

# KPBSD Effective Instruction and Leadership

John O'Brien &  
Dr. Christine Ermold

September 17, 2013

# A Framework for Teaching

## Components of Professional Practice

### Domain 1: Planning and Preparation

- 1a. Demonstrating knowledge of content and pedagogy
  - *knowledge of content and the structure of the discipline*
  - *knowledge of prerequisite relationships*
  - *knowledge of content-related pedagogy*
- 1b. Demonstrating knowledge of students
  - *knowledge of child and adolescent development*
  - *knowledge of the learning process*
  - *knowledge of students' skills, knowledge and language proficiency*
  - *knowledge of students' interests and cultural heritage*
  - *knowledge of students' special needs*
- 1c. Setting instructional outcomes
  - *value, sequence and alignment*
  - *clarity*
  - *balance*
  - *suitability for diverse learners*
- 1d. Demonstrating knowledge of resources
  - *resources for classroom use*
  - *resources to extend content knowledge and pedagogy*
  - *resources for students*
- 1e. Designing coherent instruction
  - *learning activities*
  - *instructional materials and resources*
  - *instructional groups*
  - *lesson and unit structure*
- 1f. Designing student assessments
  - *congruence with instructional outcomes*
  - *criteria and standards*
  - *design of formative assessments*
  - *use for planning*

### Domain 2: Classroom Environment

- 2a. Creating an environment of respect and rapport
  - *teacher interaction with students*
  - *student interactions with one another*
- 2b. Establishing a culture for learning
  - *importance of the content*
  - *expectations for learning and achievement*
  - *student pride in work*
- 2c. Managing classroom procedures
  - *management of instructional groups*
  - *management of transitions*
  - *management of materials and supplies*
  - *performance of non-instructional duties*
  - *supervision of volunteers and paraprofessionals*
- 2d. Managing student behavior
  - *expectations*
  - *monitoring of student behavior*
  - *responses to student misbehavior*
- 2e. Organizing physical space
  - *safety and accessibility*
  - *arrangement of furniture and use of physical resources*

### Domain 4: Professional Responsibilities

- 4a. Reflection on Teaching
  - *accuracy*
  - *use in future teaching*
- 4b. Maintaining accurate records
  - *student completion of assignments*
  - *student progress in learning*
  - *non-instructional records*
- 4c. Communicating with families
  - *information about the instructional program*
  - *information about individual students*
  - *engagement of families in the instructional program*
- 4d. Participating in a professional community
  - *relationships with colleagues*
  - *involvement in a culture of professional inquiry*
  - *service to school*
  - *participation in school and district projects*
- 4e. Growing and developing professionally
  - *enhancement of content knowledge and pedagogical skill*
  - *receptivity to feedback from colleagues*
  - *service to profession*
- 4f. Showing professionalism
  - *integrity and ethical conduct*
  - *service to students*
  - *advocacy*
  - *decision making*
  - *Compliance with school and district regulations*

### Domain 3: Instruction

- 3a. Communicating with students
  - *expectations for learning*
  - *directions and procedures*
  - *explanations of content*
  - *use of oral and written language*
- 3b. Using questioning and discussion techniques
  - *quality of questions*
  - *discussion techniques*
  - *student participation*
- 3c. Engaging students in learning
  - *activities and assignments*
  - *grouping of students*
  - *instructional materials and resources*
  - *structure and pacing*
- 3d. Using assessment in instruction
  - *assessment criteria*
  - *monitoring of student learning*
  - *feedback to students*
  - *student self-assessment and monitoring of progress*
- 3e. Demonstrating flexibility and responsiveness
  - *lesson adjustment*
  - *response to students*
  - *persistence*

## Component Summary

### Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
<i>2b: Establishing a culture for learning</i>	Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Teacher's attempt to create a culture for learning is only partially successful, with both teacher and students appear to be only "going through the motions." Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.	The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties..	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

# Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching

*Charlotte Danielson*

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b> Component 2d: Managing Student Behavior Elements: Expectations • Monitoring of student behavior • Response to student misbehavior				
ELEMENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<b>Monitoring of student behavior</b>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<b>Response to student misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

**Module 5 Component 2d – Managing classroom behavior**

After studying the Attention Continuum from the *Skillful Teacher on page 24*, choose a strategy or strategies that you are committed to trying in your classroom. Then, return to this page and record what happened. If there was a change, what evidence indicates the extent to which this strategy was successful? Finally, think about what you might do differently to continue to bring about further growth in this component. Be ready to share your experience at our next faculty meeting.

<b>Existing Behavior</b> <i>Behavior you want to change...</i>	<b>Strategy</b> <i>from the Attention Continuum</i> <b>(ST pp.24)</b>	<b>Desired Outcome</b> <i>What do you want to happen?</i>	<b>Evidence of Effectiveness</b> <i>Record what happened here...</i>



## TEACHER EVALUATION CONTINUOUS GROWTH SYSTEM

NON-TENURED EVALUATION PLAN	TENURED PLAN	DIRECTED ASSISTANCE PLAN	NEEDS IMPROVEMENT PLAN	
<p><b>Purpose:</b> To support the inductee in learning and achieving the performance standards of the profession and the District.</p>	<p><b>Purpose:</b> To provide tenured teachers a structured, supportive, and collaborative environment for enhancing their on-going personal professional growth, ensuring that all staff continues to meet the standards for professional practice.</p>	<p><b>Purpose:</b> To provide non-tenured or tenured teachers structure, assistance, and guidance towards meeting standards for professional practice.</p>	<p><b>Purpose:</b> To provide organizational support and assistance to teachers who are not meeting the standards for professional practice.</p>	
<p><b>Standard Evaluation Plan</b></p>		<p><b>Teacher Enrichment Pathway (TEP)</b></p>	<p>Follows the protocol:</p>	
<p>For teachers who are non-tenured in the District. Follows the protocol (twice yearly):</p> <ul style="list-style-type: none"> <li>• Training – Emphasis on the importance of conversations, trust, honest reflections</li> <li>• Informal Observations – Minimum of 1 observation per semester with a minimum duration of 10 minutes each. Dates are recorded on the evaluation</li> <li>• Pre-Conference-Calibration- Address the upcoming formal observation must be directed by guiding questions. Include a calibration component based on rubric self-reflection.</li> <li>• Formal Observation- Must be scheduled in advance. Minimum of 30 min. Follow up with teacher must occur within 5 work days.</li> <li>• Post Conference – Must be completed within 10 days. Focus: conversation/Reflection on the lesson observed.</li> <li>• Evaluation Conference – Discuss evidence gathered over time indicating the teacher is teaching. Must be separate from Post Conference</li> </ul>	<p>For teachers who are tenured in the District. Follows the protocol (once yearly):</p> <ul style="list-style-type: none"> <li>• Training – Emphasis on the importance of conversations, trust, honest reflections</li> <li>• Informal Observations – Minimum of 2 observations with a minimum duration of 10 min each.</li> <li>• Teacher-driven goals relating to Effective Teaching Model</li> <li>• Aligned with action plans in any of the following:               <ul style="list-style-type: none"> <li>• Self-Directed Professional Growth</li> <li>• Action Research</li> <li>• Mentoring a New Teacher</li> <li>• Peer Coaching</li> <li>• National Boards Certification Process</li> <li>• Lead Teacher for Student Intern</li> <li>• Teacher Trainer</li> </ul> </li> </ul>			<p>Follows the protocol:</p> <ul style="list-style-type: none"> <li>• More than half basic ratings in a component or domain results in a Directed Assistance Plan.</li> <li>• This is a directed evaluation period that focuses on components from all four Domains that are not in the <i>Proficient</i> range.</li> <li>• A Directed Assistance Plan will be in place for no longer than 90 days.</li> </ul> <p>Note: Superintendent (or designee) must be consulted BEFORE a teacher moves to Directed Assistance Plan or Needs Improvement Plan.</p>
<p>Evaluation is based on the Evidence for Effective Teaching.</p> <p>Administrators are encouraged to work with non-tenured teachers on a Directed Assistance Plan when concerns are noted.</p>	<p>For teachers:</p> <ul style="list-style-type: none"> <li>• In first tenured year</li> <li>• Continuing as tenured</li> <li>• Designated by administrator to remain on Standard protocol</li> <li>• Cycling off Teacher Enrichment Pathway after 2 years</li> <li>• Have a significant change in assignment</li> </ul> <p>Tenured teachers that have more than half of Basic Element and/or Component Ratings will move to the Directed Assistance Plan.</p>	<p>For tenured teachers who:</p> <ul style="list-style-type: none"> <li>• Who have demonstrated overall <i>Proficiency</i> in all 4 domains.</li> <li>• Are approved by the site administrator for this pathway</li> <li>• Have received at least one overall <i>Proficient</i> Standard evaluation.</li> <li>• May continue with Teacher Enrichment Pathway with administrator approval for next year.</li> </ul>	<p>For any teacher:</p> <ul style="list-style-type: none"> <li>• Whose performance remains in <i>Basic</i> overall for the previous evaluation period. Teachers on this plan are held here until all objectives of the Directed Assistance Plan are met.</li> <li>• Whose performance meets “overall proficiency” but who is not making progress toward full proficiency in any domain or component.</li> </ul> <p>After successful completion of a Directed Assistance Plan, a teacher returns to prior status. If unsuccessful, a teacher proceeds to the Needs Improvement Plan if tenured.</p> <p>If completion of the plan is progressing it can be continued at the discretion of administration and Human Resources.</p>	<p>For any teacher:</p> <ul style="list-style-type: none"> <li>• Whose performance at any point does not meet the performance criteria in the Evidence of Effective Teaching or who has failed to make adequate progress toward identified goals,</li> <li>• Who received an <i>Unsatisfactory</i> overall component and/or element rating for the previous evaluation period. Teachers on this plan are held here until all objectives of the Needs Improvement Plan are met, with adequate evidence to demonstrate a Basic rating.</li> </ul> <p>If unsuccessful, the district will follow Alaska State Statute AS 14.20.149.</p>

# Kenai Peninsula Borough School District

## Standard Evaluation Summary

(Regular Education Teacher)

Educator Name: [Click here to enter text.](#)

Subjects(s): [Click here to enter text.](#) Grade Level(s): [Click here to enter text.](#)

Administrator Name: [Click here to enter text.](#)

Formal Observation Date(s) Informal Observation Date(s) (10 minutes per observation)

Pre-Observation: [Click here to enter a date.](#) Date Observed: [Click here to enter a date.](#)

Observation (30 minutes): [Click here to enter a date.](#) Date Observed: [Click here to enter a date.](#)

Post-Observation: [Click here to enter a date.](#)

<b>Domain 1: Planning and Preparation</b>				
<b>Component 1d: <i>Demonstrating Knowledge of Resources</i></b>	<b>OVERALL PROFICIENT</b>	<input type="checkbox"/>		
<u>Elements:</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Resources for classroom use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources to extend content knowledge and pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 1e: <i>Designing Coherent Instruction</i></b>	<b>OVERALL PROFICIENT</b>	<input type="checkbox"/>		
<u>Elements:</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson and unit structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 1f: <i>Designing Student Assessments</i></b>	<b>OVERALL PROFICIENT</b>	<input type="checkbox"/>		
<u>Elements:</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Congruence with instructional outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria and standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design of formative assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use for planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence for Component Elements:				
<b>Domain 2: The Classroom Environment</b>				
<b>Component 2c: <i>Managing Classroom Procedures</i></b>	<b>OVERALL PROFICIENT</b>	<input type="checkbox"/>		
<u>Elements:</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Management of instructional groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management of transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management of materials and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance of non-instructional duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision of volunteers and paraprofessionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 2d: <i>Managing Student Behavior</i></b>	<b>OVERALL PROFICIENT</b>	<input type="checkbox"/>		
<u>Elements:</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring of student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Response to student misbehavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence for Component Elements:				
<b>Domain 3: Instruction</b>				
<b>Component 3b: <i>Using Questioning and Discussion Techniques</i></b>	<b>OVERALL PROFICIENT</b>	<input type="checkbox"/>		
<u>Elements:</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Quality of questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discussion techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 3c: Engaging Students in Learning</b>	<b>OVERALL PROFICIENT</b>			<input type="checkbox"/>
<u>Elements:</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Activities and assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grouping of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structure and pacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 3d: Using Assessment in Instruction</b>	<b>OVERALL PROFICIENT</b>			<input type="checkbox"/>
<u>Elements:</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student self-assessment and monitoring of progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence for Component Elements:				
<b>Domain 4: Professional Responsibilities</b>				
<b>Component 4d: Participating in a Professional Community</b>	<b>OVERALL PROFICIENT</b>			<input type="checkbox"/>
<u>Elements:</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Relationships with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involvement in a culture of professional inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in school and district projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Component 4f: Showing Professionalism</b>	<b>OVERALL PROFICIENT</b>			<input type="checkbox"/>
<u>Elements:</u>	<u>UNSAT</u>	<u>BASIC</u>	<u>PROF</u>	<u>EXPL</u>
Integrity and ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compliance with school and district regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence for Component Elements:				

**STATEMENT:** A formal conference was held on [Click here to enter a date with my evaluator](#). I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Educator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# KPBSD Effective Instruction and Leadership

John O'Brien &  
Dr. Christine Ermold

September 17, 2013

- **Developing the Kenai Model of Effective Instruction**
- **Danielson Overview**
- **Nuts & Bolts in our Tool Box**
  - **Standard & Enrichment Pathways**
  - **Calibration**
  - **Effective Leadership**
- **Timeline for Full Compliance**
- **Questions**

- **Partnership**
  - **Committee approach**
- **Research based**
  - **Danielson Framework for Teaching**
- **Training**
  - **Consultant (Lynn Sawyer, Danielson Group)**
  - **Calibration**

## *Instructional implications of the CCSS were added in the 2013 edition of FfT*

### **Domain 1**

#### **Planning and Preparation**

1a Demonstrating Knowledge of Content & Pedagogy

**1b Demonstrating Knowledge of Students**

1c Setting Instructional Outcomes

**1d** Demonstrating Knowledge of Resources

**1e Designing Coherent Instruction**

**1f Designing Student Assessment**

### **Domain 2**

#### **Classroom Environment**

2a Creating an Environment of Respect & Rapport

**2b Creating a Culture of Learning**

**2c** Managing Classroom Procedures

**2d** Managing Student Behavior

2e Managing Physical Space

### **Domain 4**

#### **Professional Responsibilities**

4a Reflecting on Teaching

4b Maintaining Accurate Records

4c Communicating with Families

**4d** Participating in a Professional Community

4e Growing and Developing Professionally

**4f** Showing Professionalism

### **Domain 3**

#### **Instruction**

**3a Communicating with Students**

**3b Using Questioning and Discussion Techniques**

**3c Engaging Students in Learning**

**3d Using Assessment in Instruction**

3e Demonstrating Flexibility & Responsiveness

# Rubric Handouts

- **Component Level Rubric**
- **Element Level Rubric**
  - **4 Ratings:**
    - Unsatisfactory
    - Basic
    - Proficient
    - Distinguished (Exemplary)

# Implementation

- **Pilot (2008-09)**
- **Non-Tenured (2009-10)**
- **All Staff (2010-11)**

# Teacher Evaluation Continuous Growth System

<http://www.kpbsd.k12.ak.us/WorkArea/DownloadAsset.aspx?id=22144>

**KPBSD Webpage**

**< Departments**

**< Human Resources**

**< Certified Teacher Evaluation**

**< Teacher Evaluation Continuous Growth System**

# Two Formats...

## Standard Model (8 Steps)

1. Pre- Conference Training
2. Self-Reflection (Calibration) Conference
3. Classroom Walk-Throughs (numerous w/feedback)
4. Informal Observations (min. of two, 10 min+ w/feedback)
5. Pre - Observation Conference (w/guiding questions)
6. Formal Observation
7. Post -Observation Conference (w/guiding questions)
8. Evaluation Summary Conference (entirely separate from the post –obs. conference and compiles all evidence.)

# Two Formats Continued...

## Teacher Enrichment Pathway

Tenured Teacher

Individual and/or Collaborative Activities

One or Two Year Plan

Enhances Professional Practice

Focus on Improving Student Achievement

Hosting a Student Teacher

Peer Coaching/Mentoring a New Teacher

Action Research

National Board Certification

Curriculum Revision Process

# Effective Instruction Forms

<http://www.kpbsd.k12.ak.us/departments.aspx?id=19400>

**KPBSD Webpage**

**< Departments**

**< Human Resources**

**< Certified Teacher Evaluation**

# Current Status

- Eight step process
- Structured conversation and evidence based observations
- Danielson's 4 Domains
- 10 Components
- 39 Elements
- Commitment to Student Engagement – 3C
- Ongoing calibration training
- Staff and Community input
- <http://www.kpbsd.k12.ak.us/departments.aspx?id=19400>

# Next Steps in Effective Instruction

## Move to 2 Domains

- **Domain 1 Instruction**
  - 6 Components
  - 22 Elements
- **Domain 2 Student Learning**
  - 4 Components - Results

## Calibration

- Teams of Administrators Visiting Sites
- Teachscape Training and Certification

## Peer Observation

- Teacher Observers Joining Admin. Teams

# Effective Leadership

- **Developed Internally**
- **Research based**
  - ISLLC standards
  - AK Standards
  - Danielson Group
  - Delaware Performance Appraisal System
  - Marzano
- **4 Domains**
- **18 Components**
- **Phased in approach**

# Next Steps in Effective Leadership

- **2 Domains (2013-14)**
  - Leadership
  - Student Learning
- **4 Leadership Components**
  - Culture
  - Instruction
  - Management
  - Stakeholder support and Engagement
- **16 Elements**
- <http://www.kpbsd.k12.ak.us/WorkArea/DownloadAsset.aspx?id=27873>



# Questions?

**John O'Brien**

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