

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: _____

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. *The teacher is up to date regarding curriculum content.*

1. Demonstrates a working knowledge of the core curriculum of the teacher's assignment – as defined by the standards and topics in the Springfield Public Schools Curriculum Guides and the Massachusetts Curriculum Frameworks.					
2. Implements curriculum to 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.**					

Principle II. Effective Planning and Assessment of Curriculum and Instruction. *The teacher plans instruction and assessment of student learning effectively.*

4. Identifies individual and group needs and plans appropriate strategies to meet those needs. This may include the use of appropriate technology.					
5. Uses materials and resources appropriately matched to curricular goals and students' needs and learning styles. This may include the use of appropriate technology.					
6. 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.					
7. Assesses student performance based on instructional objectives aligned to grade level standards and consistent with the I.E.P. if appropriate.					
8. Provides prompt feedback to help students monitor and improve their performance in attaining the Grade Level Standards.					
9. Uses results from multiple measures including formative and summative assessments to plan and modify instruction and to accurately report student progress.**					
10. Communicates students progress to parents, students and staff members in a timely fashion and in culturally appropriate ways using a range of information such as portfolios, anecdotal records and other artifacts.**					
11. Prepares and maintains accurate and efficient record-keeping systems of the quality and quantity of student work that reflects the District Grading Policy.**					
12. Uses individual and group data appropriately; maintains confidentiality concerning individual student data and achievement.**					

Principle III. Effective Management of Classroom Environment. *The teacher creates an environment that is positive for student learning and involvement and maintains appropriate standards of behavior, mutual respect, and safety.*

13. Use classroom time and classroom space to promote optimal learning.					
14. Establishes classroom procedures that maintain a high level of students' time-on-task and ensure smooth transitions from one activity to another.					
15. Maintains systematic approach to discipline by establishing and administering a consistent and fair set of rules with clear and appropriate expectations.					
16. Demonstrates attitudes of fairness, courtesy and respect that encourage students' active participation and commitment to learning.					

Standards of Teacher Performance	D	M	E	NA	NO
D = Does not meet expectations M = Meets expectations E = Exceeds expectations NA = Not applicable to this teacher NO = Not observable during lesson					
Principle IV. Effective Instruction. <i>The teacher makes learning goals clear to students and uses appropriate instructional and questioning techniques.</i>					
17. Regularly checks for students' understanding of content and concepts and progress of skills.					
18. Identifies confusions and misconceptions as indicated by student responses.					
19. Makes connections between concepts taught and students' prior knowledge and experiences.					
20. Uses a variety of teaching strategies which may include: cooperative, peer and project-based learning, audio-visual presentations, lecture, discussions and inquiry, practice, and application.					
21. Uses a variety of appropriate materials in order to reinforce and extend skills, accommodate learning styles and match instructional objectives.					
22. Uses a variety of questioning techniques, including those which encourage and guide critical and independent thinking and the development of ideas.					
23. Continually evaluates, tries innovative approaches and refines instructional strategies, including the effective use of technologies, to increase student learning and confidence about learning. Acts on belief that all students can learn and that virtually all can master a challenging core curriculum with appropriate modifications of instruction.					
Principle V. Promotion of High Standards and Expectations for Student Achievement. <i>The teacher communicates learning goal, high standards and expectations to students; promotes confidence and perseverance to increase personal student responsibility for achieving curriculum goals.</i>					
24. Clearly communicates objectives or learning outcomes to students during every lesson.					
25. Communicates standards, expectations and guidelines regarding quality and quantity of student's work, work procedures and interpersonal behavior to students and parents.					
26. Responds to students' answers and work so as to keep them thinking, and persevering with challenging tasks.					
27. Encourages and supports students to believe that effort is a key to high achievement and acknowledges and values student work, study and inquiry.					
28. Identifies students needing extra support and works to ensure that they get the interventions and assistance necessary to achieve success.**					
29. Identifies students who are not meeting expectations and contributes to the Individual Student Success Plan (ISSP) and/or Individual Education Plan (IEP) as appropriate.**					
30. 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>The teacher strives to ensure equitable opportunities for student learning and demonstrates appreciation for and sensitivity to the diversity among individuals.</i>					
31. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.					
32. Develops and implements educational and organizational strategies that are effective in meeting the needs of a diverse student body.**					
33. Provides opportunities to include all students in the full range of academic programs and activities and extra-curricular activities.					
34. Addresses the needs of diverse student populations by applying and adapting constitutional and statutory laws, state regulations and Board of Education policies and guidelines.					

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M

E

NA

NO

Principle VII. Fulfillment of Professional Responsibilities

35. Works constructively with others to identify school problems and suggest possible solutions.**					
36. 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.**					
37. Works collaboratively with other staff in planning and implementing interdisciplinary curriculum, instruction and other school programs and shares expertise and new ideas with colleagues, if appropriate.**					
38. Cooperates with other teachers about students' overall workload.**					
39. 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.**					
40. 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.**					
41. Is receptive to suggestions for growth and improvement.**					
42. Maintains appropriate professional boundaries with students.**					
43. Participates in student or school activities.**					

Note: Principle VIII indicators will be observed and evaluated holistically throughout the year.

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>					
44. Recognizes that student learning must be the focus of all school programs and activities.					
<i>B. The Instructional Leadership Specialist encourages and uses a variety of strategies to assess student performance accurately.</i>					
45. Encourages teachers to view authentic learning and authentic assessment as linked.					
46. Uses a variety of valid, reliable, and unbiased instruments to assess the achievement of learner goals.					
<i>C. The Instructional Leadership Specialist applies current principles, practices, and research to foster effective teaching.</i>					
47. Demonstrates knowledge of the instructional process and teaching methodologies.					
48. Assists teachers to develop inquiry-based teaching practices.					
49. Assists teachers to make significant changes in practice as dictated in the field.					
<i>D. The Instructional Leadership Specialist leads the renewal of curriculum and instructional programs.</i>					
50. Assists staff to distinguish between what is central and what is peripheral in the subject area when analyzing, planning, and supervising units, courses, and programs so that instruction time on central concepts, skills, and understanding are protected within their area of licensure.					
<i>E. The Instructional Leadership Specialist holds teachers accountable for having high standards and positive expectations that all students can perform at high levels.(assists teachers in having high)</i>					
51. Enlists teachers in creating and communicating to students positive dispositions toward learning					
52. Works with teachers to establish high standards and expectations for student work.					
53. Assists teachers to set their expectations, explain them, and clearly define how students meet them.					
<i>F. The Instructional Leadership Specialist supports ongoing professional development.</i>					
54. Applies research on adult learning and development to design and provide for effective professional development.					
55. Fosters effective professional development based on research and models of desired practice including time for reflection, planning, problem solving and collaboration; repeated practice and feedback; and respect for individual adaptations.					
56. Encourages collegial approaches to professional development including mentoring,					

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D

M

E

NA

NO

	D	M	E	NA	NO
peer coaching, study groups, and group planning and problem-solving.					
57. Involves staff in identifying professional development needs.					
<i>G. The Instructional Leadership Specialist creates a positive, informed climate for collegial teaching and learning.</i>					
58. Understands the elements of a strong school culture for adults and is committed and prepared to strengthen them.					
59. Applies theories of human development, adult learning, and motivation to develop a community of learners.					
60. Provides an environment and culture where creativity, exchange of ideas, responsible risk-taking, and experimentation are shared, valued, and practiced.					
61. Builds a culture within the student body and staff that promotes 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. Teachers 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".

** Indicates standards that are not observable during classroom observations; teacher shall provide evaluator with evidence of meeting these expectations should s/he be requested to do so.

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.