

Instructional Leadership Specialist Observation Form

The Springfield Public School System's Standards of ILS Performance will be the Massachusetts Department of Education's seven (7) Principles of Effective Teaching, segments of the Principles of Effective Administration and the supporting indicators.

An observer will determine if the standards are met by the ILS and if the indicators do not meet (D), meet (M), or exceed (E) expectations, not observable (NO), or not applicable (NA). Non-observable indicators will be discussed at the pre and post observation conferences. An ILS may be required to submit evidence for non-observable indicators as may be necessary.

All non-observable indicators that would potentially lead to a Does Not Meet (D) in a principle must be indicated at the 2nd post observation conference.

The ILS shall be provided with a copy of the observation form prior to the pre-observation conference.

Teacher: _____ School: _____ Subject: _____

Level/Grade: _____ Period: _____ Class Size: _____

Teaching Assignment: _____

Type of Classroom: _____ Standard: _____ Sub-standard: _____

School: _____ Academic Year: _____

Date of Observation: _____ Length of Observation: _____

Unusual Conditions: _____

Shaded indicators will be discussed at pre-observation conference. Teacher may be requested to submit evidence for shaded indicators as may be necessary.

Standards of Teacher Performance					
D = Does not meet expectations M = Meets expectations					
E = Exceeds expectations NA = Not applicable to this teacher NO = Not observable during lesson					
	D	M	E	NA	NO
Principle I. Currency In the Curriculum:					
<i>A. The teacher is up to date regarding curriculum content</i>					
1. Demonstrates a working knowledge of the core curriculum of the teachers assignment.					
2. Frames curriculum around essential questions in the discipline that provide opportunities for reasoning, logic, analysis and synthesis when planning units lessons, and assessments.					
3. Keeps current in the field and applies knowledge to the instructional program.					
4. Contributes to the ongoing evaluation of the curriculum.					
Principle II. Effective Planning and Assessment of Curriculum and Instruction					
<i>A. The teacher plans instruction effectively</i>					
5. Has a personal vision of committed, confident learners and uses that vision to guide learning goals, expectations, and standards for student work.					
6. Sets short-term and yearlong goals for curricular units which derive from unifying themes of fundamental importance to students' present or future lives.					
7. Identifies individual and group needs and plans appropriate strategies, including those that involve the use of up-to-date technologies, to meet those needs.					
8. Uses materials and resources, including technologies, that are appropriately matched to curricular goals and to students' needs and learning styles.					
9. Frames curriculum around students' own prior knowledge and experience and identifies prerequisite skills, concepts and vocabulary that are important for students to know in order to be successful at a task					
10. Seeks out and collaborates with school-based specialists, resource personnel, including technology specialists, and administrators to better design curricula or instructional modifications to meet the special learning needs of students and support all students to learn and apply a challenging core curriculum.					
11. Plans engaging ways to introduce each unit of study.					

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B. The teacher plans assessment of student learning effectively.					
C. The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.					
Principle III. Effective Management of Classroom Environment					
A. The teacher creates an environment that is positive for student learning and involvement					
B. The teacher maintains appropriate standards of behavior, mutual respect and safety.					
Principle IV. Effective Instruction					
A. The teacher makes learning goals clear to students.					

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61. Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties which interfere with learning and/or participation in class.					
Principle VI. Promotion of Equity and Appreciation of Diversity					
<i>A. The teacher strives to ensure equitable opportunities for student learning.</i>					
62. Provides opportunities to include all students in the full range of academic programs and activities and extra-curricular activities.					
63. Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations and Board of Education policies and guidelines.					
<i>B. The teacher demonstrates appreciation for and sensitivity to the diversity among individuals.</i>					
64. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.					
65. Develops and implements educational and organizational strategies that are effective in meeting the needs of a diverse student body.					
66. Functions effectively in a multi-lingual, multi-cultural and economically diverse society.					
Principle VII. Fulfillment of Professional Responsibilities					
<i>A. The teacher is constructive and cooperative in interactions with parents and receptive to their contributions.</i>					
67. Keeps parents informed of student's progress and works with them, in culturally appropriate ways, to aid in the total development of the student.					
68. Maintains professional boundaries with parents.					
<i>B. The teacher shares responsibility for accomplishing the goals and priorities of his/her grade/team/department, building and school district.</i>					
69. Maintains professional boundaries with colleagues.					
70. Works constructively with others to identify school problems and suggest possible solutions.					
71. Works collaboratively with other staff in planning and implementing interdisciplinary curriculum, instruction and other school programs and shares expertise and new ideas with colleagues.					
72. Participates in student or school activities.					
73. Cooperates with other teachers about students' overall workload.					
74. The teacher is reflective and continuous learner.					
75. Reflects about and acts on what students need to know and be able to do and about what the teacher can do to foster learning.					
76. Uses available resources to analyze, expand, and refine professional knowledge and skills; resources can include professional organizations, academic course work; school-based staff, administrative and community resources, and other colleagues.					
77. Participates in activities that demonstrate a commitment to the teaching profession.					
78. Seeks out information in order to grow and improve as a professional.					
79. Is receptive to suggestions for growth and improvement.					
<i>Note: Principle VIII indicators will be observed and evaluated holistically throughout the year.</i>					
Principle VIII: Effective Instructional Leadership for Instructional Leadership Specialists					
The effective ILS works with others to create learning environments that address the needs of students.					
<i>A. The Instructional Leadership Specialist facilitates the development of a shared mission and vision.</i>					
80. Recognizes that student learning must be the focus of all school programs and activities.					

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D. The Instructional Leadership Specialist encourages and uses a variety of strategies to assess student performance accurately.					
C. The Instructional Leadership Specialist applies current principles, practices, and research to foster effective teaching.					
D. The Instructional Leadership Specialist leads the renewal of curriculum and instructional programs.					
E. The Instructional Leadership Specialist assists teachers in having high standards and positive expectations that all students can perform at high levels.					
F. The Instructional Leadership Specialist supports ongoing professional development.					
G. The Instructional Leadership Specialist creates a positive, informed climate for collegial teaching and learning.					

D = Does not meet expectations

Must have an accompanying explanation and recommendation for improvement

M = Meets expectations

E = Exceeds expectations

NA = Not applicable to this teacher

NO = Not observable indicates standards that are *not observable* during observations. The ILS may provide evaluator with evidence of meeting these expectations should s/he be requested to do so. At the time of the post observation conference, the NO shall be determined to be a "D", "M", or "E".

Observable and/or measurable data to support any “D” determination for an indicator:

Recommendations for improvement for an indicator – must be observable and/or measurable:

Description of how improvement for an indicator will be measured:

A Professional Improvement Plan is attached to this observation form when ILS does not meet one of the Principles of Effective Teaching..

Observer’s Signature

Date

ILS’s Signature

Date

The ILS’s signature does not necessarily indicate agreement with the contents of the Observation Report. The ILS has the right to make a written statement within 15 school days after the post-observation conference; said statement shall become part of the Final Evaluation Report. The teacher shall be provided with a copy of the observation form at the post observation meeting.