improve teaching.	Student learning is monitored, using primarily formative assessment tools as appropriate. Ex: teacher and librarian-created rubrics; exit cards to check understanding; observation during student learning activities. Students often participate in the evaluation process, peer reviews and self-evaluation. Assessment data is reviewed to improve teaching.	Student learning is consistently monitored, using primarily formative assessment tools as appropriate. Ex: teacher and librarian-created rubrics; exit cards to check understanding; observation during student learning activities. Students participate in the development of evaluation tools. Evaluation is authentic, involving students in “real world” applications. Students routinely evaluate themselves and peers. Students reflect on their learning process as well as their work. Assessment data is reviewed to improve teaching.

15 Domain: Instructional Effectiveness				
Indicator: Developing Lessons				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>National and state teaching standards are not consulted.</p> <p>Instructional plans are inadequately developed or nonexistent.</p>	<p>National and state teaching standards are sometimes consulted.</p> <p>Instructional plans are inadequately developed and fail to differentiate to address individual student needs.</p>	<p>Lesson plans are aligned to national and state teaching standards.</p> <p>Instructional plans are developed to meet the individual learning styles and capacities of a diverse student population.</p>	<p>Lesson plans are aligned to national and state teaching standards.</p> <p>Instructional plans are fully developed to meet the learning styles and capacities of a diverse student population.</p> <p>Lessons are altered based upon student responses and behaviors.</p>	<p>National and state teaching standards are addressed when developing lesson plans.</p> <p>Instructional plans are created to meet the learning styles and capacities of a diverse student population.</p> <p>Lessons are continually altered based on student responses and behaviors.</p> <p>Modifications and adjustments occur seamlessly throughout the lesson resulting in student engagement and success.</p>

16 Domain: Professional Growth & Continuous Improvement				
Indicator: Reflecting on Professional Effectiveness				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not reflect on the effectiveness of teaching practices or library services offered.</p> <p>Resists change, and does not meet the needs of the school community.</p>	<p>Occasionally reflects on the effectiveness of teaching practices and library services offered.</p> <p>Minimal change and growth are evident.</p>	<p>Often reflects on the effectiveness of teaching practices and library services offered.</p> <p>Reflection results in changes in practices and services.</p>	<p>Consistently reflects on the effectiveness of teaching practices and library services offered to bring about alignment with school's instructional goals.</p> <p>Reflection results in changes in practices and services with resulting growth in evidence.</p>	<p>Consistently reflects on the effectiveness of teaching practices and library services offered to bring about alignment with school's instructional goals.</p> <p>Proactive in making the necessary changes and adjustments to routine instructional practices.</p> <p>Initiates and implements library learning opportunities for the staff.</p>

17 Domain: Professional Growth & Continuous Improvement				
Indicator: Growing and Developing Professionally				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely participates in site and departmental professional development opportunities.</p> <p>Resists performance feedback from both supervisors and fellow librarians.</p>	<p>Minimal participation in site and departmental professional development opportunities.</p> <p>Occasionally accepts performance feedback from supervisors or fellow librarians.</p>	<p>Participates regularly in required site and professional development activities.</p> <p>Shares learning with others.</p> <p>Accepts performance feedback from both supervisors and fellow librarians.</p> <p>Makes changes as needed.</p>	<p>Participates regularly in professional development activities beyond minimum requirements and consistently shares learning with others.</p> <p>Welcomes performance feedback from supervisors, fellow librarians, and learning communities.</p>	<p>Consistently searches for professional development opportunities in order to grow professionally and to share learning received with others.</p> <p>Seeks feedback from supervisors, fellow librarians, and learning communities. Makes changes as needed.</p> <p>Leads training workshops for teachers, administrators, or fellow librarians both inside and outside local learning community.</p>

18 Domain: Interpersonal Skills				
Indicator: Communicating with School Staff				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not communicate information about the school library services, resources, and programs.</p>	<p>Rarely communicate information about the school library services, resources and programs.</p> <p>Communication is minimal and intermittent.</p>	<p>Communication about the school library is positive, ongoing, and consistent.</p>	<p>Communication about the school library is positive, ongoing, and consistent.</p> <p>Effectively promotes library resources and services, using multiple formats and communication channels.</p> <p>Communication is often targeted to meet the needs of specific school departments and teams.</p> <p>The librarian actively listens and responds positively to feedback from stakeholders.</p>	<p>Consistently publicizes library programs and services using multiple formats.</p> <p>Communication includes not only school library services, but information about the public library and other entities that support the learning community.</p> <p>Feedback from the stakeholders is solicited and utilized to strengthen the library program.</p>

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>No engagement for family involvement in the education program is existent. In fact, the absence of information preempts and discourages involvement.</p> <p>Communications, may the delivery be written, non-verbal or verbal, is vague. Communication is branded by tactlessness, degrading language, and patronizing posturing.</p> <p>Self-promoted, self-serving interests control the process for decision making. Consultation and collaboration with other staff members is non-existent.</p>	<p>Engagement for family involvement in the education program is inconsistent in offering and application.</p> <p>Regardless of the communication approach, the delivery is being interpreted as inconsiderate. Additional explanations are required to avoid confusion.</p> <p>Decision-making follows the pattern “fire, then take aim.” If the target is hit it is simply a matter of chance and luck.</p>	<p>Positive and professional communications with families are routine and woven into the culture of all encounters.</p> <p>School procedures for communicating with families are in commonplace evidence.</p> <p>Uses effective communication skills with students (verbal, written, and nonverbal) that are clear, solicitous, helpful, and rarely requiring further explanations.</p> <p>Collaboration and consultation for decision making reflect genuine professional consideration.</p>	<p>Interacts and communicates with families in a positive, sensitive, professional manner.</p> <p>Complies with school processes and procedures for interconnecting with families.</p> <p>Oral, written, and nonverbal communication is rich, caring, perceptive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Open-mindedness, collaboration and partnership are the keystones of decision-making.</p> <p>Respects and considers the thoughts and ideas of others.</p>	<p>Communicates consistently and sensitively with families, and uses various methods to engage them and invite their support and participation.</p> <p>Verbal, written and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Communication is comprehended and appreciated by diverse stakeholders.</p> <p>Takes a leadership role in sponsoring that all collaborative decisions are based on the highest professional standards of teamwork.</p> <p>Seeks out the expertise and opinion of other professionals before making decisions that may impact others.</p>

20 Domain: Leadership				
Indicator: Contributing to School and Professional Communities				
Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership.</p> <p>Declines becoming involved in school and or district events and projects.</p>	<p>Rarely becomes involved in school events or district projects.</p> <p>Prevents or blocks collegial team growth by refusing to share knowledge with others.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Partakes in school events when asked.</p> <p>Joins in school and district projects when asked.</p> <p>Employs appropriate involvement tactics to contribute to the profession.</p> <p>Assumes a preemptive role in addressing student prerequisites.</p>	<p>Without prompting, volunteers to participate in school activities making a extensive contribution.</p> <p>Participates actively in supporting other educators and staff members of the building.</p> <p>Has internalized the concept and work ethics of TEAM, both at the departmental and building levels, to safeguard that all students receive a just and equal opportunity to do well.</p>	<p>Not only volunteers but leads school events or district projects and initiatives making a substantial impact.</p> <p>Initiates vital activities to contribute to the profession, such as mentoring new staff members, writing articles or curriculum units for use, publication or posting, or creating and sharing presentations.</p> <p>Makes a specific effort to challenge damaging attitudes and perceptions, and assists by ensuring that all students; principally, the underserved, are represented with needs addressed.</p>

21 Domain: Leadership				
Indicator: Adhering to Professional Ethics				
Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not adhere to the professional ethics of librarianship.</p> <p>Have no established policies or exhibits behaviors that are unnecessarily restrictive in providing access to resources and services to all or part of the members of the school community.</p>	<p>Is inconsistent in demonstrating library ethics and principals including copyright adherence, and full and equal access to resources and services.</p>	<p>Is knowledgeable of the ethics of librarianship.</p> <p>Follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.</p> <p>Promotes access to everyone within the school community.</p>	<p>Is knowledgeable of the ethics of librarianship.</p> <p>Informs others of copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.</p> <p>Promotes access to everyone within the school and the school community.</p>	<p>Through teaching and practice, demonstrates a proficient commitment to the professional ethics of librarianship.</p> <p>Assumes a leadership role relative to training in and adherence to the American Library Association's Code of Ethics.</p> <p>Models ethical sharing of resources within the school and the school community.</p>



TLE Observation Form --- Librarians

2017-2018

<i>Domain</i>	<i>Indicator</i>	<i>Page</i>
Classroom Management 35%	1. Managing Student Behavior	2
	2. Creating a Culture for Learning	2
	3. Managing Library Procedures	3
	4. Collaborating with Teachers	3
	5. Administrative Management & Records	4
	6. Developing Collection	4
	7. Administering Library Budget	5
	8. Supervising Personnel	5
Instructional Effectiveness 40%	9. Demonstrating Knowledge of Curriculum	6
	10. Supporting Instructional Goals	6
	11. Demonstrating Knowledge of Traditional / Non-Traditional Literature & Reading Support	7
	12. Communicating Effectively with Students	7
	13. Using Quality Questioning Techniques with Students	8
	14. Assessing Students	8
	15. Developing Lessons	9
Professional Growth & Continuous Improvement 10%	16. Reflecting on Professional Effectiveness	9
	17. Growing and Developing Professionally	10
Interpersonal Skills 10%	18. Communicating with School Staff	10
	19. Communicating with School Stakeholders	11
Leadership 5%	20. Contributing to School and Professional Communities	12
	21. Adhering to Professional Ethics	12

Educator Name: _____	School Name _____		
Evaluator Name: _____			
	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	Domain Indicator	<i>Indicator No.</i>	<i>Observer's Coding: 3, +, -, N/A, or N/O.</i>	Dimension
	3 — Effective		Obs. 1 Obs. 2 Obs. 3	
	<i>Rubric's description of professional proficiency at a 3-Effective level.</i>			
	Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.			
	Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>			

1	Domain: Library Management Indicator: Managing Student Behavior			
	3 — Effective		Obs. 1 Obs. 2 Obs. 3	
	Clear procedures have been established for student behavior. Monitors student behavior as problems arise. Consistently demonstrates respect for students in handling any behavior issues.			
	Comments:			

2	Domain: Library Management Indicator: Creating a Culture for Learning			
	3 — Effective		Obs. 1 Obs. 2 Obs. 3	
	The school library environment is inviting and conducive to student learning. Physical resources and space within the librarian's control are organized for various functions considering accessibility and safety.			
	Comments:			

3	Domain: Library Management Indicator: Managing Library Procedures			
	3 — Effective		Obs. 1 Obs. 2 Obs. 3	
	Procedures for circulation and scheduling have been established providing for adequate access to the library facilities and resources.			
	Comments:			

4	Domain: Library Management			
	Indicator: Collaborating with Teachers			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Collaboration occurs with some teachers to coordinate the use of the library and its resources and provide learning experiences that support instructional units.</p> <p>Promotes project-based learning and transition to CCSS.</p>				
Comments:				

5	Domain: Library Management			
	Indicator: Administrative Management and Records			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.</p> <p>Required and requested reports are submitted in full and on time.</p>				
Comments:				

6	Domain: Library Management			
	Indicator: Developing Collection			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Regularly assesses, acquires resources, and weeds collection to update holdings and ensure curriculum and student / staff needs are met.</p> <p>Seeks input from both students and staff.</p>				
Comments:				

7	Domain: Library Management			
	Indicator: Administering Library Budget			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Develops expenditure plan that adequately maintains the library program and supports the mission of the school.</p> <p>Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.</p>				
Comments:				

8	Domain: Library Management			
	Indicator: Supervising Personnel			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Training, supervision, and evaluation of library support staff are thoughtful and consistent.				
Comments:				

Evaluator note regarding Indicators #9 through 15.

Please consider that the Librarian does not always have full control of lessons and assessments when co-planning and co-teaching with peers. Typically, librarians are operating in a give-and-take, cooperative mode. Exemplary Librarians gently guide teaching partners toward highly effective and superior lesson development, delivery and assessment.

9	Domain: Instructional Effectiveness			
	Indicator: Demonstrating Knowledge of Curriculum			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Is knowledgeable of the curriculum and its correlation to the forms of literacy, resources, and a research process.				
Makes curriculum and learning connections for students.				
Comments:				

10	Domain: Instructional Effectiveness			
	Indicator: Supporting Instructional Goals			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Demonstrates basic comprehension of the educational disciplines and diverse school population.				
Provides adequate resources, technology and services to support instructional goals.				
Collaborates with teachers to integrate literacy and reading strategies.				
High expectations for students are present and consistent.				
Comments:				

11	Domain: Instructional Effectiveness			
	Indicator: Demonstrating Knowledge of Traditional and Non-Traditional Literature & Reading Support			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Has a sufficient working knowledge of literature and resource materials to help students and staff select the “right” book or other material to match their needs and interests.</p> <p>Encourages reading for pleasure and lifelong learning using both traditional and emerging technological strategies and tools.</p>				
Comments:				

12	Domain: Instructional Effectiveness			
	Indicator: Communicates Effectively with Students			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Clearly communicates directions and procedures with students.</p> <p>Technology is used when appropriate.</p>				
Comments:				

13	Domain: Instructional Effectiveness			
	Indicator: Using Quality Questioning Techniques with Students			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Understands and supports core curriculum instruction and assists in the transition to CCSS.</p> <p>Uses inquiry-based strategies to elicit higher level thinking.</p>				
Comments:				

14	Domain: Instructional Effectiveness			
	Indicator: Assessing Students			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Student learning is monitored, using primarily formative assessment tools as appropriate, Ex: teacher or librarian-created rubrics; exit cards to check understanding; observation during student learning activities.</p> <p>Students are aware of the evaluation process and are involved in some self-assessments.</p> <p>Provides timely feedback to students.</p> <p>Assessment data is reviewed to improve teaching.</p>				
Comments:				

15	Domain: Instructional Effectiveness			
	Indicator: Developing Lessons			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Lesson plans are aligned to national and state teaching standards.</p> <p>Instructional plans are developed to meet the individual learning styles and capacities of a diverse student population.</p>				
Comments:				

16	Domain: Professional Growth & Continuous Improvement			
	Indicator: Reflecting on Professional Effectiveness			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Often reflects on the effectiveness of teaching practices and library services offered.</p> <p>Reflection results in changes in practices and services.</p>				
Comments:				

17	Domain: Professional Growth & Continuous Improvement			
	Indicator: Growing and Developing Professionally			
3 — Effective	Obs. 1	Obs. 2	Obs. 3	
<p>Participates regularly in required site and professional development activities.</p> <p>Shares learning with others.</p> <p>Accepts performance feedback from both supervisors and fellow librarians.</p> <p>Makes changes as needed.</p>				
Comments:				

18	Domain: Interpersonal Skills			
	Indicator: Communicating with School Staff			
3 — Effective	Obs. 1	Obs. 2	Obs. 3	
<p>Communication about the school library is positive, ongoing, and consistent.</p>				
Comments:				

19	Domain: Interpersonal Skills			
	Indicator: Communicating with School Stakeholders			
3 — Effective	Obs. 1	Obs. 2	Obs. 3	
<p>Positive and professional communications with families are routine and woven into the culture of all encounters.</p> <p>School procedures for communicating with families are in commonplace evidence.</p> <p>Uses effective communication skills with students (verbal, written, and nonverbal) that are clear, solicitous, helpful, and rarely requiring further explanations.</p> <p>Collaboration and consultation for decision making reflect genuine professional consideration.</p>				
Comments:				

20	Domain: Leadership			
Indicator: Contributing to School and Professional Communities				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Partakes in school events when asked.				
Joins in school and district projects when asked.				
Employs appropriate involvement tactics to contribute to the profession.				
Assumes a preemptive role in addressing student prerequisites.				
Comments:				

21	Domain: Leadership			
Indicator: Adhering to Professional Ethics				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Is knowledgeable of the ethics of librarianship.				
Follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.				
Promotes access to everyone within the school community.				
Comments:				

Librarian _____ Date(s) of observations _____
 School _____ Assignment _____ Employee Number _____

See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement;
 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

INSERT A WHOLE NUMBER, NOT AN "X" OR "y"!

INSERT ONLY ONE NUMBER IN A ROW.

1	2	3	4	5
---	---	---	---	---

Average
#DIV/0!

LIBRARY MANAGEMENT.....					
1	Managing Student Behavior				
2	Creating a Culture for Learning				
3	Managing Library Procedures				
4	Collaborating with Teachers				
5	Administrative Management and Records				
6	Developing Collection				
7	Administering Library Budget				
8	Supervising Personnel				

INSTRUCTIONAL EFFECTIVENESS.....					
9	Demonstrating Knowledge of Curriculum				
10	Supporting Instructional Goals				
11	Demonstrating Knowledge of Traditional / Non-Traditional Literative and Reading Support				
12	Communicating Effectively with Students				
13	Using Quality Questioning Techniques with Students				
14	Assessing Students				
15	Developing Lessons				

#DIV/0!

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT.....					
16	Reflecting on Professional Effectiveness				
17	Growing and Developing Professionally				

#DIV/0!

INTERPERSONAL SKILLS.....					
18	Communicating with School Staff				
19	Communicating with School Stakeholders				

#DIV/0!

LEADERSHIP.....					
20	Contributes to School and Professional Communities				
21	Adheres to Professional Ethics				

#DIV/0!

Summary of Effectiveness by DOMAIN:	Average	Weight of Domain by Percentage
LIBRARY MANAGEMENT	#DIV/0!	35%
INSTRUCTIONAL EFFECTIVENESS	#DIV/0!	40%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	10%
INTERPERSONAL SKILLS	#DIV/0!	10%
LEADERSHIP	#DIV/0!	5%
COMPOSITE, WEIGHTED AVERAGE for EVALUATION	#DIV/0!	

NOTE:

From:	To:	Ranking
Less than 1.8	.....	Ineffective
Equal to or greater than 1.8	..... Less than 2.8	Needs Improvement
Equal to or greater than 2.8	..... Less than 3.8	Effective
Equal to or greater than 3.8	..... Less than 4.8	Highly Effective
Equal to or greater than 4.8	.....	Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Librarian's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

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



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Nurses

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Program Management 35%	1. Program Scheduling	2
	2. Collaboration	2
	3. Clinic Environment	2
	4. Discipline Focus	3
Instructional Skills 10%	5. Educational Impact	4
Professional Services 35%	6. Assessment	5
	7. Records	6
	8. Nursing Services	6
Professional Growth & Continuous Improvement 10%	9. Uses Professional Growth as an Improvement Strategy	7
	10. Exhibits Professional Behaviors and Efficiencies	7
Interpersonal Skills 5%	11. Effective Interactions / Communications with Stakeholders	8
Leadership 5%	12. Leadership Involvements	9

1	Domain: Program Management			Dimension: Program Scheduling	
	Establishes a school health program within a goal-based program schedule.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not establish, maintain, and evaluate a comprehensive school health program with monthly goal based program schedule.	Rarely establish, maintain and evaluate a comprehensive school health program with monthly goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with monthly goal-based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with 6 month goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with annual goal based program schedule.	

2	Domain: Program Management			Dimension: Collaboration	
	Collaboration is the fundamental key for the successful delivery of health services.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not collaborate with members of the school community and stakeholders in the delivery of health services.	Occasionally collaborate with members of the school community and stakeholders in the delivery of health services.	Effectively collaborate with members of the school community and stakeholders in the delivery of health services.	Provide opportunities for partnerships with members of the school community and stakeholders in the delivery of health services.	Consistently engage in partnership building with members of the school community and stakeholders in the delivery of health services.	

3	Domain: Program Management			Dimension: Clinic Environment	
	The Nurse optimizes the physical environment to assure efficacy / student health and safety advantages in alignment with best practices.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not organize clinic to provide health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not secured and used as designed and intended.	Rarely organize clinic for health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are rarely secured and optimized for effective utilization.	Clinic is organized for providing health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately and readily available.	Clinic is organized for efficacy in health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately, readily available and not overstocked.	Includes the narrative descriptions in performance category 4 plus the clinic serves as an exemplary model for replication beyond the site level.	

The Nurse clearly defines expected student behavior.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not maintain standards of school conduct and does not implement with consistency.</p> <p>Does not reiterate to ensure students are aware of behavioral expectations.</p> <p>Does not monitor the behavior of students during whole class, small group and health related activities.</p> <p>Does not stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and does not make referral to appropriate school authority.</p>	<p>Occasionally maintain standards of school conduct and occasionally implements with consistency.</p> <p>Occasionally reiterate to ensure students are aware of behavioral expectations.</p> <p>Occasionally monitor the behavior of students during whole class, small group and health related activities.</p> <p>Occasionally stops inappropriate behavior promptly and consistently with an appropriate voice level/word choice and occasionally make referral to appropriate school authority.</p>	<p>Maintain standards of school conduct and implements with consistency.</p> <p>Reiterate to ensure students are aware of behavioral expectations.</p> <p>Monitor the behavior of students during whole class, small group and health related activities.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and make referral to appropriate school authority.</p>	<p>Standards of conduct have been established with consistent supporting peer based implementation.</p> <p>All students are aware of behavioral expectations.</p> <p>Monitor the behavior of all students during whole class, small group and health related activities.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice, while maintaining the dignity of the student and make referral to appropriate school authority.</p>	<p>Standards of conduct have been established with initiating consistent peer monitoring.</p> <p>All students are aware of behavioral expectations and they follow procedures.</p> <p>Monitor the behavior of all students at all times in health related activities. Standards of conduct extend beyond the school environment.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice while maintaining the dignity of the students and encouraging students to self discipline. Student referrals are made to the appropriate school authority, as needed.</p>

5Domain: **Instructional Skills**Dimension: **Educational Impact****Aligns health education needs with a health education curricula and educational focus.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in the assessment of health education needs and does not assist in the design, development and evaluation of health curricula.</p> <p>Does not serve as a resource person regarding health education, materials and services.</p> <p>Does not participate in nor evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Rarely participate in the assessment of health education needs and rarely assist in the design, development and evaluation of health curricula.</p> <p>Rarely serve as a resource person regarding health education, materials and services.</p> <p>Rarely participates in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Participate in the assessment of health education needs and assists in the design, development and evaluation of health curricula.</p> <p>Serve as a resource person regarding health education, materials and services.</p> <p>Participate in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Assess and develop health education to meet the identified needs of the school community and school district.</p> <p>Willingly present health education, materials and services.</p> <p>Initiate evaluation of health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Evaluate and redesign as needed health education to meet the identified needs of the school community and school district.</p> <p>Present health education, materials and services to peers and others in the school community.</p> <p>Evaluate and redesign health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>

6

Domain: **Professional Services**

Dimension: **Assessment**

The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Records, formative and summative assessments are inconsistent and insufficient to determine overall health progress and are not based on the health care provider and or district policy.</p> <p>Assessments provide delayed and inadequate feedback for accomplishing health goals.</p>	<p>Records, formative and summative assessments are inconsistent to determine overall health progress and are not based on the health care provider and or district policy.</p> <p>Assessments frequently provide delayed and or inadequate feedback for accomplishing health goals.</p>	<p>Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to guide Individualized Health Plans (IHP) and health instruction.</p> <p>Provides adequate and timely feedback from assessment results for accomplishing health goals.</p>	<p>Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to develop and evaluate IHP and health instruction.</p> <p>Assessments provide useful and immediate feedback that is consistent with the accomplishment of health goals.</p>	<p>Records, formative and summative assessments are recorded consistently based on district policy and or health care provider and used to develop, refine, and evaluate IHP and health instruction.</p> <p>Assessments provide useful and immediate feedback that is used to develop and evaluate current and or anticipatory health goals.</p> <p>Health goals are not only designed by the School Nurse (based upon health care provider information/input and district policy) but the student and family have an opportunity to contribute to the development of their health goals.</p>

7

Domain: **Professional Services**Dimension: **Records**

Produce, maintain, supervise and appropriately delegate development of health records based on District and State standards.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not produce, maintain, supervise and appropriately delegate the development of health records based on district and State standards.</p> <p>Does not comply with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Rarely produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Rarely complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Uses available technology to produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Exhibits high degree of consistency in complying with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Technology based enhancement for all records to produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Serve as a model and mentor exhibiting consistency in complying with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>

8

Domain: **Professional Services**Dimension: **Nursing Services**

Provides the spectrum of nursing services with consistency and efficacy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not offer health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Does not offer counseling for health related issues with referrals as appropriate.</p> <p>Does not offer home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Rarely offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Rarely offers counseling for health related issues with referrals as appropriate.</p> <p>Rarely offers home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Consistently offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Consistently offers counseling for health related issues with referrals as appropriate.</p> <p>Consistently offers home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Conducts health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Provides counseling for health related issues with referrals as appropriate.</p> <p>Conducts home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Actively attempt to increase number of participants in screenings, with referral and follow up as appropriate.</p> <p>Actively attempt to increase number of participants who can benefit from counseling for health related issues with referrals as appropriate.</p> <p>With appropriate permissions, facilitate information sharing with individuals who have a right and need to know in order to optimize the level of care provided.</p>

9 Domain: Professional Growth and Continuous Improvement Uses Professional Growth as a Continuous Improvement Strategy.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the School Nurse makes a substantial contribution to the profession through activities such as mentoring new health personnel, training new health personnel in professional practices, making presentations, conducting action research, working towards higher degree certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.

10 Domain: Professional Growth and Continuous Improvement Exhibits behaviors and efficiencies associated with professionalism.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.

Effective interactions and communications with stakeholders.

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

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in better meeting health needs.</p> <p>Rarely seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Participate in school events when asked.</p> <p>Participate in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follow through.</p> <p>Assume a proactive role in addressing health needs.</p> <p>Seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Volunteer to participate in school events making a substantial contribution.</p> <p>Volunteer to participate in school and district projects making a substantial contribution.</p> <p>Participate actively in assisting others in the school community and or district.</p> <p>Work within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Volunteer to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteer to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiate important activities to contribute to the profession, such as mentoring new health personnel and/or writing articles for publication and/or making presentations.</p> <p>Initiates and works within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals.</p> <p>Make efforts to challenge negative attitudes and help ensure that everyone, particularly those traditionally underserved, are respected in the school.</p>



T U L S A

PUBLIC SCHOOLS

TLE Observation Form

Nurses

2017-2018

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Program Management	1. Program Scheduling	2
	2. Collaboration	2
	3. Clinic Environment	3
	4. Discipline Focus	3
Instructional Skills	5. Educational Impact	3
Professional Services	6. Assessment	4
	7. Records	4
	8. Nursing Services	4
Professional Growth & Continuous Improvement	9. Uses Professional Growth as an Improvement Strategy	5
	10. Exhibits Professional Behaviors and Efficiencies	5
Interpersonal Skills	11. Effective Interactions / Communications with Stakeholders	5
	12. Leadership Involvements	6

Educator Name: _____	School Name _____		
Evaluator Name: _____			
	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	Domain Indicator	<i>Indicator No.</i>	<i>Observer's Coding: 3, +, -, N/A, or N/O.</i>	Dimension
	3 — Effective		Obs. 1 Obs. 2 Obs. 3	
<i>Rubric's description of professional proficiency at a 3-Effective level.</i>				
Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

1	Domain: Program Management	Dimension: Program Scheduling		
Establishes a school health program within a goal-based program schedule.				
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Establish, maintain, and evaluate a comprehensive school health program with monthly goal-based program schedule.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

2	Domain: Program Management	Dimension: Collaboration		
Collaboration is the fundamental key for the successful delivery of health services.				
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Effectively collaborate with members of the school community and stakeholders in the delivery of health services.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

3	Domain: Program Management	Dimension: Clinic Environment		
The Nurse optimizes the physical environment to assure efficacy / student health and safety advantages in alignment with best practices.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Clinic is organized for providing health related opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are secured and used appropriately and readily available.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

4	Domain: Program Management	Dimension: Discipline Focus		
The Nurse clearly defines expected student behavior.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Maintain standards of school conduct and implements with consistency.</p> <p>Reiterate to ensure students are aware of behavioral expectations.</p> <p>Monitor the behavior of students during whole class, small group and health related activities.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and make referral to appropriate school authority.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

5	Domain: Instructional Skills	Dimension: Educational Impact		
Aligns health education needs with a health education curricula and educational focus.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Participate in the assessment of health education needs and assists in the design, development and evaluation of health curricula.</p> <p>Serve as a resource person regarding health education, materials and services.</p> <p>Participate in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

6	Domain: Professional Services	Dimension: Assessment		
The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to guide Individualized Health Plans (IHP) and health instruction.</p> <p>Provides adequate and timely feedback from assessment results for accomplishing health goals.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

7	Domain: Professional Services	Dimension: Records		
Produce, maintain, supervise and appropriately delegate development of health records based on District and State standards.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

8	Domain: Professional Services	Dimension: Nursing Services		
Provides the spectrum of nursing services with consistency and efficacy.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Consistently offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Consistently offers counseling for health related issues with referrals as appropriate.</p> <p>Consistently offers home visits as necessary to collect data, plan, implement or evaluate care.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

9	Domain: Professional Growth and Continuous Improvement			
	Uses Professional Growth as a Continuous Improvement Strategy.			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

10	Domain: Professional Growth and Continuous Improvement			
	Exhibits behaviors and efficiencies associated with professionalism.			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

11	Domain: Interpersonal Skills			
	Effective interactions and communications with stakeholders.			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Interacts with families in a timely, consistent, positive and professional manner.				
Complies with school procedures for communicating with families and makes an effort to engage families in the health program.				
Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.				
Collaborates appropriately and makes decisions that reflect genuine professional consideration.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

12

Leadership

3 — Effective

Obs. 1

Obs. 2

Obs. 3

Participate in school events when asked.

Participate in school and district projects when asked.

Finds ways to contribute to the profession and follow through.

Assume a proactive role in addressing health needs.

Seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

Nurse _____ Date(s) of observations _____
 School _____ Assignment _____ Employee Number _____

INSERT A WHOLE NUMBER, NOT AN "X" OR "y"!
 DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.

See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement;
 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

1	2	3	4	5
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Average

PROGRAM MANAGEMENT..... #DIV/0!

1	Establishes a school health program within a goal-based program schedule.					
2	Collaboration is the fundamental key for the successful delivery of health services.					
3	The Nurse optimizes the physical environment to assure efficacy student health and safety advantages in alignment with best practices.					
4	The Nurse clearly defines expected student behavior.					

NOTE: N/A or N/O cannot be used for Domains with a single Indicator;
 use 1, 2, 3, 4, or 5 ONLY.

INSTRUCTIONAL SKILLS..... 0.0

5	Aligns health education needs with a health education curricula and educational focus.					
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PROFESSIONAL SERVICES..... #DIV/0!

6	The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.					
7	Produce, maintain, supervise and appropriately delegate development of health records based on District and State standards.					
8	Provides the spectrum of nursing services with consistency and efficacy.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT..... #DIV/0!

9	Uses Professional Growth as a Continuous Improvement Strategy.					
10	Exhibits behaviors and efficiencies associated with professionalism.					

NOTE: N/A or N/O cannot be used for Domains with a single Indicator;
 use 1, 2, 3, 4, or 5 ONLY.

INTERPERSONAL SKILLS..... 0.0

11	Effective interactions and communications with stakeholders.					
----	--	--	--	--	--	--

LEADERSHIP..... 0.0

12	Leadership					
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Summary of Effectiveness by DOMAIN:	Average	Weight of Domain by Percentage
PROGRAM MANAGEMENT	#DIV/0!	35%
INSTRUCTIONAL SKILLS	0.0	10%
PROFESSIONAL SERVICES	#DIV/0!	35%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	10%
INTERPERSONAL SKILLS	0.0	5%
LEADERSHIP	0.0	5%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION	#DIV/0!
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NOTE:

From:	To:	Ranking
Less than 1.8		Ineffective
Equal to or greater than 1.8	Less than 2.8	Needs Improvement
Equal to or greater than 2.8	Less than 3.8	Effective
Equal to or greater than 3.8	Less than 4.8	Highly Effective
Equal to or greater than 4.8		Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.
 Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Nurse's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

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



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Speech-Lang. Path./School Psychologists

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management 30%	1. Work Area	2
	2. Preparation and Delivery	2
	3. Compliance	3
	4. Discipline	3
Instructional Support 45%	5. Skill Knowledge	4
	6. Evaluation and Assessment/Test Administration	4
	7. Evaluation and Assessment/Test Interpretation	4
	8. Delivery of Services/Design and Implement IEPs	5
	9. Delivery of Services/Consultation	5
Professional Growth & Continuous Improvement 10%	10. Uses Professional Growth as an Improvement Strategy	6
	11. Exhibits Professional Behaviors and Efficiencies	6
Interpersonal Skills 10%	12. Effective Interactions / Communications with Stakeholders	7
Leadership 5%	13. Leadership Involvements	7

1		Domain: Organization and Management			Dimension: Work Area Environment	
The Professional optimizes the physical working environment to assure efficacy/ student learning advantage.						
1 Ineffective		2 Needs Improvement		3 Effective	4 Highly Effective	5 Superior
<p>The work environment (as set up by the teacher) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>		<p>The work environment lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>		<p>The work environment is organized for providing learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations.</p>	<p>The work environment is organized for efficacy in learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the work environment could serve as an exemplary model.</p>

2		Domain: Organization and Management			Dimension: Preparation and Delivery of Services	
The Professional plans and prepares for delivery of services.						
1 Ineffective		2 Needs Improvement		3 Effective	4 Highly Effective	5 Superior
<p>Rarely ensures materials and equipment are ready at the start of each session.</p> <p>Rarely schedules and prioritizes delivery of services.</p>		<p>Occasionally ensures materials and equipment are ready at the start of each session.</p> <p>Occasionally schedules and prioritizes delivery of services.</p>		<p>Ensures materials and equipment are ready at the start of each session.</p> <p>Effectively schedules and prioritizes delivery of services.</p>	<p>Ensures materials and equipment are ready at the start of each session with flexibility for unexpected changes.</p> <p>Effectively schedules, prioritizes and consistently provides for the delivery of services.</p>	<p>Uses all of the characteristics of levels 3 & 4, and creatively adjusts schedule to meet student needs.</p>

3Domain: **Organization and Management**Dimension: **Compliance****The professional will maintain accurate student records.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely maintains records that are clear, organized, and reflect delivery of service.</p> <p>Rarely meets timelines for IDEA documentation requirements as outlined by district, state, and federal guidelines.</p> <p>Rarely meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Rarely participates in CST process.</p>	<p>Occasionally maintains records that are clear, organized, and reflect delivery of service.</p> <p>Occasionally completes IDEA documents as outlined by district, state, and federal guidelines.</p> <p>Occasionally meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Occasionally participates in CST process.</p>	<p>Maintains records that are clear, organized, and reflect delivery of service.</p> <p>Completion of IDEA documents as outlined by district, state, and federal guidelines.</p> <p>Meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Routinely participates in CST process.</p>	<p>Maintains records that are clear, organized, and accurately reflect delivery of service.</p> <p>Completion of IDEA documents as outlined by district, state, and federal guidelines with a high level of quality and completeness.</p> <p>Meets timelines for IDEA documents as outlined by district, state, and federal guidelines with a high level of quality and completeness</p> <p>Provides a leadership role in the CST process.</p>	<p>Maintains records that are clear, organized, and accurately reflect optimal delivery of service.</p> <p>Uses the performance characteristics of Levels 3 & 4 plus serves as a change agent or presenter/facilitator for other staff members.</p>

4Domain: **Organization and Management**Dimension: **Discipline****The Professional clearly defines expected student behavior.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Standards of conduct have not been established, nor are students aware of behavioral expectations.</p> <p>Does not monitor the behavior of students.</p> <p>Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.</p>	<p>Standards of conduct have been inconsistently established and students are only somewhat aware of expectations.</p> <p>Rarely monitors the behavior of students</p> <p>Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.</p>	<p>Establishes standards of conduct, implements with consistency, and ensures that students are aware of behavioral expectations.</p> <p>Monitors the behavior of students in the work environment.</p> <p>Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.</p>	<p>Standards of conduct have been established with consistency and all students are aware of behavioral expectations.</p> <p>Monitors the behavior of all students in a variety of settings.</p> <p>Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.</p>	<p>Standards of conduct have been established with consistency, and all students are aware of behavioral expectations and follow established procedures.</p> <p>Monitors the behavior of all students at all times.</p> <p>Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, maintaining the dignity of the student and encouraging students to self-discipline.</p>

5		Domain: Instructional Support			Dimension: Skill Knowledge	
Adherence to Professional Responsibilities and Standards						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Rarely demonstrates knowledge of current district and IDEA policies and procedures. Rarely demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Occasionally demonstrates knowledge of current district and IDEA policies and procedures. Occasionally demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Demonstrates knowledge of current district and IDEA policies and procedures. Demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Demonstrates and implements knowledge of current district and IDEA policies and procedures. Consistently demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Uses all of the characteristics of Levels 3 & 4 plus serves as a training resource. Consistently demonstrates and pragmatically implements knowledge of child and adolescent development in choice of materials and assessments which incorporates students' interests and needs.		

6		Domain: Instructional Support			Dimension: Evaluation and Assessment	
The professional is able to select and administer individualized assessments						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Rarely selects and administers appropriate tests as determined by professional standards.	Occasionally selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards, in an efficient manner.	Uses the elements of 3 and 4 in addition to serving as a training resource to other professionals.		

7		Domain: Instructional Support			Dimension: Evaluation and Assessment	
The professional interprets test data and assessment.						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Inaccurately interprets test data and provides poorly written documentation to determine IDEA eligibility.	Interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility and can clearly explain results.	Uses the elements of 3 and 4 plus gives further recommendations and interventions that support student learning.		

8	Domain: Instructional Support			Dimension: Delivery of Services	
	Designs and implements appropriate student plans.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Rarely designs and implements appropriate IEP student goals. Rarely provides services as stated on the IEP.	Occasionally designs and implements appropriate IEP student goals. Occasionally provides services as stated on the IEP.	Design and implement appropriate IEP student goals. Provide services as stated on the IEP.	Design and implement appropriate IEP student goals, and provide additional therapeutic opportunities in the general classroom setting. Provide services as stated on the IEP and provides makeup sessions.	Uses elements of 3 and 4 plus provides resources plus provides additional opportunities in the home environment.	

9	Domain: Instructional Support			Dimension: Delivery of Services	
	Provides consultation for improvement of student performance.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Rarely provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Occasionally provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation and strategies for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Uses elements 3 and 4 plus classroom observations to monitor and adjust strategies.	

10 Domain: Professional Growth and Continuous Improvement Uses professional growth as a continuous improvement strategy.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the professional makes substantial contribution to the profession through activities such as, coaching and mentoring new staff members, training staff members in professional practices, making presentations, conducting action research and/or writing articles for publication, department level, internal / school-wide and/or external publication.

11 Domain: Professional Growth and Continuous Improvement Exhibits Behaviors and Efficiencies Associated with Professionalism.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans.

Effective Interactions and Communications with Stakeholders.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear and inconsiderate to students and staff, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students and staff.. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing articles for publication and/or making presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.</p>



T U L S A

PUBLIC SCHOOLS

TLE Observation Form

Speech-Lang. Path./School Psychologists

2017-2018

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management	1. Work Area	2
	2. Preparation and Delivery	2
	3. Compliance	3
	4. Discipline	3
Instructional Support	5. Skill Knowledge	3
	6. Evaluation and Assessment/Test Administration	4
	7. Evaluation and Assessment/Test Interpretation	4
	8. Delivery of Services/Design and Implement IEPs	4
	9. Delivery of Services/Consultation	4
Professional Growth & Continuous Improvement	10. Uses Professional Growth as an Improvement Strategy	5
	11. Exhibits Professional Behaviors and Efficiencies	5
Interpersonal Skills	12. Effective Interactions / Communications with Stakeholders	5
Leadership	13. Leadership Involvements	6

Educator Name: _____ School Name _____

Evaluator Name: _____

	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	Domain Indicator	<i>Indicator No.</i>	<i>Observer's Coding: 3, +, -, N/A, or N/O.</i>	Dimension
	3 — Effective		Obs. 1	Obs. 2
	<p><i>Rubric's description of professional proficiency at a 3-Effective level.</i></p> <p>Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.</p>			
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

1	Domain: Organization and Management		Dimension: Work Area Environment	
	The Professional optimizes the physical working environment to assure efficacy/ student learning advantage.			
	3 — Effective		Obs. 1	Obs. 2
	<p>The work environment is organized for providing learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations</p>			
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

2	Domain: Organization and Management		Dimension: Preparation and Delivery of Services	
	The Professional plans and prepares for delivery of services.			
	3 — Effective		Obs. 1	Obs. 2
	<p>Ensures materials and equipment are ready at the start of each session.</p> <p>Effectively schedules and prioritizes delivery of services.</p>			
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

3	Domain: Organization and Management	Dimension: Compliance		
The professional will maintain accurate student records.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Maintains records that are clear, organized, and reflect delivery of service.</p> <p>Completion of IDEA documents as outlined by district, state, and federal guidelines.</p> <p>Meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Routinely participates in CST process.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

4	Domain: Organization and Management	Dimension: Discipline		
The Professional clearly defines expected student behavior.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Establishes standards of conduct, implements with consistency, and ensures that students are aware of behavioral expectations.</p> <p>Monitors the behavior of students in the work environment.</p> <p>Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

5	Domain: Instructional Support	Dimension: Skill Knowledge		
Adherence to Professional Responsibilities and Standards				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Demonstrates knowledge of current district and IDEA policies and procedures.</p> <p>Demonstrates knowledge of child and adolescent development in choice of materials and assessments.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

6	Domain: Instructional Support	Dimension: Evaluation and Assessment		
The professional is able to select and administer individualized assessments				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Selects and administers appropriate tests as determined by professional standards.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

7	Domain: Instructional Support	Dimension: Evaluation and Assessment		
The professional interprets test data and assessment.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Accurately interprets test data and provides written documentation to determine IDEA eligibility.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

8	Domain: Instructional Support	Dimension: Delivery of Services		
Designs and implements appropriate student plans.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Design and implement appropriate IEP student goals. Provide services as stated on the IEP.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

9	Domain: Instructional Support	Dimension: Delivery of Services		
Provides consultation for improvement of student performance.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

10	Domain: Professional Growth and Continuous Improvement			
Uses professional growth as a continuous improvement strategy.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

11	Domain: Professional Growth and Continuous Improvement			
Exhibits Behaviors and Efficiencies Associated with Professionalism.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

12	Domain: Interpersonal Skills			
Effective Interactions and Communications with Stakeholders.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Interacts with families in a timely, consistent, positive and professional manner.				
Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.				
Uses effective communication skills with students and staff..				
Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.				
Collaborates appropriately and makes decisions that reflect genuine professional consideration.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

13

Leadership

3 — Effective

Obs. 1

Obs. 2

Obs. 3

Participates in school events when asked.

Participates in school and district projects when asked.

Finds ways to contribute to the profession and follows through.

Assumes a proactive role in addressing student needs.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

Speech-Lang Path / School Psychologist's _____ Date(s) of observations _____
 School _____ Assignment _____ Employee Number _____

INSERT A WHOLE NUMBER, NOT AN "X" OR "y"!
 DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.

See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement;
 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

1	2	3	4	5
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Average

ORGANIZATION and MANAGEMENT						#DIV/0!
1	The Professional optimizes the physical working environment to assure efficacy/ student learning advantage.					
2	The Professional plans and prepares for delivery of services.					
3	The professional will maintain accurate student records.					
4	The Professional clearly defines expected student behavior.					

INSTRUCTIONAL SUPPORT						#DIV/0!
5	Adherence to Professional Responsibilities and Standards.					
6	The professional is able to select and administer individualized assessments.					
7	The professional interprets test data and assessment.					
8	Designs and implements appropriate student plans.					
9	Provides consultation for improvement of student performance.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT						#DIV/0!
10	Uses professional growth as a continuous improvement strategy.					
11	Exhibits Behaviors and Efficiencies Associated with Professionalism.					

NOTE: N/A or N/O cannot be used for Domains with a single Indicator;
 use 1, 2, 3, 4, or 5 ONLY.

INTERPERSONAL SKILLS						0.0
12	Effective Interactions and Communications with Stakeholders.					

LEADERSHIP						0.0
13	Leadership					

Summary of Effectiveness by DOMAIN:	Average	Weight of Domain by Percentage
ORGANIZATION and MANAGEMENT	#DIV/0!	30%
INSTRUCTIONAL SUPPORT	#DIV/0!	45%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	10%
INTERPERSONAL SKILLS	0.0	10%
LEADERSHIP	0.0	5%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION	#DIV/0!
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NOTE:

From:	To:	Ranking
Less than 1.8		Ineffective
Equal to or greater than 1.8	Less than 2.8	Needs Improvement
Equal to or greater than 2.8	Less than 3.8	Effective
Equal to or greater than 3.8	Less than 4.8	Highly Effective
Equal to or greater than 4.8		Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Speech-Lang. Path./ School Psychologists' Signature* _____ Date _____

Evaluator's Signature _____ Date _____

*The Speech-Lang. Path./School Psychologists' Signature is an acknowledgement that they received the Evaluation on the date indicated.



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Staff Development Teachers

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management 30%	1. Preparation	2
	2. Building-wide Climate Responsibilities	3
	3. Work Area Environment	3
	4. Record Keeping and Data Assessment	4
Instructional Effectiveness 30%	5. Establishes and Facilitates PLCs	4
	6. Job-Embedded Professional Development	5
	7. Support of District Initiatives	6
Professional Growth & Continuous Improvement 10%	8. Growing and Developing Professionally	7
	9. Exhibits Professional Behaviors and Efficiencies	8
Interpersonal Skills 15%	10. Effective Interactions / Communication	9
Leadership 15%	11. Leadership Involvements	10

1

Domain: **Organization and Management**Dimension: **Preparation****Staff Development Teacher plans development and delivery of assistance/ support/ professional development relative to short and long term objectives.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not plan for assistance/ support/professional development that provides teachers with resources/ skills needed for implementation.	Inconsistently plans for assistance/support/professional development that provides teachers with resources/skills needed for implementation.	Plans for assistance/ support/professional development that provides teachers with resources/skills needed for implementation.	Plans for assistance/ support/professional development based on school data that provides teachers with resources/skills needed for implementation.	Plans for assistance/ support/prof. dev. based on school data that provides teachers with resources/skills needed for implementation on various dates/ times to meet the schedules of teachers.
Does not ensure materials/resources needed for training/meeting are prepared and available.	Inconsistently ensures materials/resources needed for training/meeting are prepared and available.	Ensures materials/resources needed for training/meeting are prepared and available.	Ensures an agenda/ materials/resources needed for training/meeting are prepared and available.	Ensures an agenda/ materials/resources needed for training/meeting are prepared and available. Provides follow up materials/ resources as needed.
Does not create staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Inconsistently creates staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Creates staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Creates and implements staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Uses research to create and implement staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.
Provides random staff development opportunities.	Inconsistently matches staff development opportunities to staff's professional development needs.	Matches staff development opportunities to staff's professional development needs; adapts professional development in response to staff input.	Matches staff development opportunities to staff's professional development needs based on school data; adapts professional development in response to staff input.	Matches staff development opportunities to staff's professional development needs based on school data and the WISE plan; adapts professional development in response to staff input.

2 Domain: **Organization and Management** Dimension: **Building Wide Climate Responsibilities**
Staff Development Teacher contributes to building-wide positive climate.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Inconsistently participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Provides professional development on classroom management techniques and methods to promote orderly behavior throughout the school.	Provides professional development on classroom management techniques and methods to promote orderly behavior throughout the school and ensures teachers receive ongoing support.
Does not follow the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Follows and models the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Routinely follows and models the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.

3 Domain: **Organization and Management** Dimension: **Work Area Environment**
Staff Development Teacher optimizes the environment to assure efficacy in professional learning/ support.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Work area is not organized. The area is cluttered, not clean or safe. Traffic flow is poor and meeting opportunities are limited.	Work area is somewhat organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.	Work area is organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.	Work area is attractive and organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.	Work area is attractive and organized for efficacy and providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.
No materials, resources, and information are available.	Minimal materials, resources, and information are available.	Materials, resources, and information are available.	Materials, resources, and information are available and organized.	Materials, resources and research-based information are organized, available and accessible to teachers.

4	Domain: Organization and Management		Dimension: Record Keeping and Data Assessment	
Staff Development Teacher generates and maintains accurate records and analyzes data.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not collect, manage, or analyze data. Does not plan professional development.	Collects, manages, and analyzes some school data. Plans professional development.	Establishes a process for collecting, managing, and analyzing school data. Uses appropriate school data from assessments to guide professional development.	Establishes a process for collecting, managing, and analyzing school data to guide professional development. Uses appropriate school data to identify and prioritize the areas of need for professional development.	Establishes a process for collecting, managing, and analyzing school data to guide professional development and routinely monitors and adjusts according to staff needs. Analyzes multiple data sources to identify and prioritize the areas of need for professional development based on the WISE plan.

5	Domain: Instructional Effectiveness		Dimension: Establishes and Facilitates PLCs	
Staff Development Teacher establishes and facilitates Professional Learning Communities (PLCs) school-wide.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Creates an environment in which risk-taking is discouraged and does not know or use the strengths, skills and the knowledge of the school staff as resources for each other and discourages collaboration. Does not encourage PLC members to focus on learning based on student data. Plans staff development opportunities with no regard for staff needs or input. Does not use administrative input.	Creates an environment where professional staff works collaboratively on an inconsistent basis and are hesitant to take intellectual risks. Inconsistently uses data in PLCs. Plans staff development with minimal input from professional staff or administration.	Works with staff to foster a culture of collegiality in which teachers learn from one another and feel comfortable taking intellectual risks. Encourages PLC members to focus on student learning, teacher collaboration, and using data as a guide. Creates staff development opportunities for small or large groups with input from staff and administration.	Promotes a non-threatening environment in which professional staff feels comfortable taking intellectual risks and sharing ideas at PLCs. Assists professional staff, using PLCs, to collaborate on their learning objectives using student data. Using professional staff and administrative input, creates a variety of professional development opportunities for small or large groups.	Fosters a professional climate promoting openness, collaboration, mutual respect, support and analysis in support of student learning and well-being and encourages and provides opportunities for professional staff to present in PLCs. Professional staff will work collaboratively using student data to inform their teaching with the facilitation and input of the SDT. Using input from professional staff and administration creates a variety of professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.

Staff Development Teacher uses a variety of strategies to communicate research-based practices for professional development.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not provide instructional strategies.</p> <p>Does not use coaching.</p> <p>Does not support vertical or horizontal articulation of curriculum.</p> <p>Does not support professional staff in developing and implementing instructional strategies.</p> <p>Does not support or assist professional staff in using assessments.</p> <p>Does not use student data to inform instruction with professional staff.</p>	<p>Provides vague instructional strategies.</p> <p>Minimally uses coaching strategies.</p> <p>Inconsistently supports vertical and horizontal articulation efforts.</p> <p>Minimally supports professional staff in developing and implementing instructional strategies.</p> <p>Minimally assists professional staff in using assessments.</p> <p>Minimally uses student data to inform instruction with professional staff.</p>	<p>Provides instructional strategies.</p> <p>Uses coaching strategies to provide instructional support to professional staff.</p> <p>Supports vertical and horizontal articulation efforts.</p> <p>Supports professional staff in developing and implementing instructional strategies aligned with learning objectives.</p> <p>Assists professional staff in using formal and informal assessment formats to modify instruction.</p> <p>Regularly uses student data to inform instruction with professional staff.</p>	<p>Provides clear instructional strategies that support professional staff.</p> <p>Coaching strategies are used on a regular basis to inform teaching.</p> <p>Supports vertical and horizontal articulation across content areas and grade configurations.</p> <p>Supports professional staff in developing, implementing, and adjusting instructional strategies aligned with learning objectives.</p> <p>Assists professional staff in using a variety of formal and informal assessment formats, before instruction (pre-assessment), during instruction (formative assessment), and after instruction (summative assessment) to modify instruction.</p> <p>Uses student data to inform instructional strategies and assessments that support professional development and growth of professional staff.</p>	<p>Provides clear explanations of research-based instructional strategies supporting professional staff as they implement them.</p> <p>Uses differentiated coaching strategies to provide instructional support to professional staff.</p> <p>Supports and facilitates vertical and horizontal articulation across content areas and grade level configurations.</p> <p>Supports and facilitates professional staff in developing, implementing, and adjusting instructional strategies aligned with CCSS learning objectives that promote student success.</p> <p>Assists professional staff in using and creating a variety of formal and informal assessment formats, before instruction (pre-assessment), during instruction (formative assessment), and after instruction (summative assessment) to modify instruction.</p> <p>Uses student data to differentiate instructional strategies and assessments that support professional development and growth of professional staff.</p>

Staff Development Teacher supports District Initiatives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate commitment to the TPS priorities for staff development by providing appropriate training opportunities for professional staff aimed at student achievement.	Demonstrates commitment to TPS priorities.	Demonstrates commitment to TPS priorities for staff development by providing training opportunities for professional staff aimed at student achievement.	Demonstrates commitment to TPS priorities for staff development by providing appropriate training opportunities for professional staff aimed at student achievement.	Demonstrates commitment to TPS priorities for staff development by providing appropriate training opportunities for professional staff based on input aimed at student achievement.
Does not support the goals of the WISE plan with professional development.	Inconsistently uses the WISE Plan to support professional development.	Supports the goals of the WISE plan with professional development.	Supports the goals of the WISE plan with job-embedded professional development.	Supports the goals of the WISE plan with differentiated job-embedded professional development.
Does not use practices and procedures that align with TPS vision, goals, policies, and regulations.	Inconsistently uses practices and procedures that align with the TPS vision, goals, policies and regulations.	Uses practices and procedures that align with TPS vision, goals, policies, and regulations.	Models and practices the procedures that align with TPS vision, goals, policies, and regulations.	Models and encourages the use of practices and procedures that align with TPS vision, goals, policies, and regulations.

Staff Development Teacher uses professional growth as an improvement strategy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in any ongoing professional development.	Only participates in inconsistent or unintentional professional development.	<p>Participates in the required hours of professional development updating their content knowledge and current professional practice.</p> <p>Seeks opportunities to enhance professional development through Staff Development Teacher training sessions.</p>	<p>Participates above required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p> <p>Reflects on own strengths and weaknesses.</p> <p>Seeks opportunities to enhance professional development through Staff Development Teacher training sessions, information from specialists, conferences, professional organizations, etc.</p>	<p>In addition to participating in the required hours of professional development and additional training, the Staff Development Teacher makes a substantial contribution to the profession through activities such as training teachers in professional practices, making presentations, conducting action research, writing articles for grade level, department level, internal/school-wide and/or external publication. Writings that could be used as "models" may include newsletters, informational resources for teachers, etc.</p> <p>Reflects on own strengths and weaknesses and modifies professional activities accordingly.</p> <p>Seeks opportunities to enhance professional development through Staff Development Teacher training sessions, information from specialists, conferences, professional organizations, etc. and brings ideas back to the school and models the use of these strategies in his/her own practice.</p>

Staff Development Teacher exhibits behaviors and efficiencies associated with professionalism.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3- Effective.</p> <p>Does not manage his/her own schedule to make efficient use of time.</p> <p>Does not meet professional obligations (does not submit paper work, reports, and responses to requests for information).</p>	<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other sensitive information/compliance requests.</p> <p>Inconsistently manages his/her own schedule to make efficient use of time.</p> <p>Inconsistently meets professional obligations in (paper work, reports, and responses to requests for information in an untimely manner).</p>	<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule to make efficient use of time.</p> <p>Meets professional obligations (submits paper work, reports, and responses to requests for information).</p>	<p>Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule proactively to make efficient/flexible use of time.</p> <p>Promptly meets professional obligations (submits paper work, reports, and responses to requests for information).</p>	<p>Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule both proactively and in response to the needs of professional staff.</p> <p>Proactively and promptly meets professional obligations (submits paper work, reports, and responses to requests for information).</p>

Staff Development Teacher promotes a collaborative work environment.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to professional staff and makes no attempt to engage them in Professional Learning Community (PLC) and professional development opportunities.</p> <p>Oral, written and nonverbal communication is unclear (without regard to staff misconceptions) and inconsiderate to professional staff, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to professional staff and engaging them in Professional Learning Community (PLC) and professional development opportunities.</p> <p>Oral, written and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Complies with school procedures for communicating with professional staff and makes an effort to engage them in PLC and professional development opportunities.</p> <p>Interacts with staff in a timely, consistent, positive, and professional manner using communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with professional staff and engages them in PLC and professional development opportunities.</p> <p>Interacts with professional staff and administration in a timely, consistent, positive and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of others.</p>	<p>Communicates consistently and sensitively with professional staff and uses diverse methods to engage them in PLC and professional development opportunities.</p> <p>Effectively interacts with all members of the school community in a timely, consistent, positive and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive, and encourages professional staff inquiries and responds in a timely and articulate manner.</p> <p>Works collaboratively with faculty and staff, soliciting input and acting on that input to plan professional development and to establish a professional learning community with a sense of teacher ownership.</p>

Staff Development Teacher uses professional growth as evidence of a focus on leadership initiatives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the professional and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Provides professional staff the knowledge and resources needed to work within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school and district projects making a substantial contribution/ and taking on a leadership role.</p> <p>Initiates important activities to contribute to the profession such as mentoring new teachers, writing articles, and/or making district-level presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all professional staff is respected in the school.</p>



T U L S A

PUBLIC SCHOOLS

TLE Observation Form

Staff Development Teachers

2017-2018

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management	1. Preparation	2
	2. Building-wide Climate Responsibilities	3
	3. Work Area Environment	3
	4. Record Keeping and Data Assessment	3
Instructional Effectiveness	5. Establishes and Facilitates PLCs	4
	6. Job-Embedded Professional Development	4
	7. Support of District Initiatives	5
Professional Growth & Continuous Improvement	8. Growing and Developing Professionally	5
	9. Exhibits Professional Behaviors and Efficiencies	5
Interpersonal Skills	10. Effective Interactions / Communication	6
Leadership	11. Leadership Involvements	6

Educator Name: _____	School Name _____		
Evaluator Name: _____			
	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	Domain Indicator	<i>Indicator No.</i>	<i>Observer's Coding: 3, +, -, N/A, or N/O.</i>	Dimension
	3 — Effective		Obs. 1 Obs. 2 Obs. 3 	
<i>Rubric's description of professional proficiency at a 3-Effective level.</i>				
Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

1	Domain: Organization and Management Staff Development Teacher plans development and delivery of assistance/ support/ professional development relative to short and long term objectives.	Dimension: Preparation
	3 — Effective	Obs. 1 Obs. 2 Obs. 3
Plans for assistance/ support/professional development that provides teachers with resources/skills needed for implementation.		
Ensures materials/resources needed for training/meeting are prepared and available.		
Creates staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.		
Matches staff development opportunities to staff's professional development needs; adapts professional development in response to staff input.		
Comments:		
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>		

2	Domain: Organization and Management	Dimension: Building Wide Climate Responsibilities
Staff Development Teacher contributes to building-wide climate.		
3 — Effective	Obs. 1	Obs. 2
Obs. 3		
<p>Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.</p>		
Comments:		
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>		

3	Domain: Organization and Management	Dimension: Work Area Environment
Staff Development Teacher optimizes the environment to assure efficacy in professional learning/ support.		
3 — Effective	Obs. 1	Obs. 2
Obs. 3		
<p>Work area is organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.</p> <p>Materials, resources, and information are available.</p>		
Comments:		
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>		

4	Domain: Organization and Management	Dimension: Record Keeping and Data Assessment
Staff Development Teacher generates and maintains accurate records and analyzes data.		
3 — Effective	Obs. 1	Obs. 2
Obs. 3		
<p>Establishes a process for collecting, managing, and analyzing school data.</p> <p>Uses appropriate school data from assessments to guide professional development.</p>		
Comments:		
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>		

5	Domain: Instructional Effectiveness	Dimension: Establishes and Facilitates PLCs		
Staff Development Teacher establishes and facilitates Professional Learning Communities (PLCs) school-wide.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Works with staff to foster a culture of collegiality in which teachers learn from one another and feel comfortable taking intellectual risks.</p> <p>Encourages PLC members to focus on student learning, teacher collaboration, and using data as a guide.</p> <p>Creates staff development opportunities for small or large groups with input from staff and administration.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

6	Domain: Instructional Effectiveness	Dimension: Job-Embedded Professional Development		
Staff Development Teacher uses a variety of strategies to communicate research-based practices for professional development.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Provides instructional strategies.</p> <p>Uses coaching strategies to provide instructional support to professional staff.</p> <p>Supports vertical and horizontal articulation efforts.</p> <p>Supports professional staff in developing and implementing instructional strategies aligned with learning objectives.</p> <p>Assists professional staff in using formal and informal assessment formats to modify instruction.</p> <p>Regularly uses student data to inform instruction with professional staff.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

7	Domain: Instructional Effectiveness Staff Development Teacher supports District Initiatives.	Dimension: Support of District Initiatives
3 — Effective		
	Obs. 1	Obs. 2
Demonstrates commitment to TPS priorities for staff development by providing training opportunities for professional staff aimed at student achievement.		
Supports the goals of the WISE plan with professional development.		
Uses practices and procedures that align with TPS vision, goals, policies, and regulations.		
Comments:		
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>		

8	Domain: Professional Growth and Continuous Improvement Staff Development Teacher uses professional growth as an improvement strategy.	Dimension: Growing and Developing Professionally
3 — Effective		
	Obs. 1	Obs. 2
Participates in the required hours of professional development updating their content knowledge and current professional practice.		
Seeks opportunities to enhance professional development through Staff Development Teacher training sessions.		
Comments:		
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>		

9	Domain: Professional Growth and Continuous Improvement Staff Development Teacher exhibits behaviors and efficiencies associated with professionalism.	Dimension: Exhibits Professional Behaviors and Efficiencies
3 — Effective		
	Obs. 1	Obs. 2
Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.		
Manages his/her own schedule to make efficient use of time.		
Meets professional obligations (submits paper work, reports, and responses to requests for information).		
Comments:		
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>		

10	Domain: Interpersonal Skills	Dimension: Effective Interactions/ Communications		
Staff Development Teacher promotes a collaborative work environment.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Complies with school procedures for communicating with professional staff and makes an effort to engage them in PLC and professional development opportunities.</p> <p>Interacts with staff in a timely, consistent, positive, and professional manner using communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

11	Domain: Leadership	Dimension: Leadership Involvements		
Staff Development Teacher uses professional growth as evidence of a focus on leadership initiatives.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

Staff Development Teacher _____ Date(s) of observations _____
School _____ Assignment _____ Employee Number _____

INSERT A WHOLE NUMBER, NOT AN "X" OR "y"!
DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.

See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement;
3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

1	2	3	4	5
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Average

MANAGEMENT and ORGANIZATION.....

#DIV/0!

1	Staff Development Teacher plans development and delivery of assistance/ support/ professional development relative to short and long term objectives.					
2	Staff Development Teacher contributes to building-wide positive climate.					
3	Staff Development Teacher optimizes the environment to assure efficacy in professional learning/ support.					
4	Staff Development Teacher generates and maintains accurate records and analyzes data.					

INSTRUCTIONAL EFFECTIVENESS.....

#DIV/0!

5	Staff Development Teacher establishes and facilitates Professional Learning Communities (PLCs) school-wide.					
6	Staff Development Teacher uses a variety of strategies to communicate research-based practices for professional development.					
7	Staff Development Teacher supports District Initiatives.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT.....

#DIV/0!

8	Staff Development Teacher uses professional growth as an improvement strategy.					
9	Staff Development Teacher exhibits behaviors and efficiencies associated with professionalism.					

NOTE: N/A or N/O cannot be used for Domains with a single Indicator:
use 1, 2, 3, 4, or 5 ONLY.

INTERPERSONAL SKILLS.....

0.0

10	Staff Development Teacher promotes a collaborative work environment.					
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LEADERSHIP.....

0.0

11	Staff Development Teacher uses professional growth as evidence of a focus on leadership initiatives.					
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Summary of Effectiveness by DOMAIN:

	<u>Average</u>	<u>Weight of Domain by Percentage</u>
MANAGEMENT and ORGANIZATION	#DIV/0!	30%
INSTRUCTIONAL EFFECTIVENESS	#DIV/0!	30%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	10%
INTERPERSONAL SKILLS	0.0	15%
LEADERSHIP	0.0	15%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION	#DIV/0!
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NOTE:

<u>From:</u>	<u>To:</u>	<u>Ranking</u>
Less than 1.8		Ineffective
Equal to or greater than 1.8	Less than 2.8	Needs Improvement
Equal to or greater than 2.8	Less than 3.8	Effective
Equal to or greater than 3.8	Less than 4.8	Highly Effective
Equal to or greater than 4.8		Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Staff Development Teacher's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

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