



TCRP Observation and Evaluation Process Guide

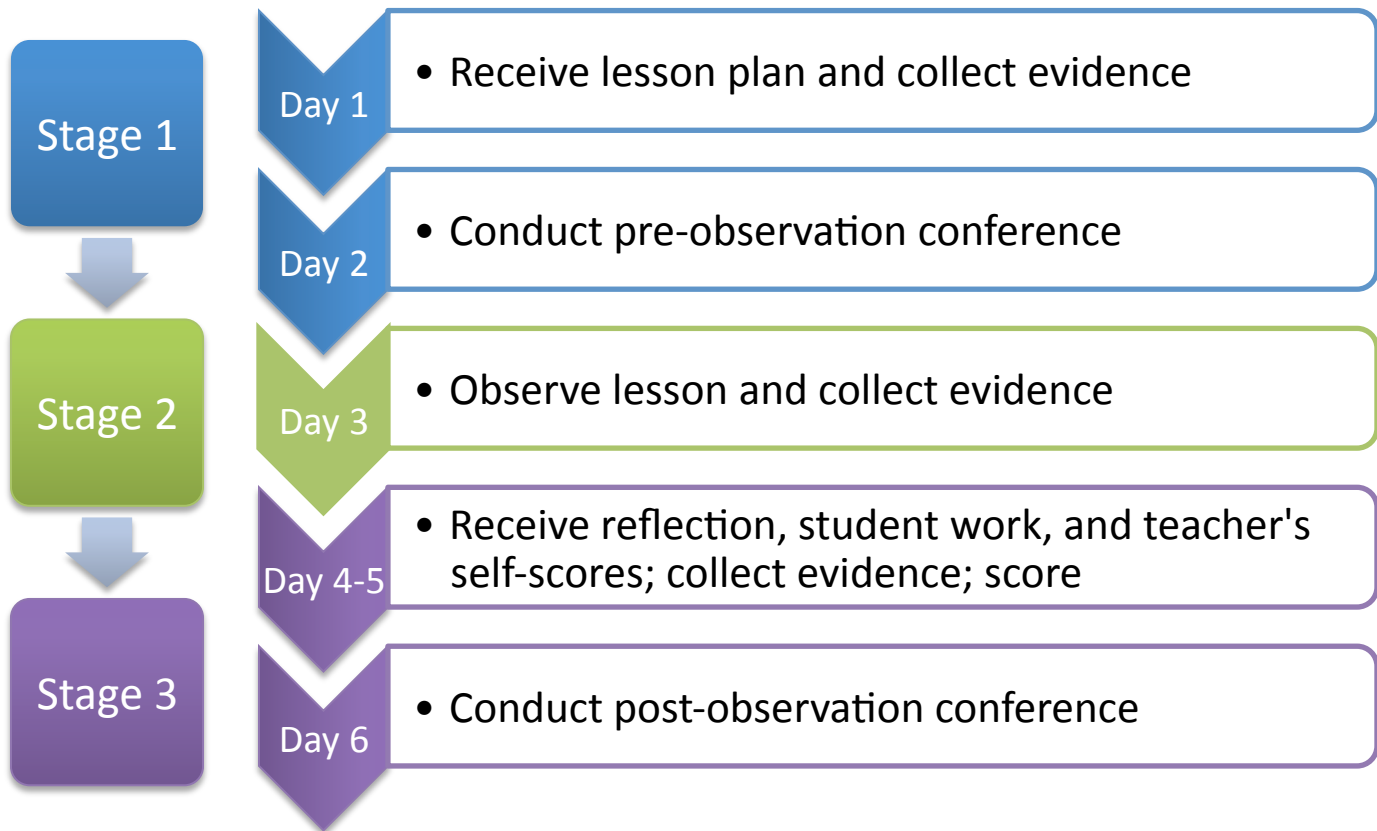
Updated July 27, 2011

This Observers’ Guide has been prepared to assist you as you conduct each stage of the observation process. Evidence Collection Sheets and other forms are available by holding “ctrl” and clicking on the page number in the Table of Contents, or by clicking on the link for each file in the Process Overview.

Table of Contents

The 6-Day Evaluation Process.....	3
TCRP Evaluation Process Overview.....	4
TCRP Evaluation and Observation Forms and Resources	8
Stage 1 - Lesson Planning Resources	9
Lesson Plan Sample 1.....	9
Lesson Plan Sample 2.....	10
Lesson Plan Sample 3.....	13
Lesson Plan Sample 4.....	14
What is a College-Ready Objective?	18
Sample: College-Ready Lesson Plan.....	20
Stage 1 – Evidence Collection Form.....	23
Stage 1 – Protocol.....	24
Stage 2 – Classroom Observation Evidence Collection Form	24
Stage 2 – Protocol.....	26
Stage 3 – Reflection Samples.....	27
Reflection Sample 1: Post Evidence Collection Form	27
Reflection Sample 2: College-Ready Lesson Reflection	28
Reflection Example	29
Stage 3 – Teacher Self-Score Form	31
Stage 3 – Protocol.....	36
Sample Professional Growth Plan.....	37

The 6-Day Evaluation Process



TCRP Evaluation Process Overview

STAGE ONE	
<p>The focus of Stage One is on gathering Evidence for Domain 1 - Planning and Preparation, and Domain 4 - Assessment. Stage One conversations are led primarily by the teacher. However, it is critical that the observer prepare, <i>in advance of the conference</i>, by gathering evidence from the lesson plan and other artifacts provided, and by planning thoughtful questions with which to engage the teacher and delve deeper into his practice. The steps of the process in Stage One include:</p> <ul style="list-style-type: none"> • Evidence Collection • Pre-Observation Conference 	
Process	Resource
Evidence Collection	
Approximately 20 min Complete one day prior to Pre-Conference	Date Completed:
<p>Prepare teacher for lesson plan submission</p> <ul style="list-style-type: none"> • Select a lesson plan format from the samples provided or one that you have developed with your teachers. • Give the teacher a copy of “What is a college-ready objective?” and the lesson plan exemplar to assist them in crafting the objective. 	<p>Lesson Plan Example 1 Lesson Plan Example 2 Lesson Plan Example 3 Lesson Plan Example 4 What is a College-Ready Objective? Lesson Plan Exemplar</p>
<p>Collect the electronic lesson plan from the teacher.</p> <ul style="list-style-type: none"> • Copy and paste the lesson plan into the Evidence Collection form. • Avoid making judgments and biased, opinion-based statements. Evidence should be factual. <p>Plan Pre-Conference questions</p> <ul style="list-style-type: none"> • Look through your evidence and determine what is missing in order to plan out your questions. Use the Stage 1 Protocol to help you form questions to ask the teacher during the pre-conference. • Type these questions directly into the evidence form, in the space provided. <p>Send a copy of your Evidence Collection Form to the teacher. <i>Don't score at this time.</i></p>	<p>Evidence Collection Form Stage 1 Stage One Protocol</p>
Pre-Observation Conference	
Approximately 40 min.	Date Completed:
<p>Invite teacher to lead conversation</p> <ul style="list-style-type: none"> • Allow the teacher to present evidence on each standard as you record in the Evidence Collection Form. <p>Ask Questions and Provide Feedback</p> <ul style="list-style-type: none"> • Begin by speaking to the objective. If the objective is not right, the entire lesson will be negatively affected. If necessary, assist the teacher in revising it. For more information about college-ready objectives, see the resource “What is a College-Ready Objective?” • Go through the questions you prepared and write the teacher’s responses in the correct indicator boxes. <p style="text-align: right;"><i>Don't score at this time.</i></p>	<p>Evidence Collection Form Stage 1 Stage One Protocol What is a College-Ready Objective?</p>

STAGE TWO

Stage Two consists entirely of the classroom observation. It is critical to arrive prepared to begin observing right at the start of the lesson, in order to capture evidence about how the teacher frames the lesson objectives and learning for the lesson. While the recommended time is 45-60 minutes, it is incumbent on the observer to collect adequate evidence to justify scores in Domains 2 and 3. It is useful to review evidence immediately after the observation, to identify any gaps, and make sure evidence is appropriately sorted.

Process	Resource
Lesson Observation	
Approximately 45-60 min. Not recommended to observe for entire 2-hour block	Date Completed:
<p>Prepare for the Observation</p> <ul style="list-style-type: none"> • Arrive 5 minutes prior to the beginning of the lesson. • Prepare your note-taking device (computer or tablet/iPad) • Position yourself in an area where you can see and hear the teacher and students. <p>Script Evidence</p> <ul style="list-style-type: none"> • Collect evidence throughout the lesson and try to use focused scripting. <p>Review and Clean up Evidence</p> <ul style="list-style-type: none"> • Within 30 minutes of leaving the lesson, spend time to clean up your evidence and sort it into the correct indicator boxes. • Send a copy of your Evidence Collection Form to the teacher to help him with his reflection and preparation for the post conference. <p style="text-align: center;"><i>Don't score at this time.</i></p>	<p>Evidence collection form Stage 2</p> <p>Stage Two Protocol</p>

STAGE THREE

Stage three represents a critical synthesis of the work done in the first two stages. In order to maximize and streamline the post-conference conversation, the observer should carefully review the teacher’s reflection, student work, and self-score, looking for overlap and discrepancies with the evidence collected during the observation phase. The post-conference conversation should both inform the teacher of perceived strengths and areas of growth, and provide him with actionable steps to improve practice moving forward.

Process	Resource
Evidence Collection and Post-Conference Preparation	
Approximately 45 min (15 min. for evidence collection, 30 min. for scoring)	Date Completed:
<p>Prepare the Teacher for the Lesson Reflection and Post Conference</p> <ul style="list-style-type: none"> • After the lesson observation provide the teacher with the attached resources for the task he/she needs to complete <ul style="list-style-type: none"> ○ Self-reflection including analysis of student work ○ Self-score ○ Completed Classroom Observation Evidence Collection Form • Explain to the teacher that for any indicator he rates himself a 3 or 4, he will need to provide evidence aligned to the rubric descriptor. • Remind the teacher to collect and submit samples of student work. 	<p>Reflection form 1</p> <p>Reflection form 2</p> <p>Reflection Example</p> <p>Teacher’s self-scoring form</p>
<p>Score all Indicators in all Domains.</p> <ul style="list-style-type: none"> • Write the score in the boxes on the evidence collection forms. <p>Plan Post-Conference Questions and Feedback</p> <ul style="list-style-type: none"> • Collect and review the teacher’s self-scores and self-reflection prior to the post-conference, and compare scores on every indicator to scores you identified based on evidence. • Review student work samples. • Determine priority topics to discuss. Use that data to prepare focus questions and feedback for the post conference, focusing on indicators where there is a discrepancy, major concern, or noteworthy success. • Use the Stage 3 Protocol to help you form questions to ask the teacher during the post-conference. 	<p>Stage 3 Protocol</p>
Post-Observation Conference	
Approximately 45 min.	Date Completed:
<p>Lead the Post-Conference</p> <ul style="list-style-type: none"> • Address indicators you have identified as being subject to discussion. • Give the teacher the score that the evidence supports and the associated evidence. • If the teacher’s self-score is higher than the one you identified, ask for the evidence to support his score. If yours is higher, provide the evidence you collected. <i>You have the final say on the score based on your evidence; be sure you have collected enough evidence to support it.</i> <p>Finalize and Submit Scores</p> <ul style="list-style-type: none"> • Finalize scores based on the post-conference. • File a copy of your Evidence Collection Forms for each stage of the process, including the scores for each indicator. (*Eventually all evidence and scores will be stored and accessed in the ASCEND data collection tool). • Submit a complete copy of all scores and evidence to the teacher. <p style="text-align: right;">(Continues)</p>	<p>Evaluation collection form Stage 3</p> <p>Professional Growth Plan</p>

<p>Consider Next Steps</p> <ul style="list-style-type: none"> • For scores of 1 and 2, be prepared to offer substantial evidence <i>and</i> some means of assistance to the teacher. • Develop a Professional Growth Plan with the teacher. Include specific assistance you will provide to them. Suggestions for assistance include but are not limited to: <ul style="list-style-type: none"> ○ professional reading ○ appropriate website for the area of concern ○ outside workshop or conference ○ observation of a peer ○ demonstration lesson 	
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Total Time: 3.5 hours per teacher

Final Process	
Excel Workbook of the Entire Process (including self-assessment that includes rubric, provided by Ouchi)	Completed TCRP Process

TCRP Evaluation and Observation Forms and Resources

Stage 1 - Lesson Planning Resources

Lesson Plan Sample 1

Teacher Name:		Date :	
Class Subject:		Period:	
Student Grade Levels:		Lesson Length (min):	
Description of Students, including special needs: (1.3)			

Standard(s):	
Lesson Objective(s): (1.1a, 1.1b)	
Rationale for Objective(s), including relevant student data: (1.3a, 1.4a, 1.4b)	

Lesson Assessment(s): (1.1b, 1.5a, 1.5b, 1.5c)	
Related unit assessments: (1.5a, 1.5b)	

Instructional Plan
(1.2a, 1.3, 1.4a)

Teacher Actions (incl. Lesson Agenda)	Time	Student Actions

Prerequisite knowledge and anticipated student misconceptions and how they will be addressed. (1.4a, 1.4b)	
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Lesson Plan Sample 2

College-Ready Lesson Plan

_____	_____	_____
Name	Course/Grade Level	Date

DOMAIN 1

Standard 1.1
Standard(s) from Instructional Guide. (List only what you plan to assess.)

College-Ready Learning Objective(s)

What makes this lesson rigorous?

Measurability

Standard 1.2
How will the students be *cognitively* engaged?

How will the key cognitive strategies and/or how will Bloom's higher levels of cognitions and/or the college ready academic knowledge and skills and/or academic behaviors be incorporated into the lesson?

Connections to prior learning

Briefly explain the steps of the lesson.

Standard 1.3
How has student data informed your selection of these objectives?

How will the lesson be differentiated to meet the needs of advanced learners, struggling learners, and English Learners?

Standard 1.4
What are the prerequisite knowledge and skills needed for this lesson?

What misconceptions do you anticipate? What strategies will you use to avoid or correct these cognitive errors?



Standard 1.5

How will student learning be assessed during the lesson?

What misconceptions do you anticipate? What strategies will you use to avoid or correct these cognitive errors?

How will student learning and progress be assessed after the lesson or at the end of the unit?

What is the Bloom's level of assessment?

What opportunities will students have to reflect on and assess their own work?

What opportunities will students have to revise and resubmit their work?

Lesson Plan Sample 3

Horizontal Lesson Design Template

Terminal Objective (plan 1st)					
Content Standard Reference					
Introduction (plan last)	Body of Lesson (plan 2nd)				
Anticipatory Set	Input → (content/strategy) Tell them what to do	Modeling → Show them	Check for Understanding → They try	Guided → Practice	Closure
Objective (as stated to students)					
Purpose					
					Exit Slip
Independent Practice					

Lesson Plan Sample 4

Teacher _____

Date of Lesson _____

Subject/Course _____

Grade(s) _____

Student Data [TCRP 1.4]

Current Achievement	# students
"A" Advanced (90-100)	
"B" Proficient (80-89)	
"C" Basic (70-79)	
"NP" Below (60-69)	
"NP" Far (below 60)	

Testing Data (Source: _____)	# students
Advanced	
Proficient	
Basic	
Below	
Far Below	

Populations	# students
SPED	
ELL	
RFEP	
Other	

Content Area Standards (Source: _____) [TCRP 1.3]

Prerequisite Knowledge [TCRP 1.4a]

Student Learning Objectives [TCRP 1.1a,b; 3.1a]

Mastery Level Expectation & Evidence [TCRP 1.5]

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Explicit connections within and across content areas to enhance student learning [TCRP 1.2b, 3.1]

Anticipated "global" student misconceptions & plan for adjusting to meet learning objectives [TCRP 1.4a, 1.4b]

Accommodations for special needs populations [TCRP 1.3a, 1.2a]

Assessments [TCRP 1.5]

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THE LESSON

Instructional Agenda (1.2, 1.3a):

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Instructional Content & Strategies (Teacher)	Timing	Learning Activities (Student)	Materials and Resources

Next steps [TCRP 1.3, 1.4, 3.4]:

--

Ouchi's Sample Lesson Plan

Teacher Name:

Scheduled Observation (Date and Period):

Subject Area:

Grade Level(s):

Student-Level Data

TCRP 1.3

CURRENT ACADEMIC ACHIEVEMENT	# of students	STANDARDIZED TEST DATA	# of students	SPECIAL POPULATIONS	# of students
As of:		Source:			
A (90-100%) Advanced		Advanced		SPED	
B (80-89%) Proficient		Proficient		ELL	
C (70-79%) Basic		Basic		RFEP	
NP (60-69%) Below Basic		Below Basic		Gifted/High Achieving	
NP (0-59%) Far Below Basic		Far Below Basic		Other	

Content-Area Standards (Source:)

TCRP 1.43

College-Ready Student Learning Objectives for Lesson

(Provide student college-ready learning objectives and the mastery-level expectation, including what evidence will be used to support) *TCRP 1.1A, 1.1B, 3.1A*

Student Learning Objective	Mastery-Level Expectation	Evidence

Prerequisite Knowledge/Skills

TCRP 1.4A

Explicit connections within and across content-areas to enhance student learning

TCRP 1.2B, 3.1

Within content:

Across content:

Anticipated “global” student misconceptions AND teacher plan for adjusting instruction to meet college-ready learning objectives.

TCRP 1.3, 1.4b

Accommodations for special populations

(ie. Special education, English Language Learners, Gifted/High Achieving, and others)

TCRP 1.4a

Assessments to be administered

TCRP 1.5

THE LESSON

Instructional Agenda (to be written on board)

TCRP 2.1, 2.4, 3.1, 3.2

Instructional Content Strategies (Teacher Actions)	Timing	Learning Activities (Student Actions)	Materials & Resources

Next Steps/Follow-up *TCRP 1.3, 1.5, 3.3*

What is a College-Ready Objective?

One of the college-readiness components is Key Cognitive Strategies, any of which could be used in drafting an objective. These strategies are explained in detail beginning on page 12 of the Conley article.

College-ready objectives may also include Bloom's higher levels of cognition.

<p>Key Cognitive Strategies Intellectual Openness* Inquisitiveness Analysis Reasoning, Argumentation, and Proof Interpretation Problem Solving Precision and Accuracy*</p> <p>*may not be appropriate for the main objective, but may be included as secondary skills to be developed</p>	<table border="1"><tr><td>Bloom's Original Terminology</td><td>Bloom's New Terminology</td></tr><tr><td>Evaluation</td><td>Creating</td></tr><tr><td>Synthesis</td><td>Evaluating</td></tr><tr><td>Analysis</td><td>Analyzing</td></tr><tr><td>Application</td><td>Applying</td></tr><tr><td>Comprehension</td><td>Understanding</td></tr><tr><td>Knowledge</td><td>Remembering</td></tr></table>	Bloom's Original Terminology	Bloom's New Terminology	Evaluation	Creating	Synthesis	Evaluating	Analysis	Analyzing	Application	Applying	Comprehension	Understanding	Knowledge	Remembering
Bloom's Original Terminology	Bloom's New Terminology														
Evaluation	Creating														
Synthesis	Evaluating														
Analysis	Analyzing														
Application	Applying														
Comprehension	Understanding														
Knowledge	Remembering														

Teachers should keep in mind that Conley also suggests that writing and research are skills that have repeatedly been identified as being centrally important to college readiness. Lesson plans that include these skills at a high level might be considered to be "college-ready."

Examples of College-Ready Objectives based on California Content Standards

12th Grade ELA Content Standard 3.3. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

College Ready Objective *Students will **analyze** Holden Caulfield's statement , "Almost every time somebody gives me a present, it ends up making me sad," by using textual evidence from chapter 7 of *Catcher in the Rye* to explain his loneliness.*

Geometry Content Standard 14.0 Students prove the Pythagorean theorem.

College Ready Objective *Students will **prove** the Pythagorean theorem by **creating** three 2-dimensional models and writing an algebraic equation for each.*

Earth Sciences Content Standard 1.f. Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.

College Ready Objective *Students will **synthesize** their knowledge of mass and velocity to estimate the energy released from impacts of craters by observing the patterns of impact and shapes of marbles thrown into soft clay.*

Teachers may want to include scaffold objectives, giving more information about what students will be expected to do and to learn.

11th Grade History/Social Science Content Standard 11.11.6 Students analyze the major social problems and domestic policy issues in contemporary American society in terms of the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

College Ready Objective Students will **research** the evolution of welfare reform and legislative efforts to address persistent poverty in America from the 1960s to the present by using their textbook and web-based resources to answer given questions as a means of preparing for an upcoming **debate** on the topic.

Scaffold Objectives

- Students will **create** a timeline of milestones in welfare reform from the 1960s to the present.
- Students will **write** a 5-paragraph essay on one milestone from their timeline.
- Using the information obtained from their **research**, students will prepare 5 **arguments** either pro or con to **debate** the topic of the federal welfare program.

geography of ancient Rome, the republic's transition to an empire, Jewish conflicts with Romans, and the rise of Christianity. As all of our previous studies into ancient civilizations, these objectives link to our essential question: *What can we learn from the continuity of human experience?*

Briefly explain the steps of the lesson.

(This is a double-block class which lasts for 1 hour and 50 minutes.)

Teacher will communicate the objectives for today's lesson and connect them to the larger standard. 2 minutes

The lesson will begin with a whole-class brief walk through the chapter. Students will recall information they have learned about the contributions of the Romans in art and architecture, technology and science, literature, language, and law. Academic vocabulary will be reviewed. In small groups, students will reflect on the essential question and each group will report out to the whole group. 20 minutes

Teacher will review the uses of graphic organizers. As students select the model they want to use, draw it on a blank piece of paper, and label the columns or clusters, teacher will pull up the struggling learners and appropriate ELs to guide them through the selection of appropriate models and help them to label the organizers. 10 minutes

Student monitors will distribute one laptop computer to each pair of students. 2 minutes

In pairs, students will use their textbook and the web resources to research the 5 areas of contributions, taking notes into their graphic organizers. 40 minutes

Individually, students will begin to draft their essays. I will pull up the struggling learners and appropriate ELs to guide them in drafting their topic sentences and organizing their notes into complete sentences. As time permits, I will circulate to provide feedback to other students on their topic sentences drafts in progress. 20 minutes

In groups of 4, students will tell each other what they learned from research that they didn't already know from their textbook. One student from each group will select a student from among his own group and report what that one person learned. 10 minutes

As students exit the class and pass by the teacher at the door, each student will tell the teacher in a few words what they learned, what they liked, or what they still have questions about today's lesson. 2 minutes

Total estimated time: 106 minutes
Available time remaining: 5 minutes

Standard 1.3

How has student data informed your selection of these objectives?

- When I assessed these students on a similar chapter during our study of Greece, 24/28 students were able to identify contributions of the Greeks. However, at that time few of the students could articulate how those contributions have affected their own lives today.
- All students have used a variety of graphic organizers throughout the year. For the past two chapters, students have successfully selected from a variety of preprinted organizers that I have made available to them. I now want them to use their learned skills to create their own graphic organizers.
- On our last writing assessment which was scored against a rubric, two students earned a 4; five students earned a 3; sixteen students earned a 2; and five students earned a 1. I selected the writing objective to give students yet another opportunity to go through the writing process.

How will the lesson be differentiated to meet the needs of advanced learners, struggling learners, and English Learners?

- Advanced learners will choose whatever model of graphic organizer they want to use. They can explore websites beyond those I suggest. The criteria to be included in their graphic organizers and ultimately in their paragraphs will be written on the board. They can write paragraphs beyond the basic power-paragraph structure.
- Struggling Students: During the research element of the lesson, students will be strategically paired to act as resources to each other. I will present a 5-minute mini-lesson on the selection of a graphic organizer model, and assist the students in labeling the 5 columns or clusters. Realia, such as Roman pottery, statues, pictures of columns, aqueducts, and science instruments will be available for these students to touch and examine closely. They will be given a worksheet that will guide them to find answers to specific questions to research. When it is time to write their essay, I will call these students forward and assist them in writing their topic sentences and outlining their power-paragraphs.
- English Learners: Students will have access to the strategies listed above for struggling students. Moreover, ELs at Levels 1 and 2 will not be held accountable for a 3-paragraph essay; rather, they will write three complete sentences on their chosen topic and will include at least 3 words from the academic vocabulary they have learned throughout the chapter. English Learners at Level 3 will write one complete power-paragraph instead of the 3-paragraph essay. ELs at Levels 4 and

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Standard 1.4

What misconceptions do you anticipate? What strategies will you use to avoid or correct these cognitive errors?

- A common misconception is the concept of time. Students still have difficulty comprehending that, although we refer to all early societies as ancient civilizations, there were actually hundreds and even thousands of years between the growth of societies in different parts of the world. At the beginning of the year I created a timeline that runs along the perimeter of the classroom. I will select students to stand at the point that represents the rise of the Romans and at years that represent the Mesopotamians and Egyptians to visually illustrate the point in time that we are studying. We'll compare these differences to the difference in time between the American War for Independence and the present, milestones that are more relevant to them.
- Although the students have been taught and have regularly used a variety of graphic organizers throughout the year, I anticipate that they may have difficulty selecting an appropriate model to use for this assignment. I will have samples of appropriate models for them to select as needed.
- I also anticipate that the students will be overwhelmed by the amount of information available to them on the web. To that end, I have previewed 5 appropriate websites that I will encourage them to explore.

Standard 1.5

How will student learning be assessed during the lesson?



- I will circulate to observe as students create their graphic organizers.
- I will circulate to observe as students explore the websites to determine if they are able to sort the essential information from the nonessential information. For struggling learners, I will check their worksheets to see if they are gathering the specific information called for.
- I will check all the completed graphic organizers before the students can proceed to begin their essays.
- For struggling learners, I will check their topic sentences before they can proceed to write the paragraphs.

How will you revise your instruction based on this assessment during the lesson?

Stage 1 – Evidence Collection Form

PRE-OBSERVATION CONFERENCE		Score
1.1 Standards-based Learning Objectives	Selection	
	Measurability	
	Pre-Conference Questions (Record questions you would like to ask based on evidence collected):	
1.2 Organization of plans	Design and sequencing of experiences	
	Cognitively engaging	
	Pre-Conference Questions (Record questions you would like to ask based on evidence collected):	
1.3 Use student data	Design guided by data	
	Pre-Conference Questions (Record questions you would like to ask based on evidence collected):	
1.4 Teacher Knowledge	Pre-Requisites	
	Misconceptions	
	Pre-Conference Questions (Record questions you would like to ask based on evidence collected):	
1.5 Assessment System	Selection of assessments	
	Progression of assessments	
	Self-monitoring	
	Pre-Conference Questions (Record questions you would like to ask based on evidence collected):	

Stage 1 – Protocol



STAGE 1- LESSON PLAN AND PRE-OBSERVATION CONFERENCE				
Activity Icon 	Teacher Role <ul style="list-style-type: none"> • Lesson Plan Preparer • Primary Presenter 	Observer Role <ul style="list-style-type: none"> • Listener • Evidence collector 	Estimated Time: 20-30 minutes in conference	
Activity Purpose:	<i>For the teacher to share with the observer his or her planning for an upcoming lesson through an elaborated lesson plan and pre-observation conference so that the observer may gather evidence related to Domains 1 and 4.</i>			
Activity Overview	<i>Prior to the conference:</i> <ol style="list-style-type: none"> 1) Teacher prepares presentation and submits a lesson plan for observer. Between the two activities the teacher should address the questions and evidence below. <i>At the conference:</i> <ol style="list-style-type: none"> 2) Observer hosts the conference. 3) Teacher presents and shares data with observer who collects evidence. 			
Standards Assessed	Questions to address and evidence to gather			
1.1 Establish standards-based learning objectives for instructional plans	<ul style="list-style-type: none"> • Which instructional objectives and standards-based learning outcomes are the focuses of this lesson? What will students learn? • How were the objectives established, what data and sources informed their selection? • How will the teacher know if students have achieved the instructional objective? • How will students demonstrate what they have learned? 			
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	<ul style="list-style-type: none"> • How is the lesson organized to promote standards-based, cognitively engaging learning and to ensure that students achieve the desired objectives? • How does the lesson plan connect other learning opportunities? • What instructional strategies will be employed? How do those strategies promote high levels of cognition? 			
1.3 Use student data to guide planning	<ul style="list-style-type: none"> • How has student achievement data informed the instruction, and how does this lesson specifically address the identified student? • How will instruction be differentiated to meet the needs of all students? 			
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	<ul style="list-style-type: none"> • What is the associated pre and post requisite knowledge related to this lesson? • What misconceptions may students have related to this topic? • Where might students get “stuck” in this learning sequence? • How might these obstacles for learning be addressed? 			
1.5 Design formative and summative assessments to monitor student progress	<ul style="list-style-type: none"> • How are the assessments aligned with the lesson objectives? • How will student learning be assessed, include both formative and summative assessments? • What methods will be used to check for understanding during the lesson? • How might instruction be modified if students have not demonstrated the expected level of understanding during the lesson? • What methods will be used to check for understanding during the lesson? • How might instruction be modified if students have not demonstrated the expected level of understanding during the lesson? 			

Stage 2 – Classroom Observation Evidence Collection Form

CLASSROOM OBSERVATION	Score
------------------------------	--------------

2.1 High expectations	Challenge	
2.2 Student Behavior	Expectations	
	Response	
2.3 Respect/ Rapport	Teacher to Students	
	Students to Teacher	
2.4 Instructional Momentum	Routines, procedures, transitions	
3.1 Communicate Learning Objectives	Communicating Objectives	
	Connecting to Prior and Future Learning	
	Criteria for Success	
3.2 Lesson Cycle	Execution of Lesson Cycle	
	Cognitive Level of Learning	
3.3 Instructional Strategies	Questioning	
	Academic Discourse	
	Group Structures	
	Resources and Instructional Materials	
3.3 Monitor Learning	Checking for Understanding	
	Feedback	
	Self-Monitoring	

Stage 2 – Protocol

STAGE 2 - CLASSROOM OBSERVATION				
	<p>Teacher Role</p> <ul style="list-style-type: none"> • Teach lesson • Collect student work 	<p>Observer Role</p> <ul style="list-style-type: none"> • Observer • Evidence collector 	<p>Estimated Time:</p> <p>20-60 minutes</p>	
Activity Purpose:	<i>For the observer to view a teacher’s lesson to understand how the teacher creates and maintains the classroom environment and delivers instruction by noting both student and teacher experiences related to Domains 2 and 3.</i>			
Activity Overview	<ol style="list-style-type: none"> 1) Teacher teaches students 2) Observer collects evidence by observing teacher and students 3) Observer may speak with students to gather additional evidence 4) Teacher collects student work samples for analysis 			
Standards Assessed		Indicator Evidence to Gather		
2.1 Create a classroom/community culture of learning		A) Value of effort and challenge		
		B) Collaborative learning		
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection		A) Behavioral expectations		
		B) Response to behavior		
2.3 Establish a culture of respect and rapport which supports students’ emotional safety		A) Teacher interactions with students		
		B) Student respect for teacher		
		C) Student interactions with each other		
2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum		A) Routines and procedures		
		B) Instructional pacing		
3.1 Communicate learning objectives to students		A) Communication of the learning objectives of the lesson		
		B) Connections to prior and future learning experiences		
		C) Criteria for success		
3.2 Facilitate Instructional Cycle		A) Execution of lesson cycle		
		B) Cognitive level of student learning experiences		
3.2 Instructional strategies		A) Questioning		
		B) Academic discourse		
		C) Group structures		
		D) Resources and instructional materials		
3.3 During lesson, teacher makes effective instructional decisions based on formative assessments		A) Checking for students’ understanding		
		B) Feedback to students		
		C) Self-Monitoring		

Reflection Sample 1: Post Evidence Collection Form

Review the evidence collected by your colleague during your lesson and reflect on the following:

Where was your observer able to capture the most evidence?

The least?

Which indicators contain substantial evidence of effective practice?

What are some areas for growth?

Were there any practices you feel were not effectively captured by the observer?

What are the key topics and types of evidence you would want to discuss with your administrator based on the evidence collected?

Reflection Sample 2: College-Ready Lesson Reflection

Name	Course/Grade Level	Date
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Complete this reflection and submit it electronically to the observer prior to the post-observation conference.

Standard 1.5
<p>Rewrite your learning objective(s) here. It is not necessary to include the standard.</p> <p>How did your formative assessments provide sound evidence of student progress towards mastery of the objectives at a high level?</p>
<p>Did you use multiple sources of information to assess student learning? Explain.</p> <p>How were these multiple sources of information varied?</p> <p>What opportunities did students have to assess their own learning?</p> <p>What opportunities will students have to revise and resubmit their work?</p>
Standard 4.1
<p>Did my students meet the college-ready learning objective of the lesson? How do I know?</p> <p>To what extent were my students cognitively engaged? (Cite specific examples.)</p>
<p>As I reflect on the lesson, were the instructional strategies I selected appropriate for all students to meet the objective? On what do I base this opinion?</p>
<p>If I had the opportunity to teach this lesson again to the same group of students, what would I do differently?</p>
<p>From teaching this lesson, I have learned/decided/gained insight about...</p>

Reflection Example

_____ Sample _____ World History and Geography: Ancient Civilizations/6th Grade _____ May
Name Course/Grade Level Date

Complete this reflection and submit it electronically to the observer prior to the post-observation conference.

Standard 1.5
<p>Rewrite your learning objective(s) here. It is not necessary to include the standard.</p> <ol style="list-style-type: none">1. Students will use their textbook and web resources to <u>research</u> early Roman art and architecture, technology and science, literature, language, and law.2. Students will <u>create</u> a graphic organizer in which to organize their research findings.3. Students will choose one area of the five and <u>write</u> a 3-paragraph essay on the contributions of the Romans that will include at least one person's name from Roman history and at least three academic vocabulary words from the chapter. The essay will also describe how these early contributions affect the students' lives today. (This essay will be started today as a draft. In our next class session, we will continue the writing process until students have a published essay.) <p>How did your formative assessments provide sound evidence of student progress towards mastery of the objectives at a high level?</p> <p>While the students were creating a graphic organizer, I circulated to ascertain whether or not they were selecting or creating models that were appropriate for sorting information into 5 categories. Most students were able to do this with proficiency; I assisted the struggling learners in creating a model, and they were able to label their organizers correctly.</p> <p>As students explored the websites, I monitored to determine if they are able to sort the essential information from the nonessential information. For struggling learners, I checked their worksheets to see if they were gathering the specific information called for. It was easily apparent to me to determine who was proficient in their search and who required some level of intervention.</p> <p>I checked all the completed graphic organizers before the students were permitted to begin their essays. This informed me whether or not they had met the success criteria of 2 facts per category, and whether or not their facts were accurate and essential.</p> <p>I checked their topic sentences before they were permitted to continue their paragraphs. This informed me that they had crafted a general statement on which they could build their major and minor details.</p>
<p>Did you use multiple sources of information to assess student learning? Explain.</p> <p>Yes. I was informed by their graphic organizers, their internet searches which I observed, their topic sentence, and ultimately their essays. Next week, they will take the summative unit test, which will further inform me of what and to what degree they learned the material on Ancient Rome.</p> <p>How were these multiple sources of information varied?</p> <p>The graphic organizer was a non-linguistic representation. The internet searches allowed me to observe the students as they engaged in a given task. The quick-check of their topic sentences informed me of their readiness to construct an essay. The essay was an assessment of the amount and accuracy of the information they gathered as well as their writing ability.</p> <p>What opportunities did students have to assess their own learning?</p> <p>Students worked in pairs to conduct the internet search, assessing each other's information as they worked. As they began to write their paragraphs, they discovered whether or not they had enough information and if that information was essential or trivial. When they were going through the writing process, they scored their own writing according to the rubric and compared their writing to the anchor papers I provided, thus giving them multiple opportunities to assess their own learning.</p> <p>What opportunities will students have to revise and resubmit their work?</p> <p>The writing process offered multiple opportunities for students to revise their work. During the writing process, the laptops were available for students to check their facts or gather more information they realized they needed. The essays are now a part of their portfolio, and even though they've already been scored, students can use the feedback from me to improve their essays at any time throughout the remainder of the year. One period each quarter is set aside for students to improve a product in their portfolio.</p>

Standard 4.1

Did my students meet the college-ready learning objective of the lesson? How do I know?

For the most part, they did. I scored their writing for both content and English writing conventions on a 1-4 rubric. Out of 28 students, 27 of them scored a 2 or higher on content, which told me that, based on their research, they were able to identify the contributions of the early Romans. According to the rubric, they couldn't be assigned a 3 or higher unless they were able to articulately respond to our essential question for 6th grade history/social science, *What can we learn from the continuity of human experience?* 18 of the 27 students earned a 3 or 4 based on the rubric for content. Scored for writing conventions, two students were assigned a 1; twelve a 2; nine a 3; and five a 4.

To what extent were my students cognitively engaged? (Cite specific examples.)

I believe they were cognitively engaged. They worked in pairs searching the internet, which required focused attention on a state standard. Throughout the lesson, they were charged with creating, researching, evaluating information for relevance, synthesizing, and writing, all high-cognitive tasks. My observation of their work habits throughout the lesson assured me that they were engaged at a high cognitive level.

As I reflect on the lesson, were the instructional strategies I selected appropriate for all students to meet the objective? On what do I base this opinion?

Yes, they were. 27/28 students, including ELs, special ed students, struggling learners, and advanced students produced an essay that met the success criteria for the lesson. Moreover, they were all busy throughout the lesson, which informed me that the strategies provided the correct amount of time for each individual student to complete the assigned work at their own pace. The one student who did not meet proficiency struggles with basic skills, work habits, completion of work, and social skills. He is currently being evaluated for a higher level of intervention.

If I had the opportunity to teach this lesson again to the same group of students, what would I do differently?

- I would not attempt to begin the writing in the same lesson as the researching and organizing of information. The end of the lesson felt rushed to me, and I think I could have given more attention to some students who needed assistance with their topic sentences had we had more time.
- Another thing I would do differently is require that all students visit the websites I had listed on the board. Some pairs of students attempted to do a Google search, and much time was spent trying to find usable information.
- I noticed that the students went directly to the internet and disregarded their textbooks, so I think I would require that at least 2 or 3 facts be taken from their textbooks. I want them to consider and utilize all sources of information, not just the internet.
- I would also do a mini-lesson with them about evaluating information for relevancy; is it essential or non-essential. We had discussed this concept, but once they were involved with their searches, I realized they needed to be more skilled at sifting through the information.

From teaching this lesson, I have learned/decided/gained insight about...

I learned the following:

- Students are very capable of conducting research, especially when paired with a partner. I am going to use this strategy more often in the future.
- I would like to learn more strategies for assessing students' research in progress. I rely on teacher observation. Is there a better strategy?
- I found myself stretched thin, at once helping with graphic organizers, monitoring their research, and assessing topic sentences. I have felt the same lack of focus and time to give much-needed assistance in other lessons I've taught. I'm going to explore some alternate grouping and time management structures, so that I'm more available to work with the struggling learners throughout the process and still manage to assess the progress of all students as they work through the lesson.
- Don't try to do too much in one lesson for the purpose of impressing the observer!

Stage 3 – Teacher Self-Score Form

POST-OBSERVATION CONFERENCE		Score
1.5 Assessments	A) Selection of assessments	
	B) Progression of assessments	
	C) Self-monitoring	
4.1 Reflection	A) Accuracy	
	B) Use in future planning	
	C) Acceptance of feedback	



Teachers: Use the rubric to determine which score you think is an accurate measurement of your lesson. Submit to your observer prior to your post-observation conference.

Domain 1: Data-Driven Planning and Assessment			
Standards	Indicators	Self-Score	Notes
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives		
	B) Measurability of learning objectives		
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Design and sequencing of learning experiences		
	B) Creating cognitively engaging learning experiences for students		
1.3 Use student data to guide planning	A) Lesson design guided by data		
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge		
	B) Addressing common content misconceptions		
1.5 Design assessments to ensure student mastery	A) Selection of assessments		
	B) Progression of assessments		
	C) Self-monitoring		

Domain 2: Classroom Learning Environment			
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge		
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations		
	B) Response to behavior		
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students		
	B) Student interactions with each other		
2.1 Create a classroom/community culture of learning	A) Routines, procedures, and transitions		
Domain 3: Instruction			
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson		
	B) Connections to prior and future learning experiences		
	C) Criteria for success		
3.2 Facilitate Instructional Cycle	A) Execution of lesson cycle		
	B) Cognitive level of student learning experiences		

3.3 Implement instructional strategies	A) Questioning		
	B) Academic discourse		
	C) Group structures		
	D) Resources and instructional materials		
Domain 4: Assessment and Data Driven Instruction			
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy		
	B) Use in future planning		
	C) Acceptance of feedback		
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community		
	B) Professional development		
	C) Shared commitment		
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism		
	B) Norms described by school/CMO handbooks		
4.4 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication		
	B) Responsiveness to parent inquiries and communication		
	C) Inclusion of the family as a partner in		

	learning decisions		
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STAGE 3- REFLECTION AND POST-OBSERVATION CONFERENCE				
<p>Activity Icon</p> 	<p>Teacher Role</p> <ul style="list-style-type: none"> • Student Work and Reflection presenter 	<p>Observer Role</p> <ul style="list-style-type: none"> • Listener • Evidence collector • Presenter 	<p>Estimated Time:</p> <p>45-60 minutes in conference</p>	
<p>Activity Purpose:</p>	<p><i>In part 1, the teacher will share with the observer his or her assessment of student work and reflection on the success of the lesson to develop additional evidence for Domain 4 and 5.</i></p> <p><i>In part 2, for the observer to review with the teacher the rubric ratings for the self-assessment and finalize ratings for all Domains.</i></p>			
<p>Activity Overview</p>	<p><i>Part 1:</i></p> <ol style="list-style-type: none"> 1) <i>Teacher submits student work and reflection prior to conference.</i> 2) <i>Observer reviews student work and reflection, collecting evidence in Domains 4 and 5.</i> 3) <i>Observer and teacher make preliminary ratings of the teacher’s performance for all Domains.</i> <p><i>Part 2</i></p> <ol style="list-style-type: none"> 4) <i>Teacher and observer discuss ratings for selected Domains and finalize ratings.</i> 5) <i>Teacher and observer discuss next steps for the teacher’s professional growth.</i> 			
Part 1				
Standards Assessed		Questions to Address and Evidence to Gathered		
<p>1.5 Design formative and summative assessments to monitor student progress and Implement an assessment system that provides students with multiple and varied opportunities to achieve and demonstrate mastery</p>		<ul style="list-style-type: none"> • In what ways does the assignment/assessment align to the learning objectives? • What types of assessment are used in this work sample? • How does the quality of teacher feedback on the student work support students in improving their work? • How do student work samples demonstrate that students have or have not achieved the learning objectives? • What next steps will the teacher take to support students in achieving mastery or revising their work? • What evidence exists that students have revised or improved their work? • How does this student work inform the teacher’s overall assessment of the student’s progress? • How does the information gleaned from this work sample align with the work of this student in other arenas (other work, class participation, etc.) 		
<p>4.1 Engage in critical reflection, constantly revising practice to increase effectiveness</p>		<ul style="list-style-type: none"> • Having completed the self-ratings, which standards or indicators were examples of strengths in the lesson and what evidence supports this? • Which standards or indicators were areas that could be improved to support student learning and what evidence supports this? • How accurate was the reflection on the effectiveness of the lesson? • How does the teacher intend to improve practice moving forward? 		
Part 2				
Standards Assessed		Questions to Address and Evidence to Gathered		
<p>All</p>		<ul style="list-style-type: none"> • What are the plans for improving practice based on this observation? • What supports does the teacher need to implement the improvement plans? • What recommendations do the teacher and observer have for improving instructional practice? 		

Sample Professional Growth Plan

Name:		
Date:		
Step 1 - Needs Assessment and Goal Selection		
A. Professional Growth Focus Indicator		
Work with your administrator to identify <i>up to three interrelated</i> indicators from the TCRP Framework that you would like to focus on in your growth plan.		
B. Rationale		
What will your students be able to do as a result of your professional growth that they are not now able to do?		
Step 2 - New Learning		
Based on your rationale, what new skills and knowledge (grounded in research) will you need to build your capacity in this area? Be Specific.		
Step 3 - Professional Growth Action Plan		
WHAT SPECIFIC GROWTH ACTIVITIES WILL YOU ENGAGE IN TO OBTAIN THE IDENTIFIED NEW LEARNING?		
ACTIVITIES	TARGET DATE	RESOURCES/SUPPORT TO BE PROVIDED
Step 4 - Evidence Proposed		
What evidence might you gather to demonstrate the impact of your professional growth on student learning as stated in Step 1?		
Step 5 – Evidence Presented Upon Completion		
Briefly describe the actual evidence of impact on student learning.		

Step 6 - Reflection/Implications

Focus Question: As you reflect on your progress in this area of focus, what are some next steps that might guide future learning?

Completion of Plan

_____ Date: _____

Teacher

_____ Date: _____

Administrator