

Tennessee Teacher Instructional Performance Walk-through Assessment



Tennessee Department of Education
Commissioner Lana C. Seivers

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TEACHER INSTRUCTIONAL PERFORMANCE WALK-THROUGH ASSESSMENT

GUIDE

PURPOSE

Pursuant to Public Chapter No. 376, House Bill 472, of Public Acts, 2007, Section 10, Tennessee Code Annotated, Section 49-5-5205, principals are to conduct a performance assessment two times within a five year period for each teacher in the principal's school. This instructional performance walk-through assessment guide is designed to provide support for schools and school systems to that end. This guide provides principals with a tool which incorporates the domains of the approved Framework for Evaluation and Professional Growth and is designed to collect data over time on individual teachers. This assessment information may serve to inform the Performance Assessment as prescribed by law, two times every five years.

DESIGN

This document is designed to align with the Approved Framework for Evaluation and Professional Growth and allows principals and reviewers to focus on one domain per classroom visit. The feedback conference format is designed to enhance collaboration between the principal and teacher, as they jointly develop opportunities for improvement in each area of need.

RECOMMENDED PURPOSES AND PROCESSES

Data from this instrument may be used at the teacher level to improve individual teaching strategies, build individual professional development plans, and or/growth plans. At the school level this information may be used in an aggregate form to guide instructional practices school-wide in the TSIP Action Plan supported by data and/or to develop school-wide professional development plans as appropriate. Other uses include assuring inter-rater reliability, *development of a systemwide professional development plan, as a focus for celebrations, the accountability for fund use, alignment of professional development plans (individual, school or district) with other resource management, and to build capacity in the classroom, school and system.

RECOMMENDED FEEDBACK PROCESS

Feedback should be written and communicated within 48 hours.

*Compile and share reports with appropriate LEA Personnel monthly or quarterly.

DIRECTIONS

This walk-through performance review may be conducted by the administrator or identified other, as the principal requests. It is recommended that the reviewer (or designee who is a non-administrator, in an administrator's presence,) review the information with the teacher to provide timely feedback and an opportunity for dialogue. Upon completion of the discussion, the teacher and reviewer should both sign and date the form. Signature indicates that the conference has been held; it does not indicate agreement with findings. Teachers should receive a copy of the signed document. If a teacher elects not to sign the form, the principal should secure a witness signature which reflects that the teacher was a participant in the conference, had an opportunity to respond in writing, and received a copy of the document. A copy of the signed document should be placed in the teacher's file.

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Teacher Observed: _____ Date: _____ Time: In _____ Out: _____

Discipline: _____ Lesson Topic: _____ Observer(s): _____

Performance Standards Domain ONE: Planning	Implementation Evidence	Check	Data Source
INDICATOR A: Establishes appropriate instructional goals and objectives	a. Selects goals and objectives aligned with the Tennessee academic content standards and state assessments.		
	b. Gives instructional priority to content goals and objectives that have been identified as high-stakes assessment items.		
	c. Identifies goals and objectives that include the key concepts of the content area and are developmentally appropriate for all students.		
	d. Includes goals and objectives that emphasize higher-order thinking skills appropriate to the content area and the students.		
INDICATOR B: Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community	a. Uses state performance indicators and multiple classroom assessments within the content to obtain information about students and their achievement, and uses this information to design and deliver appropriate instruction.		
	b. Plans and designs instruction and evaluation aligned with state academic content standards and state performance indicators that are developmentally appropriate for all students.		
	c. Selects research-based strategies, methods, activities, and materials validated as sound practice within the content area.		
	d. Plans student evaluation and assessments that will allow all students ample opportunity to demonstrate what they have learned on the identified content goals and objectives.		
	e. Designs instruction to cause students to integrate content knowledge, skills, and inquiry across content areas.		
	f. Designs instruction that utilizes materials, human and community resources, and technology in ways appropriate to the content area.		
	g. Includes instructional experiences relevant to students, real life, and student career pathways.		
INDICATOR C: Adapts instructional opportunities for diverse learners	a. Uses aggregated and disaggregated data from state assessments, and classroom formal and informal assessments to identify the diverse needs of students as a whole class, as groups, and as individuals.		
	b. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner.		
	c. Plans and designs evaluations and assessments for diverse students.		

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Performance Standards Domain TWO: Teaching Strategies	Implementation Evidence	Check	Data Source
INDICATOR A: Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area	a. Presents the content correctly in a logical, coherent fashion, building on content previously mastered and connecting to content to be learned in the future.		
	b. Paces the presentation of concepts appropriately to build students' capacity for critical thinking, problem solving, and clarifies when students misunderstand.		
	c. Uses questioning techniques appropriate to the content and structures activities that require students to use higher-order thinking.		
	d. Facilitates students in constructing their own understanding of the content in large group, small group, and independent settings, and provides specific, corrective feedback relevant to the task.		
	e. Assures that students have ample opportunity to explore, respond, and extend their thinking through technology, as appropriate to the content area.		
INDICATOR B: Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students	a. Emphasizes student ownership of learning through connecting the content and content standards to employability and/or postsecondary education.		
	b. Promotes positive intellectual interactions among students and teacher through instructional experiences that result in student investigation of theories, facts, and opinions related to the content area.		
	c. Provides opportunities for students to learn and challenge each other through planned, cooperative peer interaction.		
	d. Communicates the content to students through research based methods, activities, and materials specific to the content that are differentiated for diverse learners.		

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Performance Standards Domain THREE: Assessment and Evaluation	Implementation Evidence	Check	Data Source
INDICATOR A: Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions	a. Aligns classroom assessments with state performance indicators and grade level accomplishments.		
	b. Uses multiple evaluations and assessments to evaluate student mastery of content and to inform instruction for the class as a whole, as individuals, and within diverse groups.		
INDICATOR B: Communicates student achievement and progress to students, their parents, and appropriate others	a. Uses state assessment data for communicating student achievement in the content area to students, parents and other stakeholders.		
	b. Maintains correct and useful records of student work within the content area and communicates student performance correctly and responsibly to students, parents, and other stakeholders, with prompt and useful feedback given to students.		
INDICATOR C: Reflects on teaching practice through careful examination of classroom evaluation and assessments	a. Uses state and national academic content standards, curriculum guides, and state assessment outcomes as a framework for reflection.		
	b. Analyzes state academic content standards and state performance indicators to assure that standards have been taught to the level of understanding assessed by the standard.		
	c. Reflects on strategies, methods, materials, and activities used in instruction and seeks feedback from colleagues.		
	d. Demonstrates efficacy with struggling students and diverse groups.		

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Follow-Up Conference:
This form is to be completed during the follow-up conference.

Focused Performance Standard Feedback

Performance Standards

Domain Three: Assessment and Evaluation

<u>Areas of Strengths:</u>	<u>Areas to Strengthen:</u>
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____

Evidence that supports the focus. (What I/we saw...)

Teacher Signature: _____	Date: _____
Reviewer Signature: _____	Date: _____

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Performance Standards Domain FOUR: Learning Environment	Implementation Evidence	Check	Data Source
INDICATOR A: Creates a classroom culture that develops student intellectual capacity in the content area	a. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students.		
	b. Establishes clear classroom standards and expectations for behavior that emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher.		
	c. Establishes clear classroom standards and expectations for achievement that focus upon content knowledge, engagement in purposeful learning, high academic performance, and ownership of learning.		
INDICATOR B: Manages classroom resources effectively	a. Creates a classroom environment that organizes and manages time, space, facilities, and other resources for maximum engagement of students in the content.		
	b. Demonstrates flexibility in restructuring time, space, facilities, and other resources as the situation demands.		

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Performance Standards Domain FIVE: Professional Growth	Implementation Evidence	Check	Data Source
INDICATOR A: Collaborates with colleagues and appropriate others	a. Is able to articulate clearly the purpose, scope, and outcome of each collaboration.		
	b. Works with colleagues to assure student integration of learning across the curriculum.		
	c. Participates in school-wide activities that are supportive of school improvement in the building.		
INDICATOR B: Engages in high-quality, on-going professional development as defined by the Tennessee State Board of Education Professional Development Policy to strengthen knowledge and skill in the content of the teaching assignment	a. Uses data and self-assessments to develop a professional development plan that articulates teaching strengths and identifies priorities for growth within at least one content area of the teaching assignment.		
	b. Implements the professional development plan within a mutually agreed upon time period.		
	c. Participates actively in high-quality professional development related to the content area and practices new learning with colleagues and/or cognitive coach.		
INDICATOR C: Performs professional responsibilities efficiently and effectively	a. Engages in dialogue with students, colleagues, parents, administrators, and stakeholders and consistently demonstrates respect, accessibility, and expertise.		
	b. Performs assigned duties in a timely manner with a professional disposition.		
	c. Keeps accurate records related to instructional and non-instructional responsibilities.		

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Discipline: _____ **Lesson Topic:** _____ **Observer(s):** _____

Performance Standards Domain SIX: Communication	Implementation Evidence	Check	Data Source
INDICATOR A: Communicates clearly and correctly with students, parents, and other stakeholders	a. Uses effective and correct verbal and non-verbal language appropriate to the audience and models effective communication strategies through questioning, listening, clarifying, and restating.		
	b. Communicates subject matter clearly and correctly, verbally and written, in a style easily understood by stakeholders in the education community.		

