

ELIZABETHTOWN INDEPENDENT SCHOOLS

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Changes to the Certified Evaluation Plan for Elizabethtown Independent Schools

After meeting with the 50/50 committee for the Certified Evaluation Plan for Elizabethtown Independent Schools, the committee is requesting changes with two of the forms.

The changes are listed below for your approval:

1. Add the date of the observation to the Post-Observation Conference Forms. (Attached)
2. Change the Domain 1 and 4 Conference Form to resemble the Post-Observation Form. (Attached)
3. Require a signature by employee and evaluator only after the summative conference instead of after each formative conference.
4. Change the wording in the narrative to reflect when employee/evaluator will sign the Domain 1 and 4 Conference Form. (Page 21, attached)

This plan, once approved by the Elizabethtown Board of Education, will be in effect for the 2019-2020 school year.

Respectfully Submitted,

Michelle Motley, Director of Personnel/Public Relations
Chairperson of 50/50 Committee

Elizabethtown Independent Schools

Post-Observation Conference Form

Teacher	
School	
Grade Level/Subject(s)	
Evaluator	
Date of Observation	Date of Conference

Optional: The following guiding questions may be used to reflect on the lesson that was observed:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	Did you depart from your plan? If so, how and why?
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?

Evaluator's Formative Observation Rating: Teachers may request that the evaluator provide examples of evidence that were used to support the rating. I=Ineffective, D=Developing, A=Accomplished, E=Exemplary, NA=Not Observed

Domain 2: The Classroom Environment	Rating:					Domain 3: Instruction	Rating:				
A: Creating an Environment of Respect and Rapport	I	D	A	E	NA	A: Communicating with Students	I	D	A	E	NA
B: Establishing a Culture for Learning	I	D	A	E	NA	B: Using Questioning and Discussion Techniques	I	D	A	E	NA
C: Managing Classroom Procedures	I	D	A	E	NA	C: Engaging Students in Learning	I	D	A	E	NA
D: Managing Student Behavior	I	D	A	E	NA	D: Using Assessment in Instruction	I	D	A	E	NA
E: Organizing Physical Space	I	D	A	E	NA	E: Demonstrating Flexibility	I	D	A	E	NA

Optional: Additional Notes and Comments

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Teacher's Signature*

Date

Evaluator's Signature

Date

*Denotes sharing of results, not necessarily agreement with the formative rating. The teacher may submit a response in writing to all ratings by the evaluator. A copy of the completed form must be provided to the teacher.

Elizabethtown Independent Schools

Domain1 & 4 Form

Teacher			
School			
Grade Level/Subject(s)			
Evaluator			
Date(s) of Conference	Mini	Mini	Full

Evaluator's Formative Rating: Teachers may request that the evaluator provide examples of evidence that were used to support the rating. I=Ineffective, D=Developing, A=Accomplished, E=Exemplary, NA=Not Observed

Domain 1: Planning and Preparation	Rating:					Domain 4: Professionalism	Rating:				
A: Demonstrating Knowledge of Content and Pedagogy i. Knowledge of Content and the Structure of the Discipline ii. Knowledge of Prerequisite Relationships iii. Knowledge of Content-Related Pedagogy	I	D	A	E	NA	A. Reflecting on Teaching i. Accuracy ii. Use in Future Teaching	I	D	A	E	NA
B: Demonstrating Knowledge of Students i. Knowledge of Child and Adolescent Development ii. Knowledge of the Learning Process iii. Knowledge of Students' Skills, Knowledge, and Language Proficiency iv. Knowledge of Students' Interests and Cultural Heritage v. Knowledge of Students' Special Needs	I	D	A	E	NA	B. Maintaining Accurate Records i. Student Completion of Assignments ii. Student Progress in Learning iii. Non-Instructional Records	I	D	A	E	NA
C. Selecting Instructional Outcomes i. Value, Sequence, and Alignment ii. Clarity iii. Balance iv. Suitability for Diverse Learners	I	D	A	E	NA	C. Communicating with Families i. Information About the Instructional Program ii. Information About Individual Students iii. Engagement of Families in the Instructional Program	I	D	A	E	NA
D. Demonstrating Knowledge of Resources i. Resources for Classroom Use ii. Resources to Extend Content Knowledge and Pedagogy iii. Resources for Students	I	D	A	E	NA	D. Participating in a Professional Community i. Relationships with Colleagues ii. Involvement in a Culture of Professional Inquiry iii. Service to the School iv. Participation in School and District Projects	I	D	A	E	NA
E. Designing Coherent Instruction i. Learning Activities ii. Instructional Materials and Resources iii. Instructional Groups iv. Lesson and Unit Structure	I	D	A	E	NA	E. Growing and Developing Professionally i. Enhancement of Content Knowledge and Pedagogical Skill ii. Receptivity to Feedback from Colleagues iii. Service to the Profession	I	D	A	E	NA
F. Designing Student Assessment i. Congruence with Instructional Outcomes ii. Criteria and Standards iii. Design of Formative Assessments iv. Use for Planning	I	D	A	E	NA	F. Demonstrating Professionalism i. Integrity and Ethical Conduct ii. Service to Students iii. Advocacy iv. Decision Making Compliance with School and District Regulations	I	D	A	E	NA

Optional: Additional Notes and Comments

Domain1:

Domain 4:

Teacher's Signature*

Date

Evaluator's Signature

Date

*Denotes sharing of results, not necessarily agreement with the formative rating. The teacher may submit a response in writing to all ratings by the evaluator.
A copy of the completed form must be provided to the teacher.

Domains 1 and 4 Conferencing:

A district Formative Conference Form for Domains 1 and 4 will be shared electronically with all Teachers and Other Professionals so they may record evidence of the sub domains within Domain 1 and 4. (See forms on pages 74-81) The evaluator will also collect evidence and record on the Formative Conference Form for Domains 1 and 4. After discussing Domain 2 and 3 in the post conference, the evaluatee and evaluator will discuss and share evidences of Domains 1 and 4 from their respective forms. The evaluator will compile the evidences on the Domain 1 and 4 Formative Conference at the end of the summative cycle. Conferences to discuss Domains 1 and 4 will occur after each of the mini observations and the full observation for non-tenured teachers. Conferences for tenured teachers will occur after their annual observation. Domains 1 and 4 will be rated on the Summative form based on the evidence collected on the Formative Conference forms.

(The following chart provides the same data in a different format.)

Observation Type	Documentation	Post-Conference Plan
Mini – Unscheduled	Formative Conference Form(s)	Face-to-Face: at the end of post conference for Domains 2 & 3. Data collected by the Evaluator and Teacher or Other Professional will be discussed and shared.
Mini – Unscheduled	Formative Conference Form(s)	Face-to-Face: at the end of post conference for Domains 2 & 3. Data collected by the Supervisor and Teacher or Other Professional will be discussed and shared.
Formal/Full - Scheduled	Formative Conference Form(s)	Face-to-Face: at the end of post conference for Domains 2 & 3. Data collected by the Supervisor and Teacher or Other Professional will be discussed and shared on documented on form that Supervisor keeps on file.