Evaluation of Teachers: E-Learning Module

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Introduction

The following report states the analysis and need of e-learning training on the evaluation of teachers within the state of Indiana. This course will be designed for administrators in K-12 districts. It will be structured for a 10-week course with each module completed in 2 weeks. A total of 5 modules will be created for this 10-week course, and the learners will be awarded a certificate for 21 Professional Growth Points upon completion. The modules of the e-learning course will be: teacher observations #1, teacher observations #2, student learning objectives #1, student learning objectives #2, feedback and scoring. The first module created will be teacher observations #1.

Target Learners, Attributes, and Analysis

The clients for the training, Evaluation of Teachers, are administrators from various K-12 school districts, rural and urban, within northern Indiana. These administrators include: Superintendents, Assistant Superintendents, Curriculum Directors, Principals, Assistant Principals, School Coaches or Lead Teachers. Student enrollment in these districts is 2,300 to 8,300 students. Experience levels vary among the administrators as some are new to an Indiana district or to their administrative role, or they have been in leadership role for over 25 years. The average experience of these educators in an administrative role is between 5-10 years.

An analysis was done of the administrators' needs via phone or face to face interview. During the analysis, the following questions were asked:

1. How many years have you been in an educational leadership role as either a Curriculum Director, Principal, Assistant Principal, Coach, Superintendent, or Assistant Superintendent?

2. What is the enrollment of your district based on the number of students?

3. If the Northwest Indiana Educational Service Center (NWIESC) designed an e-learning course for administrators to use in the future or as a refresher course, what would you deem important and needed from the following choices:

- Evaluation of Teachers
- Evaluation of Principals
- Common Core State Standards

4. When creating a self-paced e-learning training module, in regards to evaluation of teachers, what components are necessary for this training?

- RISE Overview
- Teacher Observations #1 (one competency in RISE)
- Teacher Observations #2 (all competencies in RISE)
- Student Learning Objectives #1 (creating an assessment)
- Student Learning Objectives #2 (developing an SLO for the class and targeted)
- Feedback
- Summative Scoring

Five school districts were interviewed and they were all in 100% agreement for the creation of an e-learning module on the evaluation of teachers. The superintendents from all five districts stated the importance of designing a training first on the evaluation of teachers, followed by the evaluation of principals, and then the common core state standards. Furthermore, the superintendents wanted training to start with teacher observations for one competency from the RISE rubric along with an overview. It was suggested by the administrators to incorporate the following modules in this order after the module on the teacher observations #1: teacher observations # 2, student learning objectives #1, student learning objectives #2, feedback, and summative scoring.

Intended Instruction

Instruction is needed because the evaluation of teachers is mandated by Indiana Code 20.28-11.5 and the No Child Left Behind waiver. According to Indiana Code, teachers will be evaluated yearly and rated into one of four performance categories such as: highly effective, effective, improvement necessary, or ineffective. The majority of school districts within Indiana have been utilizing the state model for teacher evaluation RISE, or a modified RISE. These districts will be completing their first full year of a summative scoring on teacher evaluation in

June 2013. For the past year, districts have been getting trained face-to face in the RISE Model that included the following:

- How to observe and rate teachers according to the RISE rubric
- How to write and assess student learning objectives in order to increase student growth
- How to conference, provide feedback, and improve instruction

Throughout these face-to-face trainings, many of the administrators have missed portions of the evaluation of teacher trainings due to prior obligations, illness, or transferring to other districts. In addition, new administrators are hired within the district every year and have not been trained. Some of these administrators come from other states that do not mandate the evaluation of teachers. Due to changing personnel in school districts, missed face-to-face instruction, and forgotten elements from previous trainings, administrators have requested a self- paced e-learning module on teacher evaluation. This module will begin with teacher observations for obtaining evidence for one competency from the RISE rubric. Other modules will be added to this training to complete all components of the RISE face-to-face training.

Assessments

Formative assessments will be given via a blend of multiple-choice, checking all correct answers, and essay tests after each completed module. These tests will assess the learner's knowledge of the Indiana RISE Rubric, each of its components, and how they are applied to the teacher evaluation. The learner will be given feedback from the assessments immediately through the programmed e-learning module. The learner must receive a grade of 100% or higher in identifying competency terms within the rubric or be able to correctly rate a teacher in a competency within one performance level from the expert notes in order to move on to the next module. If the learner does not correctly master the skills needed in the module, then the learner

will be redirected to the content needed for mastery in the e-learning module to learn the material and be reassessed.

Prerequisite Learner Skills and Restrictions

The learners must be administrative educators who will be evaluating teachers throughout the school year. Learners should have basic computer skills such as typing, navigating a mouse, and downloading documents.

The evaluation of teacher training is restricted to those educators that are that will be evaluating teachers throughout the school year in the K-12 environment; those that need an update or refresher on the topic or have missed a face-to-face session. All educators will register through the NWIESC website, **www.nwiesc.k12.in.us**, under the "Professional Opportunities" link, and the workshop name: E-learning-Evaluation of Teachers, Observation #1. The registrants will register for the training module by inputting their first and last name, position, email, school, and school district. The program coordinator from the NWIESC will monitor the registration of educators. Once the educators have registered, the program coordinator from the NWIESC will send the e-Learning link to the course: Evaluation of Teachers, Teacher Observations #1, to the educators with the technical specifications. As soon as educators receive their link, they will be able to start the e-learning module on teacher evaluations.

Learning Environment/Proposed Delivery Method

The evaluation of teacher training will be an asynchronous online e-learning course. The instructional materials can be downloaded from the Moodle Learning Management System (MLMS) and/or the E-learning module. A timeframe of two weeks will be given to learners to complete one module. Learners will be able to contribute and sign-in to the e-learning module whenever they choose, as long the e-learning module is completed within two weeks. Learners can post questions at any time to the MLMS to be answered by the facilitator in a timely fashion.

Once the module is completed, the learner can arrange a live chat with the instructor to answer any remaining questions. The E-learning will be developed with Articulate Storyline and will be integrated into Moodle. Learners will access the content by receiving an email with a link from the instructor of the E-learning module. An electronic device (laptop, computer, or tablet) with internet connection is needed to access the module.

Learning Objectives in Mager Format for Teacher Evaluation #1:

1. Given the Indiana RISE Rubric, educators will be able to identify the competencies terms (indicators, performance levels, and key words that describe each performance level) with 100% accuracy.

2. Given examples of note-taking statements from a teacher observation, educators will be able to identify the note-taking statement as a judgment or evidence with 100% accuracy.

Check for Understanding (Competency 2.4)

3. Given the observation notes from a video of a teacher teaching in the classroom and the Indiana RISE Rubric, educators will be able to match the notes to the Indiana RISE Rubric competency 2.4 (Check for Understanding) and rate the performance level of the teacher within one performance level of the educational experts.

4. When provided with a video of a teacher teaching in the classroom for Competency 2.4 (Check for Understanding), educators will be able to correctly choose the performance rating of that teacher within one performance level of the educational experts.

Maximize Instructional Time (Competency 2.7)

5. Given the observation notes from a video of a teacher teaching in the classroom and the Indiana RISE Rubric, educators will be able to match the notes to the Indiana RISE Rubric competency 2.7 (Maximize Instructional Time) and rate the performance level of the teacher within one performance level of the educational experts.

6. When provided with a video of a teacher teaching in the classroom for Competency 2.7 (Maximize Instructional Time), educators will be able to correctly choose the performance rating of that teacher within one performance level of the educational experts.

Rigorous Instruction (Competency 2.6)

7. Given the observation notes from a video of a teacher teaching in the classroom and the Indiana RISE Rubric, educators will be able to match the notes to the Indiana RISE Rubric competency 2.6 (Rigorous Instruction) and rate the performance level of the teacher within one performance level of the educational experts.

8. When provided with a video of a teacher teaching in the classroom for Competency 2.6 (Rigorous Instruction), educators will be able to correctly rate the performance level of the teacher within one performance level of the educational experts.

Directory Map

The map of the e-learning module will include the following components: welcome, overview, objectives, rubric, rubric scoring, rubric prep, evidence vs. judgment, and competencies as shown in Figure 1-Layout. The learner will take a restricted, linear path, through the e-learning module. A restricted path will not allow the learners to move forward in the module but the learners will be able to view current and previous slides. The restricted path allows users to obtain the learning needed for future slides and the slides build on prior learning. Figure 2 displays the components of the objectives within the e-learning module.

<table>
<tr><td>NWIESC Logo</td><td colspan="2"></td></tr>
<tr><td>Module Component</td><td>Top Left Side of Page</td><td></td></tr>
<tr><td>Menu</td><td>Glossary</td><td>Notes</td></tr>
<tr><td>Welcome</td><td rowspan="8">Contains key vocabulary words in the module</td><td rowspan="8">Script for all slides Recorded</td></tr>
<tr><td>Overview</td></tr>
<tr><td>Objectives</td></tr>
<tr><td>RISE Rubric</td></tr>
<tr><td>Rubric Scoring</td></tr>
<tr><td>Rubric Prep</td></tr>
<tr><td>Evidence vs. Judgment</td></tr>
<tr><td>Competencies</td></tr>
<tr><td colspan="3">Top Right of Main Frame</td></tr>
<tr><td colspan="2">Resources</td><td>Ask the Instructor</td></tr>
</table>

Main Frame of Module
Contains: Content, Activities, and Feedback

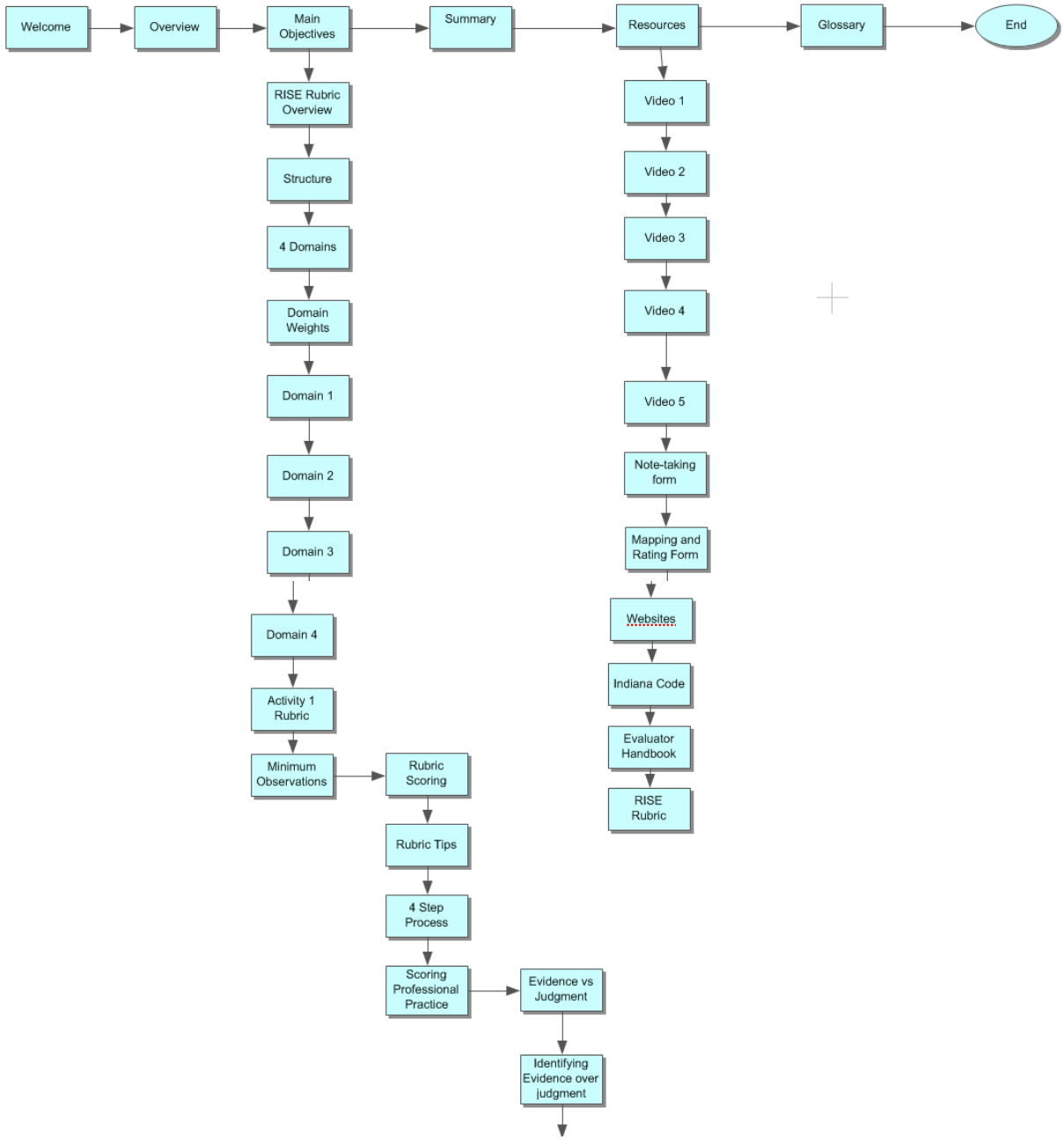
Figure 1. Main Layout

Main Objectives						
Rubric	**Rubric Scoring**	**Rubric Prep**	**Evidence vs. Judgment**	**Competencies**		
RISE Rubric Overview	**Rubric Scoring**	**Rubric Prep**	**Evidence vs. Judgment**	**Competency 2.4**	**Competency 2.7**	**Competency 2.6**
Rubric Structure	Rubric Tips	Activity #2 Competencies	Identifying Evidence over judgment	Example-Note taking		
4 Domains	4 Step Process		Examples	Activity-#4 Video 1 and Note taking	Activity # 10-Video 3 and Note taking and Mapping	Activity #13-Video 5 and Note taking & Mapping
Domain Weights			Activity #3	Example-Mapping		
Domain 1	Scoring Professional Practice		Evidence Tips	Activity-#5 Mapping for Video 1		
Domain 2				Activity-#6 Rating Competency 2.4 (Video 1)	Activity #11-Rating Competency 2.7 (Video 3)	Rating Competency 2.6 (Video 5)
Domain 3				Activity-#7 Video 2	Activity 12-Video 4 -Note Taking and Mapping for Video 4	
Domain 4				Activity-#8 Mapping for Video 2		

Activity #1- Rubric				Activity-# 9 Rating Competency 2.4 (Video 2)	Activity- Rating Competency 2.7 (Video 4)	
Minimum Observation						

Figure 2. Components of Objectives

Figure 3 shows the complete directory map illustrating the restricted, directed path of the learner.


Welcome
Overview
Main Objectives
Summary
Resources
Glossary
End
RISE Rubric Overview
Structure
4 Domains
Domain Weights
Domain 1
Domain 2
Domain 3
Domain 4
Activity 1 Rubric
Minimum Observations
Rubric Scoring
Rubric Tips
4 Step Process
Scoring Professional Practice
Evidence vs Judgment
Identifying Evidence over judgment
Video 1
Video 2
Video 3
Video 4
Video 5
Note-taking form
Mapping and Rating Form
Websites
Indiana Code
Evaluator Handbook
RISE Rubric

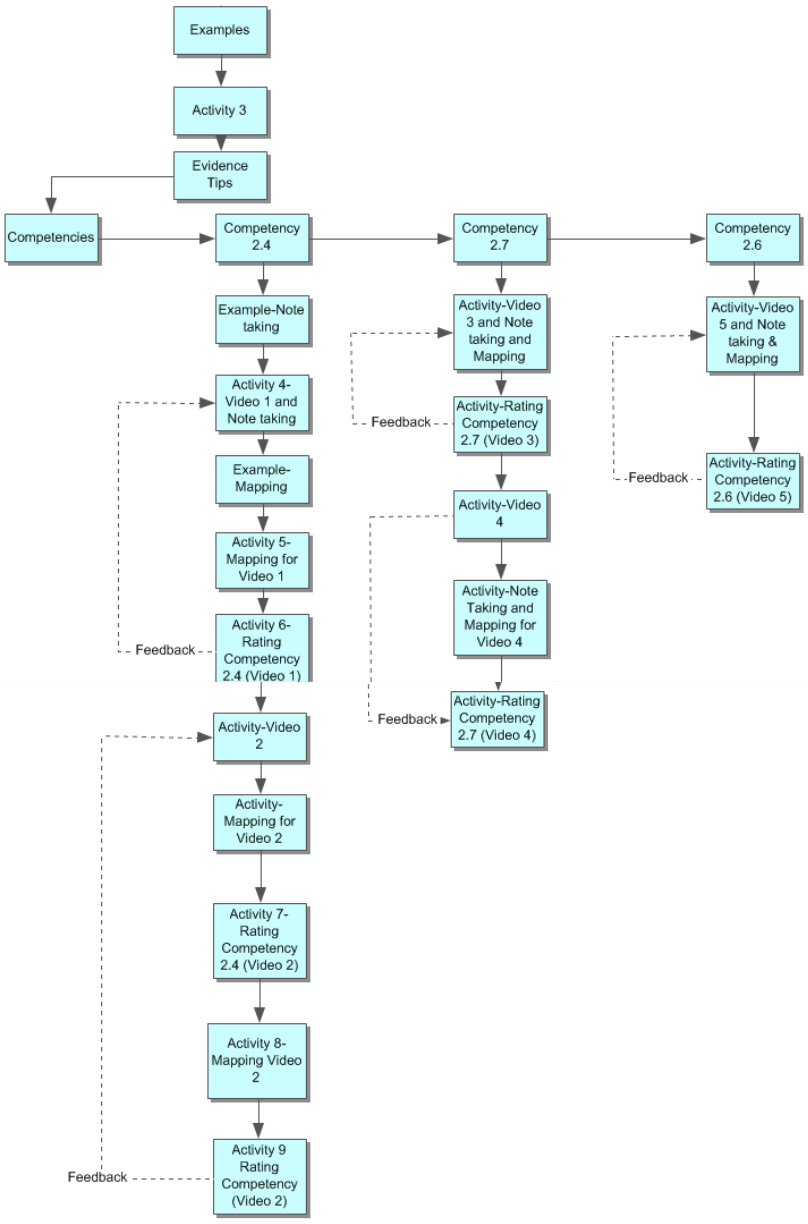


Figure 3: Directory Map

Storyboard

Before the learner even enters the e-learning module, the learner will register for the course on the Northwest Indiana Educational Service Center website: www.nwiesc.k12.in.us. Once the

learner registers for the e-learning module that will be posted under "Professional Development Opportunities", the learner will be sent an email with the link to the "Evaluation of Teachers: E-Learning Module." The leaners will access the Moodle Learning Management System (LMS) Site at http://anabatic.nwiesc.k12.in.us. Once the learner logs into the Moodle Site, the learner will be able to access the e-learning module as shown in Figure 4. The instructor will be able to view how often the viewer logs into the module. All of the content for the e-learning module will put in various places for the learner to access during the course. For example, the videos, forms, and documents can be downloaded from the LMS site, from the resource tab in the e-learning module, or by a link on the page using the form.

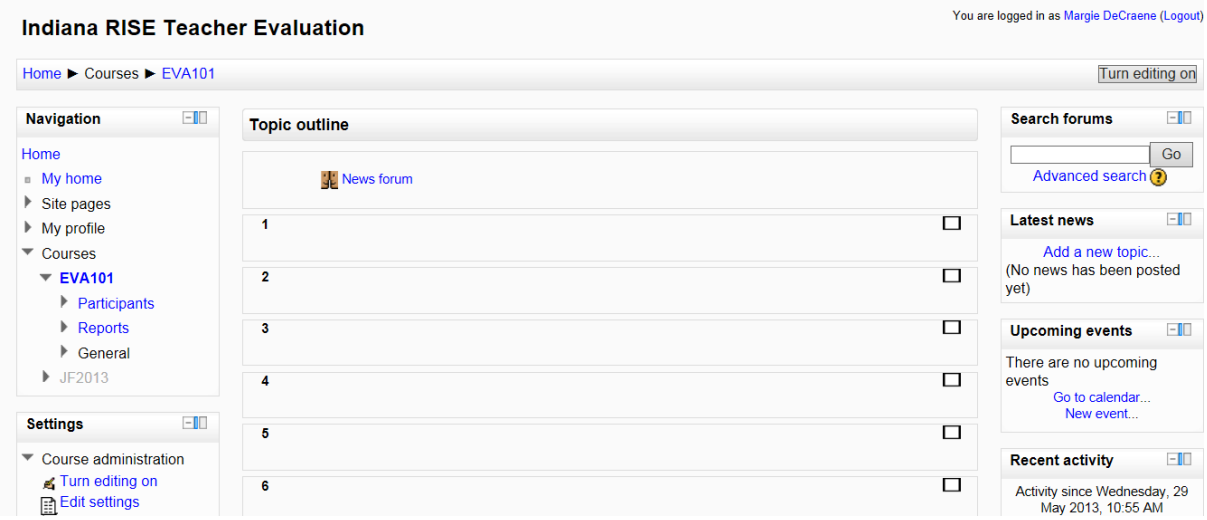


Figure 4: Learning Management System

Basically, three formats exist for this e-learning module: The main content screen, the activity screen and the feedback screen.

Main Content Screen

The main content screen is the first screen that learners will see when beginning the course. The left side of the screen shows the menu and lists all of the content by the heading of the main

category. The headings are collapsible and expandable as shown in Figure 5a. Once a learner completes a slide, the slide is highlighted to show it has been completed. The learner will be able to go to any content in the module once that content has been viewed, thus giving the learner restricted access. A search feature will also be added to the slides to the learner can search any topic within the menu. A glossary also exists for the learners to view any definitions of vocabulary words within this module. The notes section contains the script for all the slides within the module. The learner has control over the volume and play of the audio. At the top right, a resource link is located and contains all of the videos, forms, and web links for the module. The learner can go to the resource area at any time to download or link to material needed for the module. In addition, an *Ask the Instructor* link exists for the learner to contact the instructor via email. The learner will have the option to use the Ask the Instructor link in the e-learning module or to post a question to the instructor through the LMS. The *previous* and *next* buttons are located at the bottom of the page, for learners to advance slides or go back to slides at their discretion. Figure 5b shows the basic content page for learners.

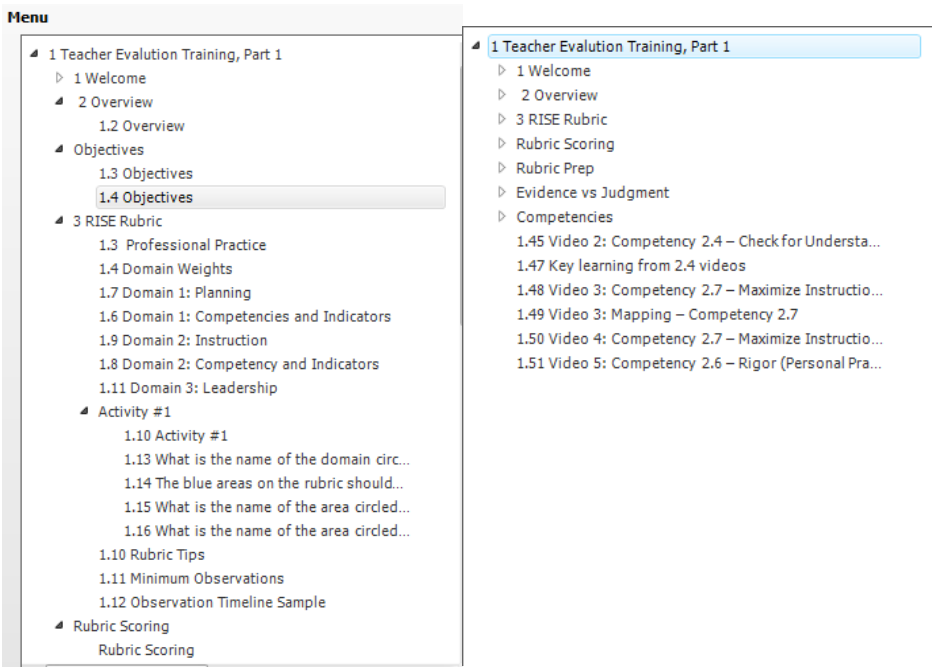


Figure 5a: Menu

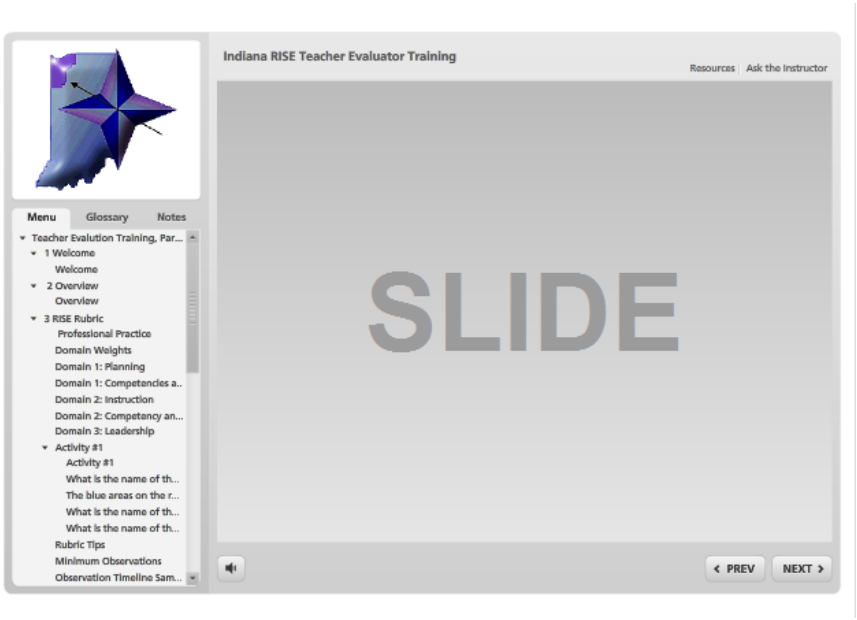


Figure 5b: Main Content Slide

Activity Screen

The *activity screens* will provide the directions in text and audio. Buttons have been added to the screen to download forms needed for the activity, to link the learner to the assessment, and to

view a video. Icons are located on the button to show what content the learner will be linked to in the module. For example, an icon of a film strip shows the learner that they will be linked to a video, an icon with a piece of paper and check mark shows an assessment activity, an icon with a piece of paper indicates a form needed for the activity. In addition to the icons, the word *form* or *activity* are located on the button. Also a character is shown on the slide so the learner is cued to the learning activity. All of the activity slides are numbered in sequence. The icons are also in different colors: light blue for video, red for assessment, and green for forms. Figure 6a and 6b shows examples of the activity slides and the different types of icons.

Figure 6a: Form and Video Activity

Figure 6b: Assessment Activity

Feedback

The *feedback* screens are encountered after the learner views a video and needs to check their responses. The screens show a button with a red thumbs up icon. This cues the learner to compare their information with the experts. The feedback frame is illustrated with a picture of a clipboard and instructions both verbally and written. Figure 7 shows an example of a feedback screen. In addition view *Appendix A* for the feedback portion of the assessments in the storyboard.

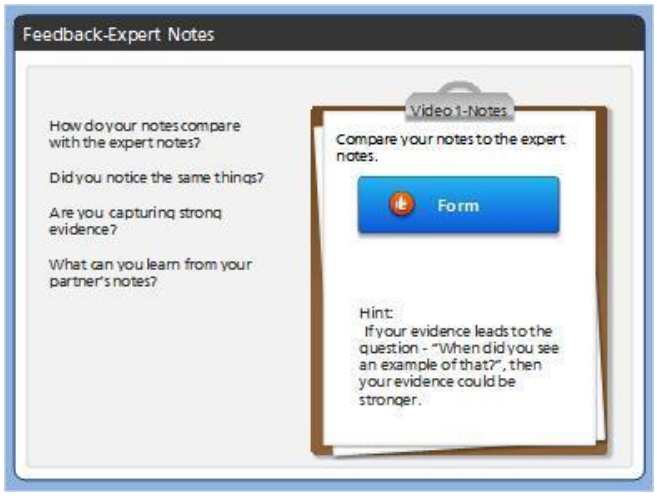


Figure 7: Feedback Screen

Other features added to the screens are an icon with a light bulb to show the learners that a hint or a reminder exists for that particular topic. Also, on the very first slide: *Welcome Screen*, the learners will be shown a video on how to navigate through the e-learning module. The last screen tells learners that the next module will be a *Teacher Observations, Part 2* and thanks the learners. A survey button is also attached to link the learners to take a survey. This survey is used only to assess the adequacy of the e-learning module in order to improve the contents. *Appendix A* shows the complete Storyboard.

Assessments

Objective 1 Assessments will give the learners 2 tries to obtain 100% accuracy. Objective 1 assesses the learners with a variety of questions: one fill in the blank, and 3 multiple-choice questions and 3 check all answers that are correct and matching. Objectives 1 and 2 will be assessed with 2 activities (activity 1 & 2). The learners have two tries to get the questions answered correctly. When the learner selects the correct response, feedback will be given in another text box that states, "That's right! You selected the correct response!" If the incorrect answer is given, feedback will be given by stating, "Try again." On the third attempt of not

correctly answering the question, the feedback will be "Incorrect, please review the topic on _____*(insert topic here)*_____." An example of these assessments is shown in Figure 8a-8c.

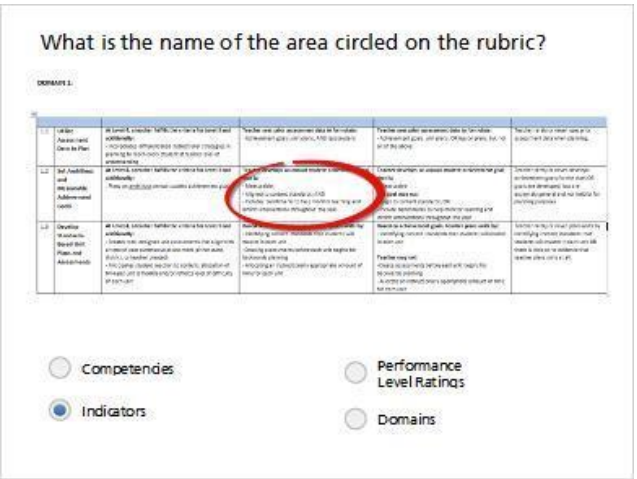


Figure 8a: Assessment Sample Multiple Choice

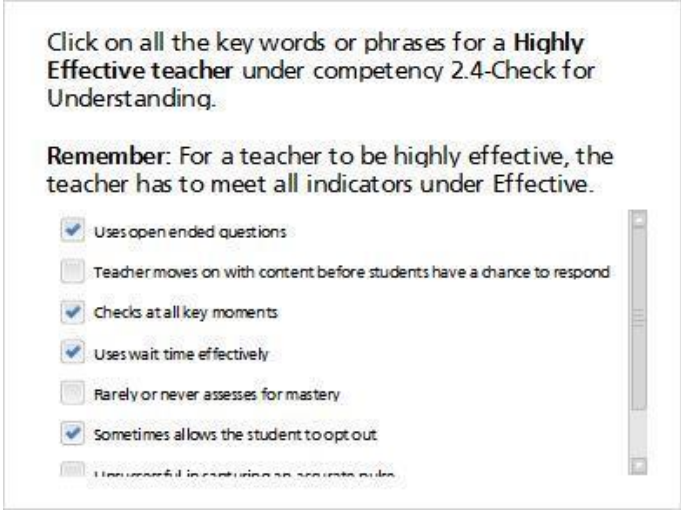


Figure 8b: Assessment Sample-Check All Correct Answers

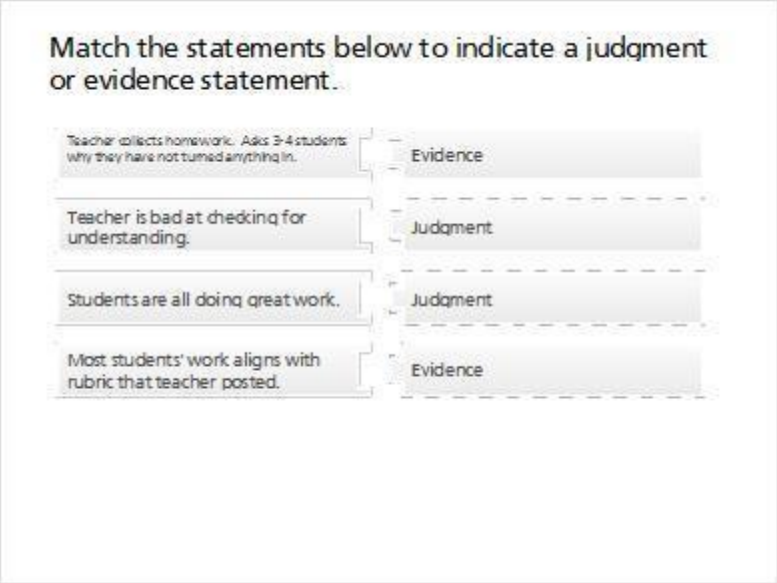


Figure 8C-Assessment Sample-Matching

Assessments for Objectives 3-8:
Educators will be expected to correctly rate the performance level of the teacher **within each competency category** within one performance level of the educational experts. In other words, the learners' and the experts' ratings must closely or completely match. For example, the experts mark a teacher's Rigorous Instruction as Effective, while the administrator (the learner) marks it as Highly Effective. This is acceptable. If the expert's mark a teacher's Maximize Learning Time as Improvement Necessary while the administrator (the learner) marks it as Highly Effective, this is not acceptable. If the learner's ratings fail to match up closely enough with the experts', the learner will be required to view the observation again. He/she may also send in specific questions related to each competency. When the learner gets the answer correct a text box will appear stating the following example: "This teacher is rated Effective! However, based on your evidence and professional judgment, the teacher could be rated, Highly Effective." When the learner gets the answer incorrect a text box will appear with an example statement: "This teacher

is not rated Improvement Necessary or Ineffective." All of the assessments can be viewed in *Appendix A* of the Storyboard.

5-Star Rating

Merrill's Five Star Instructional Design Rating

Type of Instruction: Teacher Evaluation for Indiana RISE E-Learning Module

Stage	***Criteria***	***Explanation***
PROBLEM Is the courseware presented in the context of real world problems?	Does the courseware show learners the task they will be able to do or the problem they will be able to solve as a result of completing a module or course?	Yes, the courseware shows learners that the task they will be able to do, in other words, they will be able to complete a teaching evaluation. They are engaged at the task level because they are asked to rate teachers in the videos. The courseware does involve a progression of problems.
	Are students engaged at the problem or task level not just the operation or action levels?	
	Does the courseware involve a progression of problems rather than a single problem?	
RATING FOR PROBLEM STAGE: Gold (Three Stars)		
ACTIVATION Does the courseware attempt to activate relevant prior knowledge or experience?	Does the courseware direct learners to recall, relate, describe, or apply knowledge from relevant past experience that can be used as a foundation for new knowledge?	Administrators do need to recall knowledge from past experiences because they need to know what effective teaching looks like. Relevant experiences are provided in the form of the observations that are done through watching the videos and rating the
	Does the courseware provide relevant experience that can be used as a foundation for the new knowledge?	

Stage	*Criteria*	*Explanation*
	If learners already know some of the content are they given an opportunity to demonstrate their previously acquired knowledge or skill.	teaching. Learners are not given an opportunity to demonstrate previously acquired knowledge related to evaluation. Learners do demonstrate their new knowledge through the activities section when observing and rating teachers.
RATING FOR ACTIVATION STAGE: Silver (Two Stars)		
DEMONSTRATION Are the demonstrations (examples) consistent with the content being taught?	Are the demonstrations (examples) consistent with the content being taught? • Examples and non-examples for concepts? • Demonstrations for procedures? • Visualizations for processes? • Modeling for behavior?	The demonstrations are consistent with the content being taught, but there are no demonstrations for procedures or modeling. Learners are directed to relevant information. Multiple representations are available since there are five different videos to rate. The media is very relevant to the content.
	Are at least some of the following learner guidance techniques employed? • Learners are directed to relevant information? • Multiple representations are used for the demonstrations? • Multiple demonstrations are explicitly compared?	
	Is media relevant to the content and used to enhance learning?	
RATING FOR DEMONSTRATION STAGE: Silver (Two Stars)		

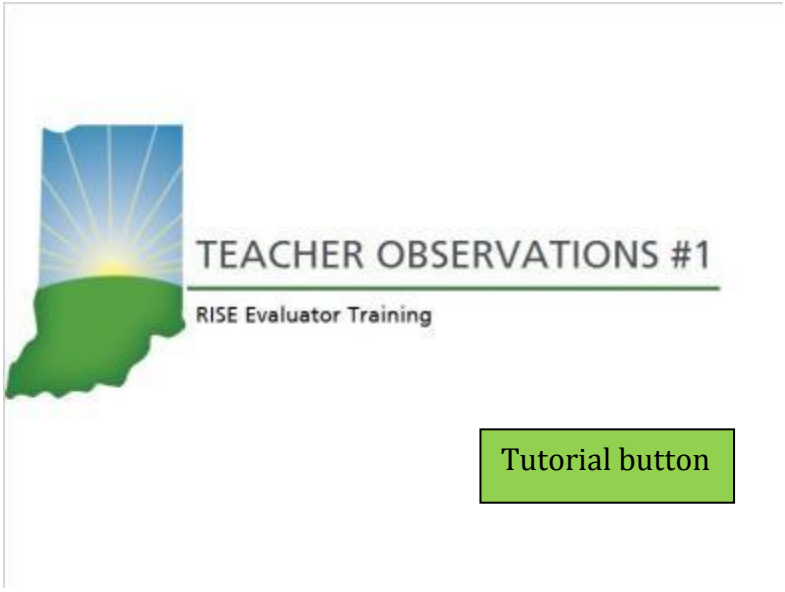
Stage	*Criteria*	*Explanation*
APPLICATION Are the application (practice) and the posttest consistent with the stated or implied objectives?	Are the application (practice) and the posttest consistent with the stated or implied objectives? • Information-about practice requires learners to recall or recognize information. • Parts-of practice requires the learners to locate, name, and/or describe each part. • Kinds-of practice requires learners to identify new examples of each kind. • How-to practice requires learners to do the procedure. • What-happens practice requires learners to predict a consequence of a process given conditions, or to find faulted conditions given an unexpected consequence.	The application is consistent with the stated objectives. All objectives are assessed appropriately. The learners must solve a varied sequence of problems and are assessed accordingly. The learners are able to access the materials at any time except during assessments so they do have context-sensitive help. The learners build on their knowledge from one activity to another. Feedback is given by using the expert notes, mapping, and rating for the video portion. Learners are prompted to contact the instructor at any time via email or through the learning management system. In addition, after the module is completed, a live conference will take place between the learners and the instructor to answer questions.
	Does the courseware require learners to use new knowledge or skill to solve a varied sequence of problems and do learners receive corrective feedback on their performance?	
	In most application or practice activities, are learners able to access context sensitive help or guidance when having difficulty with the instructional materials? Is this coaching gradually diminished as the instruction progresses?	
RATING FOR APPLICATION STAGE: Gold (Three Stars)		
INTEGRATION Does the courseware provide techniques that encourage learners to integrate (transfer) the new knowledge or skill into their everyday life?	Does the courseware provide an opportunity for learners to publicly demonstrate their new knowledge or skill?	The learners do not publicly demonstrate their new knowledge within the course but will most certainly be demonstrating

Stage	*Criteria*	*Explanation*
	Does the courseware provide an opportunity for learners to reflect-on, discuss, and defend their new knowledge or skill?	it in their professional lives. They do not have an opportunity to reflect upon their new knowledge. There is not much leeway in new and/or personal ways to use this knowledge because the rubric is used in accordance with Indiana state laws. However each administrator will rate differently.
	Does the courseware provide an opportunity for learners to create, invent, or explore new and personal ways to use their new knowledge or skill?	
RATING FOR INTEGRATION STAGE: Bronze (One Star)		

Appendix A-Story board

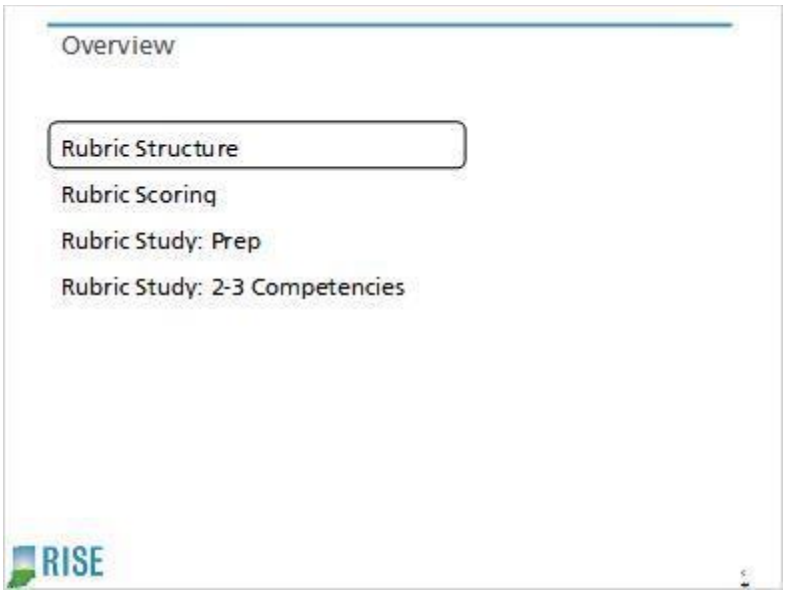
Indiana RISE Teacher Evaluator Training

Welcome

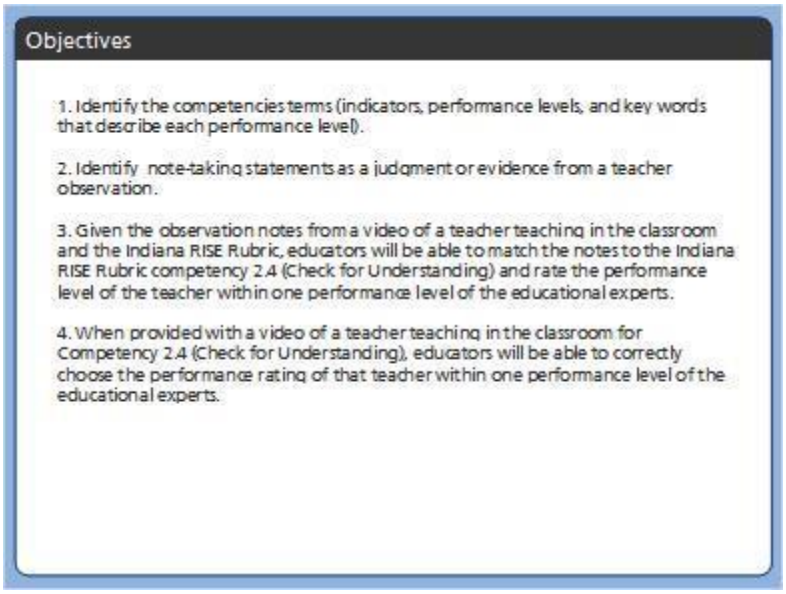


Overview

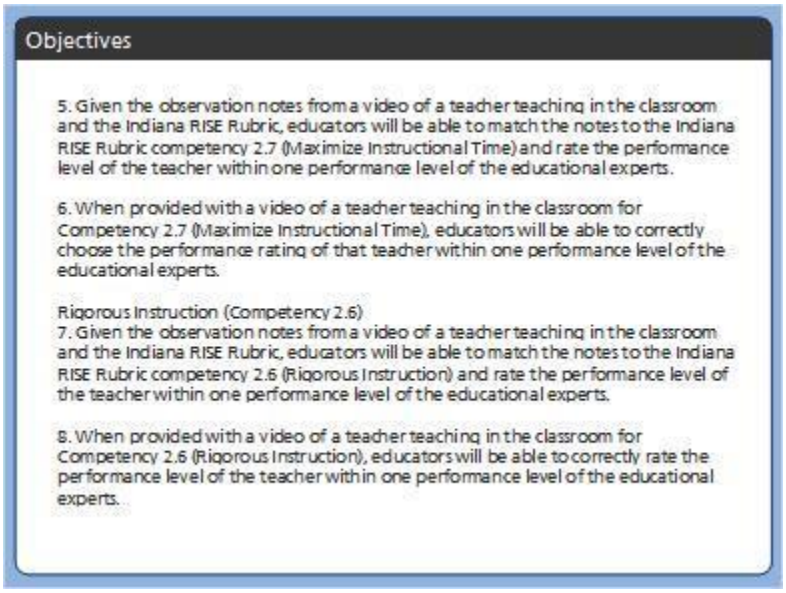
Home


Overview
Rubric Structure
Rubric Scoring
Rubric Study: Prep
Rubric Study: 2-3 Competencies
RISE

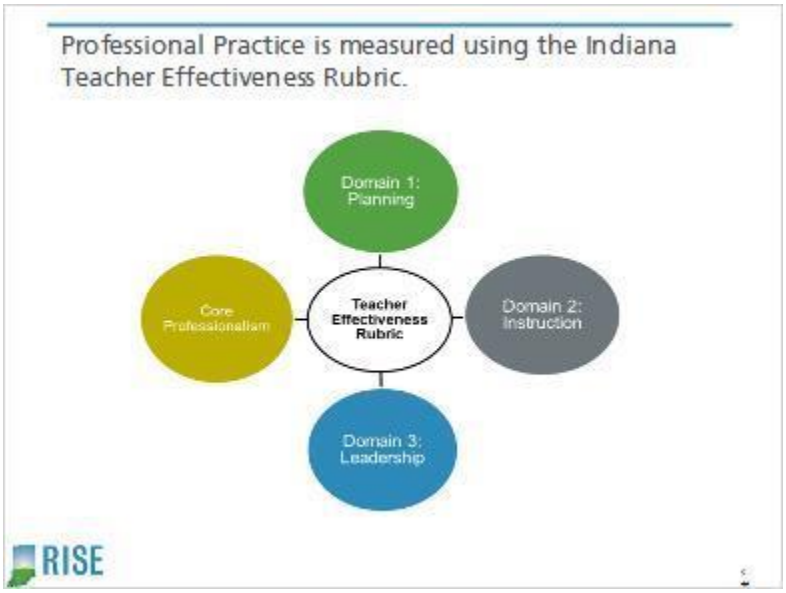
Objectives


Objectives
1. Identify the competencies terms (indicators, performance levels, and key words that describe each performance level).
2. Identify note-taking statements as a judgment or evidence from a teacher observation.
3. Given the observation notes from a video of a teacher teaching in the classroom and the Indiana RISE Rubric, educators will be able to match the notes to the Indiana RISE Rubric competency 2.4 (Check for Understanding) and rate the performance level of the teacher within one performance level of the educational experts.
4. When provided with a video of a teacher teaching in the classroom for Competency 2.4 (Check for Understanding), educators will be able to correctly choose the performance rating of that teacher within one performance level of the educational experts.

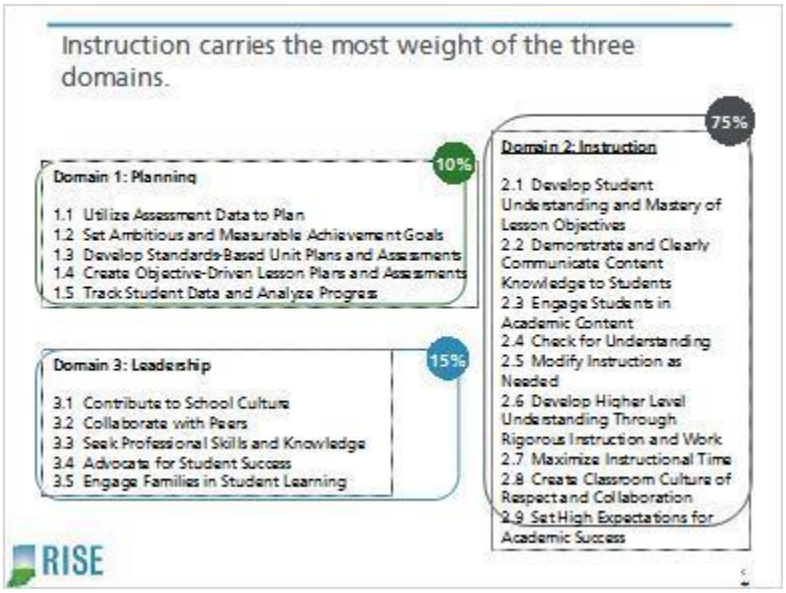
Objectives



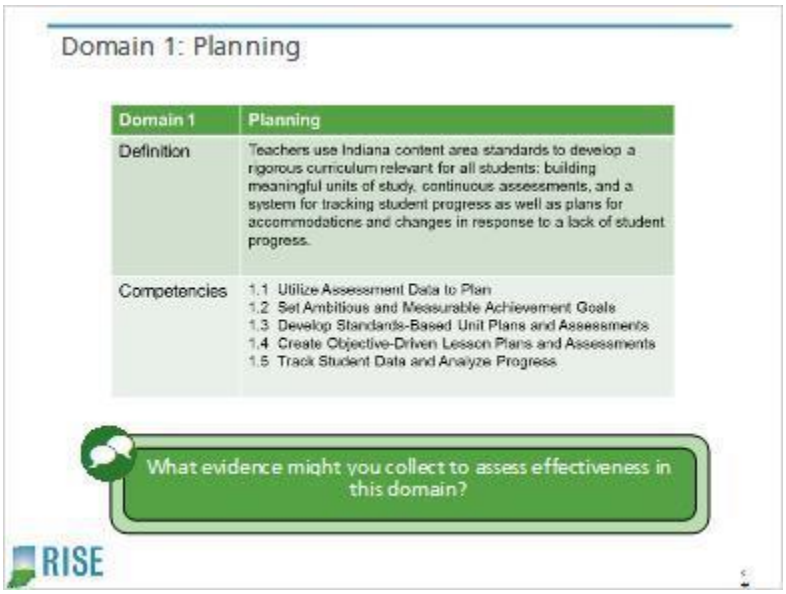
Professional Practice



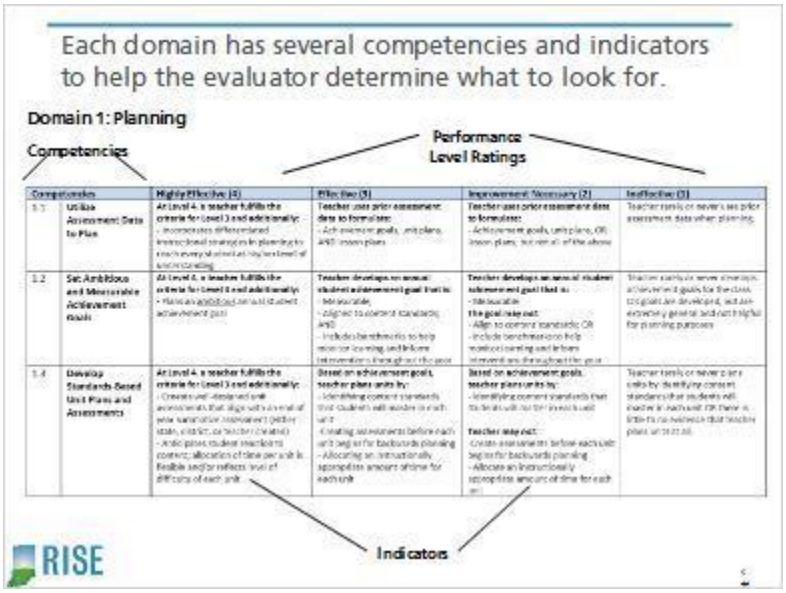
Domain Weights



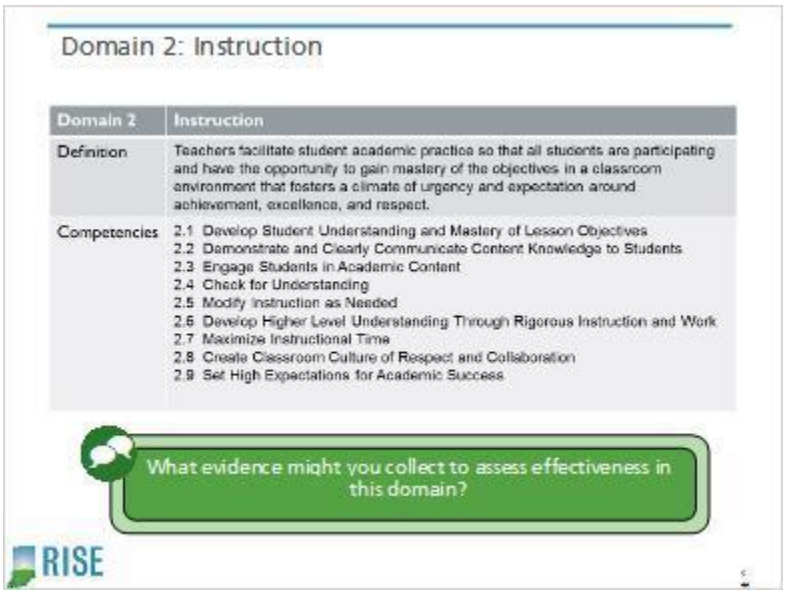
Domain 1: Planning



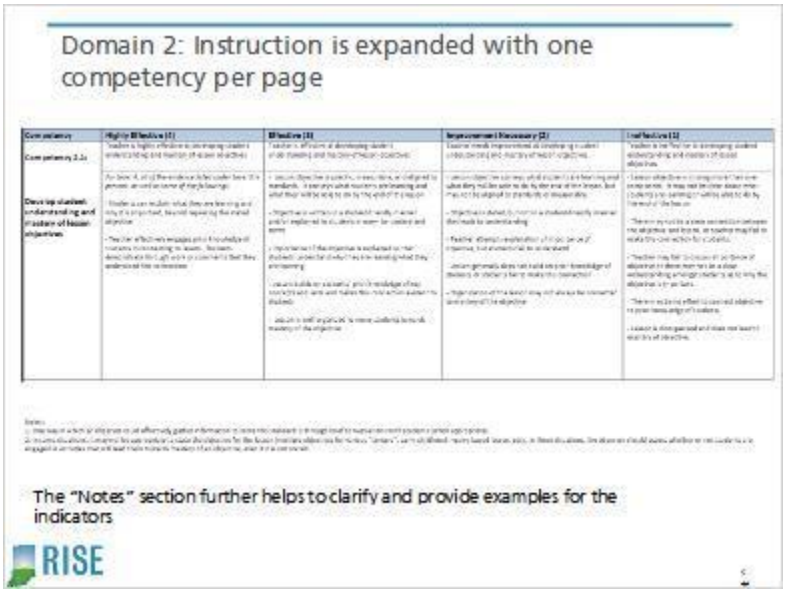
Domain 1: Competencies and Indicators



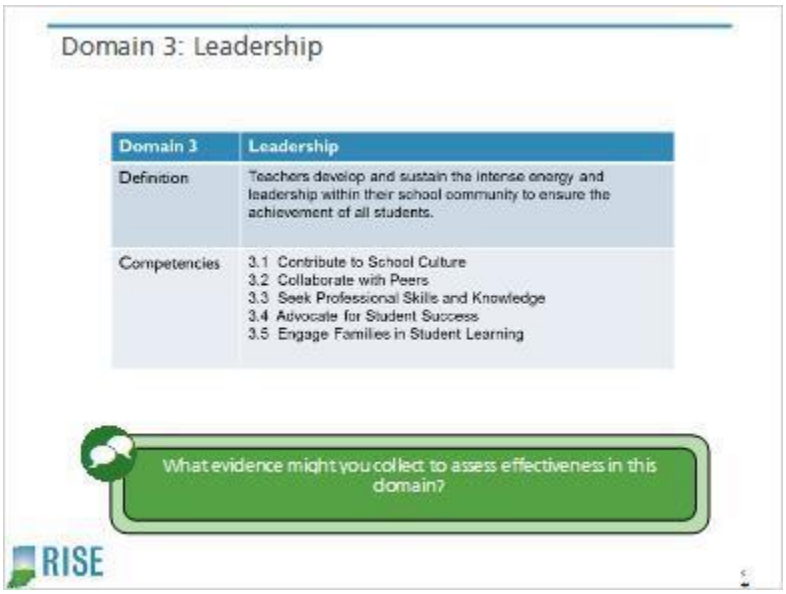
Domain 2: Instruction



Domain 2: Competencies and Indicators



Domain 3: Leadership



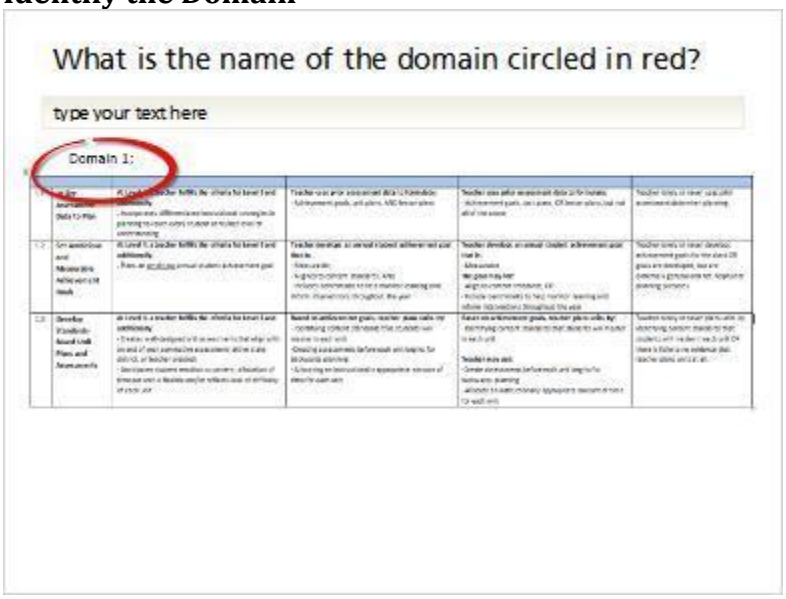
Activity 1: Rubric

Activity 1 leads to the first assessment in this module.

Question: What is the name of the domain circled in red?
Correct Answer: Purposeful Planning
Also Accept: Planning, Planning with Purpose

Correct Answer Feedback: Right! **Purposeful Planning** is the first step in effective teaching.
Incorrect Answer Feedback: Nope! **Purposeful Planning** is the correct answer. Remember, effective teaching does not take place without a solid plan laid out beforehand. The RISE Teacher Effective Rubric tells us that "Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress." (RISE 2012)

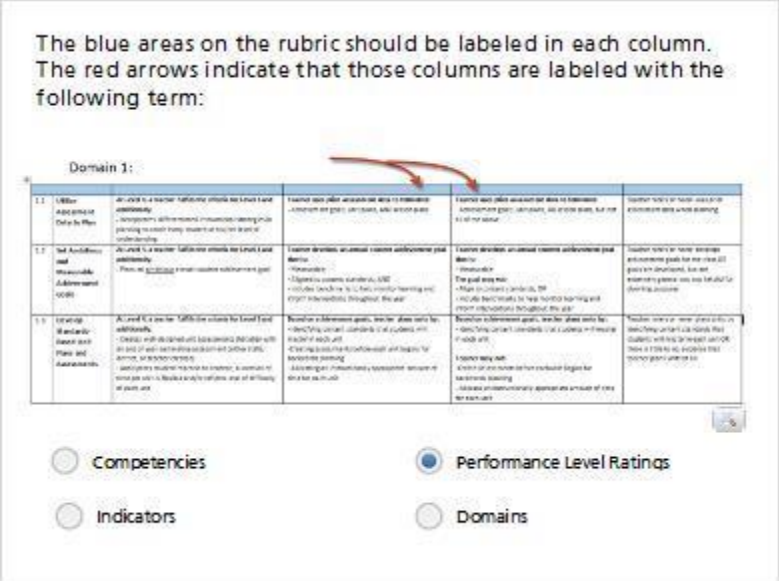
Identify the Domain



Choice
Plan Domain
Planning Domain
Plan
Planning
Domain 1 Planning
Domain 1 Plan

Correct responses!

Identifying Performance Levels



Correct	Choice
	Competencies
X	Performance Level Ratings
	Indicators
	Domains

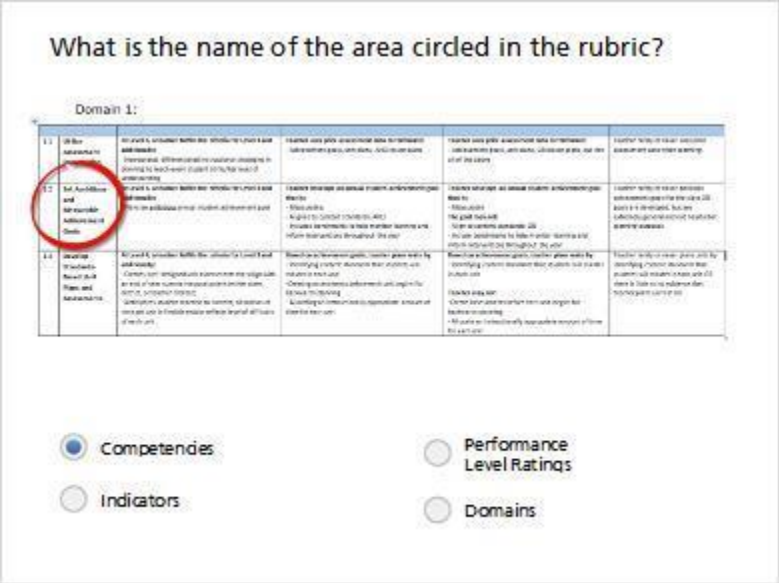
Correct Response

Question: The blue areas on the rubric should be labeled in each column. The red arrows indicate that those columns are labeled with the following term:
Correct Answer: Performance Level Ratings

Correct Answer Feedback: Right! **Performance Level Ratings** belongs in those column headings. It is possible to see some aspect of every domain in a teacher's classroom, but you may not see each to the same extent.

Incorrect Answer Feedback: Nope! **Performance Level Ratings** belongs in those column headings. Remember, it is possible to see some aspect of every domain in a teacher's classroom, but you may not see each to the same extent. For example, some teachers may use time more effectively than others during a lesson. A teacher who allows students to waste much of their time during a lesson may be rated as Ineffective in that particular area.

Identify Competency



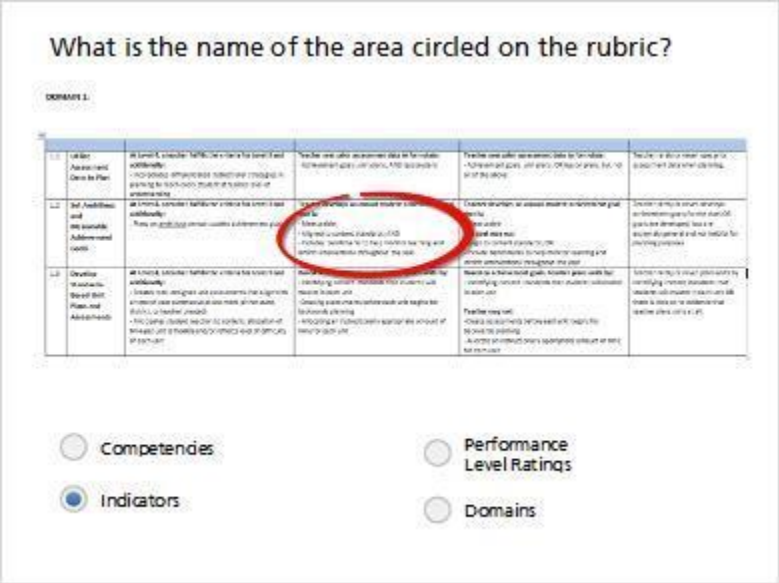
Correct	Choice	
	Performance Level Ratings	
X	Competencies	Correct Response
	Indicators	
	Domains	

Question: What is the name of the area circled in the rubric?
Correct Answer: Competencies

Correct Answer Feedback: Right! Those are **Competencies.** They give us the foundation for skill standards that are required for effective teaching.

Incorrect Answer Feedback: Nope! Those are **Competencies.** Competencies are *part* of a domain. They give us the foundation for skill standards that are required for effective teaching. When we look for competencies, we determine how we can be certain that the teacher is displaying the appropriate skill standards.

Identify indicators



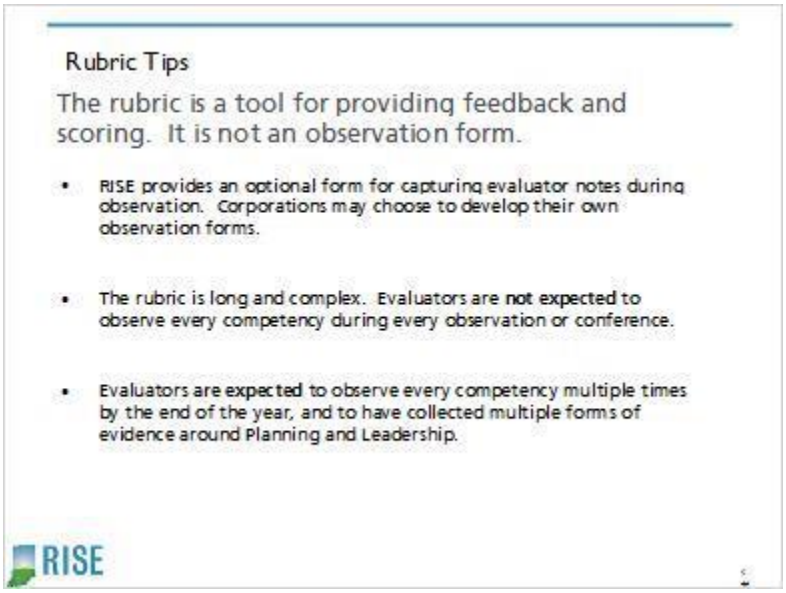
Correct	Choice	
	Performance Level Ratings	
	Competencies	
X	Indicators	Correct Response
	Domains	

Question: What is the name of the area circled in the rubric?
Correct Answer: Indicators

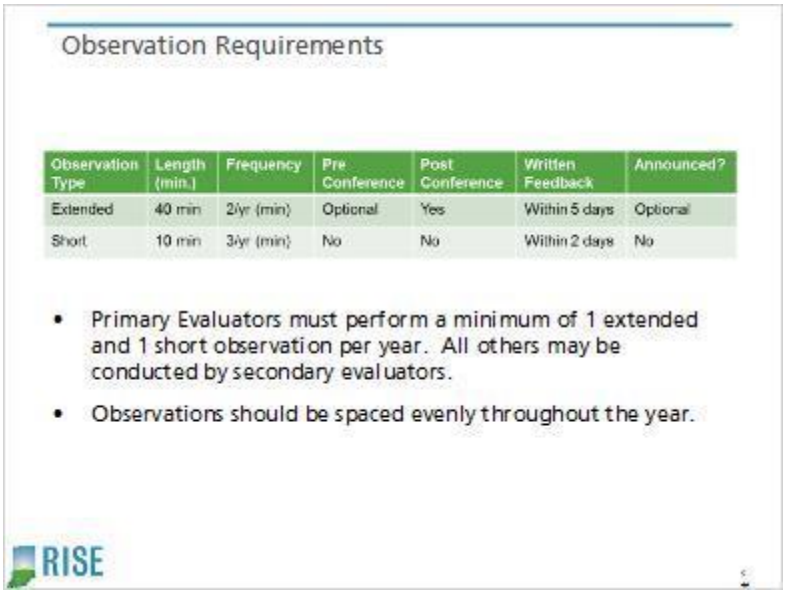
Correct Answer Feedback: Right! Those are **Indicators.** They tell us what it looks like when a teacher displays a specific competency.

Incorrect Answer Feedback: Nope! Those are **Indicators**. Indicators give us details on what it looks like when a teacher displays a specific competency. For example, the indicators under Competency 2.6 (Rigorous Instruction) tells us that the teacher is not using rigorous instruction if the lesson is not aligned with the developmental level of the students.

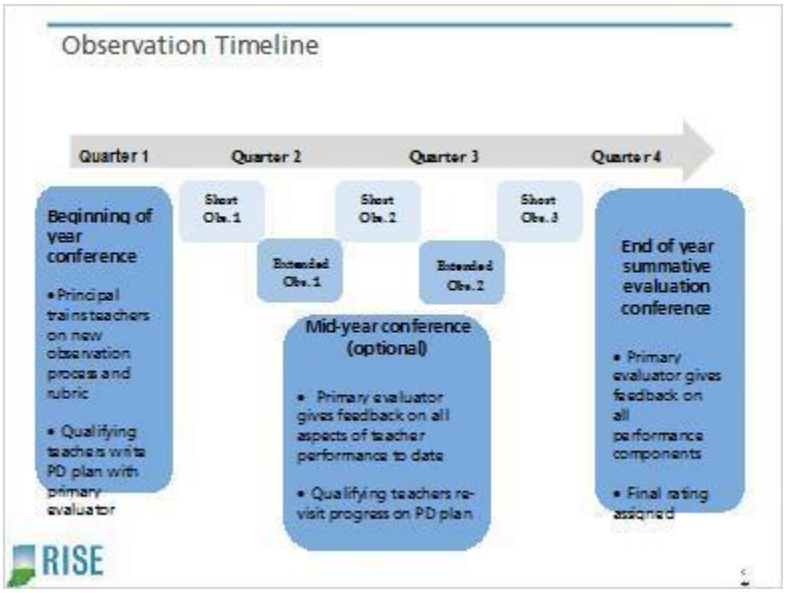
Rubric Tips



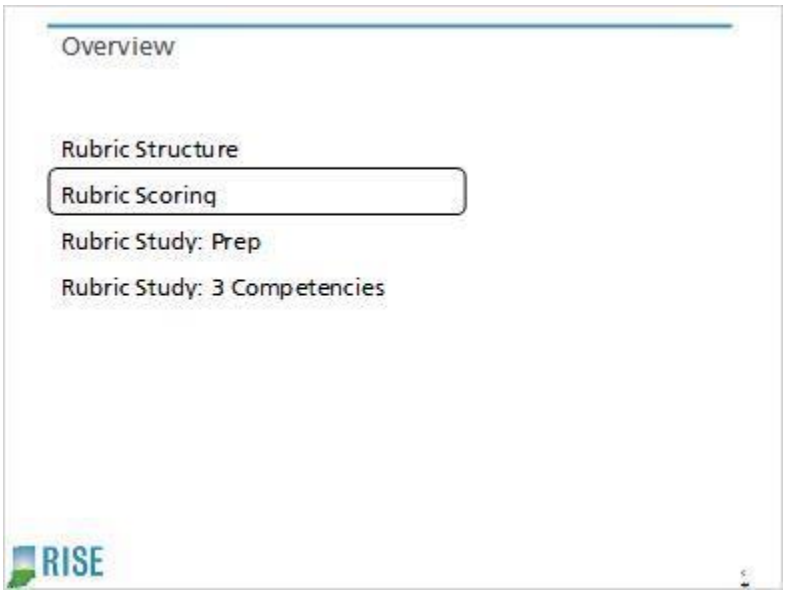
Minimum Observations



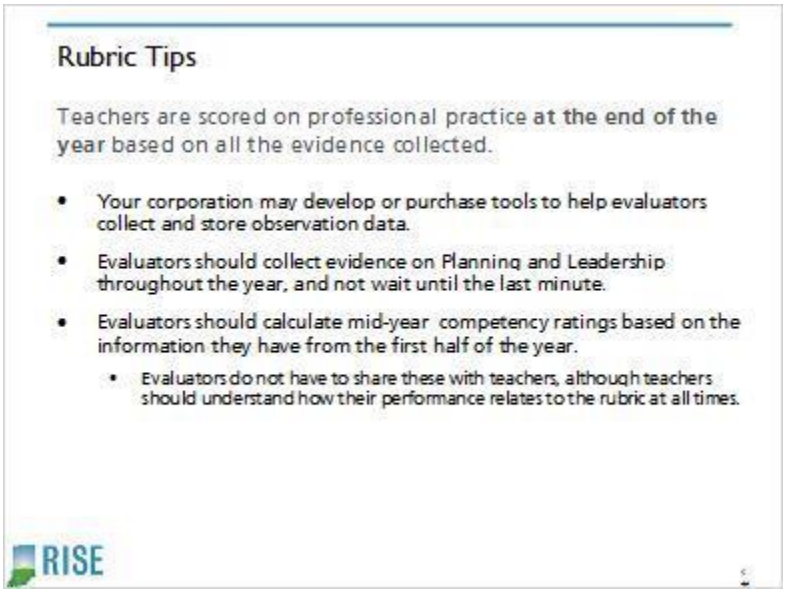
Observation Timeline



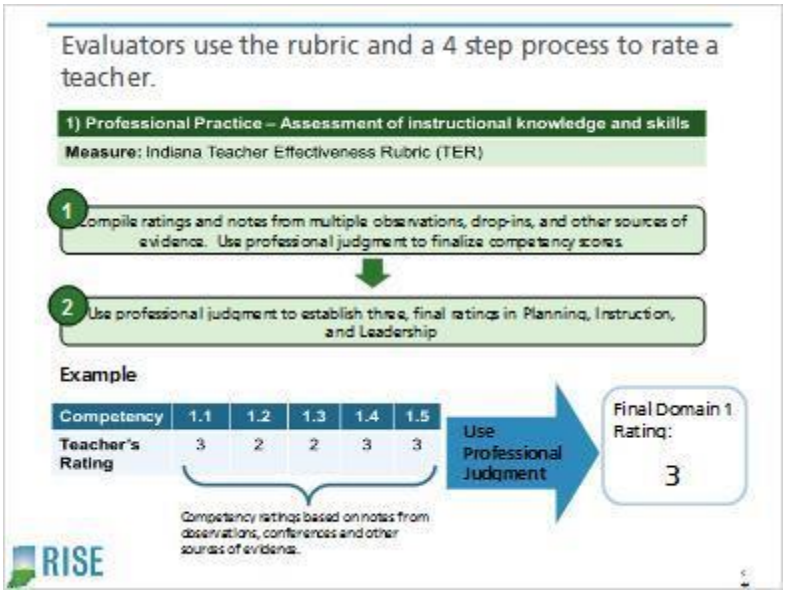
Rubric Scoring



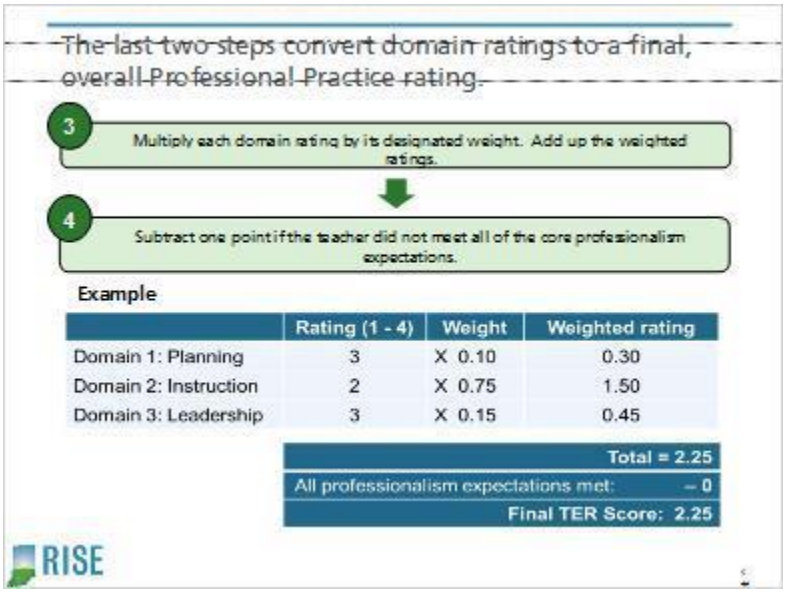
Observation Tips



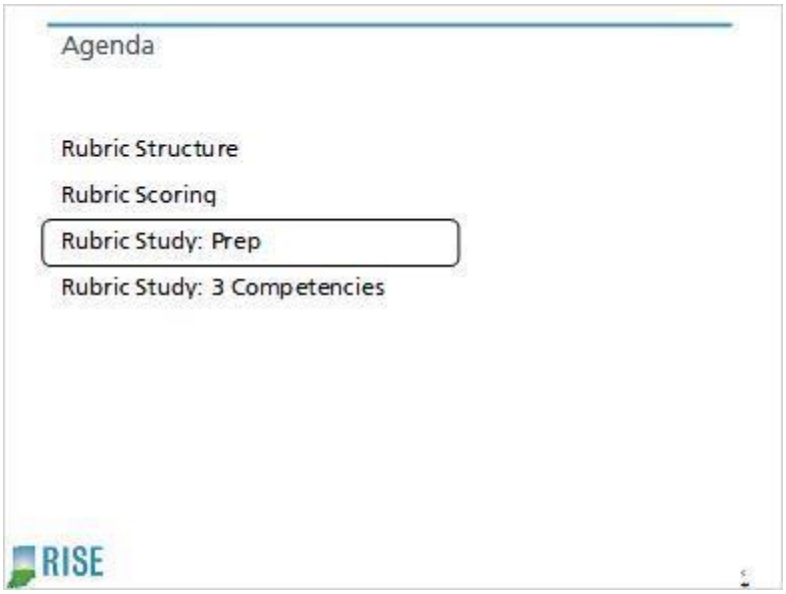
Scoring Steps 1-2



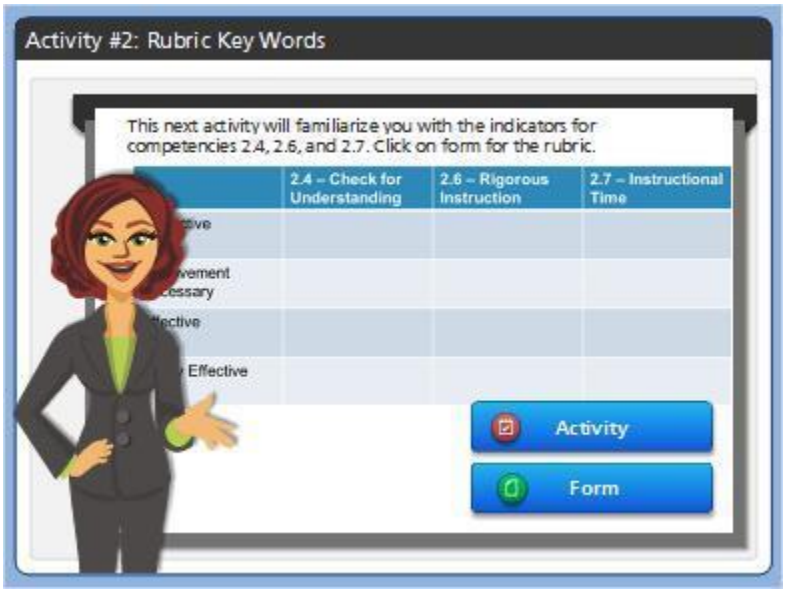
Scoring Steps 3-4



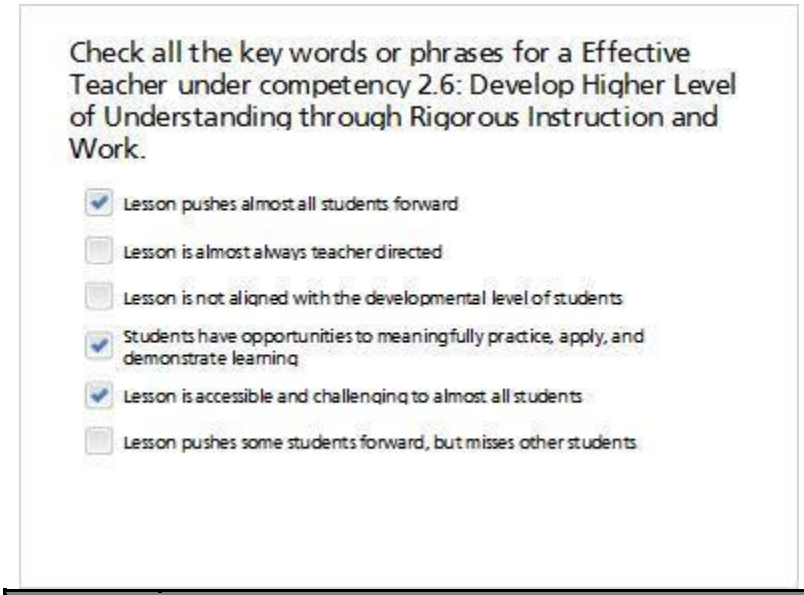
Rubric Prep



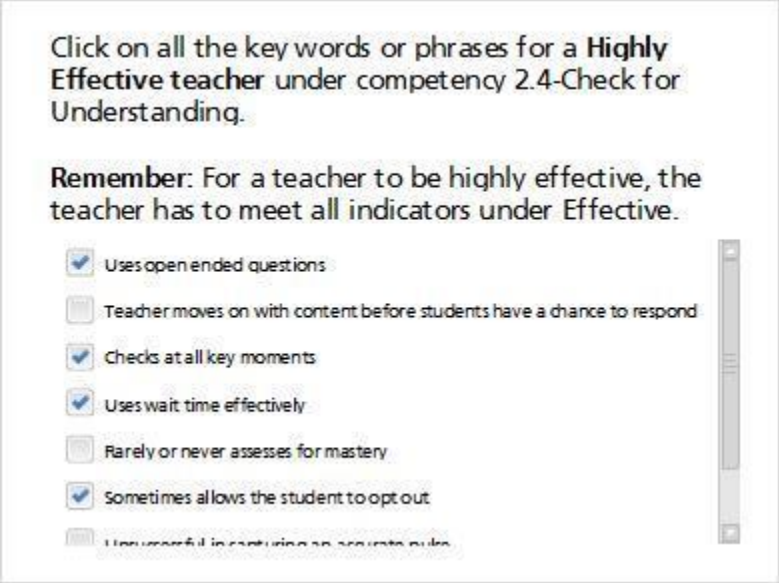
Activity 2: Key Words



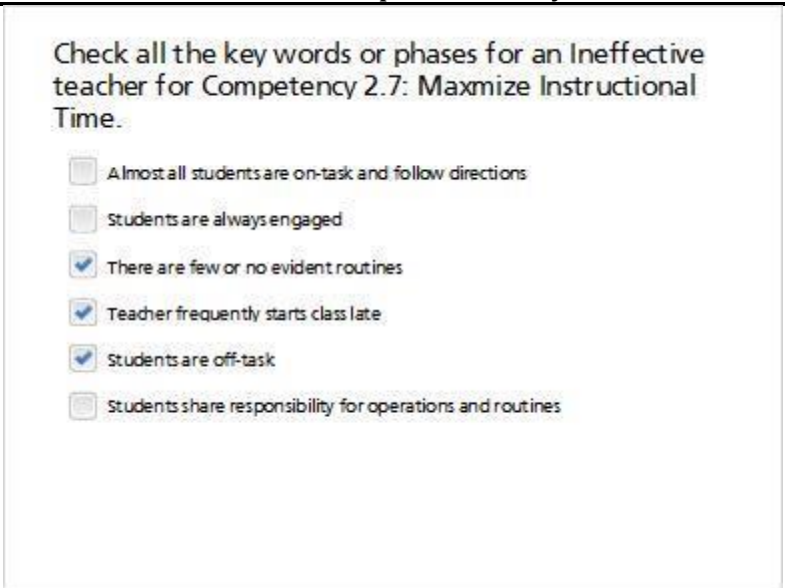
Check all the key words or phrases for an Effective Teacher under competency 2.6: Develop Higher Level of Understanding through Rigorous Instruction and Work.



Correct	Choice
X	Lesson pushes almost all students forward
	Lesson is almost always teacher directed
	Lesson is not aligned with the developmental level of students
X	Students have opportunities to meaningfully practice, apply, and demonstrate learning
X	Lesson is accessible and challenging to almost all students
	Lesson pushes some students forward, but misses other students



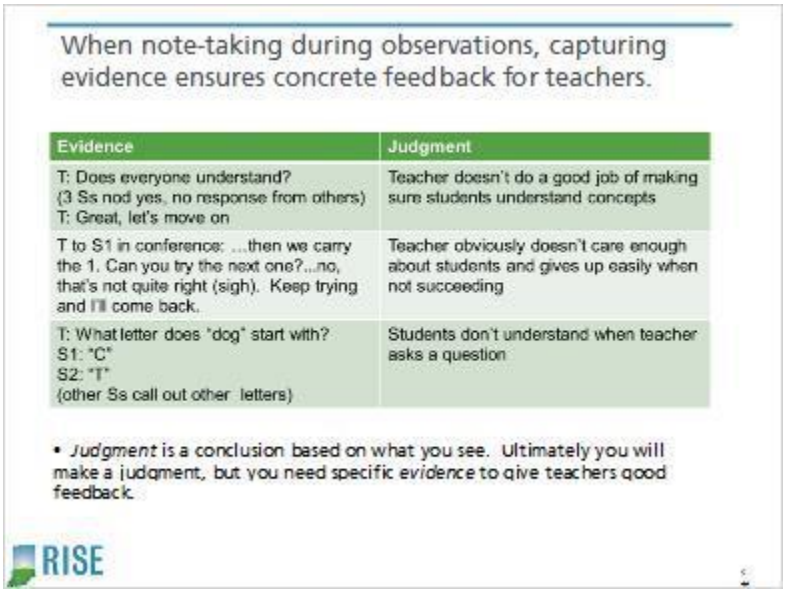
Correct	Choice
X	Uses open ended questions
	Teacher moves on with content before students have a chance to respond
X	Checks at all key moments
X	Uses wait time effectively
	Rarely or never assesses for mastery
X	Sometimes allows the student to opt out
	Unsuccessful in capturing an accurate pulse
X	Doesn't allow "opt out" and cycles back



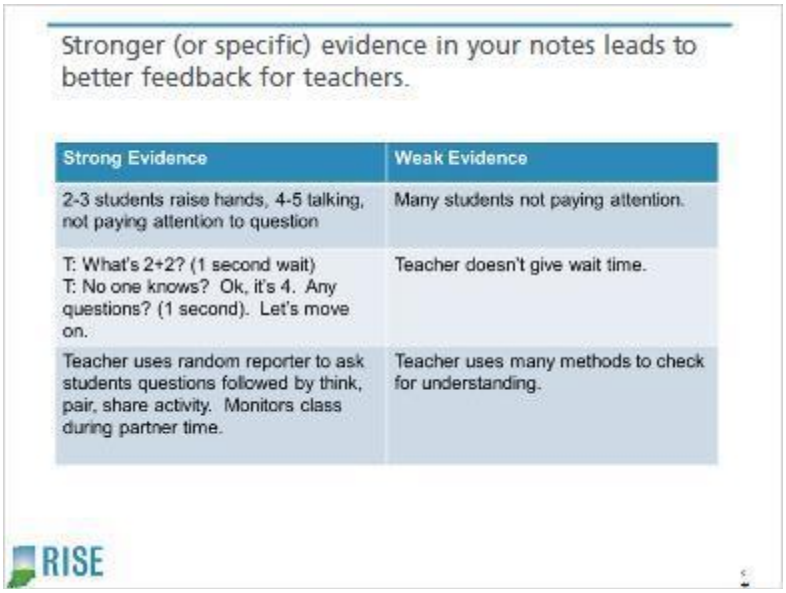
Correct	Choice
	Almost all students are on-task and follow directions

	Students are always engaged
X	There are few or no evident routines
X	Teacher frequently starts class late
X	Students are off-task
	Students share responsibility for operations and routines

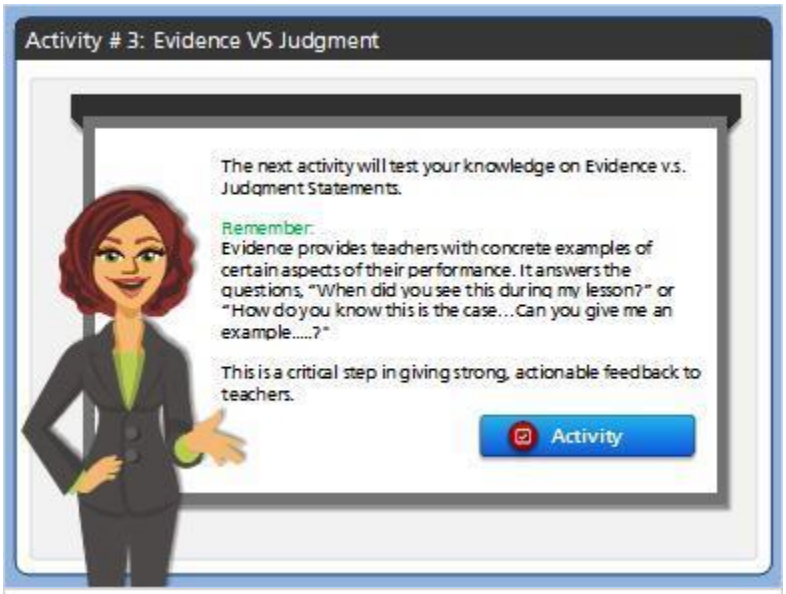
Evidence vs. Judgment

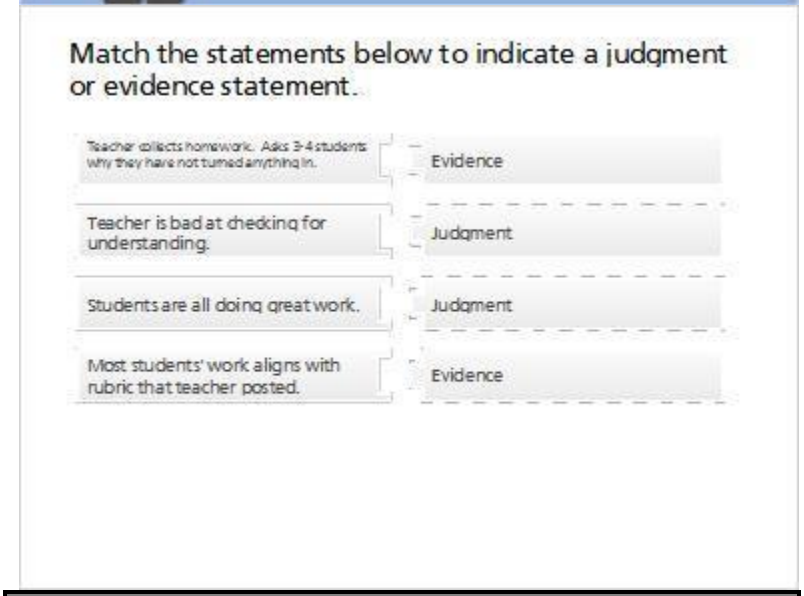


Strong vs. Weak



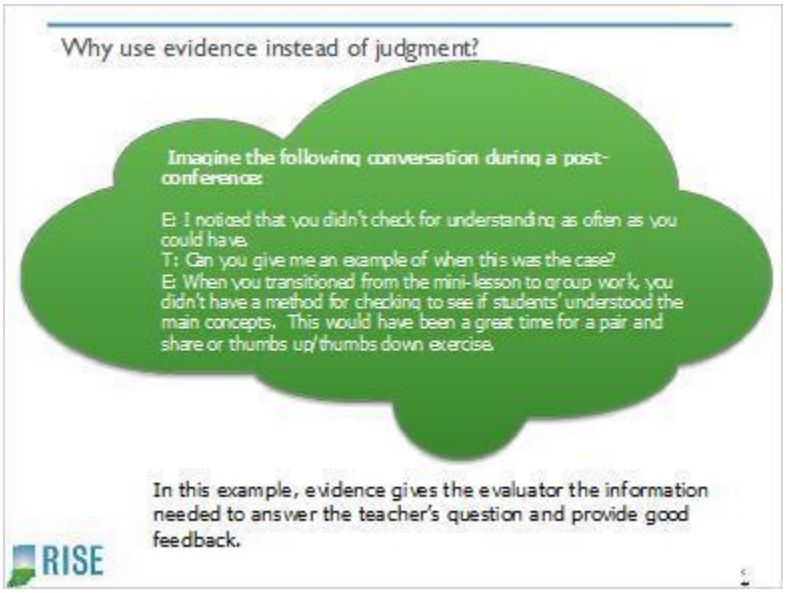
Activity 3



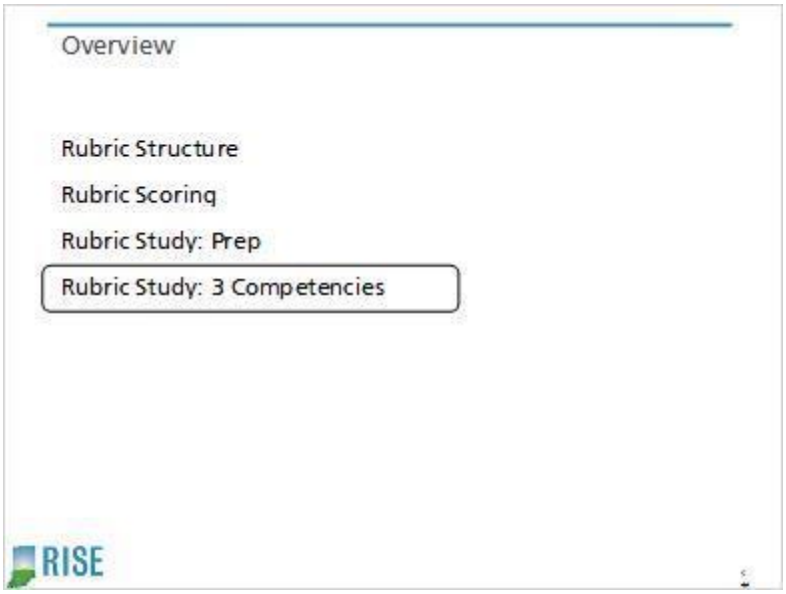


Correct	Choice
Teacher collects homework. Asks 3-4 students why they have not turned anything in.	Evidence
Teacher is bad at checking for understanding.	Judgment
Students are all doing great work.	Judgment
Most students' work aligns with rubric that teacher posted.	Evidence

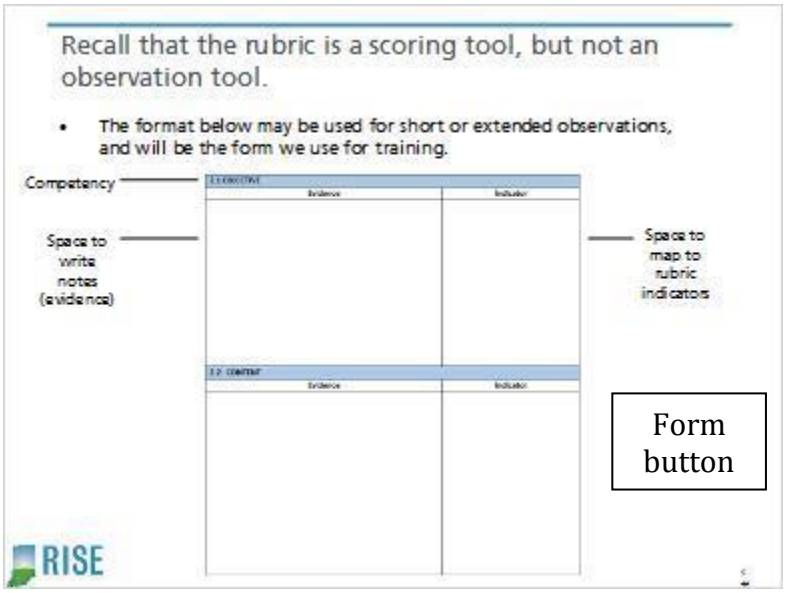
Evidence Tips



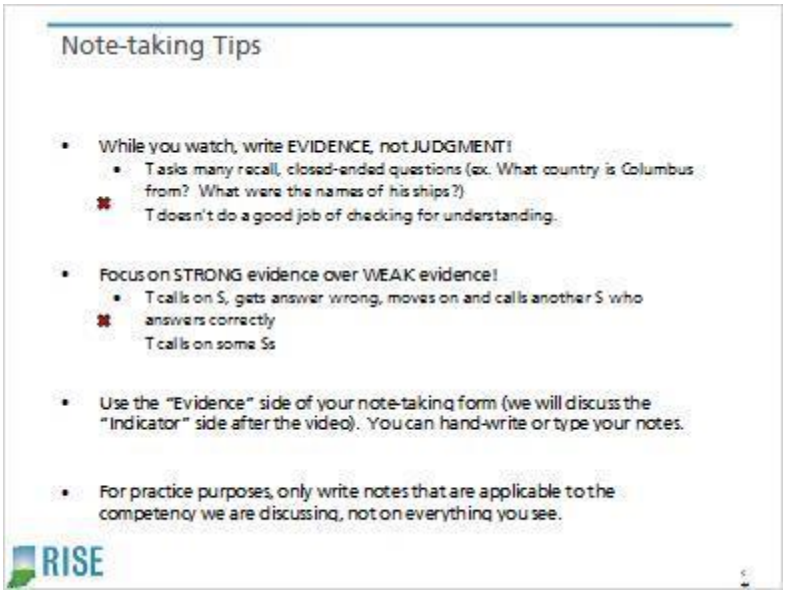
Competencies



Note-taking form

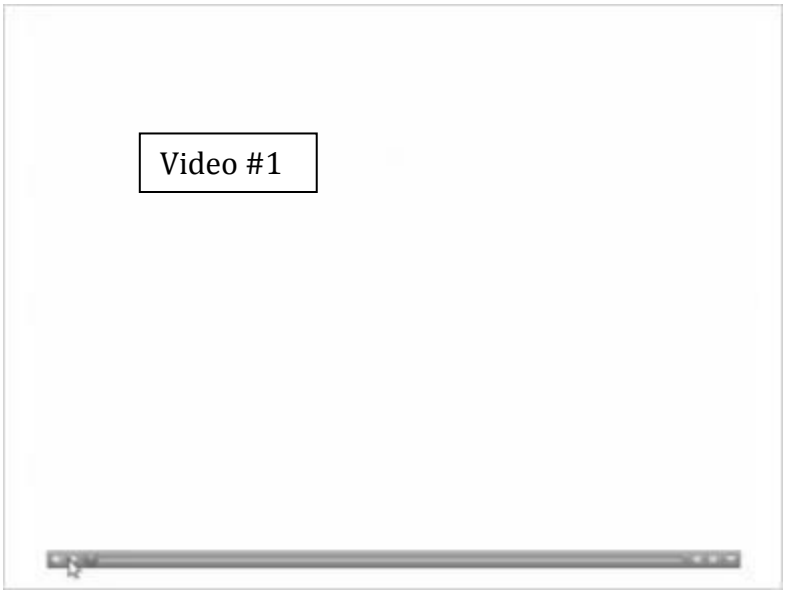


Note-taking Tips

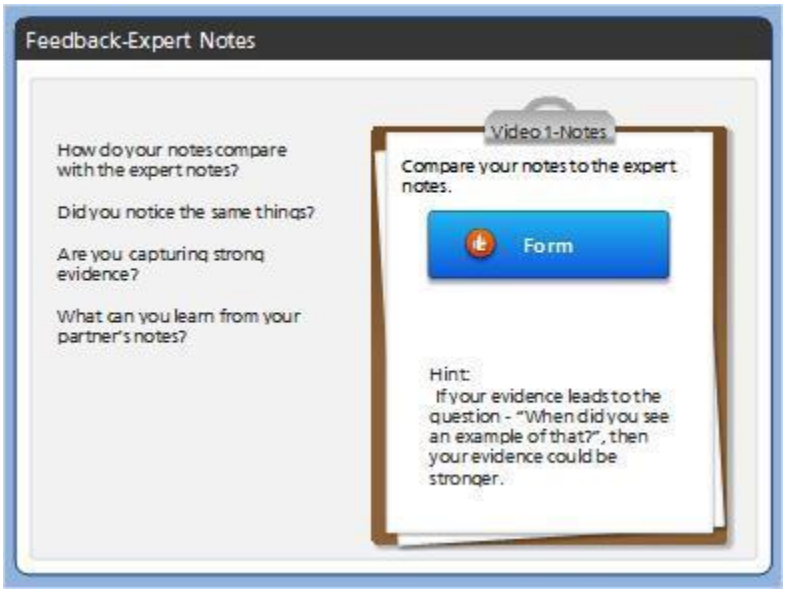


Activity 4-Video 1

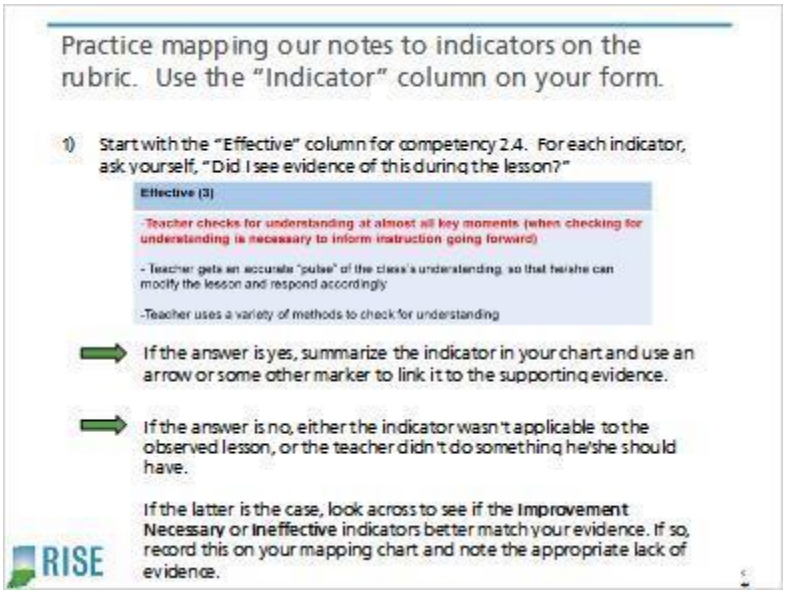
Activity: Competency 2.4-Check for Understanding



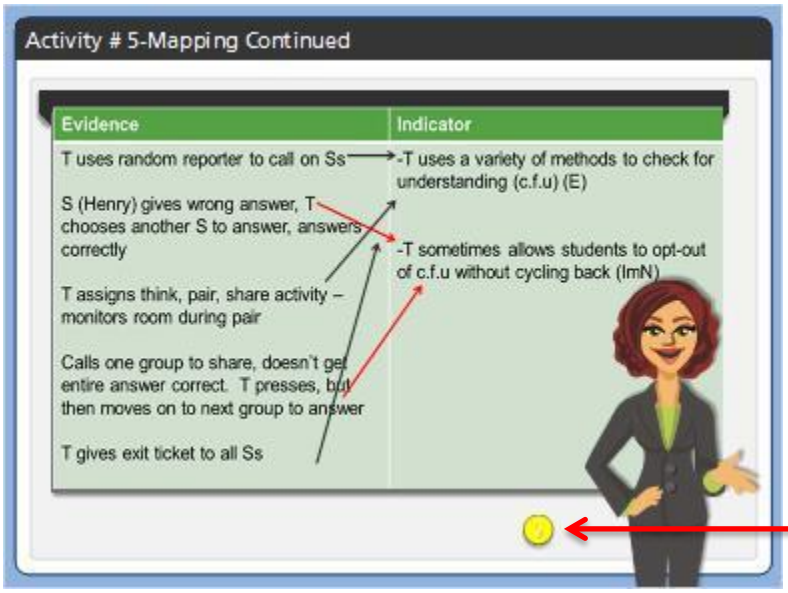
Feedback Expert Notes



Mapping Practice



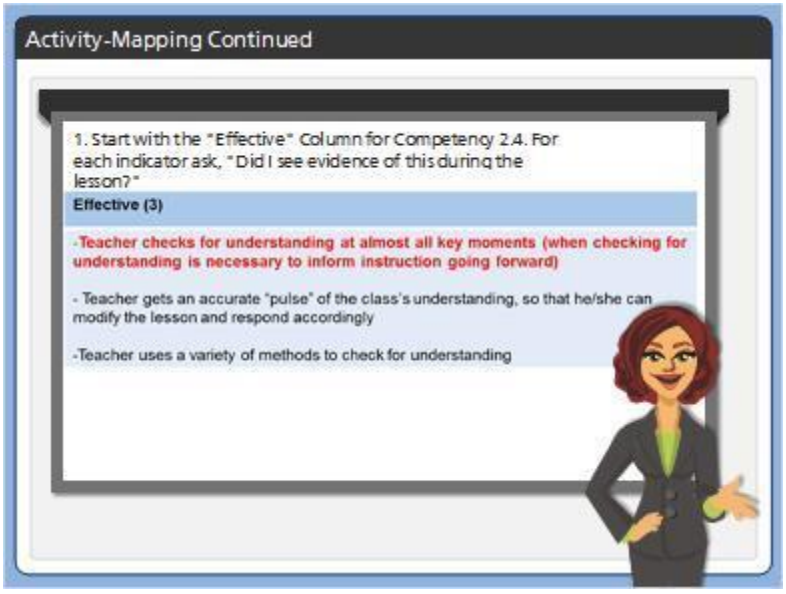
Activity 5-Mapping



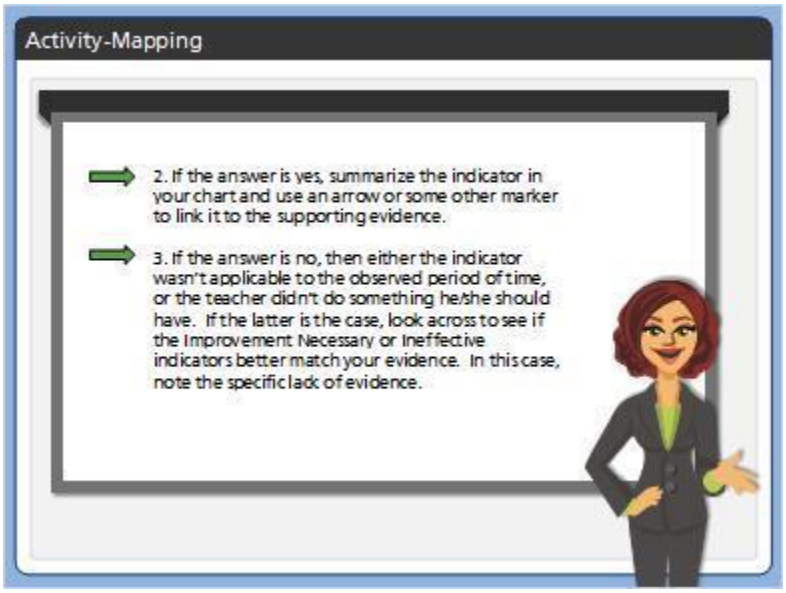
Hint:
Your mapping may include indicators to various performance levels. That's to be expected!

When you are finished walking through the "Effective" indicators, don't forget to check for examples of the "Highly Effective" indicators!

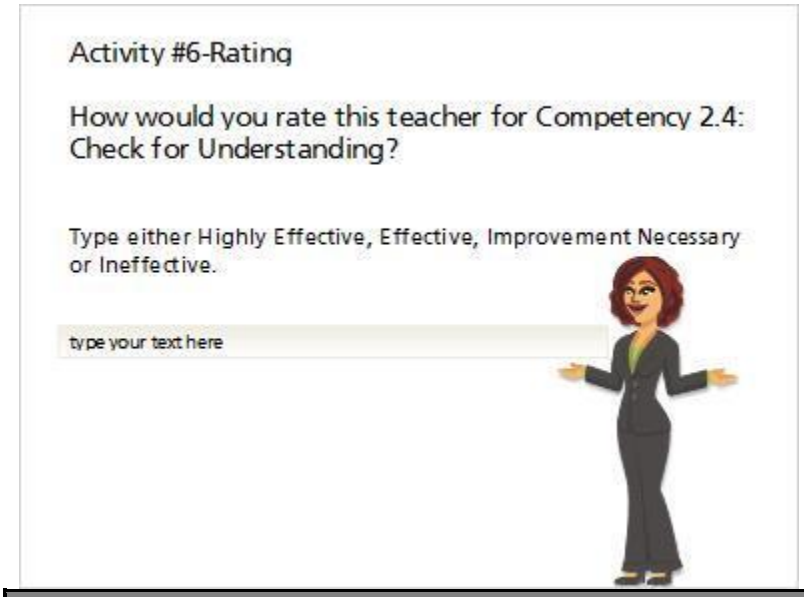
Mapping cont.



Mapping Cont.



Activity #6-Rating

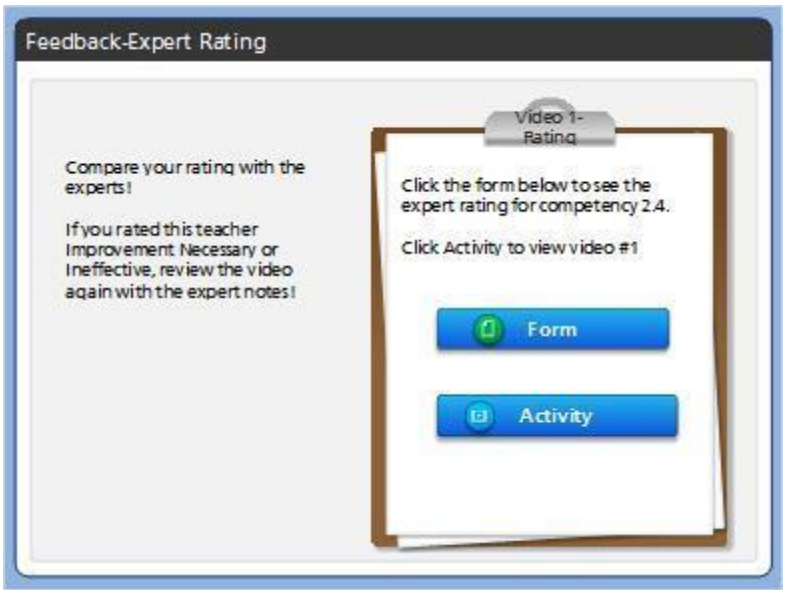


Choice
Highly Effective
highly effective
Effective
effective

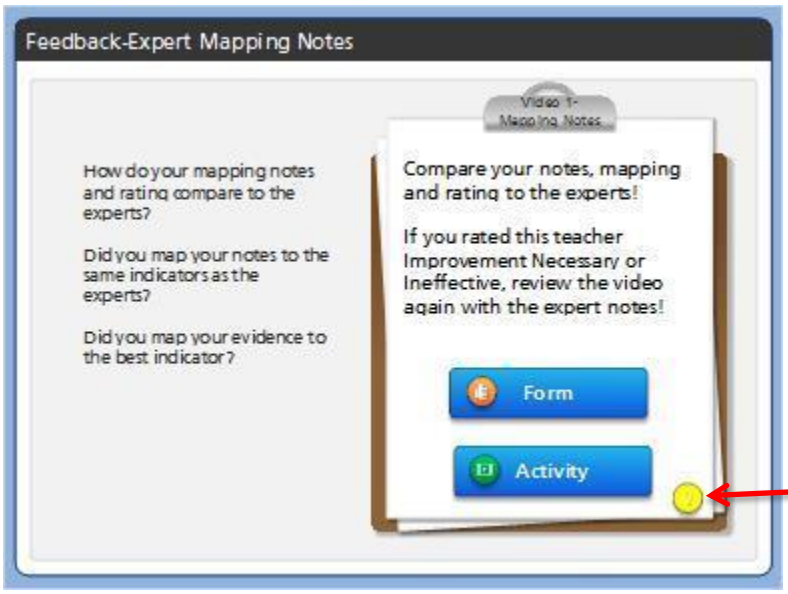
Feedback when correct:
This teacher is rated "Effective"! However, based on your evidence and professional judgment, this teacher could be "Highly Effective."

Feedback when incorrect:
This teacher is not rated "Improvement Necessary" or "Ineffective."

Feedback Expert Rating



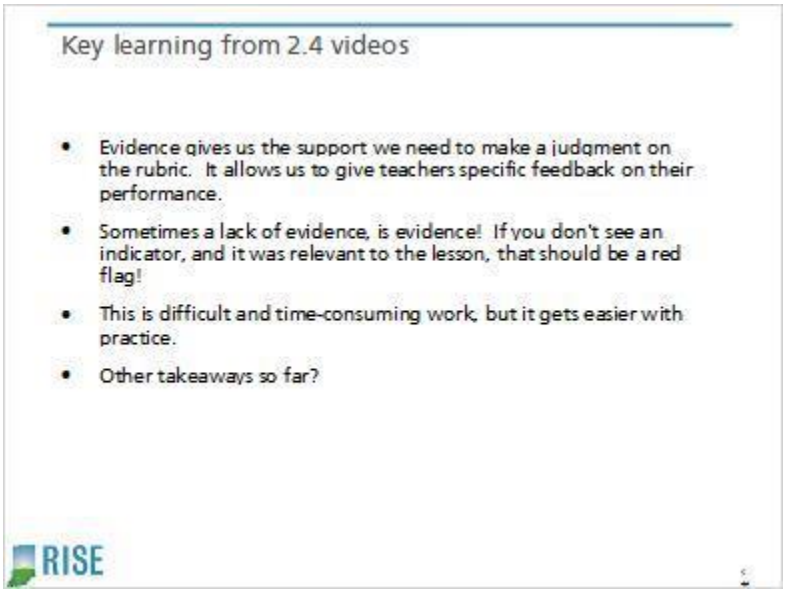
Feedback Expert Mapping Notes and Rating



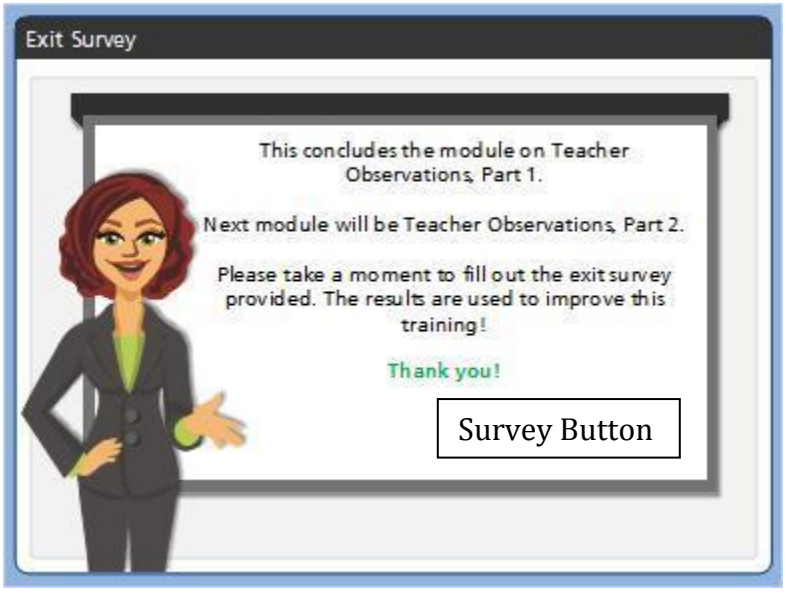
Tip: It's important to review to come within one performance level of the experts based on your evidence!

Video 2-5 slides follow the same format as video 1

Key learning from 2.4 videos



Conclusion and Survey



To view the complete survey, see *Appendix F*.

Appendix B-Videos
Note: Videos will be embedded in the e-learning slides in .flv format.

Video 1 (Elementary Math-Check for Understanding-Competency 2.4)
http://ummedia04.rs.itd.umich.edu/~dams/umgeneral/mamadou-half-rectangle-xy_subtitled_59105_QuickTimeLarge.mov

Video 1 Transcript:
1 I would like to see some hands from people I haven't seen
2 speaking in whole group yet today. Who thinks that
3 they could explain their thinking for question one? Still
4 waiting to see a few more hands. Lots of people have
5 work done in their notebooks. Okay, Mamadou. What
6 do you think about question one?
7 Mamadou: Question one, I say it's one-half.
8 Teacher: Okay. Can you explain how you came up with one-half?
9 Mamadou: Because they both equal. They both equal, and one
10 half of it is shaded in and the other half is not. So that
11 is...
12 Teacher: Okay. Can you come up to the board and point and
13 show us what you're looking at? Just- there's a diagram
14 right there. Can you come up and show? Did everyone
15 hear what Mamadou said? You should be thinking
16 already about his reason. Who can repeat what
17 Mamadou said? Okay. Well if you're listening carefully,
18 you should always be able to tell what someone just
19 said. Dovan, what did he say?
20 Dovan: He said he's looking at the squ- rectangle, and he's
21 saying it's one-half of the rectangle, not just- He's just-
22 He's not looking at the whole, he's just looking at the
23 one part-
24 Teacher: Wait, wait, wait, let him talk. Don't go on to explain it
25 yet. Okay.
26 Dovan: Oh.
27 Teacher: Mamadou, go ahead. Do you want to use the big one?
28 Mamadou: Half of the-
29 Teacher: Just a second. Everyone should be looking up at where
30 Mamadou is pointing, otherwise you won't understand
31 his explanation. Shawn? This way. Look up there.
32 Okay?
33 Mamadou: They both equal, and half of it is shaded in. So that
34 makes it one- one-half.
35 Teacher: Okay. So let's look at 35 our working ideas about fractions
36 that we were doing earlier today. Can someone say
37 what- Or maybe you should say what are you calling the
38 whole? When you're looking at the whole what are you

looking at?
Mamadou: The whole. The whole square.
Teacher: Can you put your finger around the part you're calling the whole?
Mamadou: The whole.
Teacher: Okay. So, do you see where he just pointed?
Students: Yes.
Teacher: Okay. And where are the equal parts? Can you show us the equal parts?
Mamadou: These two.
Teacher: Okay. And how many parts are shaded?
Mamadou: One.
Teacher: Okay. Raise your hand if you understand what Mamadou did. Who knows what Mamadou did to get his answer of one-half? I don't want to hear how you agree or disagree. I just want you to tell me what did he do. Kalvin?
Kalvin: He just made the part where the blue part is shaded. He just used that rectangle as a whole.
Teacher: Okay. Let's draw it on here so we can keep our original picture. You used this to be the whole, right?
Mamadou: Yes.
Teacher: Can everyone see this?
Students: Yes.
Teacher: And what did he do then, Kalvin?
Kalvin: And then he had saw that one part was shaded and the other part wasn't so he...
Teacher: And are these two equal parts? So if Mamadou calls this the whole, is he right that that's one-half?
Students: Yes.
Teacher: Yes. Now the question asks you something a little bit different. So who can tell everybody what question we're trying to answer? What Mamadou did is right, but he used something different to be the whole. Good job, Mamadou. Now pay attention to what the other question was that we're answering too, okay? You can go sit down. Thank you. Alright. So look at question one. Would somebody read it and say what are we supposed to interpret the whole to be from that question? How about Ariel? Can you read question one?
Ariel: What fraction of the big rectangle is shaded blue?
Teacher: Okay. And what do you think is meant by the big rectangle?
Ariel: The whole rectangle?
Teacher: What whole rectangle? You wanna come up and show

85 us?
86 Ariel: Yeah.
87 Teacher: Mamadou, are you watching?
88 Ariel: All this.
89 Teacher: Okay. The whole big rectangle. Okay. So now I need
90 someone to explain, if you look at the whole big
91 rectangle as the whole- Okay, now we want to talk
92 about all of this. The question asks, if you use the
93 whole big rectangle to be the whole, how much is
94 shaded blue? Mamadou, do you see the difference
95 between the question you answered and this question?
96 Okay. What's the difference?
97 Mamadou: You gotta try to figure out, out of the whole square-
98 Teacher: Out of the whole rectangle. And you used what?
99 Mamadou: And I did half of the rectangle.
100 Teacher: You did a smaller part of the rectangle. Okay?

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Transcript Video 5

BECCA SHERMAN: So. Who wants to tell us what answer you want to explain, and tell us how you did it! Your strategy. Okay. Why don't you start?

STUDENT: Um, one?

BECCA SHERMAN: And how did you get it?

STUDENT: Um, I put 26 on the top, and 4 on the bottom, then I timesed it. And then I timesed 6 times 4 equals 24,

BECCA SHERMAN: Okay, and what'd you do with that 24.

STUDENT: I put the 4 on the bottom of the 4, and the 2 on top of the 2, and 2 times 4 equals 8, plus 2 equals 10. And I just put the 10 next to the 4.

BECCA SHERMAN: Okay. Did anyone else do it that way? Okay. Remember this idea, you guys? A picture is worth a thousand words? Do we have a picture for that?

STUDENTS: No.

BECCA SHERMAN: Do we have a picture for that?

STUDENTS: Yeah.

BECCA SHERMAN: Does someone… if you do, maybe I'll try your way? How would you draw a picture of that?

STUDENT: You do 26 circles and put 4 in each one.

BECCA SHERMAN: Okay…

STUDENT: Or 4 circles in 26 rows.

BECCA SHERMAN: Either one?

STUDENT: Either one.

BECCA SHERMAN: Okay. Instead of drawing lots of … since 4 circles is easier to draw, I might do that. Instead of drawing, um.

STUDENT: 26 in….

BECCA SHERMAN: 26 dots, can I make a shortcut? And put the number? Okay. And then … this is pretty close to what we were doing down there, so if I wanted to make it like boxes that are all the same, then I could put 26 in each one?

STUDENT: How 'bout the dots?

BECCA SHERMAN: Okay. Another strategy. Who had a different strategy, not the stack and multiply strategy. Um… what'd you do?

STUDENT: I had… I had one for the drawing.

BECCA SHERMAN: What was your drawing?

STUDENT: 26 plus 26 equals, uh, what you call it? 26…

BECCA SHERMAN: So one person—are you defending the same answer?

STUDENT: Yeah.

BECCA SHERMAN: Okay. So you used 26 and 26. And what'd you get?

STUDENT: I got… 52.

STUDENT: No! that's not the answer!

BECCA SHERMAN: And… on the drawing, that might look like that?

STUDENT: Bottom of the 52 I put another 52,

BECCA SHERMAN: Where'd that 52 come from?

STUDENT: 'Cause there's 2 ways. One you could do..

STUDENT: Oh! I know!

STUDENT: 52 plus 52! Equals 104.

BECCA SHERMAN: Do you want to… do you want to finish your thought? Or do you want someone else to finish your thought? Okay, go ahead.

STUDENT: Yeah, I put a 4 on the bottom,

BECCA SHERMAN: You put a 4 on bottom.

STUDENT: I added 2 plus 2

BECCA SHERMAN: Oh, oh, you were adding, sorry. I thought you just… okay.

STUDENT: Added 2 plus 2 equals 4.

BECCA SHERMAN: Uh huh…

STUDENT: And 5 plus 5 equals 10, so… yeah.

BECCA SHERMAN: Okay, so on the picture could I also say that that equals 52?

STUDENT: Yeah.

BECCA SHERMAN: And… I'm gonna call that.. can we call that, "double?" You doubled 26? And doubled it again? The double double?

STUDENT: A triple!

BECCA SHERMAN: Okay. Is that a triple strategy? I don't know if that's the same. It's a double double… okay. Did anyone… break the number 26 apart?

STUDENT: No.

BECCA SHERMAN: And do that?

STUDENT: No, I did another way.

BECCA SHERMAN: Or do you have a different way. Derek, what was your way?

STUDENT: I have a different way.

BECCA SHERMAN: What's your way.

STUDENT: I looked, when I saw the number up there, I just looked at it, and, but I didn't do it the right way. I did…2, I did, I knew the 20 was in the tens place, so I did 20, 40, 60, 80, 4 times. And then, um, after that I did the 6 four times.

BECCA SHERMAN: So how did you do the 6 four times?

STUDENT: I jumped it by 6, is all. So, 4. I did 6, 12, 18, 24. And then I added those to 80, and 24 together….80 and 24 together and made 104.

BECCA SHERMAN: So that's 24, and that's 80, and all together.. 104. Whoa. Let's try that in a picture. And see… 20, plus 20, plus 20, plus 20, hey, that's like our groups over here. Equal groups? So I'm gonna try drawing that. Here's 20, then 20 more, then 20 more, then 20 more, and how many did we get all together?

STUDENTS: 80.

BECCA SHERMAN: 80?

STUDENTS: 80.

BECCA SHERMAN: 20, 40, 60, 80. Okay. So that is… 80. And then he did the same thing with the 6? Where did this 20 and the 6 come from?

STUDENT: 26?

STUDENT: Oh! I got it from the 26.

BECCA SHERMAN: Oh! So wait a minute. I'm gonna go right up here and say, you started with this idea, 26. You did break it apart! Here's 20, and here's 6. So 26 is made up of a 20, two tens, and 6 ones. So here's his… and we had to do what with it? Multiply by…

STUDENT: 4.

BECCA SHERMAN: 4? Okay. So let's see. Here's our 4 20's, here's, maybe, our 4 6's? and you said that's 24. Cool. And then 24, my mess, getting kind of messy here! 80 and 24 you said, all together, is…

STUDENTS: 104.

BECCA SHERMAN: 104? Okay. Pretty cool, you guys.

Appendix C Forms

Time	Notes

Note-Taking Key, Video 1: Mamadou (Competency 2.4)

Time	Notes
	T: Like to see hands from people who haven't talked in whole group today. Who can explain thinking for Q1? Still waiting to see a few more hands (20 sec wait) – more hands go up. Mamadou, what do you think? M: I say it's one half T: Can you explain how you came up with ½? (M explains). T: Can you come up to the board and point/show us? T: Did everyone hear what M said? You should be thinking about his reason. Who can repeat? If you're listening carefully, you should be able to repeat what he said. Devon? S: He said….he's not… T: Wait…don't explain everything, let M explain. Everyone should be looking at M. Sean – this way. (M explains) T: What are you calling the whole? Can you put your finger around the part you're calling the whole? Do you see where he just pointed (to class)? Can you show us the equal parts? How many parts are shaded? (M does this) T: Raise your hand if you understand what M did to get his answer of ½. Don't want to hear if you agree or disagree, just want you to tell me what he did. Calvin…(C explains) T: You used this to be the whole. Can everyone see this? What did he do then Calvin? (C explains) If M calls this the whole, is he right to say ½? Ss: (in chorus) Yes T: The question asks something different. So, what M did was right, but he used something different to be the whole. Good job, M, now pay attention to what the other question was. What should we be interpreting the whole to be? Ariel? (A reads question) T: What is meant by the whole rectangle? Can you come up to show us (A clarifies and come up to show). M, are you watching? (A circles rectangle) (Draws a line around the whole rectangle) M, do you see the difference between the question you answered and this question? What's the difference? M: Got to try to figure out of the whole rectangle, and I did half the rectangle T: You did a smaller part of the rectangle

Mapping Key, Video 1: Mamadou (Competency 2.4)
(HE = Highly Effective; E = Effective; IN = Improvement Necessary; I = Ineffective)

Indicator(s)	Supporting Evidence from Notes	Mapping Summary
(E) Checks for understanding at almost all key moments	• Who can explain thinking for Q1? Still waiting to see a few more hands • Did everyone hear what M said? You should be thinking about his reason. Who can repeat? If you're listening carefully, you should be able to repeat what he said. • Everyone should be looking at M. • Do you see where he just pointed? Raise your hand if you understand what M did to get his answer of ½. • Can everyone see this?	Although T is working directly to problem-solve with one S, she continually checks for understanding of the entire class, ensuring that they are following along with the lesson and explanation.
(E) Uses a variety of methods to check for understanding - to get a "pulse"	• Raise your hands • Can you explain how came up with ½? • Can you come up to the board and point/show us? • Who can repeat?	T has Ss explain, repeat, draw, show, etc to show understanding. It could be argued that this might be more of a 2 (Imp Nec) because her focus on M doesn't allow her to get quite as accurate of a pulse of the whole class.
(E) Uses wait time effectively	• Still waiting to see a few more hands (20 sec wait)	Although not much documented evidence here, T waits after each question asked for Ss to think and raise their hands before calling on S.
(E) Teacher doesn't allow students to "opt out" – circles back to them.	• Like to see hands from people who haven't talked in whole group today. • Did everyone hear what M said? You should be thinking about his reason. Who can repeat? If you're listening carefully, you should be able to repeat • Wait…don't explain everything, let Mamadou explain. • Everyone should be looking at M. Sean – this way. • M, do you see the difference between the question you answered and this question? What's the difference?	T ensures M doesn't opt-out by continuing to help him solve his own problem through scaffolding of questions. She has him explain at the end what he did wrong to make sure he understands. At the same time, T checks for understanding with whole group throughout the lesson to ensure that this is a teaching moment not only for M, but for the whole class.

(HE) Teacher uses open-ended questions to surface common misunderstandings	• What do you think? • Can you explain? • Can you come up and point/show us? • What are you calling the whole?	Uses numerous open-ended questions to reveal M's misunderstanding for the whole class.

Note-Taking Key, Video 2: Elementary Math (Competency 2.4)

Time	Notes
	T: Last week… basic math skills. Fatima, eyes up here. (to all) Do you remember last Thurs? T: If you have one number, what place is that in? (1 hand up, calls on S) Jada? One number is going to be in the ones place. Remember…Miss Fink talked to you about….Right? (one answer, "yeah") T: Can someone tell me what place this is in? (3 hands raised). Jedelis? (10s). This is in the 10s place? (J corrects, 100s). Yes, hundreds place. T: (repeats question for other numbers – cold calls Ss) T: Javier…shh. T: Ok, look at this number…what's the one? (Repeats questions, calls 2 Ss with hands up) T: Fatima, you look confused. (no wait) Javier? Good. T: (repeats question with other numbers) T: Dejour? (no answer, T repeats question) Remember we… (D answers). Good. (About 3-4 Ss regularly have hands raised out of 8) T: Abdulah – look up here. What place is the two in? (A answers) Eight? (S calls out) Is your name Abdulah? Steve? (Steve answers) Jedelis? (J answers) Do you understand that Abdulah?

Mapping Key, Video 2: Elementary Math (Competency 2.4)
(HE = Highly Effective; E = Effective; IN = Improvement Necessary; I = Ineffective)

Indicator(s)	Supporting Evidence from Notes	Mapping Summary
(E) Checks for understanding at almost all key moments	• Do you remember last Thursday? • If you have one number, what place is that in? • Can someone tell me what place this is in? • 1s? 10s? 100s? • T repeats question several times	The entire 2.5 minute video consists of constant questioning. Regardless of whether or not checks were effective, T does check for understanding throughout the lesson.
(I) One method repetitively to check, rarely getting accurate pulse of class	• T repeats same question several times. 1s? 10s? 100s? • (1 hand up, calls on her) • (calls 2 Ss with hands up) • (About 3-4 students regularly have hands raised out of 8)	T uses the same closed-ended question repetitively to gauge understanding. Several Ss never raise hand and are never called on. Some may argue (IN) for this indicator – also acceptable if believed that she was able to somewhat get an accurate pulse from her questions.
(I) Frequently moves on with content before students have a chance to respond	• Fatima, you look confused. (no wait) Javier? Good. • Dejour? (no answer, T repeats question) Remember we… (D answers). • (S calls out) Is your name Abdulah? Steve? (S answers) Jedelis? (J answers) Do you understand that Abdulah?	T fires off rapid succession of questions, only giving students moments to answer before moving on to another S or interrupting with repeat of question. Some may argue (IN) for this indicator – also acceptable if examples provided of appropriate wait time.
(IN) Sometimes allows students to "opt-out"	• Jedelis? (10s). This is in the 10s place? (J corrects, 100s). • T repeats question for other numbers – cold calls Ss. • (calls 2 Ss with hands up) • Fatima, you look confused. (no wait) Javier? Good. • Dejour? (no answer, T repeats question) Remember we… (D answers). Good. • (About 3-4 students regularly have hands raised out of 8) • Is your name Abdulah? Steve? (S answers)	T allows for several Ss to never answer a question correctly and never raise their hands. Specifically allows Fatima and Abdulah to opt-out of questions without cycling back. Does encourage Jedelis and Dejour to get the right answers after first answering incorrectly. Some may argue (IE) for this indicator – also acceptable.

Note-Taking Key, Video 3: Middle ELA (Competency 2.7)

Time	Notes
	T: (Reading directions for activity) Answer questions in journal for literature circle. You'll be reading…After which you will have your first discussion. That discussion will be based on what you answered and the following question. Mary, please read that one. (Some Ss taking notes. Mary reads) T: I want you guys to be aware. I really appreciate you switching up…This is the first time, we'll see how it goes. First part of lit circle is how we usually do it… (Gives time break out for lit circle components)….BUT, we're starting with something new where you have to answer teacher questions. T: Is that clear? Any questions before we begin? (Summarizes process quickly again). Does that make sense?... Go ahead and begin…I'm expecting total silence. 8 minutes starting now… Ss: (Working independently reading – no sound.) T: (Monitors room stops at student and whispers question – redirects S to question on board) T: (Carries around notebook as monitors. Stops at student) Very good, want you to share for # 3. T: Ok, one minute has passed. Originally you had 6 minutes, making adjustment…going to give you 5 minutes to finish answering questions. Those of you who have not started...Remember, for question 1. Are you only summarizing physical attributes? (Ss: No). Why not? Aisha? No – in book, talk about emotional as well. Keep this in mind… Ss: (Go back to answering questions based on note-taking. No sound) T: You guys are really working with me and doing a great job here. I think you're ready…In your groups, discuss your answers, everyone share them…. change your answer if you hear someone else's answer that works with you. Is that clear? Ss: (Talk in groups. All appear to be on-task) T: (Monitors room. Stops at one group to ask follow-up questions) Think about going deeper than the book, describing what they feel and not just what you see. Ss: (In groups – doing work…asking and discussing questions without T monitoring) T: (Approaches group)…very good, have you had experience with that?...Joshua

Mapping Key, Video 3: Middle ELA (Competency 2.7)
(HE = Highly Effective; E = Effective; IN = Improvement Necessary; I = Ineffective)

Indicator(s)	Supporting Evidence from Notes	Mapping Summary
(E) Routines are well-executed. Ss know what they're supposed to be doing and when with minimal prompting.	• Ss working independently reading – no sound • Ss go back to answering questions based on note-taking • Ss in groups – doing work…asking and discussing questions without T monitoring	Some may argue (IN) for this indicator since T is heavy on giving direction. This is acceptable. However, (E) is given here since direction seems necessitated by the fact that T is mixing up the routine. Still, Ss are able to quickly transition to work following direction and do not need prompting from T to stay on track.
(HE) Students are always engaged in meaningful work while waiting for teacher.	• Ss working independently reading – no sound • Ss go back to answering questions based on note-taking • You guys are really working with me and doing a great job here. I think you're ready…In your groups, discuss your answers, everyone share them…. • Ss in groups doing work…asking and discussing questions without T	Ss always seem on-task and engaged in the work whether independently reading, note-taking or having group discussions. T is able to monitor room and focus on specific discussion groups for further instruction knowing that the other groups are on-task and don't need much management.
(E) Teacher delegates time between parts of lesson effectively	• (Gives time break out for lit circle components during directions) • 8 minutes starting now… • Ok, one minute has passed. Originally you had 6 minutes, making adjustment…going to give you 5 minutes to finish answering questions.	Some may argue (IN) for this indicator since T has to re-adjust time mid-lesson. However, here we see this as a positive. She realizes the Ss need less time than she has allocated and is able to modify as necessary mid-lesson easily.
(HE) All students are on-task and follow instructions without much prompting	• Ss working independently reading – no sound • Ss go back to answering questions based on note-taking • Ss in groups – doing work…asking and discussing questions without T monitoring	Ss need little to no management during break-out time. It seems obvious that they have done these activities in the past and are aware of the routines and procedures to follow.
(HE) Disruptive	• No observance of disruptive behavior	No observance of disruptive

behaviors are rare and always addressed		behavior.

Note-Taking Key, Video 4: Middle Math (Competency 2.7)

Time	Notes
	T: I'm going to ask you to go ahead and use the information we just found. I'm going to put your ACE homework on the board, but for the next few minutes keep exploring problems… Please work quietly and independently. I'll walk around if you need help. (Many Ss talking in background) T: shhhhh. T: (to 1 S) I see work done in your journal. Are you going to be able to turn this in to me tomorrow? I hope so. T: You guys that obnoxious noise needs to end. It's so distracting… Ss: (some looking around room, others talking, few writing) (Interruption of intercom) T: Charise, quiet and independent work please. T: I'm going to walk around...give you time right now. The ACE is all asking to do for HW… T: (to 1 S) Then you need to borrow something from somebody. Ss: (2 Ss working, 3 Ss talking) T: (walking around, not working with anyone specifically) T: (to 1 S not working) I would love to trust you but you can't even look at me when you're speaking…It's hard to believe that's truthful. I just want you to be successful….Yup, that is what we were just working on. T: Get another writing utensil please…no. Ss: (in group of 4, 1 S looking at book)

Mapping Key, Video 4: Middle Math (Competency 2.7)
(HE = Highly Effective; E = Effective; IN = Improvement Necessary; I = Ineffective)

Indicator(s)	Supporting Evidence from Notes	Mapping Summary
(I) Few to no routines in place. Ss are unclear about what they should be doing and require significant direction from teacher.	• (Many Ss talking in background) • (some Ss looking around room, others talking, few writing) • (repeat of directions) I'm going to walk around...give you time right now. The ACE is all asking to do for HW… • (to 1 S) Then you need to borrow something from somebody. • (2 students working, 3 students talking)	Some may argue (IN) for this indicator if they believe this type of independent work has been a previously established routine – that is acceptable. Ss definitely require much direction at all times from T.
(I) There are significant periods of time in which Ss are not engaged in meaningful work.	• (Many Ss talking in background) • (some Ss looking around room, others talking, few writing) • (2 students working, 3 students talking) • (to 1 S not working) I would love to trust you but you can't even look at me when you're speaking • (in group of 4, 1 S looking at book)	Again, this is a grey area for which (IN) could also be argued and accepted. It is difficult to say if the problems Ss are working on are examples of meaningful work. An evaluator present in the room may ask Ss about what they were working on. It does appear, however, that Ss are not engaged in the work – only a few on-task throughout the whole video.
(I) Even with significant prompting, Ss frequently do not follow directions and are off task	• (Many Ss talking in background) • You guys that obnoxious noise needs to end. It's so distracting… • Charise, quiet and independent work please. • (to 1 S) Then you need to borrow something from somebody. • (2 students working, 3 students talking) • Get another writing utensil please…no. • (in group of 4, 1 S looking at book)	(IN) could also be argued here since there are a few Ss on-task. However, it seems as though T spends the time entirely on classroom management and number of disruptions or Ss off-task do not decrease over time.
(I) Disruptive behaviors and off-task conversations are common.	• shhhhh. • You guys, that obnoxious noise needs to end. It's so distracting… • Charise, quiet and independent work please. • (to 1 S not working) I would love to trust you but you can't even look at	(IN) also ok here. Bottom line is that T is forced to spend too much time on classroom management and not enough time on instructional support.

	me when you're speaking • Get another writing utensil please…no.	

Note-Taking Key, Video 5: Elem Math 2 (Competency 2.6)

Time	Notes
	T: So, who wants to tell us their answer and explain? Strategy? (calls on one S) How did you get it? (S explains answer. T writes on chart paper) T: What did you do with the 24? (S continues explanation) Did anyone else do it that way? (Some Ss raise hands). Remember this idea? Picture worth a thousand words? Do we have a picture for that? (waits for more Ss to raise hands) If so, maybe I'll try it your way. (calls on S) (S explains how to draw picture) T: Since four circles is easier to draw, I might do that. Instead of drawing 26 dots…this is pretty close to what we were doing down there. Another strategy…who had a different strategy? What did you do? S: I have another drawing. (gives explanation) T: Are you defending the answer up here? So, you used 26 and 26 and what did you get…? Where did that 52 come from? (S continues to explain, T writes). T: Do you want to finish your thought or someone else to finish it? (S continues to explain, while T writes). On the picture, could I also say that that equals 52? Can I call that the double double? T: Did anyone break the number 26 apart? Or do you have a different way? Derek? S: I didn't do it the right way…I did 20, 60, 80 four times. After that I did the 6 four times… T: How did you do the 6 four times? S: (continues explanation) T: So that's 24 and that's 80 and all together 104…woh. Let's try that in a picture. 20 + 20 + 20….that's like our equal groups up here….he did the same thing with the six. Where did the 20 and the 6 come from? S: Oh, I got it from the 26.

	T: You did break it apart!...Here's our four 20s….cool. And 80 and 24 is 104. Pretty cool you guys.

Mapping Key, Video 5: Elem Math 2 (Competency 2.6)
(HE = Highly Effective; E = Effective; IN = Improvement Necessary; I = Ineffective)

Indicator(s)	Supporting Evidence from Notes	Mapping Summary
(E) Lesson is accessible and challenging to almost all students	• So, who wants to tell us their answer and explain? Strategy? (calls on one S) How did you get it? • Who had a different strategy? What did you do? • Did anyone break the number 26 apart? Or do you have a different way?	T takes a basic math problem and approaches it from a multitude of different ways aimed to reach different ways of thinking and learning.
(E) Teacher frequently develops higher-level understanding through effective questioning.	• What did you do with the 24? (S continues explanation) Did anyone else do it that way? (Ss raise hands). • Remember this idea? Picture worth a thousand words? Who has a picture? • Are you defending the answer up here? Where did that 52 come from? • Did anyone break the 26 apart? • How did you do the 6 four times?	Pushes Ss to really explain answers in detail by asking follow-up questions while she draws answer on chart paper. Pushes them to think about alternative strategies for problem-solving through questioning.
(E) Lesson pushes almost all Ss	• So, who wants to tell us their answer and explain? Strategy? (calls on one	T tries to meet Ss where they are by asking for their

forward due to differentiation of instruction based on each student's level of understanding.	S) How did you get it? • Remember this idea? Picture worth a thousand words? Who has a picture? • Who had a different strategy? What did you do? • Did anyone break the number 26 apart? Or do you have a different way?	solutions rather than proposing her own. Spends time discussing multiple Ss answers. Some may argue (IN) for this since not all Ss get a chance to show understanding – this would be acceptable as well.
(E) Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning.	• So, who wants to tell us their answer and explain? Strategy? (calls on one S) How did you get it? • Who had a different strategy? What did you do? • Did anyone break the number 26 apart? Or do you have a different way?	Lesson is entirely student-focused and not teacher-led. T serves as a facilitator to bring answers together and help Ss explain their reasoning.
(E) Teacher shows patience and helps Ss to work hard toward mastering the objective.	• So, you used 26 and 26 and what did you get…? Where did that 52 come from? (S continues to explain) • Do you want to finish your thought or someone else to finish it? (S continues to explain, while T writes). On the picture, could I also say that that = 52? • How did you do the 6 four times? (S continues explanation)	T is patient with Ss as they work through their responses and encourages them to be more specific when needed for understanding.

Indiana Code

Information Maintained by the Office of Code Revision Indiana Legislative Services Agency

IC 20-28-11.5
Chapter 11.5. Staff Performance Evaluations

IC 20-28-11.5-1
"Evaluator"

Sec. 1. As used in this chapter, "evaluator" means an individual who conducts a staff performance evaluation. The term includes a teacher who:

(1) has clearly demonstrated a record of effective teaching over several years;

(2) is approved by the principal as qualified to evaluate under the plan; and

(3) conducts staff performance evaluations as a significant part of teacher's responsibilities.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-2
"Plan"

Sec. 2. As used in the chapter, "plan" refers to a staff performance evaluation plan developed under this chapter.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-3
"School corporation"

Sec. 3. As used in this chapter, "school corporation" includes:

(1) a school corporation;

(2) a school created by an interlocal agreement under IC 36-1-7;

(3) a special education cooperative under IC 20-35-5; and

(4) a joint career and technical education program created under IC 20-37-1.

However, for purposes of section 4(a) and 4(b) of this chapter, "school corporation" includes a charter school, a virtual charter school, an eligible school (as defined in IC 20-51-1-4.7).

As added by P.L.90-2011, SEC.39. Amended by P.L.229-2011, SEC.176; P.L.172-2011, SEC.122.

IC 20-28-11.5-4
School corporation plan; plan components

Sec. 4. (a) Each school corporation shall develop a plan for annual performance evaluations for each certificated employee (as defined in IC 20-29-2-4). A school corporation shall implement the plan beginning with the 2012-2013 school year.

(b) Instead of developing its own staff performance evaluation plan under subsection (a), a school corporation may adopt a staff performance evaluation plan that meets the requirements set forth in this chapter or any of the following models:

(1) A plan using master teachers or contracting with an outside vendor to provide master teachers.

(2) The System for Teacher and Student Advancement (TAP).

(3) The Peer Assistance and Review Teacher Evaluation System

(PAR).

(c) A plan must include the following components:

(1) Performance evaluations for all certificated employees, conducted at least annually.

(2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:

(A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;

(B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and

(C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.

(3) Rigorous measures of effectiveness, including observations and other performance indicators.

(4) An annual designation of each certificated employee in one (1) of the following rating categories:

(A) Highly effective.

(B) Effective.

(C) Improvement necessary.

(D) Ineffective.

(5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.

(6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

(d) The evaluator shall discuss the evaluation with the certificated employee.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-5

Conduct of evaluations

Sec. 5. (a) The superintendent or equivalent authority, for a school corporation that does not have a superintendent, may provide for evaluations to be conducted by an external provider.

(b) An individual may evaluate a certificated employee only if the individual has received training and support in evaluation skills.

As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-6

Completed evaluation; remediation plan; conference with superintendent

Sec. 6. (a) A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to a certificated employee not later than seven (7) days after the

evaluation is conducted.

(b) If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length to correct the deficiencies noted in the certificated employee's evaluation. The remediation plan must require the use of the certificated employee's license renewal credits in professional development activities intended to help the certificated employee

achieve an effective rating on the next performance evaluation. If the principal did not conduct the performance evaluation, the principal may direct the use of the certificated employee's license renewal credits under this subsection.

(c) A teacher who receives a rating of ineffective may file a request for a private conference with the superintendent or the superintendent's designee not later than five (5) days after receiving notice that the teacher received a rating of ineffective. The teacher is entitled to a private conference with the superintendent or superintendent's designee.
As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-7
Student instructed by teachers rated ineffective; notice to parents required

Sec. 7. (a) This section applies to any teacher instructing students in a content area and grade subject to IC 20-32-4-1(a)(1) and IC 20-32-5-2.

(b) A student may not be instructed for two (2) consecutive years by two (2) consecutive teachers, each of whom was rated as ineffective under this chapter in the school year immediately before the school year in which the student is placed in the respective teacher's class.

(c) If a teacher did not instruct students in the school year immediately before the school year in which students are placed in the teacher's class, the teacher's rating under this chapter for the most recent year in which the teacher instructed students, instead of for the school year immediately before the school year in which students are placed in the teacher's class, shall be used in determining whether subsection (b) applies to the teacher.

(d) If it is not possible for a school corporation to comply with this section, the school corporation must notify the parents of each applicable student indicating the student will be placed in a classroom of a teacher who has been rated ineffective under this chapter. The parent must be notified before the start of the second consecutive school year.
As added by P.L.90-2011, SEC.39.

IC 20-28-11.5-8
State board actions; model plan; approval of plan by teachers

Sec. 8. (a) To implement this chapter, the state board shall do the following:

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(1) Before January 31, 2012, adopt rules under IC 4-22-2 that establish:

(A) the criteria that define each of the four categories of teacher ratings under section 4(c)(4) of this chapter;

(B) the measures to be used to determine student academic achievement and growth under section 4(c)(2) of this chapter;

(C) standards that define actions that constitute a negative impact on student achievement; and

(D) an acceptable standard for training evaluators.

(2) Before January 31, 2012, work with the department to develop a model plan and release it to school corporations. Subsequent versions of the model plan that contain substantive changes must be provided to school corporations.

(3) Work with the department to ensure the availability of ongoing training on the use of the performance evaluation to ensure that all evaluators and certificated employees have access to

information on the plan, the plan's implementation, and this chapter.

(b) A school corporation may adopt the department's model plan, or any other model plan approved by the department, without the state board's approval.

(c) A school corporation may substantially modify the model plan or develop the school corporation's own plan, if the substantially modified or developed plan meets the criteria established under this chapter. If a school corporation substantially modifies the model plan or develops its own plan, the department may request that the school corporation submit the plan to the department to ensure the plan meets the criteria developed under this chapter. If the department makes such a request, before submitting a substantially modified or new staff performance evaluation plan to the department, the governing body shall submit the staff performance evaluation plan to the teachers employed by the school corporation for a vote. If at least seventy-five percent (75%) of the voting teachers vote in favor of adopting the staff performance evaluation plan, the governing body may submit the staff performance evaluation plan to the department.

(d) Each school corporation shall submit its staff performance evaluation plan to the department. The department shall publish the staff performance evaluation plans on the department's Internet web site. A school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter.

As added by P.L.90-2011, SEC.39. Amended by P.L.160-2012, SEC.50.

IC 20-28-11.5-9

Department report of evaluation results

Sec. 9. (a) Before August 1 of each year, each school corporation shall provide the results of the staff performance evaluations, including the number of certificated employees placed in each

performance category, to the department. The results provided may not include the names of or any other personally identifiable information regarding certificated employees.

(b) Before September 1 of each year, the department shall report the results of staff performance evaluations to the state board, and to the public via the department's Internet web site, for:

(1) the aggregate of certificated employees of each school and school corporation; and

(2) the aggregate of graduates of each teacher preparation program in Indiana.

As added by P.L.90-2011, SEC.39. Amended by P.L.6-2012, SEC.138.

Retrieved from http://www.in.gov/legislative/ic/2010/title20/ar28/ch11.5.html

RISE 2.0 Handbook

http://www.riseindiana.org/sites/default/files/files/RISE%20Handbook%202%200%20final(4).pdf

RISE Teacher Effectiveness Rubric

http://www.riseindiana.org/sites/default/files/files/RISE%20Rubric%202%200%20final.pdf

Appendix D-Glossary

Achievement: Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

Beginning-of-Year Conference: A conference in the fall during which a teacher and primary evaluator discuss the teacher's prior year performance and Professional Development Plan (if applicable). In somecases, this conference may double as the "Summative Conference" as well.

Competency: There are nineteen competencies, or skills of an effective teacher, in the Indiana Teacher Effectiveness Rubric. These competencies are split between the four domains. Each competency has a list of observable indicators for evaluators to look for during an observation.

Domain: There are four domains, or broad areas of instructional focus, included in the Indiana Teacher Effectiveness Rubric: Planning, Instruction, Leadership, and Core Professionalism. Under each domain, competencies describe the essential skills of effective instruction.

End-of-Year Conference: A conference in the spring during which the teacher and primary evaluator discuss the teacher's performance on the Teacher Effectiveness Rubric. In some cases, this conference may double as the "Summative Conference" as well.

Extended Observation: An observation lasting a minimum of 40 minutes. Extended observations can be announced or unannounced, and are accompanied by optional pre-conferences and mandatory post-conferences including written feedback within five school days of the observation.

Indiana Teacher Effectiveness Rubric: The Indiana Teacher Effectiveness Rubric was written by an evaluation committee of education stakeholders from around the state. The rubric includes nineteen competencies and three primary domains: Planning, Instruction, and Leadership. It also includes a fourth domain: Core Professionalism, used to measure the fundamental aspects of teaching, such as attendance.

Indiana Teacher Evaluation Cabinet: A group of educators from across the state, more than half of whom have won awards for teaching, who helped design the RISE model, including the Indiana Teacher Effectiveness Rubric.

Indicator: These are observable pieces of information for evaluators to look for during an observation.
Indicators are listed under each competency in the Indiana Teacher Effectiveness Rubric.

Mid-Year Conference: An optional conference in the middle of the year in which the primary evaluator and teacher meet to discuss performance thus far.

Post-Conference: A mandatory conference that takes place after an extended observation during which

the evaluator provides feedback verbally and in writing to the teacher.

Pre-Conference: An optional conference that takes place before an extended observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

Primary Evaluator: The person chiefly responsible for evaluating a teacher. This evaluator approves Professional Development Plans (when applicable) in the fall and assigns the summative rating in the spring. Each teacher has only one primary evaluator. The primary evaluator must perform a minimum ofone extended and one short observation.

Professional Judgment: A primary evaluator's ability to look at information gathered and make an informed decision on a teacher's performance without a set calculation in place. Primary evaluators will be trained on using professional judgment to make decisions.

Professional Practice: Professional Practice is the first of two major components of the summative evaluation score (the other is Student Learning). This component consists of information gathered through observations using the Indiana Teacher Effectiveness Rubric and conferences during which evaluators and teachers may review additional materials.

Secondary Evaluator: An evaluator whose observations, feedback, and information gathering informs the work of a primary evaluator.

Short Observation: An unannounced observation lasting a minimum of 10 minutes. There are no conferencing requirements for short observations. Feedback in writing must be delivered within two school days.

Summative Conference: A conference where the primary evaluator and teacher discuss performance from throughout the year leading to a summative rating. This may occur in the spring if all data is available for scoring (coinciding with the End-of-Year Conference), or in the fall if pertinent data isn't available until the summer (coinciding with the Beginning-of-Year Conference).

Summative Rating: The final summative rating is a combination of a teacher's Professional Practice rating and the measures of Student Learning. These elements of the summative rating are weighted differently depending on the mix of classes a teacher teaches. The final score is mapped on to a point scale. The points correspond to the four summative ratings: Highly Effective, Effective, Improvement Necessary, and Ineffective.

Glossary retrieved from

http://www.riseindiana.org/sites/default/files/files/RISE%20Handbook%202%200%20final(4).pdf

Indiana Department of Education, Department of Teacher Effectiveness. (2011) RISE 2.0 Handbook. Retrieved from http://www.riseindiana.org/sites/default/files/files/RISE%20Handbook%202%200%20final(4).pdf

Appendix E: Script for Audio

Slide by Slide Guide

Slide 1-Welcome

Content: Welcome to the training module on the RISE model for the evaluation of teachers. The evaluation of teachers is mandatory for the state of Indiana under Indiana Code 20.28-11.5 that states that all school corporations will have annual performance evaluations for each certificated employees. An annual designation of each certificated employee will fall in one (1) of the following rating categories: (A) Highly Effective. (B) Effective. (C) Improvement Necessary. (D) Ineffective. This module training today will focus on the Teacher Observations; Part one in order to become efficient at rating teachers into one of the four performance categories.

This training will focus on the professional practice component of the RISE Teacher Evaluation System, and specifically on best practices in classroom observation. We will review the rubric in detail, outline the difference between evidence versus judgment in note-taking, and lead you through video training on Competencies 2.4 (Check for Understanding), 2.7 (Maximize Instructional Time), and 2.6 (Rigorous Instruction).

In order to become familiar with the layout of this e-learning module, you can click on the tutorial button on this page.

Tutorial

This is the layout of the e-learning module. On the left-side you will find all of the topics for this module. You will go through this module in a specific order. Once you go through the topics you will find you will be able to go back to any previous topics. The topics are also expandable and collapsible. At the bottom, you will find a search space so you can search for any topic within this module. You will also find a glossary section, next to the menu, that contains definitions to the main vocabulary words that you will encounter throughout this module. Next to the glossary is the Notes section that contains the written text of any audio played for the slides in a non-printable format. Now let's look to the top right of the main frame at the Resource Link. The resource link contains any documents and videos needed for this module. There will also be links on the pages for these documents with an icon showing if it's a video or a form. If at any time, you need to contact an instructor with a question, please click on the Ask the instructor link and you will be able to contact the instructor via email.

Slide 2 – Overview

Content: The topics covered in this training today are
Rubric Structure
Rubric Scoring
Rubric Study: Prep
Rubric Study: Competencies

Slide 3 & 4-Objectives

For this e-learning module, the objectives are stated in the next 2 slides.

Slide 5 – Professional Practice

Content: The Professional Practice component of RISE, which you'll remember is one of the two main components in conjunction with Student Learning Measures, is measured using the Teacher Effectiveness Rubric. These four key domains: Planning, Instruction, Leadership, and Core Professionalism make up the Teacher Effectiveness Rubric.

Slide 6-Domain Weights

Content: Here we see all three domains together and the weights for each domain. It is important to note that Domain 2 carries the most weight and has more competencies than the other two Domains.

Core Professionalism is not included here, because it is not included in the initial score for the rubric. It is taken into consideration at the end of the scoring process. If a teacher meets all expectations, no points are deducted. If a teacher does not meet all expectations, a point is deducted from the rubric score. We will see this in an example later on.

Slide 7-Domain 1 Planning

Content: This slide shows the definition of Domain 1: Planning and the five competencies within Domain 1. (Pause 2 seconds) Given the competencies you see here and the rubric in front of you, what evidence might you collect to assess effectiveness in this domain? (Pause 3 seconds). You would collect lesson plans, unit plans, student learning objectives, assessments.

Slide 8 – Domain 1 Competency and Indicators

Content: This is a snapshot of a page from the rubric. Notice on this slide it shows Domain 1: Planning and three of the competencies under Domain 1. The slide also shows that next to each competency, listed here in the left column, there are several indicators for each of the performance levels.

Slide 9-Domain 2- Instruction

Content: Here we see the definition of Domain 2: Instruction as well as the nine competencies within Domain 2. What evidence might you collect to assess effectiveness in this domain? Pause 3 seconds:
You would collect evidence through classroom observations and conferencing with the teacher. However, it is possible to also include evidence such as student learning objectives, lesson plans, unit plans, use of data to modify instruction, etc.

Slide 10 – Domain 2 Competencies and Indicators

Content: This is a page from the rubric Domain 2: Instruction. This particular slide shows Competency 2.1 under Domain 2 and the indicators at each teacher-effectiveness level. You'll notice that while Domains 1 and 3 have all competencies on the same page, Domain 2 gives one whole page to each competency. This was intentional. Remember that the rubric places the most emphasis on instruction, which is considered the most important domain in determining to what extent students are learning. You'll also notice that Domain 2 has nine competencies, whereas Domains 1 and 3 each only have five.

Slide 11 –Domain 3 Leadership

Content: This slide shows the definition of Domain 3: Leadership as well as the five competencies within Domain 3. Look at the competencies listed here. What evidence might you collect in order to assess this domain? (Pause 3 seconds)
Evidence collected can be a teacher leading a school committee, leading professional development for staff, tutoring before/after school, coaching, attending school events, etc.

Slide 12 – Activity 1-Rubric
Now it's time for an activity to test your knowledge on the rubric. Click on the activity button below and it will lead to a few questions to answer.

Slide 13 – Rubric Tips

Content: While the rubric is a crucial document for scoring and giving feedback, it is not designed to be the form you take into the classroom with you during an observation.

Slide 14 – Observations

Content: According to the RISE rubric, 2 extended observations and 3 short observations are required. However according Indiana Code, only 2 observations are required, so check with your district on what method your district is utilizing.

Slide 15-Observation Timeline

Content: This is a sample observation timeline. This is guidance only and should give you an idea of the pacing needed to get the work completed by the end of the school year. Notice that the evaluator collects evidence and conducts conferences throughout the school year.

Note that the mid-year conference is **optional** if teachers have already had post-conferences with evaluators during which they have received rubric-aligned feedback. For struggling teachers, the mid-year conference is recommended in order to review plans for improvement. Regardless of whether or not teachers have a mid-year conference, they should absolutely know how their performance thus far aligns with the rubric.

Facilitator Notes: During training, participants may ask about whether or not the beginning of year conference is mandatory. Because of timing of data issues, it is possible that districts will advise evaluators to meet with teachers in the beginning of the school year rather than at the end

of the school year to give summative ratings for the previous year for all teachers not in danger of dismissal. More guidance will soon be released from the state on timing of data and conferencing.

Slide 16-Overview

No audio needed.

Slide 17 – Rubric Tips

Content: Teachers are scored on professional practice at the end of the year based on all evidence collected. This slide outlines some tips for evaluators as they collect the evidence and manage the data collected.

Calculating mid-year competency ratings will allow the evaluator to keep better track of the data and spend less time at the end of the year trying to remember details from the first half of the year. It will also allow the evaluator to determine what competencies still need to be evaluated and where evidence needs to be collected. Finally, and perhaps most importantly, it will help evaluators to focus development efforts for teachers on specific competencies.

Slide 18 – Scoring Steps 1-2

Content: Now we will review how the rubric is used to score at the end of the year. First, the evaluator compiles all ratings and notes from throughout the year. Professional judgment is used to determine competency ratings within each domain based on the available evidence. Once this is complete, the evaluator can again use professional judgment to determine three, final domain ratings.

It is important to note that professional judgment will be used to determine competency scores and domain ratings based evidence collected throughout the school year. There is no mathematical calculation for rolling up competency ratings to domain ratings. It is a common misperception that a teacher has to receive certain competency scores in order to receive a certain domain score – this is all done by professional judgment as you can see in this example – it is possible to need improvement in certain competencies but still receive an "Effective" rating overall.

Slide 19 – Scoring Steps 3-4

Content: After you have three final domain ratings, you multiply each domain by the assigned weight. Remember that in RISE, this means 10% for Planning, 75% for Instruction, and 15% for Leadership. These weighted ratings are then added together. Finally, Core Professionalism is taken into account. If a teacher has met all expectations, as is the case here, no points are added or deducted. If a teacher has not met all expectations, a point would be deducted from the final score.

It is a rare occurrence that a teacher loses a point for Core Professionalism. This is a serious offense with a serious consequence to their rating. Note: the final score here cannot go below a 1, regardless of Core Professionalism – this is the worst possible score in RISE.

Slide 20 – Rubric Study Prep

No Audio needed.

Slide 21– Activity 2-Rubric Key Words

Content: Now we are ready to move to activity that involves studying the rubric in depth. For this activity you will need the Rubric that you contain obtain in resources or by clicking the form button. Once you start the activity, you will be asked a series of questions to answer using your rubric. This rubric study is to help familiarize you with the competencies of focus today. Our attention will be on three different competencies – 2.4, 2.6 and 2.7.

Slide 22 – Evidence vs. Judgment

Content: Now let's go over a few best practices for note-taking. This slide demonstrates the difference between capturing evidence from observations versus making judgments. Notice in the evidence column, the evaluator has scripted out what the teacher and students' actions are during the lesson. In the judgment column, the evaluator has made an evaluative statement without any concrete examples.

Evidence provides teachers with concrete examples of certain aspects of their performance. It answers the question, "When did you see this during my lesson?" or "How do you know this is the case…can you give me an example?" It allows the evaluator to point to certain activities or statements during the lesson in order to give concrete, actionable feedback to the teachers.

Slide 23 – Strong vs. Weak Evidence

Content: While any kind of evidence is better than judgment, the stronger your evidence, the more specific your feedback can be. If you are not accustomed to taking evidence-based notes, it may take a while before your evidence reaches this level of detail. That's ok, but this level should be your goal.

Slide 24-Activity 3 Evidence vs. Judgment

Content: Now we are going to test your knowledge on evidence vs. judgment statements. Click the activity button to match statements to identify them as either evidence or judgment statements.

Slide 25 and 26-Why use evidence? and Overview
No audio needed.

Slide 27 – Note-Taking Form

Content: For today's video training, we will use an optional note-taking form to collect and map the evidence from observations. This is a sample form and districts can choose to create their own version of this form. For the purpose of training, we will give you the option of taking notes on paper or typing your notes electronically. You should use whatever feels most natural for you. Click on the link to obtain a form or go to the resource tab for the note-taking form.

Slide 28 – Note-Taking Tips

No audio needed.

Slide 29 – Activity Video 1

Content: Content: Now we are going to practice taking notes and using the rubric with observation videos.
These are some reminders before we start the videos.

For this activity, you will need to write evidence as you see it during the videos. For this training on video 1, we only want you to focus on the competency 2.4: Check for Understanding. Prior to clicking on the activity button, take a couple of minutes to review the rubric. Remember you write down everything going on in the video; don't worry right now about matching it to the rubric.

Slide 30 – Feedback Expert Notes

Content: Let's compare your notes to the expert notes from video 1. Click on the button to receive the "expert" notes. Look for ways to improve your notes. These notes will improve throughout the training and after with more practice.

Slide 31– Mapping

Content: If you remember, the rubric is not an observation tool--it is a scoring and feedback tool. Therefore, after you have your evidence-based notes from the observation, you need to map them back to the rubric in order to give rubric-aligned feedback. This slide walks us through the process of how to map the evidence you just collected back to Competency 2.4 on the rubric.

Slide 32 – Mapping Continued

Content: If you are hand-writing your notes, this may be what a half-completed mapping chart looks like. It's not pretty, but the arrows (or other coding of your choice) allow us to match evidence to indicators on the rubric.

Although not shown here, many points of evidence will match multiple indicators. This is to be expected and should be noted.

Notice in this example that there are indicators from more than one performance category listed on the form. This example shows evidence that mapped to indicators in the Effective and Improvement Necessary performance levels. This is completely normal and expected, as teachers will naturally perform better in some areas than others. This process will give the evaluator concrete evidence to share with the teacher to improve instruction.

Remember to look for examples of the Highly Effective indicators after you have gone through the others!

Slide 33 & 34 – Activity Mapping

Content: Now we will complete this mapping activity from the last video we watched. Follow the steps on this slide to map your notes to indicators on the rubric. For this video only, if you would prefer to use the expert notes to complete the mapping activity, you may do so. Remember: Read the first indicator in the Effective column. Ask yourself if you saw evidence to match this indicator or if you felt your evidence best matched the indicator in the Improvement Necessary or Ineffective columns. Go through each indicator in the Effective column in this manner; ask yourself if you saw any evidence of highly effective behavior.

Slide 35 –Activity 6 Rating

Content: Now, how would you rate this teacher from video one? In the blank provided, type if you think this teacher is Highly Effective, Effective, Improvement Necessary, or Ineffective. Look back at your mapping notes and see where most of the indicators fall. Remember that whatever rating you choose, it's important to have the evidence to back that rating up.

Slide 36 – Feedback Expert Rating

Content: Now compare your rating with the experts' rating by clicking on the form button. If you rated this teacher improvement necessary or ineffective, please review the video again by clicking the video button. Use the expert mapping notes as you review the video. Please send any questions to the instructor or ask the instructor during a video conferencing session.

Note: For Videos 2-5, the script will stay the same from slides 29-36 except for substituting the new video number and competency.

Last Slide –

Content: This concludes our training on teacher observations one. Thank you for your participation. Before you leave the module, please click on the survey button to take a quick survey that will help us to better design the content in this module.

Appendix F-Survey Exit Slip

Choose the statement that represents best practice in RISE. Circle only one answer per question.

1. Which statement is true regarding evidence and judgment in teacher observation in RISE?
   A. Both evidence and judgments should be collected, but only judgments inform final summative rating.
   B. Evidence is important in order to provide concrete feedback and for mapping observation notes to the rubric indicators.
   C. It isn't important to collect evidence. An evaluator should always make judgments to inform performance ratings.
   D. Both evidence and judgments should be included in notes and used to map to rubric indicators.

2. The Teacher Effectiveness Rubric should be used at what point in the observation?
   A. The rubric is never used even after the observation is completed.
   B. The rubric is always used prior to the observation to determine which area the evaluator will focus on.
   C. The rubric is used after the observation to map evidence-based-notes to competencies on the rubric.
   D. The rubric is used during the observation to inform the evaluator on what evidence to collect.

3. When mapping notes from an observation to the rubric, the evaluator should…
   A. start in the "Effective" column, and for each indicator ask herself, "Did I see evidence of this during the lesson?"
   B. start in the "Highly Effective" column, and search for evidence to map to that column.
   C. start in the "Ineffective" column, and map all evidence to the overall competency.
   D. start in the "Effective" column, and map all evidence to the overall competency.

4. Every competency is expected to be observed…
   A. every day.
   B. multiple times by the end of the school year.
   C. during every observation and conference.
   D. never. Only certain competencies are expected to be observed.

5. *Evidence vs. judgments: Please indicate whether each statement represents evidence or judgment by checking the box in the appropriate column. Only check one box per statement.*

	Evidence	Judgment
Teacher asks students what letter the word "farm" starts with. 4-5 students raise hands to answer.	☐	☐
Teacher is bad at checking for understanding. Students are not able to understand the lesson.	☐	☐
Students are all doing great work.	☐	☐
Teacher uses transparencies to explain equilateral triangles. 90% of students take notes in notebooks.	☐	☐

6. Please note any other comments or suggestions.

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