

MATRIX OF DATA SOURCES:

**Strategies for interpreting observation data,
reviewing additional documents,
and obtaining additional information during a conference.**

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I. Management of Instructional Time

| TPAI-Revised | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| <p>1.1 Teacher has materials, supplies, and equipment ready at the start of the lesson or instructional activity.</p> <p>1.2 Teacher gets the class started quickly.</p> <p>1.3 Teacher uses available time for learning and keeps students on task.</p> | <p>1.1 Are materials at hand and ordered in a way that takes minimum time to use in presentation or to distribute to students? Are sufficient copies available?</p> <p>1.2 Administrative time includes checking roll, collecting money, passing out papers, forming groups, etc. Academic learning time is when students are actually engaged in learning. Is administrative time held to a minimum and is academic learning time maximized? Is time lost in transitions during and between lessons held to a minimum?</p> <p>1.3 The more time students are appropriately engaged in a task the more they learn, so maximizing time on task is important. Working on tasks that are too difficult for students to achieve or working on tasks that students already have mastered is not productive. So teaching at the appropriate level of difficulty, and differentiating to teach at the appropriate level of each student is extremely important. The observer should not assume students being engaged is necessarily high time on task unless it is at the appropriate level of difficulty. Look for academic engagement on challenging, yet achievable task. Does the teacher begin by getting the attention of the students to whom he/she is teaching? Do all students stay on task during whole class activities and when working in groups?</p> | <p>1.1 Copies of student materials, teaching materials used during the lesson and observer documentation.</p> <p>1.2 Lesson plan, observer documentation.</p> <p>1.3 Review lesson plan to determine anticipated flow of the lesson, use of time, and any planned accommodations for students at different levels of instruction.</p> <p>Observer documentation.</p> | <p>1.1 Was today typical of your normal use of supplies, materials, and equipment? What techniques do you use to save administrative time?</p> <p>1.2 How do you get your students started at the beginning of each period? How do you make transitions between activities/subjects?</p> <p>1.3. What did you do to maximize academic learning time? How did you accommodate for the different levels in the class?</p> |

II. Management of Student Behavior

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| <p>2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.</p> | <p>2.1 Is there evidence that the teacher has taught administrative rules and procedures to the students? Do students know how to complete routine administrative tasks without instructions, i.e. pass out papers, form groups, turn in work, make-up work, know what to do when they have finished work?</p> | <p>2.1 Printed rules and routines. Posted rules and routines and observer documentation.</p> | <p>2.1 How do you handle administrative tasks in your classroom?</p> |
| <p>2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities—whole class instruction, small group instruction, etc.</p> | <p>2.2 Is there evidence that the teacher has taught a set of rules and procedures for verbal participation to the students? Is there a consistent routine for student verbal participation and do students follow the routine? Does the teacher notify the students when he/she desires the verbal participation routine to change? Is verbal participation in small groups productive?</p> | <p>2.2 Printed rules and routines. Posted rules and routines and observer documentation.</p> | <p>2.2 How do you manage student verbal participation? Do verbal participation rules/routines change? How do you expect students to interact verbally in small groups? Between groups?</p> |
| <p>2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.</p> | <p>2.3 Is there evidence that the teacher has taught a set of rules and procedures for student movement within the classroom? During instructional time, what movement occurs? Is it purposeful? Do students know when they can and when they cannot move around the classroom? When transitions occur that require movement, do students move in a predetermined routine manner? Does any student movement disrupt the class?</p> | <p>2.3 Printed rules and procedures, posted rules and procedures and observer documentation.</p> | <p>2.3 How do you manage student movement in your classroom? How does student movement differ during instruction and non-instructional time?</p> |
| <p>2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seatwork activities and during transitions.</p> | <p>2.4 Does the teacher continuously position him/her self to have a view of all students? Does the teacher routinely view the entire class even when working with an individual or small group? Does the teacher monitor students during transitions?</p> | <p>2.4 Printed rules and procedures, posted rules and procedures, and observer documentation.</p> | <p>2.4 How do you know when students are and are not on task? Do you have any spots in your classroom where students are not visible to you at any time?</p> |

II. Management of Student Behavior (cont.)

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| <p>2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.</p> | <p>2.5 The teacher attends to infractions of rules and procedures by informing the student(s) of the misdeed(s) and when appropriate, calling attention to the specific violated rule or procedure. The teacher distinguishes between inappropriate (but not disruptive) behavior and disruptive behavior. Inappropriate behavior may be attended to by using proximity or a stern glare without an interruption in the flow of the lesson. Disruptive behavior should be attended to immediately, even at the expense of instructional time. Are consequences for disruptive behavior in place and effective? Is the dignity of the student maintained? Does the teacher consistently apply his/her classroom management strategies? Is the classroom environment teacher controlled or do students have some sense of responsibility for their behavior? Does the teacher understand the differences in fairness and treating all students equally? Complement the teacher for using practices that encourages appropriate behavior.</p> | <p>2.5 Log that the teacher might keep on student discipline, documentation of discipline action(s) taken, notes to parents, notes from parents, documentation for exceptional children placement, teacher reflections, and observer documentation.</p> | <p>2.5 How do you distinguish between non-disruptive but inappropriate behavior and disruptive behavior? How do you attend to each? What consequences do you apply in your classroom? Do they work? What do you do to encourage appropriate behavior? How do you encourage students to be responsible for their own behavior: How do you handle disruptive behavior of your exceptional children? Do you treat all students fairly? Do you treat all students equally?</p> |
| <p>2.6 Teacher analyzes the classroom environment and makes adjustment to support learning and enhance social relationships.</p> | <p>2.6 Wisdom says a successful teacher does not continue to do what is not working for him/her. But to change what one is doing without analyzing the situation might be equally unfruitful. Does the classroom environment support learning and enhance social relationships? Does a positive feeling tone exist between the teacher and the students? Does a positive feeling tone exist between students? Can the teacher describe his/her classroom management routine and procedures, and how to manage disruptive behavior? Can he/she assess what is effective and ineffective? Does the teacher make adjustments to their classroom management strategies based on his/her assessment?</p> | <p>2.6 Log that the teacher might keep on student discipline, documentation of discipline action(s) taken, notes to parents, notes from parents, parent and student survey results, documentation for exceptional children, teacher reflections, and observer documentation.</p> | <p>2.6 What discipline related information do you keep in your classroom and how do you use that information? Have you made adjustments in your classroom management strategies? What were they? How did they work? How would you describe your consistency in applying your classroom management strategies?</p> |

III. Instructional Presentation

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| <p>3.1 Teacher links instructional activities to prior learning.</p> <p>3.2 Teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning activities that make these aspects of subject matter understandable and meaningful for students.</p> <p>3.3 Teacher speaks fluently and precisely.</p> <p>3.4 Teacher provides relevant examples and demonstrations to illustrate concepts and skills.</p> | <p>3.1 Did the teacher use a review or an activity to help students to relate what they already know to the new learning?</p> <p>3.2 Is today’s lesson part of a larger unit or a unit within itself? Did the teacher present the new learning in a manner that allowed the student to engage and make meaning of the new information, to extend, refine, manipulate the information to add richness to its meaning, and did the teacher allow the student to demonstrate their new learning by using it in some meaningful task? How did the structure of the discipline influence the lesson, i.e. problem solving in math, the scientific process in science, and process writing in language arts?</p> <p>3.3 Is the teacher’s pronunciation clear and understandable? Does the teacher appropriately use the vocabulary of the discipline? Is the teacher precise in presenting new information, in explanations, and in use of relevant examples? Does the teacher talk at a level understandable to students? Does the teacher ramble? Are students’ questions evidence of their understanding or confusion?</p> <p>3.4 Does the example/demonstration help to clarify the concept and increase students’ understanding? Are the numbers of examples adequate but not overwhelming? Are the examples properly sequenced (with increasing degrees of difficulty as in math?) Does the teacher conduct the demonstration, allow students to conduct the demonstration, or both?</p> | <p>3.1 Lesson plan and observer documentation.</p> <p>3.2 Lesson/unit plans, curriculum guides, pacing guides, textbooks, printed materials used by students, and observer documentation.</p> <p>3.3 Observer documentation.</p> <p>3.4 Lesson plan, teaching materials such as transparencies and charts, items used in the demonstration, student materials and observer documentation</p> | <p>3.1 What did you do to help students connect what they already know to the new learning?</p> <p>3.2 What is unique to your subject area as a discipline and how do you make it understandable and meaningful to your students? What was the central concept that you were working on today? How does today’s lesson fit in relation to yesterday’s lesson and tomorrow’s lesson? What did you do to make today’s learning understandable and meaningful? What will you continue with tomorrow? How will the students demonstrate that they have command of the concept?</p> <p>3.4 How and why were the examples and demonstration(s) chosen? Did the examples/demonstration(s) accomplish the results you had expected? What did you do next and why?</p> |

III. Instructional Presentation (cont.)

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| <p>3.5 Teacher assigns tasks and asks appropriate levels of questions that students handle with a high rate of success.</p> <p>3.6 Teacher conducts the lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.</p> <p>3.7 Teacher makes transitions between lessons and between instructional activities within lessons effectively and smoothly.</p> | <p>3.5 Was the task assignment clear to students? Was task assignment differentiated according to students' abilities? If groups were formed, were they heterogeneously or homogeneously grouped? Why?</p> <p>Did the teacher's questions match the student outcomes expected, i.e. factual questions if students are to learn facts, and application, synthesis or evaluative questions if students are expected to meaningfully use the information? Are response opportunities distributed in a manner that the teacher could assess the learning of <u>all</u> students?</p> <p>Was the learning outcome achievable for all students and were they successful? If not, what percent were successful? How did the teacher know the success rate of students?</p> <p>3.6 New materials are usually presented more in-depth and at a slower pace. Review materials are usually presented at a faster pace. The teacher should constantly check students' understanding and adjust their pace accordingly.</p> <p>3.7 Effective and smooth transitions within lessons save time and minimize loss of information in the students processing memory. There should be a minimum of distraction time. Clear and firm directions make students aware of what is expected. Saving time between lessons is not as critical unless there is a learning bridge to be made from lesson to lesson</p> | <p>3.5 Lesson plan, prepared questions, students' work, student assessments, and observer documentation.</p> <p>3.6 Observer documentation.</p> <p>3.7 Lesson plan, observer documentation.</p> | <p>3.5 What is your gage of student success? Were <u>all</u> students successful and how do you know? How do you select the questions that you will ask? How do you select students to whom you will direct your questions? How do you match your questions with your expected student outcomes?</p> <p>Do you differentiate in assigning students tasks? How? How do you form groups for task work? Why?</p> <p>3.6 How effective were you in pacing this lesson?</p> <p>3.7 How do you manage transitions in your classroom?</p> |

III. Instructional Presentation (cont.)

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| <p>3.8 Teacher makes sure that assignment is clear.</p> | <p>3.8 Young children can follow only one or two-step directions at a time. Older students might handle up to five step directions. To assure that students follow the directions, multi-step directions are best written. Another strategy to make sure students understand is to ask a student to repeat what they are to do. Evidence that directions were not clear or that the teacher did not have all students attention is when students ask the teacher to repeat the directions after they are to have started their work.</p> | <p>3.8 Lesson plan, observer documentation.</p> | <p>3.8 How well do students' understand and follow through on your assignment?</p> |
| <p>3.9 The teacher creates instructional opportunities that are adapted to diverse learners.</p> | <p>3.9 A teacher with high student expectation believes that all students can learn. Every class should have a level of learning expected of all students. More able learners should be challenged with higher expectations. The questions that the teacher asks, and the in-class and out-of-class work should reflect the higher expectations. Some group work will be homogeneous and other will be heterogeneous.</p> | <p>3.9 Lesson plan (with differentiation), students' work assignments and assessments (with differentiation), IEPs, observer documentation.</p> | <p>3.9 How do you accommodate your most able and least able learner? How do you decide when to group heterogeneously and homogeneously? How do you incorporate any IEP into your lesson plan?</p> |
| <p>3.10 The teacher uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills.</p> | <p>3.10 Lessons generally fall into one of three categories: 1) factual information—vocabulary key to understanding the concepts to be learned, 2) extending and refining—engaging in activities such as comparing/contrasting, categorizing, etc. that allows students to refine their understanding of the factual information, and 3) meaningful use—using the factual information authentically in problem solving, in a performance, etc. Each of these different categories required different teaching strategies. You must ask does the teaching strategy match the expected learner outcome. When students understand content/concept they can analyze, generalize, find examples of, and use content/concepts to create new information</p> | <p>3.10 Lesson plan, teaching materials, student work, observer documentation.</p> | <p>3.10 How did you select the teaching strategy(ies) used during the lesson? Why? Did it/they accomplish what you expected them to accomplish? What other teaching strategies did you consider using?</p> |

III. Instructional Presentation (cont.)

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| <p>3.11 The teacher uses technology to support instruction.</p> | <p>3.11 Technology is defined as the entire body of methods and materials used to achieve an objective. Be cognizant that technologies in addition to computers might be used. Whatever the method or material, they are tools to achieve an objective. Teachers should use every opportunity to incorporate technology into their lessons to make the lesson more interesting to the students and to give them the opportunities to learn to use these technologies in their everyday lives. These technologies can be used to introduce new materials, extend and refine the new learning, and in the meaningful use of the new learning. Availability of technologies should be considered.</p> | <p>3.11 Lesson plan, teaching materials, student work, observer documentation.</p> | <p>3.11 How did you incorporate the use of technology into the lesson? Why? Was it successful? How do you know? Did you consider other technologies?</p> |
| <p>3.12 The teacher encourages students to be engaged in and responsible for their own learning.</p> | <p>3.12 Teaching a student to fish is better than feeding him/her for life. To accept full responsibility the student must know what is the learning outcome expected of him/her; what activities they are to engage in and how; how he/she is to assess and record their progress; how they should self-evaluate and will be evaluated by the teacher. When students are involved in their own goal setting and when there is flexibility in how to accomplish the goal, students reach a higher level of responsibility. This process requires the highest level of preparation, organization and management that might be practiced by a teacher.</p> | <p>3.12 Lesson plan; teaching materials including learning outcomes, processes, assessment and evaluation rubrics, etc.; student work including goal setting, self-assessments and progress records, evaluations, etc., observer documentation.</p> | <p>3.12 What do you do to encourage your students to be responsible? How is it working? What adjustments have you made? How are students responding?</p> |

IV. Instructional Monitoring

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| 4.1 Teacher maintains clear, firm, and reasonable work standards and due dates. | 4.1 Are expectations of quality of work and quality of participation evident? Is an expectation of turning in work evident? Does the teacher assign and maintain due dates for completed assignments? Does the teacher hold the students accountable? Are standards and due dates reasonable? | 4.1 Lesson plans, student work, assignments, schedules, and observer documentation. | 4.1 How have you communicated your expectations about quality of work and due dates to your students? How have your students responded to your expectations? Do you make exceptions? When? Why? |
| 4.2 Teacher circulates to check all students' performance. | 4.2 Does the teacher move around the class stopping at each student station to accurately assess each student's work? Do not confuse circulation for behavior management with circulating to check student performance. Do some students engage the teacher, preventing him/her from assessing the work of all students? Are students raising their hands for help and how does the teacher respond? | 4.2 Observer documentation. | 4.2 How do you check students' independent work? Do you feel the need to see each student's work? How do you respond if a student raises his/her hand? If several students have raised hands? Do you allow students to assist each other? |
| 4.3 Teacher routinely uses oral, written, and other work products to evaluate the effects of instructional activities and to check student progress. | 4.3 Does the teacher ask questions to check for understanding? How does he/she distribute response opportunities? Does the teacher check for student understanding in a way to check the progress of <u>all</u> students? Does the teacher assign independent written work and check the work of each student? Are there other types of work products/projects/demonstrations/performances that the teacher uses to check for student understanding and meaningful use? | 4.3 Lesson plans, students' independent work, student projects, products, performance, demonstrations, student portfolios, observer documentation. | 4.3 How do you check students' progress during a lesson? How do you know if all students are learning? How do you check students' progress from lesson to lesson when you are working toward a concept or meaningful use outcome? What's the difference between assessment and evaluation? How are they alike? Do you evaluate students' progress? |
| 4.4 Teacher poses questions clearly and one at a time. | 4.4 Does the questioning technique used by the teacher enhance students' learning? If multiple questions are asked in a continuous sequence, are they purposeful and effective? Do students understand the teacher's questions? Is the quantity of questions and sequencing of questions appropriate? | 4.4 Lesson plans, observer documentation. | 4.4 How do you use questions to promote learning in your classroom? Do you prepare your questions when planning your lesson? How do you determine if your question is clear to a student vs. the student not knowing the correct answer? |

IV. Instructional Monitoring (cont.)

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| 4.5 Teacher uses student responses to adjust teaching as necessary. | 4.5 When the teacher checks for understanding and it is obvious that all of the students know most of the answers, or can do independent work, does the teacher adjust the lesson? If it is obvious that many of the students do not know the answers or cannot do independent work, does the teacher adjust the lesson? If students appear confused by their questions or responses, does the teacher adjust the lesson? | 4.5 Teacher reflections, observer documentation. | 4.4 How do you know that a lesson is too easy or too difficult? How do you know when a few students are not understanding what you are teaching and how do you accommodate them? |

V. Instructional Feedback

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| 5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth. | 5.1 This practice generally refers to types of in-class work other than oral responses used in 5.3. This could be practice work during class, small group work, presentations, or demonstrations. This practice is often associated with practice 4.2, giving feedback as the teacher circulates. | 5.1 Observer documentation and teacher reflections. | 5.1 How do you give feedback to students on in-class work? When students are having problems, how do you assist them? |
| 5.2 Teacher regularly provides prompt feedback on out-of-class work. | 5.2 Out-of-class work generally is homework that is practice of the previous days' work. If it was worth assigning, it should be worth checking to determine if the students have mastered the work (excluding parent assistance.) There are methods of checking work other than the teacher checking each paper individually. The primary issues are: does the teacher know that the students have a degree of mastery of the previous days learning and are they ready for today's learning? Larger projects, especially those that require the review of written materials, will take time to review beyond class time. | 5.2 Lesson plan, students' work, observer documentation, and teacher reflections. | 5.2 How do you check out-of-class work? How do you hold students accountable for out-of-class work? How is checking homework and project work alike/different? |
| 5.3 Teacher affirms a correct oral response appropriately and moves on. | 5.3 Do not over interpret this practice. This practice has to do with time and pacing. There are times to affirm and move on, and there is time to ask for or give elaboration. It is a teacher judgement. | 5.3 Observer documentation and teacher reflections. | 5.3 When do you feel it is appropriate to affirm a correct response and move on, and when do you feel it is appropriate to expand the response by your or the student's elaboration? |
| 5.4 Teacher provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time. | 5.4 There is a belief that when a student has missed the answer to a question, the student is so focused that that is a "teachable moment." It is really a teacher judgement moment. If the teacher believes that repeating the question, probing or giving clues will lead the student to the correct answer—it is a teachable moment. If in doubt the teacher should give assistance. If the teacher believes that the student who missed the question will be unable to generate the correct response, the issue then is how to lessen the embarrassment, and be most helpful to other students. There are several techniques such as having the student call upon a friend or the teacher can provide the answer. | 5.4 Observer documentation and teacher reflections. | 5.4 When a student is unable to answer your question, how do you know when it is appropriate to probe or provide clues to the student vs. calling on another student? What techniques do you use to move the incorrectly answered question to another student or provide the answer yourself? |

V. Instructional Feedback

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| <p>5.5 The teacher uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> | <p>5.5 The phrase “learning community” is embedded in this practice. The teacher’s demeanor creates the classroom environment. Brain research supports a classroom environment where students are encouraged to think for themselves and think as a part of a group. This is more likely to occur in a supportive and interactive environment. The support is between teacher and students and between students. Right and wrong answers are less important than learning. The goal is everyone learning and is not focused on competition between students.</p> <p>Look for the structure of the class and types of activities in which students are engaged. While the class will look less structured, a type of structured freedom will exist. A Teacher must be more organized in this environment than in a directed lesson environment. Be cautious that you do not assume that a lot of loosely structured activities that lead to nowhere are described as a “community of learners.”</p> | <p>5.5 Lesson plan, teaching materials, students’ work, students’ projects, students’ portfolios, observers’ documentation, and teacher reflections.</p> | <p>5.5 How would you describe the learning environment in your classroom? What verbal and non-verbal skills do you use to create that environment? How do you encourage students to use their new learning in meaningful ways? How have you used inquiry as a strategy for student learning?</p> |

VI. Facilitating Instruction

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| <p>6.1 Teacher has long- and short-term instructional plans that are compatible with school and district curricular goals, the school improvement plan, the NC Standard Course of Study, the diverse needs of students and the community, and linked to other disciplines and practice.</p> | <p>6.1 All of the practices in Function 3, Instructional Presentation are planned in Function 6. Good presentations begin with good planning.</p> <p>Planning includes an understanding of the diverse levels and needs of students and the communities from which they come. Planning also includes curriculum integration with other disciplines and practice.</p> <p>This practice is multi-dimensional. The first part focuses on short and long term planning, and the second part focuses on meeting the diverse needs of student within that planning process. The teacher should be able to discuss how the lesson to be taught fits into a larger unit, and further discuss how the unit fits into the entire curriculum. Is a curriculum guide and pacing guide available to the teacher? Is following either or both mandatory? Does the teacher understand the relationship of the curriculum materials to the NC Standard Course of Study?</p> <p>Use of curriculum materials is often defined in the school improvement plan. Is the teacher aware of and following the requirements of the school improvement plan?</p> <p>Are curriculum expectations for students defined and described as learning outcomes for students? Are they given at the beginning of a lesson, unit, or are all expectations given at the beginning of the year? Do students see the short and long-range picture? If students are to set goals and be responsible, they need to know of these expectations.</p> <p>Does the school/system require teachers to use a standard lesson-planning format? Is there evidence that the teacher has a routine procedure for instructional planning? Is there evidence of curriculum integration with other disciplines and practice?</p> | <p>6.1 Curriculum guides, pacing guides, SCS, school improvement plan, lesson plan, unit plan, IEPs, student interest surveys, learning styles surveys, parent surveys, teacher reflections, and observer documentation. IGP, Pre-conference interview, and Post Conference.</p> | <p>6.1 How does what you know about your students and the communities from which they come influence your unit/lesson planning? How do you incorporate the interest and needs of students into your unit/lesson planning? How do you connect the SCS, school improvement plan, curriculum and pacing guide into your unit/lesson planning? How do you integrate the curriculum? How do you incorporate IEPs into your unit/lesson planning? How do you inform students of the learning outcome(s) that you expect them to accomplish? Do you identify the learning outcomes to students at the beginning of the lesson? Unit? or Course? Do you give students' learning outcomes in advance so that students can plan short and long range?</p> |

VI. Facilitating Instruction (cont.)

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| <p>6.2 Teacher uses diagnostic information obtained from tests and other formal and informal assessment procedures to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> | <p>6.2 The complexity of this practice is increased by the addition of social and physical development to the more traditional intellectual assessment and evaluation. Also, the terms assessment and evaluation should be clarified. Assessment involves the collection of data to give formative information about the students' progress toward a learning outcome (or outcomes.) Evaluation involves a summative judgement and usually rating of the students' learning outcomes against a defined expectation (grading.)</p> <p>Diagnostic information can come from teacher observations, in-class and out-of-class work, tests, projects, demonstrations, presentations, etc. <u>The focal issue in this practice is: has the teacher identified what students are to know, be able to do, and to be like; and, is the teacher using this information for <i>all</i> students in planning instruction?</u></p> | <p>6.2 Lesson plans, student data/profiles, teacher logs about students, student assessments, student tests, student progress charts, grade book, learning outcomes identified and defined for students, rubrics, teacher reflections, and observer documentation. Pre-conference interview, SGI.</p> | <p>6.2 How do you know that each of your students is achieving the desired learning outcomes? How do you assess their learning? How do you keep a record of their progress? What responsibility do they have for keeping a record of their progress? How do you use information about your students' progress in instructional planning? How do you plan for the different levels and needs? What social and physical development needs do you consider and how do you incorporate them into your planning?</p> |
| <p>6.3 Teacher maintains accurate records to document student performance.</p> | <p>6.3 This practice ties with practice 6.2 and looks at the record keeping and grading processes. Records can be electronic or print. Records include report cards, running records, criterion assessments, student files kept by the teacher, etc. Record keeping should be thorough and adequate, but not massive and not overly time consuming. Preferably, records should be available to each student.</p> | <p>6.3 Report cards, teacher folders on students, criterion assessments, running records, teacher reflections, and observer documentation.</p> | <p>6.3 How do you maintain records of students' progress?</p> |
| <p>6.4 Teacher understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty.</p> | <p>6.4 This practice is an extension of practice 6.1. It focuses on the teacher's understanding of how students learn (styles), and how students develop. It further looks at how the teacher differentiates instruction to accommodate the diverse needs of each student.</p> | | <p>6.4 How do you identify the learning styles of students? How do you incorporate learning styles into instructional planning? How do you differentiate to meet the diverse needs of your students?</p> |

VI. Facilitating Instruction (cont.)

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| <p>6.5 Teacher uses available human and material resources to support the instructional program.</p> | <p>6.5 Does the teacher appropriately use multiple forms of print, media, and technological resources to enhance learning and motivate students? Resources can be used within and outside the classroom. Authentic use of resources outside the classroom would be recognized in this practice.</p> <p>Appropriate use of volunteer resource persons within and outside the classroom to enhance learning and motivating students is equally important.</p> | <p>6.5 Lesson plan, volunteer log, sample materials, teacher reflections, and observer documentation.</p> | <p>6.4 How do you incorporate print, media, and technological resources into your lessons?</p> <p>How do you incorporate volunteer resource persons into your lessons?</p> <p>What human and material resources do you/your students use outside the classroom?</p> |

VII. Communicating within the Educational Environment

| TPAI-REVISED | Observation Issues | Documentation Sources | Typical Questions for Conferences |
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| <p>7.1 Teacher treats all students in a fair and equitable manner.</p> | <p>7.1 This practice does not suggest treating all students the same. Other practices speak to the diversity of learners. Treating students in a fair and equitable manner includes all aspects of the classroom; in discipline, in praise, in opportunities to participate, in expectations, etc. Classroom climate/atmosphere, social interactions, students' self-esteem, and students' motivation can be addressed in this practice.</p> | <p>7.1 Lesson plan, discipline log, student surveys data, parent survey data, teacher reflections, and observer documentation.</p> | <p>7.1 How would you describe the climate, the learning, and social atmosphere in your classroom? Do you have a system to assure that all students have equal opportunities to participate in your classroom? Do you think that treating all students equally is fair? What does it mean to treat students in a fair and equitable manner? How do you accomplish it?</p> |
| <p>7.2 Teacher participates in the development of a broad vision of the school.</p> | <p>7.2 The teacher participates in the development of a broad vision of what the school should be and a plan for how to get there by serving on his/her grade level team; and, on the school level team when selected. They participate in establishing goals and setting priorities for implementing the school's vision via the School Improvement Plan. The teacher helps to evaluate the progress of the school's vision and goals.</p> | <p>7.2 Teachers' log, School organization charts, School Improvement Plan, minutes from meetings, teacher's calendar, sample notes to parents, teacher reflections and observer documentation.</p> | <p>7.2 How are you involved in school based planning? What is the relationship between the School Improvement Plan and what you do in your classroom?</p> |
| <p>7.3 Teacher fosters relationships with school colleagues, parents, and community agencies to support students' learning and well-being.</p> | <p>7.3 The teacher participates in communicating the school's vision, goals, and priorities to appropriate constituencies. The teacher participates in school-community partnerships aligned to school goals. The teacher works with others to ensure a working and learning climate for all students that is safe, secure, and respectful of diversity. The teacher links with counselors, media coordinators, teachers of other classes, professionals in community agencies, and others in the community to support students' learning and well-being.</p> | <p>7.3 Teacher's log, teacher's calendar, minutes of meetings, correspondence, sample notes to parents, notes from parents and others, school paper, news paper clippings, membership in civic groups and church groups, participation in school organizations such as PTA, teacher reflections, and observer documentation.</p> | <p>7.3 How would you describe your relationship with your colleagues? When and how do you interact with them? When and how do you interact with parents of your students? When and how do you interact with other agencies? When and how do you interact with others in your community? How have your interactions with others benefited you and your students? How have you helped to make your school a better place to learn and work?</p> |

VIII. Performing Non-Instructional Duties

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| <p>8.1 Teacher carries out non-instructional duties as assigned and/or as he/she perceives the need to ensure student safety outside the classroom.</p> | <p>8.1 For a school to function effectively and safely, monitoring students outside the classroom must occur; attendance must be taken, and money must be collected; reports must be completed. When assigned these and other non-instructional duties the teacher completes the assignments promptly and effectively. No organization including schools can anticipate every duty that must be covered. Teachers take the initiative to act responsibly to perform duties that have not been assigned, but which are good for the health, safety, and well-being of all in the school.</p> | <p>8.1 Teacher’s calendar, duty rosters, memo from administrator, teacher reflections, and observer documentation.</p> | <p>8.1 What non-instructional duties have you been assigned and how effective do you feel that you have been in carrying out those duties? Why is it important that all staff members perform their non-instructional duties as assigned?</p> |
| <p>8.2 Teacher adheres to established laws, policies, rules, and regulations.</p> | <p>8.2 Laws, policies, rules, and regulations are required for schools to operate efficiently, effectively, and safely. While ignorance is no excuse for non-compliance, the school does have the responsibility of informing the teacher of laws, policies, rules, and regulations. The teacher is responsible for reading, interpreting and carrying out the laws, policies, rules, and regulations. The teacher should ask for clarification when he/she has a question.</p> | <p>8.2 Teacher’s Handbook, administrative memos, correspondence to parents, teacher’s log, teacher’s calendar, sample forms such as those having to do with medication for students and permission slips for picking up a child during school, memos to parents, teacher’s log, teacher reflections, and observer documentation.</p> | <p>8.2 How have you gone about learning the laws, policies, rules, and regulations of your school? Where do you go with a question? Why is it important to know and follow the laws, policies, rules and regulations?</p> |
| <p>8.3 Teacher follows a plan for professional development and actively seeks out opportunities to grow professionally.</p> | <p>8.3 The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions and actively seeks out opportunities to grow professionally. The teacher draws upon relevant theory and research to develop personal theories of practice. The teacher participates in professional development aligned with the school improvement plan. The teacher understands that professional development is not an end-in-itself, but leads to a new instructional strategy being appropriately practiced in the learning environment.</p> | <p>8.3 Teacher’s professional development folder; IGP; teacher’s self assessment; feedback from administrators and peers; certificates of participation in training; documentation of books, articles, videos, and other materials used for professional growth; documentation of action research; teacher reflections; and observer documentation.</p> | <p>8.3 What goals and strategies have you included in your IGP and why? What did you determine to be your short range and long range goals and why? What does being a reflective practitioner mean to you?</p> |

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| <p>8.4 Teacher is a reflective practitioner who continually evaluates the effects of his or her decisions and actions on students, parents, and other professionals in the learning community.</p> | <p>8.4 The teacher reflects before a lesson (planning), during the lesson (in action), and after the lesson is finished. So reflection is an ongoing process. The teacher uses his/her planning, his/her classroom observations, information about students, and research as sources for evaluating the outcomes of teaching and learning as a basis for experimenting with, reflecting on and revising practices. He/she does not continue to use practices that do not work for him/her.</p> | <p>8.4 Lesson planning file showing lessons over time, teacher's log, teacher's reflections, IGP and observer documentation.</p> | <p>8.4 How do you know that something you are doing with your students is really working; achieving the desired learning outcomes? How do you know when something is really not working? How do you make adjustments? Do you keep documentation on your adjustments? a log or journal?</p> |