**Louisiana Educator Rubric and Evaluation Training for Teachers**

**One-Day Participant Guide**



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**Training Goals and Objectives**

**Session 1 Objectives:**

* **Construct** **knowledge** of the **Louisiana Educator Rubric** to develop a foundational understanding and working knowledge of the indicators and descriptors.
* **Examine** the Pre-Conference, Post-Conference, and Coaching and Support Cycle **evaluation components.**
* **Apply connections** between evidence and Louisiana Educator Rubric to **define instructional effectiveness.**

**Student Progression of Learning Alongside Effective Instruction**



The Louisiana Educator Rubric **heightens the focus on students**

* + Language points to what students are doing
  + Student work is highlighted
  + Level 5 shows students *leading* the learning





**LER Deep Dive (Text Rendering Activity: Trainer Model)**

| **Instruction** | | | |
| --- | --- | --- | --- |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | Significantly Below Expectations (1)  Unsatisfactory |
| ***Description of performance level*** | ***Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning*** | ***Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*** | ***Minimal Evidence of Student Ownership of Learning –Heavy Emphasis on Teacher Direction*** |
| **Activities and Materials**  **(ACT)** | Activities and materials include **all** of the following:   * ***Content:***   + support the lesson objectives;   + are challenging;   + elicit a variety of thinking;   + provide time for reflection; and   + are relevant to students’ lives. * ***Student-centered:*** * sustain students’ attention; * provide opportunities for student-to-student interaction; * evoke student curiosity and suspense; and * provide students with choices when appropriate and aligned to the learning objectives. * ***Multiple materials:*** * incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, resources from museums, cultural centers, etc. when not available in the high-quality instructional materials). * In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and students are continuously self-monitoring as appropriate to enhance learning. | Activities and materials include a **majority** of the following:   * ***Content****:*   + support the lesson objectives;   + are challenging;   + elicit a variety of thinking;   + provide time for reflection; and   + are relevant to students’ lives. * ***Student-centered:***    + sustain students’ attention;   + provide opportunities for student-to-student interaction;   + evoke student curiosity and suspense; and   + provide students with choices when appropriate and aligned to the learning objectives. * ***Multiple materials:*** * incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, resources from museums, cultural centers, etc. when not available in the high-quality instructional materials). | Activities and materials include **few** of the following:   * ***Content***:   + support the lesson objectives;   + are challenging;   + elicit a variety of thinking;   + provide time for reflection; or   + are relevant to students’ lives. * ***Student-centered:***    + sustain students’ attention;   + provide opportunities for student-to-student interaction;   + evoke student curiosity and suspense; or   + provide students with choices. * ***Multiple materials:*** * incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., visuals, technology, manipulatives, resources from museums, cultural centers, etc. when not available in the high-quality instructional materials). |
| **Essence Words & Other Notes for (ACT):** | | | |
| **Evidence from Clip: Middle School Social Studies Virtual lesson** | | | |

**LER Deep Dive (Text Rendering Activity: Instruction and Environment Domains)**

| **Instruction** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | Significantly Above Expectations (5)  Exemplary | | At Expectations (3)  Proficient | | Significantly Below Expectations (1)  Unsatisfactory |
| ***Description of performance level*** | ***Consistent Evidence of Student-Centered Learning/Student Ownership of Learning –  Teacher and Students Facilitate the Learning*** | | ***Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*** | | ***Minimal Evidence of Student Ownership of Learning –* *Heavy Emphasis on Teacher Direction*** |
| **Thinking**  **(TH)** | * Students are actively engaged in **multiple** types of thinking: * **analytical thinking**, where students analyze, compare and contrast, and evaluate and explain information; * **practical thinking**, where students use, apply, and implement what they learn in   real-life scenarios;   * **creative thinking**, where students create, design, imagine, and suppose; and * **research-based thinking**, where students explore and review a variety of ideas, models, and solutions to problems. * The teacher and/or students model metacognitive strategies. * Students are provided opportunities to: * generate a variety of ideas and alternatives; * analyze problems from multiple perspectives and viewpoints; and * monitor their thinking to ensure they understand what they are learning, are attending to critical information, and are aware of the learning strategies they are using and why. | | * The teacher engagesstudents in **multiple** types of thinking: * **analytical thinking**, where students analyze, compare and contrast, and evaluate and explain information; * **practical thinking**, where students use, apply, and implement what they learn in real-life scenarios; * **creative thinking**, where students create, design, imagine, and suppose; and * **research-based thinking**, where students explore and review a variety of ideas, models, and solutions to problems. * The teacher and students: * generate a variety of ideas and alternatives; and * analyze problems from multiple perspectives and viewpoints. | | * The teacher implements **some** learning experiences that engage students in different types of thinking. * The teacher sometimes provides opportunities where students: * generate a variety of ideas and alternatives; or * analyze problems from multiple perspectives and viewpoints. |
| **Essence Words & Other Notes for (TH):** | | | | | |
| **Evidence from Clip: Middle School Social Studies Virtual lesson** | | | | | |
| **Instruction** | | | | | |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | | Significantly Below Expectations (1)  Unsatisfactory | |
| ***Description of performance level*** | ***Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning*** | ***Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*** | | ***Minimal Evidence of Student Ownership of Learning –* *Heavy Emphasis on Teacher Direction*** | |
| **Problem Solving**  **(PS)** | * Students engage in activities that reinforce **several** of the following problem-solving types: * Abstraction * Categorization * Drawing conclusions/justifying solutions * Predicting outcomes * Observing and experimenting * Improving solutions * Identifying relevant/irrelevant information * Generating ideas * Creating and designing | * The teacher uses and/or engages students in some of the following problem-solving types: * Abstraction * Categorization * Drawing conclusions/justifying solutions * Predicting outcomes * Observing and experimenting * Improving solutions * Identifying relevant/irrelevant information * Generating ideas * Creating and designing | | * The teacher **sometimes** uses and/or engages students in the following problem-solving types: * Abstraction * Categorization * Drawing conclusions/justifying solutions * Predicting outcomes * Observing and experimenting * Improving solutions * Identifying relevant/irrelevant information * Generating ideas * Creating and designing | |
| **Essence Words & Other Notes for (PS):** | | | | | |
| **Evidence from Clip: Middle School Social Studies Virtual lesson** | | | | | |

**Suggestions for High-Quality Evidence Collection**

| **5 Types of High-Quality Evidence** |
| --- |
| 1. **Student** evidence: What students say, do, make, and produce 2. **Teacher** evidence: What the teacher says and does 3. **Visual** evidence: Wording from visuals used during the lesson 4. **Task** evidence: Wording from tasks or assignments in which students engage 5. **Impact** evidence: What impacted student mastery of the lesson objective |
| **Techniques when capturing evidence *during* the lesson:** |
| * **Time**: Capture the length of different segments of the lesson. * **Abbreviate**: When possible, abbreviate; after the lesson, write out what you abbreviated. * **Verbatim**: Capture verbatim dialogue when possible. * **Paraphrase**: Use parentheses to indicate paraphrasing. * **Circulate**: Circulate as necessary to collect evidence from the teacher, students, and student work. |

| **Instruction** | | | | | |
| --- | --- | --- | --- | --- | --- |
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| **Standards and Objectives**  **(SO)** | * **All** learning objectives and state content standards\*, and their connection to student work expectations, are explicitly communicated and understood by students. * Objectives and expectations are aligned to the depth and rigor of the state standards; lesson content is aligned to the objectives of the high-quality instructional materials. * Sub-objectives/Prerequisite skills are aligned and logically sequenced to the lesson’s major objective. * Students make connections between learning objectives and (a) what they have previously learned, (b) what they know from life experiences, and/or (c) knowledge of other disciplines. * Expectations for each student’s performance are clear, demanding, and high, and student work is aligned to state content standards and learning objectives. * Students are able to articulate what they are learning and why and explain those to their peers. * Learning objectives are displayed and referenced throughout the lesson with explanations. * Student work shows evidence that each student is progressing or demonstrating mastery of the objective(s). | | * Learning objectives and state content standards\* are communicated. * Objectives and expectations are aligned to the depth and rigor of the state standards; lesson content is aligned to the objectives of the high-quality instructional materials. * Sub-objectives/Prerequisite skills are aligned to the lesson’s major objective. * Learning objectives are connected to what students have previously learned. * Expectations for student performance are clear. * Learning objectives are displayed. * There is evidence that students are progressing or demonstrating mastery of the objective(s). | | * **Some** learning objectives and state content standards\* are communicated. * Sub-objectives/ Prerequisite skills are inconsistently aligned to the lesson’s major objective. * Learning objectives are **rarely** connected to what students have previously learned. * Expectations for student performance are vague. * Learning objectives are displayed. * There is **little** evidence that students are progressing or demonstrating mastery of the objective(s). |
| \*National or local standards may be used when state standards are not available for specific courses. | | | | |
| **Essence Words & Other Notes for (SO):** | | | | | |
| **Evidence from Clip: Middle School ELA lesson** | | | | | |
| **Instruction** | | | | | |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | | Significantly Below Expectations (1)  Unsatisfactory | |
| ***Description of performance level*** | ***Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning*** | ***Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*** | | ***Minimal Evidence of Student Ownership of Learning –Heavy Emphasis on Teacher Direction*** | |
| **Teacher Content Knowledge**  **(TCK)** | * Teacher displays **extensive** content knowledge and understanding of both state standards and high-quality instructional materials, including their adopted or approved curriculum, for all the subjects they teach. * Teacher **consistently** implements a variety of subject-specific instructional strategies to enhance student content knowledge. * Teacher **consistently** highlights key concepts and ideas and uses them as the basis to connect other powerful ideas. | * Teacher displays **accurate** content knowledge and understanding of both state standards and high-quality instructional materials, including their adopted or approved curriculum, for all the subjects they teach. * Teacher implements subject-specific instructional strategies to enhance student content knowledge. * Teacher highlights key concepts and ideas and uses them as the basis to connect other powerful ideas. | | * Teacher displays **underdeveloped** content knowledge and lacks understanding of state standards or high-quality instructional materials, including their adopted or approved curriculum, in several subject areas. * Teacher **rarely** implements subject specific instructional strategies to enhance student content knowledge. * Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way. | |
| **Essence Words & Other Notes for (TCK):** | | | | | |
| **Evidence from Clip: Middle School ELA lesson** | | | | | |

| **Environment** | | | |
| --- | --- | --- | --- |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | Significantly Below Expectations (1)  Unsatisfactory |
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| **Expectations**  **(ES)** | * Teacher engages students in learning with clear and rigorous academic expectations and actively uses aligned and differentiated high-quality materials and resources to ensure access to learning. * Students regularly learn from their mistakes and can describe their thinking on what they learned. * Teacher creates learning opportunities where all students consistently experience success. * Students lead opportunities that support learning. * Students take initiative to meet or exceed teacher expectations. * Teacher optimizes instructional time to ensure each student meets their learning goals. | * + Teacher engages students in learning with clear and rigorous academic expectations and uses aligned high-quality materials and resources for students to access.   + Teacher encourages students to learn from mistakes.   + Teacher creates learning opportunities where all students can experience success.   + Students complete their work according to teacher expectations. | * Teacher expectations are not rigorous for students. * Teacher does not create learning opportunities where students can experience success. * Student work is **rarely** completed to meet teacher expectations. |
| **Essence Words & Other Notes for (ES):** | | | |
| **Evidence from Clip: Middle School ELA lesson** | | | |

| **Instruction** | | | |
| --- | --- | --- | --- |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | Significantly Below Expectations (1)  Unsatisfactory |
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| **Presenting Instructional Content**  **(PIC)** | Presentation of content **always** includes:   * visuals, including student work exemplars, that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; * examples, illustrations, analogies, and labels for new concepts and ideas; * modeling by the teacher or student that demonstrates accurate understanding of the content and meets performance expectations; * criteria that clarifies how students can be successful; * concise communication; * logical sequencing and segmenting; * all essential information; and * no irrelevant, confusing, or nonessential information. | Presentation of content **consistently** includes:   * visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; * examples, illustrations, analogies, and labels for new concepts and ideas; * modeling by the teacher to demonstrate his or her performance expectations; * criteria that clarifies how students can be successful; * concise communication; * logical sequencing and segmenting; * all essential information; and * no irrelevant, confusing, or nonessential information. | Presentation of content **inconsistently** includes:   * visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; * examples, illustrations, analogies, and labels for new concepts and ideas; * modeling by the teacher to demonstrate his or her performance expectations; * criteria that clarifies how students can be successful; * concise communication; * logical sequencing and segmenting; * all essential information; and * no irrelevant, confusing, or nonessential information. |
| **Essence Words & Other Notes for (PIC):** | | | |
| **Evidence from Clip: Kindergarten ELA lesson** | | | |

| **Instruction** | | | |
| --- | --- | --- | --- |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | Significantly Below Expectations (1)  Unsatisfactory |
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| **Lesson Structure and Pacing**  **(LSP)** | * The lesson starts promptly. * The lesson’s structure is coherent, based on the content, and organized to meet students’ needs, with time for reflection to ensure student understanding. * Pacing is brisk, adjusted for rigor of content and individual student learning expectations. * Students’ individual needs are attended to and pacing provides many opportunities for individual students who progress at different learning rates. * Students understand and engage in classroom routines and transitions to ensure efficient use of time. | * The lesson starts promptly. * The lesson’s structure is coherent, based on the content, and has a beginning, middle, and end, with time for reflection to ensure student understanding. * Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. * Routines for distributing materials are efficient. * Little instructional time is lost during transitions. | * The lesson does not start promptly. * The lesson has a structure, but may be missing key components of the content, or it may not include reflection or introductory elements. * Pacing **rarely** provides opportunities for students who progress at different learning rates. * Routines for distributing materials are inefficient. * Considerable time is lost during transitions. |
| **Essence Words & Other Notes for (LSP):** | | | |
| **Evidence from Clip: Kindergarten ELA lesson** | | | |

| **Environment** | | | |
| --- | --- | --- | --- |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | Significantly Below Expectations (1)  Unsatisfactory |
| ***Description of performance level*** | ***Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher and Students Facilitate the Learning*** | ***Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*** | ***Minimal Evidence of Student Ownership of Learning –* *Heavy Emphasis on Teacher Direction*** |
| **Environment**  **(ENV)** | The classroom:   * welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. * is clearly organized and designed for and with students to promote learning for all. * has supplies, equipment, and resources easily and readily accessible to provide opportunities for all students. * displays current student work that promotes a positive classroom environment. * is arranged to maximize individual and group learning and to reinforce a positive classroom environment. | The classroom:   * welcomes all students and guests. * is organized to promote learning for all students. * has supplies, equipment, and resources accessible to provide opportunities for students. * displays current student work. * is arranged to promote individual and group learning. | The classroom:   * is somewhat uninviting. * is not organized to promote student learning. * supplies, equipment, and resources are difficult toaccess. * does not display student work. * is not arranged to promote group learning. |
| **Essence Words & Other Notes for (ENV):** | | | |
| **Evidence from Clip: Kindergarten ELA lesson** | | | |

| **Instruction** | | | |
| --- | --- | --- | --- |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | Significantly Below Expectations (1)  Unsatisfactory |
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| **Questioning**  **(QU)** | * Teacher questions are **varied** and high-quality, providing an appropriate mix of question types based on content:   + knowledge and comprehension;   + application and analysis; and   + creation and evaluation. * Questions are **consistently** purposeful and coherent. * The frequency of questions **consistently** engages students in the rigor of the content and in critical thinking. * Questions are **consistently** sequenced with attention to the instructional goals. * Wait time (3-5 seconds) is consistently provided. * Students regularly respond to a variety of teacher questions (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). * All students are actively answering questions and engaging with the teacher or each other to share their perspectives. * Students generate questions that lead to further inquiry and self-directed learning. | * Teacher questions are **varied** and high-quality, providing an appropriate mix of question types based on content:   + knowledge and comprehension;   + application and analysis; and   + creation and evaluation. * Questions are purposeful and coherent. * The frequency of questions engages students in critical thinking. * Questions are sequenced with attention to the instructional goals. * Wait time (3-5 seconds) is provided. * Questions require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). * The teacher calls on a variety of students to engage different students’ perspectives and provide opportunities for many students to respond. | * Teacher questions are **inconsistent** in quality and include few question types:   + knowledge and comprehension;   + application and analysis; and   + creation and evaluation. * Questions are random and lack coherence. * The frequency of questions **sometimes** engages students in critical thinking. * Questions are **rarely** sequenced with attention to the instructional goals. * Wait time (3-5 seconds) is inconsistently provided. * Questions **rarely** require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). * The teacher mostly calls on volunteers. |
| **Essence Words & Other Notes for (QU):** | | | |
| **Evidence from Clip: High School Welding lesson** | | | |

| **Instruction** | | | |
| --- | --- | --- | --- |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | Significantly Below Expectations (1)  Unsatisfactory |
| ***Description of performance level*** | ***Consistent Evidence of Student-Centered Learning/Student Ownership of Learning –  Teacher and Students Facilitate the Learning*** | ***Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*** | ***Minimal Evidence of Student Ownership of Learning –* *Heavy Emphasis on Teacher Direction*** |
| **Academic Feedback**  **(FEED)** | * Oral and written feedback is **consistently** academically focused, **frequent**, and high quality. * Feedback is **frequently** given during guided practice, throughout the lesson, and during review of independent work assignments. * The teacher circulates during instructional activities to prompt student thinking, assess each student’s progress based on student work expectations, and provide individual feedback. * Feedback, both verbal and nonverbal, from students is **regularly** used to monitor and adjust instruction. * Students give specific and clear feedback to each other based on the teacher’s expectations. | * Oral and written feedback is academically focused, **frequent**, and high quality. * Feedback is given during guided practice, throughout the lesson, and during review of independent work assignments. * The teacher circulates during instructional activities to support engagement and monitor student work. * Feedback from students is used to monitor and adjust instruction. | * The quality and timeliness of feedback is **inconsistent**. * Feedback is **sometimes** given during guided practice. * The teacher circulates during instructional activities, but monitors mostly behavior. * Feedback from students is **sometimes** used to monitor or adjust instruction. |
| **Essence Words & Other Notes for (FEED):** | | | |
| **Evidence from Clip: High School Welding lesson** | | | |

| **Environment** | | | |
| --- | --- | --- | --- |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | Significantly Below Expectations (1)  Unsatisfactory |
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| **Respectful Conditions**  **(RC)** | * Teacher-student and student-student interactions consistently demonstrate caring, kindness, and respect for one another and celebrate and acknowledge all students’ backgrounds. * Teacher seeks out and is receptive to the interests and opinions of all students. * Positive relationships and interdependence characterize the classroom. | * Teacher-student interactions are generally positive and reflect awareness and consideration of all students’ backgrounds. * Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. * Teacher is receptive to the interests and opinions of students. | * Teacher does not establish a safe and positive classroom for students. * Students do not exhibit respect for the teacher or each other. * Teacher and/or student interaction and communication is characterized by unhealthy conflict, sarcasm, or put-downs. * Teacher is not receptive to interests and opinions of students. |
| **Essence Words & Other Notes for (RC):** | | | |
| **Evidence from Clip: High School Welding lesson** | | | |

| **Instruction** | | | |
| --- | --- | --- | --- |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | Significantly Below Expectations (1)  Unsatisfactory |
| ***Description of performance level*** | ***Consistent Evidence of Student-Centered Learning/Student Ownership of Learning –  Teacher and Students Facilitate the Learning*** | ***Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*** | ***Minimal Evidence of Student Ownership of Learning –* *Heavy Emphasis on Teacher Direction*** |
| **Motivating Students**  **(MOT)** | * The teacher **consistently** organizes the content, including high-quality curriculum resources, so that it is personally meaningful, relevant, and intellectually engaging to students. * The teacher **consistently** develops learning experiences where inquiry, curiosity, and exploration are valued. * Students are **consistently** engaged in their own learning, and the teacher reinforces students’ initiative to learn more. | * The teacher organizes the content, including high-quality curriculum resources, so that it is personally meaningful and relevant to students. * The teacher develops learning experiences where inquiry, curiosity, and exploration are valued. * The teacher **regularly** reinforces and rewards effort. | * The teacher **sometimes** organizes the content, including high-quality curriculum resources, so that it is personally meaningful and relevant to students. * The teacher **seldom** develops learning experiences where inquiry, curiosity, and exploration are valued. * The teacher rarely reinforces and rewards effort. |
| **Essence Words & Other Notes for (MOT):** | | | |
| **Evidence from Clip: High School Math lesson** | | | |

| **Instruction** | | | |
| --- | --- | --- | --- |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | Significantly Below Expectations (1)  Unsatisfactory |
| ***Description of performance level*** | ***Consistent Evidence of Student-Centered Learning/Student Ownership of Learning –  Teacher and Students Facilitate the Learning*** | ***Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*** | ***Minimal Evidence of Student Ownership of Learning –* *Heavy Emphasis on Teacher Direction*** |
| **Grouping Students**  **(GRP)** | * The instructional grouping arrangements (whole class, small groups, pairs, or individual) consistently maximize student understanding and learning efficiency. * Teacher sets clear expectations that are understood by students. * In an instructional group, each student takes responsibility for their individual role, tasks, and group work expectations so they can have meaningful and productive collaboration. * In an instructional group, each student assumes accountability for completing group work and individual work. * Instructional group composition is varied to best accomplish the goals of the lesson. * Students set goals, reflect on, and evaluate their learning in instructional groups. * When provided the choice or independence, students make responsible decisions about how to group themselves. | * The instructional grouping arrangements (whole class, small groups, pairs, or individual) adequately enhance student understanding and learning efficiency. * Teacher sets expectations that are understood by students. * In an instructional group, students take responsibility for their roles, tasks, and group work expectations so they can have meaningful and productive collaboration. * Students participating in groups are held accountable for group work and individual work. * Instructional group composition is varied to accomplish the goals of the lesson. * Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. | * The instructional grouping arrangements (whole class, small groups, pairs, or individual) inhibit student understanding and learning efficiency. * **Few** students in groups know their roles, responsibilities, and group work expectations. * **Few** students participating in groups are held accountable for group work and individual work. * Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson. |
| **Essence Words & Other Notes for (GRP):** | | | |
| **Evidence from Clip: High School Math lesson** | | | |

| **Instruction** | | | |
| --- | --- | --- | --- |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | Significantly Below Expectations (1)  Unsatisfactory |
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| **Teacher Knowledge of Students**  **(TKS)** | * Teacher practices display understanding of each student’s anticipated learning abilities and needs. * Teacher practices **consistently** incorporate student interests, backgrounds. * Teacher **consistently** provides differentiated supports and strategies to ensure students have the opportunity to master grade-level standards. | * Teacher practices display understanding of students’ anticipated learning abilities and needs. * Teacher practices incorporate student interests and backgrounds. * Teacher provides differentiated instructional supports and strategies to ensure students have the opportunity to master grade-level standards. | * Teacher practices demonstrate some knowledge of students’ anticipated learning abilities and needs.. * Teacher practices **sometimes** incorporate student interests and backgrounds. * Teacher practices demonstrate **some** differentiation. |
| **Essence Words & Other Notes for (TKS):** | | | |
| **Evidence from Clip: High School Math lesson** | | | |

| **Environment** | | | |
| --- | --- | --- | --- |
|  | Significantly Above Expectations (5)  Exemplary | At Expectations (3)  Proficient | Significantly Below Expectations (1)  Unsatisfactory |
| ***Description of performance level*** | ***Consistent Evidence of Student-Centered Learning/Student Ownership of Learning –  Teacher and Students Facilitate the Learning*** | ***Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning*** | ***Minimal Evidence of Student Ownership of Learning –* *Heavy Emphasis on Teacher Direction*** |
| **Engaging Students and Managing Behavior**  **(ESMB)** | * Students are **consistently** engaged in behaviors that optimize learning and increase time on task. * Teacher and students establish commitments for learning and behavior. * Teacher **consistently** uses, and students reinforce, several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. * Teacher **consistently** recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. * Teacher addresses individual students who have caused disruptions rather than the entire class. * Teacher quickly attends to disruptions with minimal interruption to learning. | * Students are **mostly** engaged in behaviors that optimize learning and increase time on task. * Teacher establishes rules for learning and behavior. * Teacher uses a variety of techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. * Teacher **often** recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. * Teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class. | * Students are consistently engaged in behavior that interrupts learning or minimizes time on task. * Teacher establishes **few** rules for learning and behavior. * Teacher uses few techniques to maintain student engagement. * Teacher does not or inconsistently addresses behavior that interrupts learning. * Teacher over-addresses inconsequential behavior. |
| **Essence Words & Other Notes for (ESMB):** | | | |
| **Evidence from Clip: High School Math lesson** | | | |

**The POP Cycle for the Announced Observation**

**The Pre-Conference**



**The Pre-Conference**



**Steps the Teacher Takes to Prepare for a Pre-Conference**

* + Share your lesson plan ahead of time with the observer.
  + Be prepared to review handouts and/or assessments that will be used during the lesson.
  + Explain how the observed lessons fits within the unit or weekly lesson.
  + Be prepared to share information that helped establish the need of the lesson (pre-assessment, student work analysis, standards/HQIM).

**Pre-Conference Plan Template**

Evaluator: Teacher: Date:

| **Conference Introduction/Greeting** |
| --- |
| **Greeting/Set the tone:** |
| Thanks for taking the time to meet with me. I’m really looking forward to observing the lesson in your classroom on \_\_\_. |
| **Establish the length of the conference:** |
| This conference should take us about . |
| **Review conference process and purpose.** |
| …and the purpose of this pre-conference is for you to have the opportunity to walk through your lesson plan, connect to any relevant student data or student work, and to provide a general idea of what to expect to happen during your lesson. |
| **Ask a general impression question:**  **Examples:** How has recent student data (or student work) impacted planning for this lesson? Are there any specific indicators from the rubric you focused on as you planned for this lesson, perhaps a strength you are going to leverage or an area you are working to improve? |
| Please walk through the lesson. |
| **Possible general questions to ask during the pre-conference:** |
| How is this lesson connected to students’ previous learning? |
| Where in the lesson will you employ differentiated supports and strategies to address the students’ varying learning needs? |
| How did you decide on the instructional grouping arrangement for this lesson? |
| How will you and your students know they have mastered the objective by the end of the lesson? What will be evidence of this mastery? |
| We will use the student work from the lesson to guide the post-conference. What will be the criteria you will use to sort student work according to degree of mastery (exceeds/meets/approaching mastery)? How will you communicate/share these criteria with your students? |
| **Wrap up/Closure:**  **Example:** Thank you! I’m looking forward to the lesson. |
|  |

**Pre-Conference Plan: English I Lesson**

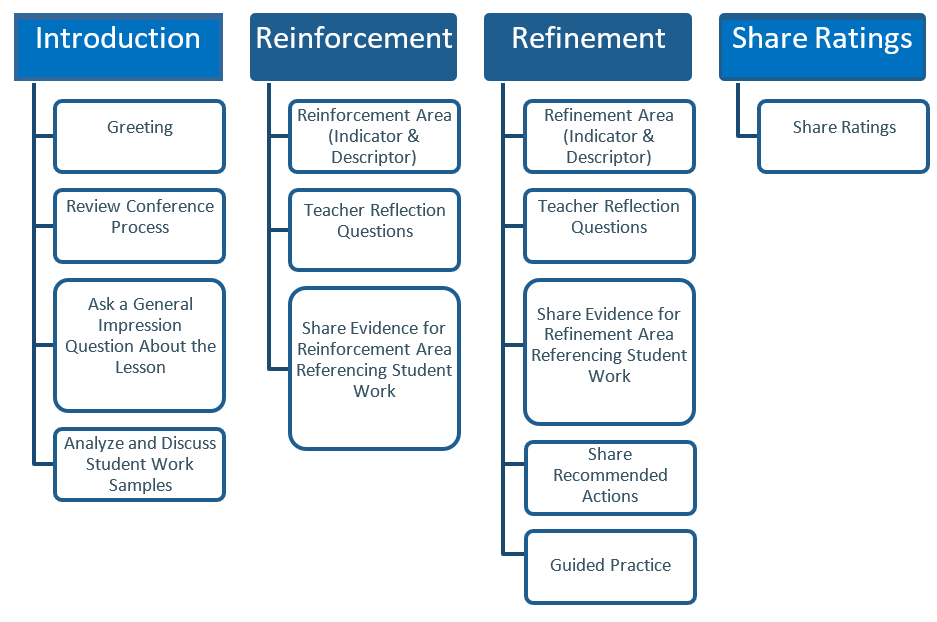
| **Conference Introduction/Greeting** |
| --- |
| **Greeting/Set the tone:** |
| Thanks for taking the time to meet with me. I’m really looking forward to coming to your class on 12/12/23. |
| **Establish the length of the conference:** |
| This conference should take us about 20 minutes. |
| **Review conference process and purpose:** |
| Ms. Watkins, I appreciate you meeting with me this morning for the pre-conference. The purpose of the pre-conference is to talk about the lesson I will observe, what I will see and hear from students and to offer some coaching that may elevate students’ thinking. |
| **Ask a general impression question:** |
| * Give me the gist of the lesson. * Please walk me through the lesson a little; what will it look like? |
| **Possible general questions to ask during the pre-conference:** |
| Standard RL9.2- I noticed this is a Culminating Task lesson, which is the end of the unit. Where are students in terms of mastering the standard? |
| How will the first part of the lesson look; what should I hear when students are revising their thesis statements? |
| What made you decide to model during this part of the lesson? |
| How will the rubric and Achievement Level Descriptors be used during the lesson? |
| How did you decide to model the organization of the body paragraphs? |
| Are there specific grouping arrangements to support students? |
| What was your experience creating the exemplar for this lesson? |
| What are you anticipating in students’ final products? How will you know that students have demonstrated mastery of the lesson objective? |
| What are one or two takeaways from our conversation today that you want to do on Tuesday to ensure students will master the lesson objective? |
| **Wrap up/Closure:** |
| I am excited to see you on Tuesday. If you have any questions before Tuesday’s lesson observation, please reach out. Thank you for all you do for all students and for always having high expectations for them! |

**The POP Cycle**

**The Lesson Observation**

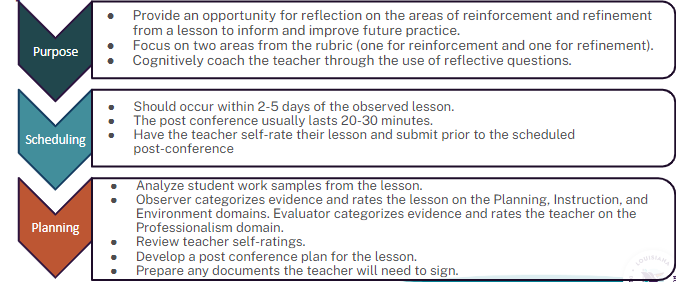


**The 4 Elements of the Post-Conference**

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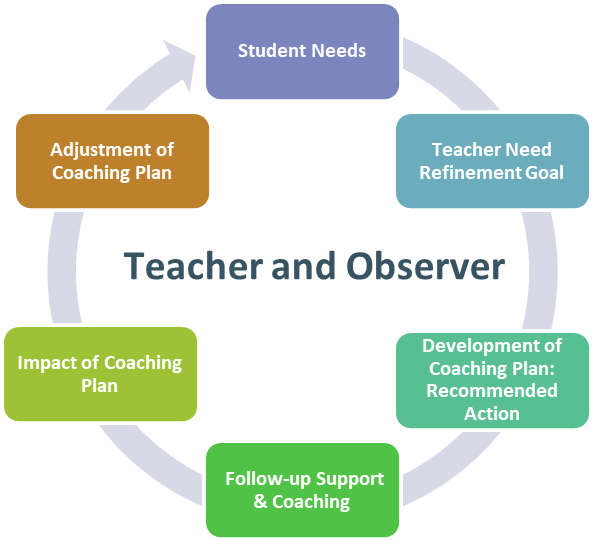
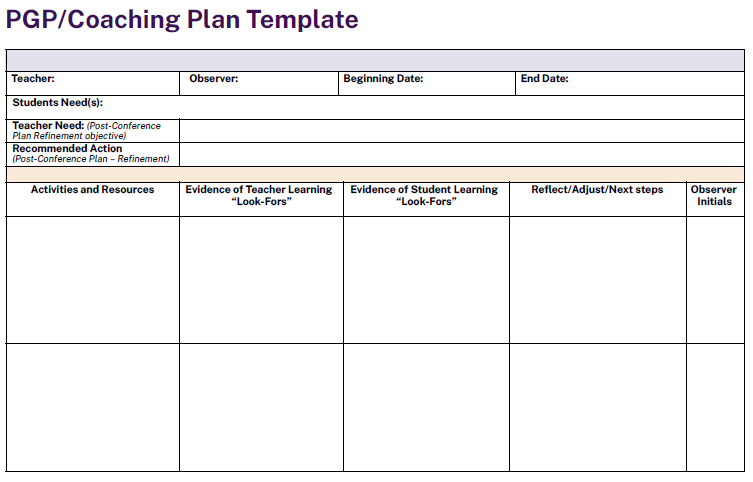
**The POP Cycle**

**The Post-Conference**



| **Post-Conference Plan- English I Lesson**  **Name: S. Watkins Subject: 8th grade English I Date: 12/12/2023** | |
| --- | --- |
| **CONFERENCE INTRODUCTION/GREETING** | |
| * Hi! How are you today? Thank you for welcoming me into your class to observe teaching and learning. Today we will meet for about 30 minutes. * The purpose of our meeting is to reflect on best practices and the lesson observed. We will reflect on the strength of the lesson observed (area of reinforcement). We will then identify an area of refinement, or an area for continued growth. * The lesson’s objective - I can identify and support the development of a theme through the locating and synthesizing of details from multiple mediums in written form. * How did you feel about the lesson overall? | |
| **REINFORCEMENT PLAN:**  **Objective:** By the end of the post-conference, the teacher will reflect on how she plans for students to give specific and clear academic feedback to each other based on the expectations and explain how peer feedback impacted student outcomes, moving students towards mastery of the lesson objective. | |
| **Questions for Teacher Reflection:**   1. Based on your student work analysis, what could students do? What impacted that work? 2. Why is it important for students to give specific and clear feedback to each other? 3. How, in this lesson, did you prepare students to give specific and clear feedback to each other? | **Student Evidence:**   * 17/20 students were able to write a thesis statement that was accurate (addressed all parts of the prompt and correctly addressed the theme and development, relevant (clearly identifies the topic being discussed), evidence-based (can be supported with evidence from both mediums), logical (thesis statement makes sense to the question being addressed) compared to 1/20 from the day before. * Student-to-Student Feedback   + Nic to Ang: Written: “The thesis statement is lacking how it was developed and it is also lacking how it is found within the film as well as which medium will be used.” Verbal: “You left out how the theme was developed and the medium, not just Romeo and Juliet.”   + Has to Kei: “You need to add what medium… 1996. Change to use both the play and the film.”   + The students had an aha moment realizing that the revisions made their thesis more focused, which set the foundation for success of the full response to the prompt. Student: “This will make it very easy to find evidence to help support the claim.” Student 2: “It will show us where our writing doesn’t make sense.”   **Teacher Evidence:**  The teacher provided students with a graphic organizer with criteria for the thesis.  ● “Remember you also have your question stems to help you give feedback to your partner.”  ○ Does the thesis statement answer all parts of the prompt?  ○ Is there enough evidence in the texts to support the thesis statement?  ○ What changes, if any, need to be made to the thesis statement?  ● The teacher circulated to listen in on students’ feedback to one another and asked students questions to help them improve their feedback. Examples:  ○ To Nic: “Show them that. Back it up.”  ○ To Kei: “So, have they addressed it fully? Look at the relevant part.”  ○ To Or: “Give more feedback. Address all parts, but how? Give them more. Be more specific. I like this part.” |
| **REFINEMENT PLAN:**  **Objective:** By the next observation, the teacher will develop and implement a plan for Lesson Structure and Pacing that ensures individual student needs are attended to and pacing provides opportunities for individual students who progress at different rates, which will support student progress toward mastery of the lesson objective. | |
| **Transition to Refinement Question:**  Now let’s switch gears, as we always have room for growth.  Based on your reflections on the student work, if you could teach this lesson again, what would you do differently and why? | |
| **Questions for Teacher Reflection:**   1. Why is it important to structure the lesson where students’ individual needs are attended to and pacing provides many opportunities for students who progress at different rates? 2. How, in the lesson observed, did you attend to students’ individual needs and ensure pacing provided opportunities for students who progress at different rates? | **Student evidence:**   * 3 out of 20 students’ work demonstrated additional support is needed with writing the thesis, after they were given feedback from their partner (Michael, Victoria, Malaya).   ○ VB was able to identify a theme today (love can cause one to act impulsively), but articulating how the author developed the theme in the text and how the director developed the theme in the film was missing.  ○ Mak still needs support for clarifying a selected theme – her theme, as currently written, is confusing and partially accurate: “love and betrayal can lead to horrible decisions”.  ○ Mich is able to provide relevant evidence and sound reasoning, but needs additional support with writing a thesis or topic sentence.  **Teacher evidence:**  ● 7:50 T- “5 more min, but I might cut the time as I’m looking and seeing where you all are at.” The teacher referenced anchor charts as she said, “We have seen [these questions] over and over again.” |
| **Recommended Action (Model):**   * Analyze student work from the previous lesson to determine which students may need individual attention. * While students whose work from the previous lesson demonstrated mastery are engaged in the Do Now, take this time to pull the students whose work indicated individualized support is needed (attending to individual needs). * Follow the process you have already established for *Think Write Pair Share Edit* where students discuss their answers with their partners and make any necessary edits they agree upon and/or better understand. * Strategically group students who need individualized support with peers who can provide strong feedback (leverage your strength). * When circulating, intentionally zone in on the identified students to be sure they are able to make necessary revisions to their work using feedback from their partners. * During small group instruction or independent work, if the identified students need additional support pull them into a small group while all other students are engaged in independent work.   **Guided Practice:**   * Let’s look at upcoming lessons. How can we implement the recommended action (model) we just planned, in order to attend to individual student needs? * Which students have you identified that can benefit from individualized support? * When during the lesson will you pull identified students for individualized support? When might you use a small group setting to support identified students? * How can you annotate the lesson plan to document and intentionally plan for attending to individual student needs? | |
| **CLOSING** | |
| * Based on our conversation today, how do you know your teaching is positively impacting students? * Share Scores * Sign Documentation * Thank you again for meeting with me and I am excited to continue to work with you on this refinement area, step-by-step, through the follow-up coaching cycle. | |

**Follow-up Coaching and Support Cycle**

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**PGP/Coaching Plan Criteria:**

* Aligned to the teacher’s post-conference refinement goal/objective
* Includes a student need that connects the refinement goal/instructional practice to student impact
* Scaffolds or extends the teacher’s post-conference recommended action
* Includes differentiated activities based on teacher knowledge and skill level
* Includes teacher and student look-fors to measure progress/impact
* Includes opportunities for the teacher to reflect and identify next steps
* Includes an informal observation (e.g., learning walk or walkthrough)

**PGP/Coaching Plan**

**English I Lesson: Ms. Watkins**

| **Coaching Plan** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** S Watkins | **Observer:** L Smith | | **Beginning Date:** 12/14/23 (Holiday 12/18-1/3) | | **End Date:** 2/1/24 | |
| **Students Need(s)** | Students reflect on and revise writings that are effectively organized, clear and coherent where there may be a few minor errors in mechanics, grammar, and usage, but meaning is clear | | | | | |
| **Teacher Need**  *(Post-Conference Plan Refinement Goal)* | By the next observation, the teacher will develop and implement a plan for Lesson Structure and Pacing that ensures individual student needs are attended to and pacing provides many opportunities for students who progress at different rates, resulting in all students demonstrating mastery of the standards/objective. | | | | | |
| **Recommended Action**  (Post-Conference Plan – Refinement) | Plan pacing to ensure individual student needs are attended to for students that need one-on-one support. | | | | | |
|  | | | | | | |
| **Activities and Resources** | **Evidence of Teacher Learning**  **“Look Fors”** | **Evidence of Student Learning**  **“Look-Fors”** | | **Reflect/Adjust/Next steps** | | **Coach/**  **Teacher Initials** |
| Ms. Watkins and I reviewed the work of MG, VB, and UT to plan the feedback that each would receive the following day; focusing on effectively organizing the thesis statement, making it clear and coherent to be able to focus body paragraphs.  Use curriculum resources to plan for a Do Now where other students will work independently while providing individualized support for MG, VB, and UT during core instruction. | Identify and annotate in the curriculum lesson plan when individual students will be supported. (Share annotated lesson plan with Ms. Smith.)  When supporting students with the revision, use the sentence frame and the rubric checklist that was used during the lesson observed (the 3 students listed did not use the frame for the exit ticket).  Have students reflect on the impact of using the sentence frame on their revised themes and explain to students the purpose of the frames and how they’ll slowly be taken away as students internalize how to write more clearly and coherently. | Reflect on their thesis statements using the accurate/relevant/evidence-based/logical checklist and writing rubric.  Edit thesis statements and articulate how using the sentence frame was helpful. | | **Reflection (Watkins)*–*** Groups of 4-5 students allowed me to check the progress of individual students more easily. Having one-on-one conversations with students identified in the post-conference, I was able to gain more insight as to why their thesis statements weren’t clear. Having that feedback from the students as well as giving them the sentence frame to look at again, while I explained my thought process using the exemplar, these students were able to produce much clearer thesis statements. This led to body paragraphs that were better organized. The next step for these students is to tighten up the conclusion and intro so that readers don’t get lost in those areas of the essay.  **NEXT STEPS -**  **Follow the same action step** for these 3 students in an upcoming lesson to ensure their writing is more concise and coherent and they are reflecting on their progress  **Identify 3 more students** that also may benefit from individualized support | | **SW**    **LS** |
| Use relevant student data and to strategically group students (groups of 4), where the students will be able to effectively provide one another feedback as they complete the independent practice. Ms. Watkins will then be able to analyze students’ exit tickets to identify which students need one-on-one support.  Ms. Watkins will read the claims for the lesson taught that day to first determine if MG, VB and UT need support, then look to see the individual needs of NB, AO, and JB; focusing on clear and coherent writing.  Ms. Watkins will plan for intervention block for all students to practice with sentence structure (extension for some students and additional supports for others). | Group students based on relevant data and work samples. Document grouping arrangements via annotations to the lesson plan. (Share annotated lesson plan with Ms. Smith.)  Analyze exit tickets to identify students who are still working toward mastery of writing a concise claim. Provide individualized and targeted support to identified students during intervention time. | During independent practice students will work on sentence structure and making their thesis and claim statements concise.  Upon completion of independent practice, students will work in groups to provide one another specific and clear feedback.  Students still working toward mastery of writing a concise claim will work one-on-one with Ms. Watkins. | | **Reflection (Watkins)-** After looking at the claims students made in Section 2 Lesson 4, I’ve been able to identify two students (NL and UL) who are still working toward mastery of developing claims; their claims are too wordy or redundant. NL is new to the school, and both students have missed a lot of days. I will need to focus on providing each of the two students individual support during core instruction to ensure they progress to independently writing a clear and coherent claim. I have also allowed time for students to work on sentence structure specifically during intervention time, so that they are aware of how they are developing their claims and sentences throughout their writing.  **NEXT STEPS -**  Have students keep the statements written before feedback and **type their edited statements in a different color**. This will allow for tracking impact and evidence of student growth over time. This will also help students to reflect on their progress over time.  **Continue planning for pacing to address individual student needs.** This can be accomplished during core instruction/independent practice or during intervention time, but my refinement area was focused on pacing during core instruction to attend to individual student needs. This is more challenging for me, but I am eager to push forward and grow in this area. | | **SW**    **LS** |
| Analyze student work from the previous lesson to identify students who will need individualized support during core instruction with the context of the curriculum.  Ms. Watkins will identify a chunk of time during the curriculum lesson to address the individual needs of UT and NL (revising their claims based on peer feedback and developing more concise writing).  Ms. Smith will conduct an informal observation during this portion of the lesson. | Annotate lesson plan to identify when and how support will be provided to identified students. (Share annotated lesson plan with Ms. Smith.)  Support UT and NL while other students are working on their claim statements and/or collaborating in groups to revise and improve their claim statements.  Through questioning and feedback, lead UT and NL to reflect on their work and provide scaffolded support as needed to assist them in progressing toward mastery. | Make necessary edits in a different color font so they can eventually look back and see how they have strengthened their writing over time. | | **Informal Observation Feedback (Smith) -** Ms. Watkins has  fostered an atmosphere of student ownership of learning that was very evident during the walkthrough. She and the students had just transitioned into independent practice where she followed the plan developed. The students are now accustomed to her providing one-on-one feedback, checking in on other students' progress through Google Classroom, and calling them up as needed. This enhanced the lesson structure and pacing, specifically attending to individual student needs and ensuring opportunities for students at different learning rates to master the lesson objective.  **Reflection (Watkins)-** Initially, I was apprehensive about pulling students during their independent work time during a lesson. I didn’t want to take that think time from them. After reviewing exit tickets from the students that I pulled, I now understand that this approach during core instruction is necessary to support all students in mastering the lesson objective.  **NEXT STEPS-**  **Continue planning for pacing of curriculum lessons to address individual student needs** during **Independent Practice** so that hotspots can be addressed in the moment, leading to all students mastering the lesson objective. (Analyze the most recent exit tickets to identify students to support.)  **Continue to plan for intervention block** to front-load what’s needed for the next lesson and work with those students who may need additional one-on-one time to be successful in the next lesson. | | **SW**    **LS** |