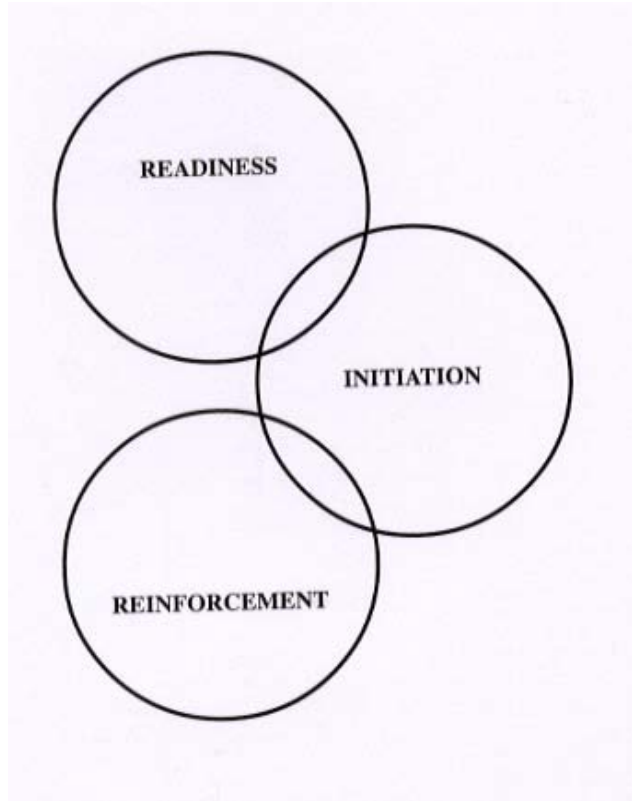


**TEACHER APPRAISAL SYSTEM
EVALUATION MANUAL**

ORGANIZING CLASSROOM APPRAISAL

- **Observing by Clusters**
- **Counseling by Indicators**



READINESS

CLUSTER ONE: IS PREPARATION APPARENT?

1.0 Classroom Management

- 1.1 Are regulations clearly defined and understood?
- 1.2 Is discipline consistent?
- 1.3 Are students involved in activities?
- 1.4 Is there sufficient interaction between students-students and students-teacher?

2.0 Classroom Climate

- 2.1 Is the atmosphere stimulating?
- 2.2 Is there evidence of active (involved) learning?
- 2.3 Is there evidence of passive (listening) learning?
- 2.4 Are teacher expectations understood?
- 2.5 Are directions clear?
- 2.6 Does the teacher move about the classroom?
- 2.7 Is there evidence of adult modeling and non-possessive caring by the teacher?

3.0 Organization

- 3.1 Is there evidence of sequencing of the lesson and alternative ways for learning it?
- 3.2 Is there evidence that existing records and information (standardized tests, student files, etc.) have been reviewed?
- 3.3 Is there evidence of a planned sequence with regard to the teacher's presentation?
- 3.4 Are there meaningful alternative teaching styles evidenced?

4.0 Record Keeping

- 4.1 Is there a record or file for each student?
- 4.2 Is it up-to-date? (current)
- 4.3 Is there a clearly defined reward system?
- 4.4 Is it posted or available for students to see?
- 4.5 Is there a rationale on file for subjective grading?
- 4.6 Is there an alternative plan for substitutes?
- 4.7 Does the record system reflect a systematic plan?

INITIATION

CLUSTER TWO: IS INTRODUCTION AND EXPLANATION SUFFICIENT?

5.0 Explains Purpose

- 5.10 Is there a systematic process for introducing the purpose and relationship of a learning activity?
- 5.11 The unit objective (purpose)
- 5.12 Content background (relation to previous units)

- 5.13 Relevance to students (relation to student need's and the necessity for their understanding.)
- 5.14 Directions for activities (procedure(s) for accomplishing the assigned task.)
- 5.2 Is the format or relationship noted in the lesson plan or syllabus?
- 5.3 Is the purpose communicated in a multi-dimensional fashion? (print, picture, audio-taped, teacher lecture, outline, etc.)
- 5.4 How does this information relate to the course, class, or previous - future units?
- 5.5 Are the objectives written down and do all understand?
- 5.6 How do objectives relate to course purpose, to each other, to any future teachings?
- 5.7 What are the projected kinds of successful responses that will lead to closure of understanding of the concept/it's relationship to the 'big picture'? How will it fit into context?

6.0 Provides Sufficient Directions

- 6.1 Are the directions reasonable and manageable?
- 6.2 Do students understand the purpose and procedure?
- 6.3 Are the directions in writing? Posted?
- 6.4 Are there alternatives to the same objectives?
- 6.5 Are there independent study choices?
- 6.6 Are they verbalized?
- 6.7 Does the teacher ask students to repeat directions?
- 6.8 Are objectives stated that relate to the purpose of the unit or course?

7.0 Content Area Knowledge

- 7.1 Is there tangible evidence in the classroom (i.e., bulletin boards, wall charts, artifacts) that the teacher is knowledgeable?
- 7.2 When explaining purpose and providing directions is there evidence of content understanding?
- 7.3 When providing alternatives toward meeting individual student needs is a variety of knowledge demonstrated?

Evidence of preparation/understanding can be determined through a teacher's introduction of a unit, the relation to assigned activities and the depth of measurable outcomes.

7.4 Is the introduction of the information sufficiently diversified to meet varied student abilities?

7.5 Is the information connected to previous units/learnings?

7.6 Are there sufficient measurable objectives to assure evidence of student understanding?

7.7 Are objectives measured as concrete (i.e., true/false, multiple choice, etc.) or abstract (i.e., extrapolating information, student application, analysis of events, etc.)?

7.8 Do measurable outcomes vary unit to unit?

8.0 Demonstrates

8.1 Is the teacher responsive in a positive fashion?

8.2 Does she/he demonstrate non-possessive caring, the ability to be objective in responding to students?"

8.3 Appropriate dress?

8.4 Attentive to questions/concerns?

8.5 Model friendship, acceptance, and recognition?

8.6 Does the teacher make personal contact?

8.7 Is rapport demonstrated through respect and a caring attitude?

8.8 Is the intent of the lesson evident to all?

REINFORCEMENT

CLUSTER THREE: ARE INSTRUCTOR INTERACTION AND ALTERNATIVE TEACHING METHODS EVIDENT?

9.0 Encourages Response

9.1 Does the student establish ownership in the activity/unit by thoughtful response?

9.2 Are questions diverse enough to accommodate the ability range for the class?

9.3 Are key response questions noted in the lesson plans, posted or otherwise disseminated to students?

9.4 Are there different determinants/weights for questions and degrees of response?

9.5 Are the vehicles (questions, activities) for response directly related to the unit objectives?

9.6 Is the climate for response orderly and business-like?

10.0 Supervision

10.1 Is time for supervised study reflected in the lesson plans?

10.2 Are supervisory plans available for lower order thinking skills? (memorizing terminology, facts)

10.3 Are plans evident to enable higher order thinking skills? (application, interpretation, extrapolation) Plans such as working on joint projects, creative writing, etc.?

10.4 Are independent study options available and is there a vehicle or guide for student use?

10.5 Is there sufficient time for application and reinforcement before moving on to the next unit?

11.0 Adapts Varied Teaching Techniques

11.1 Were the terminology, specific facts, trends and sequences of the unit used as a basis for introduction?

11.2 Has the class been grouped or individuals identified with regard to their comprehension, interpretation and initial ability for application of the unit information?

11.3 Does the teacher employ alternative means of explaining content and giving assignments?

11.4 Have sub-groups been formed?

11.5 Is there a checklist of activities (concrete to abstract) and alternative grading patterns to relate to varied abilities?

12.0 Evidence of Learner Success

12.1 Are there opportunities for both abstract and concrete learner success?

12.2 Are opportunities based on learner capacity?

12.3 Is there evidence of flexibility with regard to teacher attitude and expectations?

12.4 Is there evidence of a varied reward system?

12.5 Do grading patterns for the class reflect evidence of achieving realistic classroom objectives?

13.0 Performance and Conduct

13.1 Is the classroom climate conducive to learning?

13.2 Does the classroom contain attractive and appropriate materials?

13.3 Is there a positive rapport between students and teacher?

13.4 Is there evidence of positive adult role modeling?

13.5 Is there indication of support for the school as an organization?

13.6 Is there evidence of support for the profession?

IMPROVING CLASSROOM PERFORMANCE

The following indicators incorporate twenty-two criteria for effective teaching performance. The criteria have been matched with appropriate indicators as 'primary' and 'secondary'. Primary criteria are those directly associated, whereas secondary criteria support or may on occasion relate to the indicator.

A statement pertaining to observation of criteria has been developed to explain the relationship of criteria to indicators. A general overview of observable characteristics is also incorporated into the statement.

In addition, lists of suggested activities for improving performance for possible classroom improvement have been developed for both primary and secondary criteria. These lists are not intended to be all inclusive and as additional suggestions are developed, the supervisor/appraiser may wish to add pages to either each category of indicator or in the miscellaneous section at the back of the manual.

INDICATOR NO.1: CLASSROOM MANAGEMENT

Primary Criteria

Routine, Discipline

Secondary Criteria

Preparation, Lesson Plans, Orderly Student Files, Grading Patterns Involves Learners, Guides

Practice, Monitors

Observation of Criteria

Appropriate management is a key ingredient to successful instruction. If the teacher establishes a routine the student will know what to expect and a positive learning climate will be initiated. Classroom regulations must also be clearly defined and understood in order that discipline will be consistent. The preparation of the teacher is reflected through establishment of a routine and regulations. Planning and projecting student activities should be evident in the lesson plan book. The result of appropriate management is a positive learning environment which can be reflected in the extent to which students are involved in classroom activities. There should also be evidence that the teacher is mobile and is monitoring and guiding students. Good management practices may also be noted by reviewing student files and discussing the grading system used in the classroom. The involvement of learners can be ascertained by observing the degree of interaction between instructor and student/student and student. Guidance and monitoring is reflected

when the instructor assumes a consultative role, moves about and observes progress of individuals in completing assigned tasks.

Suggested Activities For Improving Performance

Routine

- 1) Establish a daily sequence of classroom opening and closing activities.
- 2) Attendance is checked by a student monitor and is done without classroom interruption. Students know where to sit when they enter the room.
- 3) Establish a time when 'out of chair" activities can occur. (pencil sharpened, going to restroom, etc.)
- 4) Post, on the board, a list of required materials needed for class each day.
- 5) Post P.E., music, speech, etc. schedules so that students can help keep track of the day's activities.

Discipline

- 1) Compare existing classroom regulations to appropriate school district policies and procedures.
- 2) Emphasize the need for consistency.
- 3) Have a place designated for "time out" or an intervention room.
- 4) Post classroom expectations in a prominent place in the classroom.
- 5) Allow student participation in compiling a list of classroom rules.

Preparation

- 1) Devise a simple outline for daily plans that can be adjusted to unforeseen contingencies. The format might simply include; a statement of purpose, activities, and the technique for evaluation.
- 2) Have all materials prepared in advance of presenting a lesson so instructional time is not lost.
- 3) Use materials from school or district media centers to enhance instruction and have those ready.
- 4) Post information relating to the day's activities prior to the beginning of class.
- 5) Plan more activities than necessary to avoid "lag" time.

Lesson Plans

- 1) Utilize a format that can be applied daily in order to establish routine for both instructor and student.
- 2) Indicate what was actually covered in class in the plan book so that the teacher can begin class in the appropriate place each day.

- 3) Include in plans the strategies for effective teaching which might help in the presentation of the lesson.
- 4) List objectives for each lesson planned.
- 5) Utilize the plan book as a uniform place to maintain daily reminders to the teacher about students.

Orderly Student Files

- 1) Compile a student file for each student, including school history and current classwork.
- 2) Label student scores with specific assignment information. (This could be input on the computer.)
- 3) Let students write daily accomplishments on index cards.
- 4) Use cumulative folders to place work representative of each student.
- 5) Use a written log of student absences, so as to determine which lesson each student has missed.

Grading Patterns

- 1) Know district and school policies regarding grading patterns.
- 2) Inform students of the method used to determine their grades before grades are given.
- 3) Require students to maintain a record of their daily grades and test grades in a folder.
- 4) Let students fill in blank report card, then compare with yours. Talk about any disparities that result.
- 5) Let students review grades half-way through the grading period, in order to allow time to make improvements.

Involves Learners

- 1) Touch each student during class, either with a positive verbalization or by making eye contact.
- 2) Call on students at random rather than in a predetermined pattern.
- 3) Ask "open-ended" questions to generate more expansive responses.
- 4) Ensure there are enough books, handouts and materials for everyone.
- 5) Be certain that all students are given assignments equal to their ability to be successful.

Guides Practice

- 1) Encourage students to seek assistance when confused. Model an attitude of accepting errors as learning opportunities.
- 2) Have a set routine for helping students who need extra assistance.
- 3) Have all students work examples of the day's assignment prior to beginning the graded portion of the assignment.

- 4) Provide immediate feedback to students during practice sessions.
- 5) Group students according to practice needs. For example, more advanced students could work those who need assistance or students who are in need of help with a particular area could work with the instructor.

Monitors

- 1) Check work as quickly as possible to maintain diagnostic capabilities.
- 2) Establish short-term due dates for sections of semester-long projects in order to better monitor student progress.
- 3) Move around the room while students are working to supervise student work.
- 4) Question the students frequently enough to determine if mastery has been achieved.
- 5) Check overall class performance on tests to see if something needs to be retaught. For example, if a large percentage of the students fail particular sections of the exam, then some type of restructuring is needed.

INDICATOR NO.2: CLASSROOM CLIMATE

Primary Criteria

Routine, Discipline, Preparation. Explains Directions

Secondary Criteria

Involves All Learners, Models, Guides Practice, Provides For Independent Learning

Observation of Criteria

The environment of the classroom should incorporate an atmosphere that stimulates students to learn both in an active and passive mode. Active learning assumes student mobility and positive interaction. Passive learning involves listening, translation, interpretation of terminology and absorbing facts. A positive learning environment can also be developed if a routine and regulations for classroom procedure have been established by the teacher. Routine results in the student understanding teacher expectations, and creates a more disciplined but comfortable atmosphere. Whether the class is engaged in active or passive activities, the organizational skills of the instructor will be reflected in a constructive routine and positive discipline that will result in desirable learning environment.

The degree of preparation can be evidenced by comparing lesson plan statements to actual activities and/or to the clarity of directions explained prior to an assignment. Determination of the initiation and closure of objectives is difficult in the brief span of one observation. Consequently, if understanding the objective of a lesson is the purpose of an observation, the successful initiation and completion should be preceded by a discussion with the instructor pertaining to the purpose of related activities and the evidence of completion. The involvement of learners, guiding of practice and provision for independent learning can be ascertained by the teacher's movement throughout the

classroom and the interaction, or rapport, with students. Independent learning can also be evidenced by lesson plans that reflect assignments to individuals or small groups. Adult modeling and non-possessive caring should be evident in the response of the instructor and the reactions of the student.

Suggested Activities For Improving Performance

Routine

- 1) Establish a daily sequence of classroom opening and closing activities.
- 2) Provide regular rotation of student helpers by posting a schedule.
- 3) Have students participate in regularly-scheduled opening exercises (flag salute, roll call, turning in assignments, etc.).
- 4) Provide for a large amount of time on task and minimize secondary routine activities.
- 5) Begin lessons promptly, without unnecessary delay.

Discipline

- 1) Compare classroom regulations to appropriate school district policies and procedures.
- 2) Recognize and encourage positive behavior through comments, actions, and rewards.
- 3) Focus on keeping the students busy and involved to help avoid discipline problems, make smooth transitions from activity to activity.
- 4) Arrange classroom furniture so that all the students can see and hear the teacher easily.
- 5) Designate a place for "time out."

Preparation

- 1) Collect materials for display which relate to specific units to be studied throughout the year.
- 2) Document the short-term and long-term goals of each instructional unit.
- 3) Have daily written lesson plans and adjust those plans according to what happens during the lesson.
- 4) Have handouts and other supplementary materials ready before class.
- 5) Adjust materials for student learning styles.

Explains Directions

- 1) Develop assignment sheets that note the task, the date assigned and the date due.
- 2) Determine an area in the classroom to post assignments.
- 3) Emphasize directions by obtaining student feedback to verify.
- 4) Use an example as you give directions to illustrate the desired behavior.
- 5) Include directions for enrichment activities for students who finish work early.

Involves All Learners

- 1) Keep lines of communication between teachers and students open.
- 2) Use student helpers when possible.
- 3) If appropriate, consider letting students choose their own seat.
- 4) When appropriate, allow students to choose study groups or project groups.
- 5) Display student work.

Models

- 1) Maintain a business-like but approachable demeanor.
- 2) Do not lose your temper.
- 3) Demonstrate an enthusiastic attitude toward learning.
- 4) Sit and stand with good posture and positive body language.
- 5) Greet the students with positive comments as they enter the room.

Guides Practice

- 1) Accept errors as learning opportunities.
- 2) Be certain each child understands the requirements of a lesson before beginning independent work.
- 3) Provide an adequate number of worksheets, skill sheets, etc. to allow students to practice the skills being taught.
- 4) Periodically check the students' work as a natural part of the classroom routine.
- 5) Minimize distractions during practice time.

Provides For Independent Learning

- 1) Space homework appropriately, with other subject assignments.
- 2) Coordinate major assignments with those of other teachers.
- 3) Avoid scheduling large amounts of outside work when school calendar is full.
- 4) Avoid assigning unreasonable replication of problems, particularly arithmetic/mathematics.
- 5) Create outside class assignments in areas of a student's personal interest.

INDICATOR NO.3: ORGANIZATION

Primary Criteria

Preparation. Lesson Plans, Student Files, Grading Patterns, Routine

Secondary Criteria

Explains Directions, Establishes Objectives, Models, Involves All Learners, Provides For Independent Practice

Observation of Criteria

The purpose of instruction is to impart knowledge on a graduated scale and simultaneously to change the student's behavior. Therefore, the organizational ability of the teacher will be reflected in the sequencing of the lesson and the alternate ways offered for learning it. When analyzing the lesson plans for evidence of organization, a continuity of activities and opportunities to learn should appear. For example, does the planned lesson begin with a review of relevant terminology? Does it reflect that certain facts or trends and sequences will be taught? Are there student activities organized that will permit opportunities for students to translate, extrapolate, and apply the knowledge acquired?

Reviewing student achievement may be accomplished by discussing standardized test results, analyzing student files and grading their pattern of achievement in relation to perceived ability. Observing the teacher explaining directions can determine clarity, relationship to the purpose and objectives of the class, and the alternatives for students with varied abilities or learning styles.

Routine can be observed in regard to the planned sequence of the teacher's presentation, time allocated to the assigned tasks, and the means of evaluation.

The term of observation will determine the appraiser's ability to assess whether objectives that were established were in fact completed. One clue to observing the initiation and closure of objectives is to review the lesson plan to determine when either initiation/closure is projected and then arrange to be present.

Modeling for students in relation to organization is demonstrated by evidence that thoughtful planning of a sequence of events has occurred. The thoroughness reflected by meaningful alternative activities and assignments for varied learning abilities also demonstrates appropriate preparation. Further evidence of proactive planning can be demonstrated by how the teacher involves learners with varied abilities or degrees of motivation and what plan is available for their unique instruction and assignment.

Suggested Activities for Improving Performance

Preparation

- 1) Develop meaningful lesson plans that indicate the purpose, activity, and technique for evaluation.
- 2) Have handouts ready before the lesson is to be taught.
- 3) Develop an alternative plan of action for the use of substitutes.
- 4) Overplan! Have many activities defined to accommodate various learning abilities.
- 5) Be certain that students understand the context of an assignment, the specific activities, and when it is due. Emphasize your expectations.

Lesson Plans

- 1) Using plans can be frustrating if they are too detailed or repetitious. The value of a plan is in its adaptability, recommend a simple three-part plan that includes: a statement of purpose (the reason); a list of activities (the process); and the technique for evaluation (evidence of success).

- 2) When introducing new material, relate the lesson plan to previously learned material.
- 3) Evaluate the previous week's progress before planning subsequent activities.
- 4) Break down long-term goals into measurable weekly and daily objectives.
- 5) Develop lesson plans reflecting a variety of instructional strategies.

Student Files

- 1) Review the class grade book for inconsistencies (lack of grades, too many low marks, too many high marks).
- 2) Keep all student files up to date: cumulative file, permanent record card, and classroom achievement file.
- 3) Keep a duplicate of files in the event the original files are lost or destroyed.
- 4) Compare student standardized achievement scores with grades earned in class.
- 5) Know and follow district policy regarding student files.

Grading Patterns

- 1) Determine whether student grades need to be in some way adjusted or curved.
- 2) Ensure that grades are given for a variety of learning activities.
- 3) Frequently check test items for relevancy.
- 4) Relate grading patterns to the school's goals and curriculum.
- 5) Ask another teacher to grade a set of papers you have already graded to check inter-rater reliability.

Routine

- 1) Know and follow school-wide routine, rules and regulations.
- 2) Create a master list (calendar) of all functions.
- 3) Develop a system for remembering tasks. For example, prepare a permanent check list/reminder of daily 'chores'.
- 4) Designate a particular time and place for student/teacher communications.
- 5) Establish a consistent time for students who have been absent to inquire about makeup work.

Models

- 1) Make sure all equipment works before the class lesson and that appropriate materials are available.
- 2) Keep materials in an accessible area.
- 3) Brainstorm with students the steps in preparing for a lesson or activity, i.e., science experiment. Get them involved in planning their own learning/reinforcement activities.
- 4) Release class on time and begin class on time, demonstrate efficiency.

5) Go over details of outside class activities before the activity begins and plan a follow-up session to exemplify the importance of the event.

Involves All Learners

- 1) Notify students of the appropriate time to ask questions.
- 2) Plan questions for specific students that can result in correct learner responses, thus reinforcement.
- 3) Anticipate student questions and plan to encourage problem solving attitudes.
- 4) In lesson plans, group students according to their special needs/abilities.
- 5) Plan for a balance of individual and group activities.

Provides For Independent Practice

- 1) Plan for homework on a routine basis. Limit the assignment. Be certain to follow up.
- 2) Ensure that the guided practice matches the objectives of the independent practice.
- 3) If the students do not clearly understand the guided practice, delay assignments of independent learning.
- 4) Make students accountable for independent work by reviewing it in some manner; turn homework in, check it in class. etc.
- 5) Prepare alternative assignments for children of varying needs.

INDICATOR NO.4: RECORD KEEPING

Primary Criteria

Student Files, Grading Patterns, Lesson Plans

Secondary Criteria

Preparation, Routine, Monitors

Observation of Criteria

The development and utilization of an appropriate filing system for accumulating data is basic to good instructional practice. Individual student achievement must be recorded and should be based on a clearly defined and defensible reward system. In addition to the usual pertinent information about the student, reference should be made to the date, kind of assignment and, if appropriate, the value of the specific assignment in relation to the others.

The grading format should be clearly defined and reviewed with students, even posted. This clarifies the system and reduces future misunderstanding. The pattern of grading should reflect balance and equity by relating the importance of the task to the overall course objectives. Grading can be either objective or subjective depending upon the assignment. In either instance, a rationale or criteria for the process should be on file.

Lesson plans should reflect the purpose, activities and time frame. While numerous details can be included, flexibility is important due to contingencies that often occur. A

simplistic list of criteria to be included in daily planning enhances flexibility and encourages use by the teacher because of its practicality. An alternative plan for use by substitutes is also of value. The plan may be directly related to the course objective or may be developed as a contingency plan. This provides continuity for the student, and does not disrupt the regular teaching sequence.

Preparation is reflected in the record keeping process. A systematic plan for recording student progress indicates a well-designed sequence of activities. Data accumulation is imperative to the future planning of classroom activities. Conclusions regarding the data reflected can enable the teacher to adjust the daily classroom activities to make them more relevant. Lack of appropriate preparation can be evidenced if the classroom activities are rigidly sequenced without accommodating the results of evaluations reflected on the records.

Routine can be observed in record keeping in relation to when information is posted and whether or not the data is current. The record keeping system should reflect a continual monitoring of student progress. However, both routine and the degree of monitoring are specifically dependent on the course or teaching assignment.

Suggested Activities For Improving Performance

Student Files

- 1) Establish a separate file for each student denoting personal data, projected assignments, grade or point total accumulation and comments.
- 2) Prepare anecdotal comments on 3 x 5 cards that can be withdrawn from the file when the student completes the school year. The cards are simply observations and not official data to be permanently recorded.
- 3) Include areas of strengths and weaknesses in student files from the most current standardized and class tests.
- 4) Collect representative samples of student work throughout the school year, maintaining them in separate files for each student.
- 5) Include artifacts, journals, and/or student interviews in each file.

Grading Patterns

- 1) Base grading patterns on specific identified criteria.
- 2) Inform parents and students of grading requirements.
- 3) Keep students informed of their progress and of opportunities for grade-enhancement activities.
- 4) Keep grading patterns consistent with the school's philosophy and curricular goals.
- 5) Compare your grading patterns with other teachers to help maintain consistency.

Lesson Plans

- 1) Keep lesson plans open, within reach, and adjust them to meet individual or group needs as they develop.
- 2) Include in your lesson plans a list of materials you will need for each activity.

- 3) Outline the types of learning activities you want to use; demonstration, discussion, audio visual, etc.
- 4) Indicate the methods for evaluation (tests, projects, etc.) utilized to monitor student progress.
- 5) At the end of each week, write complete lesson plans for the following week. Plans should include purpose, procedure, and evaluation.

Preparation

- 1) Schedule the use of media materials, guest lecturers, and field trips in advance.
- 2) Use your planning time to write lessons and gather materials.
- 3) Fill out information which must be entered in the plan book each week, e.g., dates, names of classes, lunch times, duty schedules.
- 4) Maintain a list of books and media materials which relate to specific units.
- 5) Gather necessary materials prior to class.

Routine

- 1) Use a minimum amount of time for reoccurring record keeping, e.g., attendance. Establish a system for using an aide or student.
- 2) Post the classroom daily/weekly routine.
- 3) Set aside a certain amount of time each day to grade papers or record classroom events, etc.
- 4) File student papers or other cumulative data weekly. Do not permit materials to accumulate without processing them in some way.
- 5) Use a consistent method for reporting scores - percentile, raw points, etc.

Monitors

- 1) Check cumulative grade points frequently, especially for students who might need extra help.
- 2) Keep all records current.
- 3) If you have student helpers, spot check to ascertain accuracy of grading.
- 4) Check student files from previous years if you need additional information.
- 5) If possible, computerize grade recording to help save time when grades need to be recorded and summarized.

INDICATOR NO.5: DEMONSTRATES

Primary Criteria

Models Behavior

Secondary Criteria

Guides Practice, Explains Objectives

Observation of Criteria

This indicator is less tangible to observe than some but it is an essential ingredient in the process of teaching/learning. The ability to respond to human needs by modeling friendship, acceptance, and recognition always needs to be cultivated. Different personalities respond to varied techniques and evidence of teacher growth in diversifying these responses is important to the collective teaching act.

Personal contact when guiding practice offers additional opportunity to model appropriate behavior. Maintaining a caring attitude, demonstrating respect for the student by attentiveness, and establishing rapport provides the student with evidence of how adults should respond when interacting with others.

There are numerous criteria that can be associated with demonstrating, and careful explanation of objectives is an important ingredient. By specifically stating the intent and appropriate outcomes, the teacher reflects organization, purpose, thought, planning, and a sensitivity to the needs of students.

Suggested Activities For Improving Performance

Models Behavior

- 1) The teacher provides students with written and verbal guidelines that demonstrate the procedure to be followed when completing assignments.
- 2) The teacher demonstrates how to perform tasks by performing a step-by-step process of completing new skills introduced to the student.
- 3) Students should be required to model learned skills and behavior on a daily basis in class.
- 4) Group students so that all have a chance to see the expected behavior being modeled.
- 5) Demonstrate the skills necessary to achieve mastery of the content to be learned.

Guides Practice

- 1) The teacher should move around the classroom and assist individual students as they practice the learning objectives.
- 2) The teacher should provide the students with immediate feedback on all assignments and learning activities. Assignments should not be given that do not provide for student feedback.
- 3) The teacher should encourage individual student questions related to learning objectives.
- 4) Give the students worksheets to be completed in class under the guidance of the teacher or students who understand the skills.
- 5) Students can be directed to work new skills on chalkboard under the guidance of the teacher.

Explains Objectives

- 1) Post objective(s) for the assignment or unit on a specially-designed bulletin board.
- 2) Explain subject-topic relationship to the objective.
- 3) Relate lesson objectives to real life experiences of the students.
- 4) Use current events to relate objectives to students using their environment or past experience.
- 5) Instruct the student to put in writing how new skills relate to old skills and past experiences.

INDICATOR NO.6: CONTENT AREA KNOWLEDGE

Primary Criteria

Explains Content

Secondary Criteria

Establishes Objectives, Relates Objectives, Explains Directions, Lesson Plans

Observation of Criteria

Knowledge of and the ability to teach a subject are, of course, distinctly different. However, ability does require knowledge. From the perspective of observation the criteria noted offer the most opportunity to evaluate the transfer of content knowledge to the student.

Evidence of preparation can be observed through the teacher's introduction of a topic and the relation to subsequent assigned activities. Measurable objectives should be reflected in the substance of assigned activities and the means of evaluation. For example, the extent of knowledge can be evident in relation to the sophistication of teacher expectations. If only lower order activities such as memorization of terminology and specific facts are continually assigned; if evaluations are continually based on efficiency evaluation (true/false, multiple choice, completion of statements), then the teacher's depth of understanding of content knowledge could be questioned. Conversely, if a greater emphasis is placed on extrapolating information, student application, analysis of events, and production of a plan resulting from the newly-acquired knowledge, then these activities can be evidence of adequate knowledge of the subject.

Suggested Activities For Improving Performance

Explains Content

- 1) Divide complex concepts into small steps.
- 2) Begin with concrete explanations and move to the abstract.
- 3) Use audio-visual materials or artifacts to emphasize specific points of importance.
- 4) Provide a glossary of content-related terms.
- 5) Summarize frequently.

Establishes Objectives

- 1) Clearly state the focus of the lesson.
- 2) Present subject matter only when students are developmentally ready.
- 3) Elicit additional objectives from students, get them involved in their own learning.
- 4) Create study sheets for the students' use that note the purpose/objective of the assignment in relation to the unit or course objective.
- 5) Make sure objectives pertain to current curriculum requirements.

Relates Objectives

- 1) Relate the usefulness of the lesson content to the lives of the students.
- 2) Enable students to create or develop a concise list of objectives and major ideas.
- 3) Objectives are related to "current events" in the media.
- 4) Prepare and distribute a course syllabus so students can place specific assignments in perspective.
- 5) Review a course outline with parents during Back-To-School night or during parent conferences. This not only advertises the intent of the content, but continually clarifies or reinforces the relationship between purpose and content for the teacher.

Explains Directions

- 1) Write daily assignments on the board.
- 2) Call on students to repeat directions given by the teacher.
- 3) Provide an example of appropriate response, then solicit examples.
- 4) Encourage student to keep assignment notebooks by permitting time to write assignments down.
- 5) Work through sample items with students before beginning guided practice.

Lesson Plans

- 1) Keep plans full yet flexible to include related concepts of interest.
- 2) Plan for independent study by teaching effective study skills.
- 3) Plan for student evaluation, including items which tap higher-level understandings such as production of a plan, development of abstract relations, or the development of alternative theories.
- 4) Provide for reteaching where necessary. Do not become 'locked' in to a single plan of action.
- 5) Monitor daily progress and adapt plans accordingly.

INDICATOR NO.7: PROVIDES SUFFICIENT DIRECTIONS

Primary Criteria

Explains Directions, Establishes Objectives

Secondary Criteria

Preparation, Lesson Plans, Models Behavior, Involves Learners

Observation of Criteria

Student understanding of the purpose and procedure for completing an assignment is paramount to placing the activity in the context of the subject studied. Directions should be prepared, distributed, and orally reviewed. Student questions should be repeated, clarified and answered. A copy of the directions could be posted in a designated place to enhance understanding. Providing sufficient directions also entails explaining the purpose of the assignment so that all students understand the relationship.

Good preparation may be reflected in alternatives or degrees of proficiency required for the completion of an assignment. Forethought in directions can be evidenced if the teacher recognizes individual differences by offering choices in the way an assignment can be completed. Choice places the responsibility for success upon the student and negates the necessity of grading all on a single standard.

The lesson plan should reflect the assignment, its purpose, and acceptable levels of completion. Alternatives that recognize different student learning styles or degrees of competency should also be noted.

Further observations can be obtained by reviewing the teacher's explanation of the objectives and the clarity of the student's understanding of teacher expectations. Evidence of a plan and procedure for opportunities for independent practice should also be observable. Other factors would be the student files, and the general learning environment or climate that pervades the classroom.

The practice of modeling behavior and stressing sequence requires more than a brief period of observation due to the intense nature of those activities. The observer must understand the objectives of the lesson in order to determine the necessity for learner involvement or the extent to which a teacher needs to guide practice, adjust technique, or establish closure.

Directions for an assignment should also reflect pertinent objectives. Including objectives in directions serves two purposes: 1) it provides linkage for the student between the subject and assignment, and 2) noting objectives serves as a quality control measure for the teacher regarding the relevance of the assignment.

Modeling can also be observed in relationship to the teacher's preparation. clarity of explanation, and flexibility in recognizing learner differences. Students respond to a reasonable request if the communication is clear. Providing appropriate directions permits teachers to reflect a reasonable and manageable approach to problem resolution. Discipline in regard to providing directions is reflected both in the organization and demeanor of the teacher and the response of the student. Disorganization can be easily observed in relation to the explanation of an assignment. The reception by students can provide evidence of a general understanding of the relation of the assignment to the subject and, possibly, previous success or frustrations in completing requests.

Suggested Activities For Improving Performance

Explains Directions

- 1) Designate one student as interpreter, whose job it is to answer peer questions about directions.
- 2) Directions are given individually to students with special needs.
- 3) Provide an example of what is expected.
- 4) Write directions at the top of every worksheet.
- 5) Give both oral and written directions.

Establishes Objectives

- 1) List specific behaviors that will lead to completion of objectives.
- 2) On a worksheet, list the questions that students should be expected to answer at the end of the unit.
- 3) List all objectives on the course syllabus.
- 4) State objectives in behavioral (measurable) terms rather than in general terms.
- 5) Directions should reflect procedures that are important in enabling the student to accomplish objectives.

Preparation

- 1) Develop an assignment form that indicates the objective, activities, means of evaluation and/or any alternatives to satisfactorily completing the assignment.
- 2) Directions should reflect different expectations to accommodate learning levels of students.
- 3) The teacher reflects preparation by using instructional time appropriately.
- 4) The teacher has another critique his/her directions.
- 5) The teacher provides an outline, graph, or image to demonstrate directions.

Lesson Plans

- 1) Reflect alternative activities for students with various abilities that meet the objective of the assignment.
- 2) Directions for assignments are given at the start and finish of each lesson.
- 3) The teacher has lesson plans posted with all pertinent directions and completion dates.
- 4) There are alternative reinforcement plans for use by the substitute.
- 5) The plan refers often to the source of information - textbooks, outlines, worksheets, etc.

Models Behavior

- 1) Orally announces directions clearly.
- 2) Keeps students who are slower closer, so as to model easier.
- 3) Demonstrates how to begin and complete assignments.
- 4) Gives examples of assignments to students.

5) Exhibits patience and non-possessive caring when providing directions for the assignment.

Involves Learners

- 1) After asking a question, allows 'wait time" for students to formulate an answer.
- 2) Require students to wait for permission before calling out answers, thus involving more students.
- 3) Require students to write down assignments.
- 4) Require parental signatures on homework assignments completed.
- 5) Check students' work as it comes into make sure they understood directions.

INDICATOR NO.8: EXPLAINS PURPOSE

Primary Criteria

Relates Objectives, Stresses Sequence, Establishes Closure

Secondary Criteria

Explains Content, Explains Directions, Lesson Plans, Involves Learners, Adjusts

Observation of Criteria

A basic principle in establishing a foundation for teaching a unit can be encompassed in two words, clarity and relevance. In order to "sell" the student on learning the desired information a clear understanding of the relationship of the tasks to learner need must be developed. Explaining the purpose and objectives for acquiring knowledge provides the learner with a rationale and establishes the basis for activities to follow. The process of explanation should be based on another principle; assume nothing. By using criteria noted above as a checklist, the teacher can review the explanation systematically. For example, the teacher could routinely list the following as steps in the syllabus or lesson plan:

1. Unit objective(s) (The purpose)
2. Content background (The relation to previous units)
3. Relevance to students (The relation to student needs and understanding)
4. Directions for activities (The procedure for accomplishing the assignment task)

By establishing a standard format for the teaching of desired units or learnings and by noting them in the lesson plan or syllabus, the teacher defines style/procedure for instructing. This documentation also provides the observer/supervisor with a format and information for reaction. Initiating/teaching a unit of material requires continual clarification and evidence of success can be observed by the students' understanding in regard to appropriate terminology and specific facts.

The learning environment should reflect positive interchange that promotes student extrapolation and application of the knowledge introduced. If the adage "everything learned is in relationship to what is known" can be used as an axiom, then evidence that

the teacher succeeded in establishing previous relevance should be reflected in the positive interaction, involvement and the productivity of students. The teacher's ability to adjust teaching style or offer alternative explanation, examples, or tasks should be observed by noting responses of students to the unit explanation and ensuing tasks.

Suggested Activities For Improving Performance

Relates Objectives

- 1) List current learning objectives and post them in a designated place in the classroom.
- 2) Objectives should be set in a timeline to be used for instructional planning.
- 3) Explain objectives in simple language and refer to them throughout the lesson to maintain focus.
- 4) Don't assume that objectives are understood; be certain they are clear.
- 5) Upon concluding a unit, reiterate the objectives and use them as the focal point for evaluating learner understanding.

Stresses Sequence

- 1) Start with concrete information and affirm student understanding.
- 2) Advance to abstractions involving extrapolating and applying information to situations.
- 3) Teacher lists steps on the blackboard in numerical order and continually refers to them.
- 4) Does not introduce more difficult material until basics have been established.
- 5) Teacher relates current unit with past and future units in order to show relationship.

Establishes Closure

- 1) Teacher reviews purpose of unit/lesson.
- 2) A discussion is conducted regarding the use of this information in acquiring knowledge.
- 3) Teacher discusses the relation of this information to the students' circumstances.
- 4) Questions regarding the unit/assignment are reviewed to highlight important aspects.
- 5) A culminating activity is developed to indicate the extent of an individual student's understanding of the materials.

Explains Content

- 1) Develop an outline or list of key points/elements for class distribution.
- 2) Preview lesson activities, repeat key points.
- 3) The teacher so structures the content of the lesson that complex skills are broken down into simpler ones.
- 4) Suggests resources for further study.
- 5) Creates bulletin board which incorporates key points.

Explains Directions

- 1) Ask students to repeat directions.
- 2) Use peer monitors to explain directions after the initial teacher explanation.
- 3) Give directions verbally and visually to accommodate various learning styles of students.
- 4) The teacher begins by telling "where they will be going."
- 5) Give students a written handout on new materials to be covered in class and refer to handouts daily.

Lesson Plans

- 1) Reflect the purpose of the activity.
- 2) Are divided into sub-sets that reflect those various purposes.
- 3) Note each activity to determine what key point it covers in the unit.
- 4) Allows ample time for "end-of-day" wrap up.
- 5) Relate to objectives for the course.

Involves Learners

- 1) Devise a discussion question/answer checklist noting participating/nonparticipating students.
- 2) Gear individual class questions to the ability of students.
- 3) Require feedback, verbal or written, from all students to determine success of instruction.
- 4) Be aware of the students who need further direction, as well as the students who need acceleration and enrichment.
- 5) Work individually with students to make sure they are understanding concepts.

Adjusts

- 1) The teacher groups students to adjust to various learning rates.
- 2) If content is too easy or too hard the teacher adjusts assignments.
- 3) The teacher, after receiving feedback from students, reworks his/her lesson plans.
- 4) The teacher gives assignments that reflect student's areas of weakness.
- 5) The teacher uses an outline to help students with difficult areas.

INDICATOR NO.9: ENCOURAGES RESPONSE

Primary Criteria

Involves Learners, Provides For Independent Practice

Secondary Criteria

Guides Practice, Explains Directions, Lesson Plans, Grading Patterns, Learning Environment, Preparation

Observation of Criteria

A major objective of teaching is the transference of an idea or concept from teacher to student. In order to facilitate this transfer the student must become involved and establish ownership in the concept. One means of facilitating this transfer is to encourage response and establish activities that require independent student participation. Initial independent activities can/should be teacher guided, but ultimately activities should be generated by students in order to establish ownership.

The directions provided for student involvement should reflect a diversity compatible with the varied learning abilities of the class. Directions should be noted in the lesson plans. The determinants for grading can also reflect the options available to the capable/less capable students. The degree of involving students should be directly related to the objectives of the unit/learning activity. For example, less involvement would be expected if the objective was application of a new technique or the production of a plan or project.

Reviewing the classroom environment for learning can provide some verification of the consistency of teacher/student involvement. Classroom climate factors relating to respect, trust, consideration, and positive morale are evidences of continual involvement of teacher and students as a learning team. The preparation of the teacher can also be evident in relation to the alternatives presented to students for completion of an assignment, the business-like atmosphere, and availability of appropriate materials enabling students to become involved in problem solving/task completion.

Suggested Activities For Improving Performance

Involves Learners

- 1) Develop a checklist as a reminder of the consistency of individual student/teacher contact.
- 2) Use activities that require individual student participation.
- 3) Relate degree of involvement of students directly to objectives of the lesson.
- 4) Keep track of students who are not completing assignments.
- 5) Use assessment results to plan for review and reteaching.

Provides For Independent Practice

- 1) List alternative tasks for completion of an assignment.
- 2) Develop a checklist for reviewing available resources.
- 3) Provide answer sheets that allow students to independently check work.
- 4) Worksheets are provided for students to complete for feedback.
- 5) Assign homework on a regular basis.

Guides Practice

- 1) Note ways and time allotment in planning for the review and reinforcement of learning activities.
- 2) Reinforce directions for review tasks by distributing and posting them.
- 3) Teach and reteach as necessary, until students achieve mastery.
- 4) Break practice into steps, making sure that everyone understands before moving on.
- 5) Monitor practice, ask questions or make statements to keep practice on course.

Explains Directions

- 1) Make directions clear and to the point.
- 2) Post directions.
- 3) Have students repeat the directions in their own words.
- 4) Break directions into simpler steps which can be followed.
- 5) Review vocabulary specifically related to the directions/lesson.

Lesson Plans

- 1) Note activities for involving students in the plan outline.
- 2) Adjust lesson plans to include non-participatory students.
- 3) Keep a file of appropriate learner responses/activities for each lesson.
- 4) Plan activities which require student input.
- 5) Include names of students who should be asked specifically to participate.

Grading Patterns

- 1) When appropriate, have students participate in scoring assignments.
- 2) Utilize frequent, brief assignments for grading.
- 3) Grade, record and return student work, promptly.
- 4) Encourage self-grading by students before work is turned in.
- 5) Explains to students how grades are determined.

Learning Environment

- 1) List directions/regulations pertaining to independent study.
- 2) List resources available for independent study assignments.
- 3) Encourage all students to participate.
- 4) Control the level of student anxiety.
- 5) Do not put students "on the spot".

Preparation

- 1) List specific units whose purpose/objectives reflect a need for individual teacher/student involvement.
- 2) Note resources needed to supplement each unit.
- 3) List specific units whose purpose/objectives reflect a need for individual teacher/student involvement.
- 4) Prepare visual aids to introduce units. Aids should clearly define purpose and expected outcomes.
- 5) Solicit student input for areas of interest for further study.

INDICATOR NO. 10: SUPERVISION

Primary Criteria

Monitors, Guides Practice

Secondary Criteria

Adjusts, Provides for Independent Practice, Lesson Plans

Observation of Criteria

Providing opportunity for supervised study is an important component in the sequence of teaching/learning activities. This element should be reflected in the lesson plans developed for the unit and sufficient time should be provided. Monitoring student activities offers the teacher an opportunity to observe what can be termed "evidence of reflective learning". If the assignment has required that lower order skills (memorizing terminology/facts) be developed, those responses can be quickly observed. However, if the development of higher order skills are desired, monitoring will require such strategies as observing group interaction, joint projects, or reviewing creative writing to determine extrapolation/application.

Evidence of adjustment for individual students should be reflected in the variety of options available in the lesson plan for providing meaningful closure. Supervised study provides an excellent opportunity for the student to establish a relationship with the substance of a unit of learning. Observation of independent study alternatives should also provide evidence of the relevance and flexibility for learning that has been planned by the teacher.

The routine of including supervised study in order to monitor/guide practice should be related to each unit of learning emphasized. The ultimate objective of teaching is learning; therefore, sufficient time must be scheduled to allow this to occur. Need for application and reinforcement should be noted in the lesson plan, then observed for its effectiveness.

Suggested Activities for Improving Performance

Monitors

- 1) Monitor individual learning needs and group students accordingly for practice.

- 2) Incorrect answers are pointed out immediately in a descriptive, not judgmental manner.
- 3) Immediate feedback is also given for correct responses.
- 4) Define a timetable for student activities.
- 5) Post reinforcement activities for students who finish the foundation lesson. Provide alternatives.

Guides Practice

- 1) Vary study/practice strategies: cooperative learning, homogeneous groups, individuals, peer tutoring, teacher/student interchange.
- 2) Practice relates to stated objective and enriches content.
- 3) Reinforce directions by repeating them or having students rephrase them.
- 4) Determine accuracy immediately to avoid repetition of mistakes and give students reinforcement for success.
- 5) Reteach if success rate falls below expectations.

Adjusts

- 1) Use several ways to explain new concepts: modeling, explanations, questioning techniques, etc.
- 2) Stop lesson when it has gone on too long or is inappropriate or too difficult for students.
- 3) Introduce an alternate concept when necessary to meet the specific needs of students.
- 4) Uses multi-mode instruction to accommodate individual learning styles.
- 5) Use a variety of evaluation techniques with which to measure the type and amount of adjustment necessary.

Provides For Independent Practice

- 1) Assign independent study only after response rate on guided practice reaches designated expectation.
- 2) Check independent work as a diagnostic tool.
- 3) Offer independent practice as a means to assist the student to organize learning in a different way.
- 4) Explain to students that practice will extend their knowledge of learned concept and develop speed, accuracy, and confidence.
- 5) Teacher allows for out-of-school tutoring on assignment.

Lesson Plans

- 1) Integrates lesson with scope and sequence of total curriculum.
- 2) Special information is noted: AV equipment, fire drills, holidays.
- 3) Plan for high level of mastery and note acceptable level of performance.

4) Plan Lessons which engage all students in learning activities that are the correct level of difficulty.

5) Follow an established format.

Student Achievement

1) The teacher enriches certain units because class achievement indicates good overall skill development.

2) Meets acceptable performance specified in lesson plans.

3) Accomplishment is comparable to peer levels on standardized tests.

4) Achievement is measured using a variety of evaluation techniques including student portfolios, discussion participation, writing samples and homework.

5) Success is evident in terms of foundation or basic learning and/or in terms of higher affective levels, dependent on student ability.

Routine

1) Observation indicates students are familiar with routine.

2) Routine is suspended or extended depending on classroom situation.

3) Time allotments are appropriate for level and ability of students.

4) Routine includes time for requesting assistance during quiet guided practice.

5) Use a consistent method for reporting scores - percentile, raw points, etc.

INDICATOR NO.11: ADAPTS VARIED TEACHING TECHNIQUES

Primary Criteria

Adjusts Based On Monitoring

Secondary Criteria

Explains Directions, Provides For Independent Practice, Lesson Plans, Student Files, Grading Patterns, Explains Content, Preparation, Involves Learners

Observation of Criteria

The variety of teaching methods employed are directly related to the progress toward successful completion of a unit of learning and its objectives. Initial phases of a unit typically involve development of terminology, and specific facts, that can be learned by all class members. As these activities are completed, evidence of individual students' ability will vary with regard to comprehension, interpretation and application. During that time the teacher will need to vary the style of teaching and expectations to meet the special needs of individual students. Observations of these variations, dependent upon the progression of the unit, may be evident in the alter natives used for explanation of content and the directions for assignments. Alternate assignments and/or formation of sub-groups should be evidenced. The planning and resources developed for these varied assignments

(i.e., Book lists, films/tapes, print materials, community resources) should also provide evidence that varied needs of students are being met.

These alternatives should be reflected in the lesson plans in generalities or as a checklist or reminder of various ways to complete the objectives. Specific assignments must be flexible, based on small group or individual need and should reflect the creativity of the teacher. Evidence of varied techniques should also be noted in individual student files (i.e. written comments), or with alternative grading patterns.

The learning environment may also reflect evidence of varied preparation in teaching to meet student needs. The seating arrangement in the classroom, interest centers, bulletin boards and display tables are additional indicators of a flexible climate for learning.

Suggested Activities For Improving Performance

Adjusts Based on Monitoring

- 1) Know levels of ability of each child.
- 2) Identify learning styles of students.
- 3) Present information using varying methods (i.e., visual, auditory, kinesthetic.).
- 4) Prepare special assignments for high and low level students.
- 5) Provide for reteaching in planning, if necessary.

Explains Directions

- 1) Provides written and oral directions for each assignment.
- 2) Asks students to repeat directions back to the teacher or class.
- 3) State directions more than once using different phrasing.
- 4) Have students write the directions at the top of their paper.
- 5) Divide complex directions into parts and display either on a black board or on a bulletin board if they are long term.

Provides for Independent Practice

- 1) Use study "buddies" to help get students started on practice.
- 2) Allow students who understand to begin work and those who don't to meet in small groups for further instruction.
- 3) Give short written practice to make sure students can perform independently.
- 4) Ask students to explain the assignment or skill taught to another student orally.
- 5) Ask students to prepare class presentation to illustrate understanding of the lesson.

Lesson Plans

- 1) Indicate how each lesson will be taught to accommodate various learning styles.
- 2) Include in lesson plan a manipulative activity to illustrate the concept taught (e.g., science experiment, math cubes, social studies puzzle, etc.)

- 3) Include in lesson plans provisions for varied group settings (e.g., whole class, partners, small group).
- 4) Include opportunities for class discussion in lesson plans.
- 5) Plan for both remedial and accelerated students by noting specific activities.

Student Files

- 1) Keep examples of student work that illustrates different techniques used (e.g., skill sheets, creative writing, oral quiz).
- 2) Keep results of a learning styles inventory.
- 3) Keep a copy of a student survey that indicates the students' own perception of his/her favorite teaching techniques.
- 4) Keep any documentation from special education teachers regarding special needs of student.
- 5) Keep a checklist of what kind of techniques are generally successful with each student.

Grading Patterns

- 1) Give two or more grades on some assignments to allow for different focus (e.g., content: mechanics and grade on a written assignment).
- 2) Give opportunities for extra credit to be counted in grades.
- 3) Weight grades according to difficulty of assignment.
- 4) Include grades for oral, written, manipulative and group work.
- 5) Include grades that reflect different ability levels.

Learning Environment

- 1) Set up a listening center with audio tapes for auditory learners or to improve auditory skills.
- 2) Utilize visual aids that coordinate with assignments.
- 3) Show examples of student work that illustrate different teaching techniques (e.g., reports, posters, shadow box, rock collections).
- 4) Arrange room to permit flexibility in student seating.
- 5) Keep extra credit activities available at all times.

Explains Content

- 1) Provide written and oral explanations of content.
- 2) Relate content to students' life experiences.
- 3) Show relationship of content to prior instruction.
- 4) Include media resources in lesson delivery to provide alternative reinforcement.
- 5) Allow students to explain content to each other or to the class.

Preparation

- 1) Prepare interest centers that supplement the lesson.
- 2) Record assignment and directions for those who miss class or need to hear it again.
- 3) Prepare written assignments for each ability level.
- 4) Prepare any equipment or papers needed for lesson.
- 5) Plan questions for use with the inquiry method of teaching.

Involves Learners

- 1) Used various student groups when studying skills to arrive at group grade (cooperative learning).
- 2) Adapt lessons for all learning levels.
- 3) Alternate student questioning so that all students can participate.
- 4) Have students present lessons or presentations in different ways (e.g., written report, oral explanation, experiment, commercial, etc.)
- 5) Use games, when appropriate, that involve all students.

INDICATOR NO.12: EVIDENCE OF LEARNER SUCCESS

Primary Criteria

Student Achievement

Secondary Criteria

Learning Environment, Discipline, Grading Patterns

Observation of Criteria

The ultimate indication of successful teaching is reflected in the success of the learner. Not all class members will achieve equally; however, there should be evidence that all have been given an opportunity based on their learning capacity. Achievement can be reflected by both concrete and abstract means. Whereas successful completion of assignments are observable/measurable, attitude, attendance, and receptivity are less tangible but also indicative of understanding of the concepts presented.

The classroom environment or climate is largely controlled by teacher attitude and expectations. In this regard, evidence of both concrete and more abstract activities should be incorporated into reports of student progress.

Factors related to both self-discipline and the classroom management style of the teacher have a definite impact on learner success. By designing and defining a varied reward system that recognizes differences in student abilities, the frustrations often associated with a single standard of measurement can be reduced. The tactic can be related to individual achievement and can be based upon several options.

Grading patterns can also reflect alternative standards that are designed to recognize student differences. As a result learners have more opportunities to achieve realistic goals and obtain success.

Suggested Activities For Improving Performance

Student Achievement

- 1) Keep periodic samples of student work.
- 2) Review annual student achievement test scores.
- 3) Students demonstrate acceptable mastery of objectives as noted in written assignments and oral practice.
- 4) Students participate in extra curricular academic activities.
- 5) Pre- and post-tests are developed to demonstrate student progress.

Learning Environment

- 1) Student work is displayed in the room.
- 2) Students interact freely with the teacher.
- 3) Teacher allows peer teaching, group learning experiences to accomplish tasks.
- 4) Successful student work is displayed outside the classroom (e.g., showcase, district admin. building).
- 5) Students overtly demonstrate confidence in learning of content.

Discipline

- 1) Students cooperate in group activities.
- 2) Students can work independently.
- 3) Teacher checks to see that assignments are completed.
- 4) Students promote positive discipline practices from each other.
- 5) Students have a clear understanding of expected behavior.

Grading Patterns

- 1) Relays grading expectations to students prior to work.
- 2) Varies assignments to encourage effort from students who have different learning styles.
- 3) Varies assignments to encourage effort from students who have different learning abilities.
- 4) Prepares adequate documentation to verify grades.
- 5) Keeps an up to date record of grades so that students are constantly aware of their progress.

INDICATOR NO. 13: PERFORMANCE AND CONDUCT

Primary Criteria

Commitment to students

Commitment to profession

Secondary Criteria

None

Observation of Criteria

The final Indicator reflects standards of performance and conduct becoming to a professional educator. The evidence of such standards is mostly subjective and, in fact, will vary in interpretation from one school community to another. For example, appropriate wearing apparel may reflect a standard of conduct in one district's value system and not be of concern in another. Appearance or social interaction at certain community functions may be regarded as appropriate or inappropriate, dependent upon the local patrons' perception of the image of the educator.

The professional performance of educators is also often measured subjectively with regard to the students they teach. Only contemporary impacts on students can actually be measured, when in fact, long-lasting influences may occur beyond the school years. Never-the-less, the commitment toward students can be observed in the sense that the teacher exhibits behavior that is supportive and promotes an image of non-possessive caring.

A commitment to the profession can be evidenced beyond the classroom by participation in professional organizations and educational leadership within the building and in the community. In addition to leadership, general positive support of the mission of the school, its employees, and students can be indicative of commitment.

Because this indicator and its criteria are so subjective, so unique to individual school sites, systems and communities, it is suggested that faculty discussions be focused on the topic of school and community mores and expectations. Through this interaction, members of the "education team" can better understand the community perception of schooling and the community, in turn, will become more receptive to the individual educator's concept of teaching and learning.

Suggested Activities For Improving Performance

Commitment to Students

- 1) The teacher exhibits rapport with students.
- 2) There is evidence of "non-possessive caring" for students.
- 3) Individual instruction is made available as needed.
- 4) The teacher supports students in their non-classroom activities.
- 5) Appropriate adult modeling is evident.
- 6) The teacher demonstrates high expectations for all students.

- 7) The teacher demonstrates awareness of the physical and emotional needs of students.
- 8) The teacher promotes positive student self-concept.
- 9) The teacher demonstrates sensitivity in relating to students.
- 10) The teacher uses discretion in handling confidential information and difficult situations.

Commitment to Profession

- 1) The teacher actively participates in professional organizations.
- 2) There is evidence of support of the school as an organization.
- 3) Representation in the community is evidenced.
- 4) Assistance of other professionals is evidenced.
- 5) The teacher actively seeks professional improvement.
- 6) The teacher demonstrates effective interpersonal relationships with others: parents, teachers, administrators and students.
- 7) There is evidence of a sense of responsibility as an employee.
- 8) The teacher demonstrates evidence of professional ethics by adhering to district regulations and policies, and selecting appropriate channels for resolving concerns.

APPENDIX A

Counselors and Library Media Specialists

One of the concerns most often expressed by administrators is how to evaluate Counselors and Library Media Specialists using the Teacher Appraisal System. This section has been developed to demonstrate the observation of TAS Indicators in a nonclassroom setting. Evaluators may also note where several aspects of the general Indicators section of this Counseling Guide could be applied to Counselors and Library Media Specialists. This is often the case. This special Indicators section is meant to supplement the general section as an aid in observation. However, the evaluator should also bear in mind the general section of Indicators when observing Counselors and Library Media Specialists; many of those Criteria Observations and Suggested Activities can be easily adapted to suit the needs of a Counselor or Library Media Specialist. To reinforce this system, the Suggested Activities in this Appendix are numbered following their counterparts in the main Indicators section.

Note that two new Indicators have been added for the Library Media Specialist which address observation of Library Media functions apart from the regular TAS Indicators. You will note each line of the comments section on the Formative Review is numbered, and bubbles are present to the right of each line. While much of this space may still be used for comments, bubble in the appropriate number for each of the new Indicators when evaluating a Library Media Specialist. On the appropriate line, write in the Indicators being observed, i.e. "Administrative Management Skills" on line 14. and "Materials and Equipment" on line 15. Also, the teacher should be informed of these new

Indicators and what they mean. This can be accomplished during the general evaluation inservice conducted annually in your school district.

Library Media Specialist

Indicator 1: Classroom Management (routine, discipline)

Observation of Criteria

The Media Center often takes on many aspects of the regular classroom, particularly when an entire class is using the Media Center to complete a research or other project in place of its regularly scheduled class time. This is an excellent time to observe many Indicators which deal with student interaction. Also, if the class's regular teacher is in the Media Center as well, then both the teacher and the media specialist can be observed, as both will have responsibility for Classroom Management and other Indicators.

Furthermore, if the Media Specialist is utilizing student aides, then the behavior of these aides and the teacher's management of them can be observed. The Media Specialist is responsible for the supervision of aides and volunteers in the Media Center. Work for these aides and volunteers should be assigned and supervised by the Media Specialist at all times.

While students are taught from an early age to be quiet and orderly in a library, the fact that they are removed from their regular classroom for a period may influence a tendency toward misbehavior. At any time in the library, however, normal classroom behavior of students should be observed. While students may be free to move about the library and approach the media specialist without raising their hands, students' time should be directed on task, and non-productive behavior should be noted and corrected.

Suggested Activities for Improving Performance

Routine

- 6) Develop a systematic training procedure to use with all aides and volunteers.
- 7) Assign specific responsibilities to aides and volunteers. Schedule duties on a daily or weekly basis, and post schedule behind circulation desk.

Discipline

- 6) Post the rules of behavior for the Media Center. Include consequences for misbehavior. Post the rules prominently and refer to them when initially orienting a group of students to the Media Center.
- 7) Photocopy the rules and consequences for behavior in the Media Center and distribute to groups of students when they are scheduled in the Media Center. Review the rules orally after distributing.

Indicator 2: Classroom Climate (learning environment)

Observation of Criteria

The Media Center should be arranged in a systematic and easily understandable manner to facilitate its use. Independent use of catalogs and collections should be attainable by

students and faculty with minimal direction. Displays should be abundant, visually pleasing and student-centered. Displays should promote reading and learning.

Suggested Activities for Improving Performance

Learning Environment

- 6) Obtain a catalog of educational posters through the principal's office.
- 7) Initiate an art contest among students to create displays for the Media Center. Develop criteria and guidelines for the contest regarding content and age appropriateness.
- 8) Visit other libraries and note how they are structured.

Indicator 3: Organization (exhibits preparation)

Observation of Criteria

Catalogs of Media Center materials should be integrated, accurate and current. The collection should be arranged in a systematic manner which students and staff can learn and use independently. Policies and procedures should be in place for circulation, checkout and return of materials.

Suggested Activities for Improving Performance

Exhibits Preparation

- 6) Schedule specific time once each semester to review the collection for obsolescence and appropriateness.
- 7) Develop forms for maintaining records and review with the principal for feedback.

Indicator 4: Record Keeping (student files, grading patterns, lesson plans)

Observation of Criteria

Some school districts offer a course in Library Science, in which case lesson plans and grading patterns of the Library Media Specialist can be observed the same as with any classroom teacher. In other districts the position of library aide may be a graded course. The level of lesson plans and assignments for a library aide will vary greatly from school to school, but where grades are given, a gradebook, syllabus and grade reports should be evident.

Suggested Activities for Improving Performance

Student Files

- 6) Create a gradebook using a computer spreadsheet or database, with individual entries for each student. Maintain individual paper files including grade reports, assignments and notes of behavior and performance.

Grading Patterns

- 6) Develop a written grading pattern for student aides in accordance with school grading policy.

Lesson Plans

- 6) For student aides, create a list of duties which aides are to perform. Create a schedule for each aide of what must be completed on a daily and weekly basis.
- 7) For library science students, create each lesson plan at least one week in advance, dividing up each unit of instruction into daily activities. Submit next lesson plan to the principal for review and feedback.

Indicator 5: Demonstrates (models behavior)

Observation of Criteria

The Library Media Specialist should be accessible to students throughout the school day, and in particular when class visits are scheduled. The Library Media Specialist should encourage use of the Library Media Center by students and invite student-teacher interaction.

Suggested Activities for Improving Performance

Models

- 6) Visit each student using the Library Media Center; let the student know you are available to answer questions or assist with projects.
- 7) Create a display each week or month highlighting a different piece of media equipment or section of the library. Invite students to explore this monthly or weekly "feature."

Indicator 6: Content Area Knowledge (explains content)

Observation of Criteria

The Library Media Specialist should be available to assist teachers in developing units of instruction using Library Media Center resources.

Suggested Activities for Improving Performance

Explains Content

- 6) Create a flier describing new materials as they become available to the Library Media Center. Post the flier in the teacher's lounge or in individual mailboxes.

Indicator 7: Provides Sufficient Directions (explains directions. establishes objectives)

Observation of Criteria

Part of the Library Media Specialist's job is to orient students to the use of the Library Media Center and its resources. This orientation can be observed at the beginning of the school year, as whole classes schedule visits to the Library Media Center. Throughout the year, this Indicator can be noted by observing the Library Media Specialist with individual students, and also by observing students' ability to use the Library Media Center appropriately and independently.

Suggested Activities for Improving Performance

Explains Directions

- 6) For computers and other Media Center equipment, create a step-by-step checklist from turning on the equipment to getting the student "on-line" or to a place where the student can work independently.
- 7) For "hard copy" library searches, create a poster outlining basic procedures, such as card catalogs or the Dewey Decimal System.
- 8) Review a catalog of educational posters for ones outlining basic library procedures, such as how to use card catalogs or the Dewey Decimal System. Request a catalog from the principal if one is not currently available in the Library Media Center.

Establishes Objectives

- 6) Outline in written form the basic library media skills which should be acquired by students for each grade level the Library Media Center serves. Include any State mandated student skill levels or requirements.

Indicator 8: Explains Purpose (relates objectives, stresses sequence, establishes closure)

Observation of Criteria

The development of information research and retrieval skills, particularly as regards today's technology, is essential for success in college as well as a wide variety of occupations. This fact should be made evident to the students by the Library Media Specialist, personally as well as through the Library Media Center environment.

Suggested Activities for Improving Performance

Relates Objectives

- 6) Put up a display or poster showing various professions utilizing library media skills in their everyday routine.

Stresses Sequence

- 6) Whenever providing training or orientation on components of the library media center, discuss how that component fits in with other tools and resources.

Establishes Closure

- 6) Prepare a student assessment survey covering knowledge gained that may be used following either a guided or self-paced tutorial.

Indicator 9: Encourages Response (involves all learners, provides for independent practice)

Observation of Criteria

The Library Media Specialist should be visible and accessible to students throughout the school day. The Specialist should also be pro-active in seeking out students in need of

help. Students should be aware of any "open door" policy the Library Media Specialist may have when in the office section of the Library Media Center.

Suggested Activities for Improving Performance

Involves all Learners

- 6) Review the collection periodically for its variety of topics and varying levels of comprehension.
- 7) Initiate peer mentoring or group activities wherein students can compare their research methods and/or results.

Provides for Independent Practice

- 6) Develop a self-paced tutorial to find materials through the card or on-line catalog.

Indicator 10: Supervision (monitors, guides practice)

Observation of Criteria

The Media Specialist should encourage independent reading by students by developing activities which promote reading and by providing reading guidance. A goal of the Media Specialist is to develop the student's ability to use the Media Center independently, particularly in the areas of research and retrieval.

Suggested Activities for Improving Performance

Monitors

- 6) Be pro-active in suggesting books to students for book reports and related assignments.
- 7) Assist teachers in videotaping television programs and specials appropriate to students' age levels, curriculum and interests. Inform students of the availability of these materials through a memo or bulletin board.

Guides Practice

- 6) Inquire as to students' progress on particular projects. Help them get "on the right track" as necessary.

Indicator 11: Adopts Varied Teaching Techniques (adjusts based on monitoring)

Observation of Criteria

A goal of the Library Media Center is for students to obtain requisite skills in information research and retrieval. While the Library Media Specialist may give general orientations to groups of students at the beginning of the year, throughout the year the Library Media Specialist should monitor students' progress in these areas. By observing the Library Media Specialist in one-on-one or small group interaction with students, the evaluator can determine whether the Library Media Specialist is responding to student needs and addressing those needs appropriately.

Suggested Activities for Improving Performance

Adjusts

- 6) Prepare alternative materials of varying levels to respond when varied techniques are required.
- 7) Create/mount displays exhibiting different approaches to learning.
- 8) Review the layout of the library media center for efficacy and ease of use.

Indicator 12: Evidence of Learner Success (student achievement)

Observation of Criteria

By interacting with students who are using the Library Media Center, the Library Media Specialist can monitor students' progress in information research and retrieval activities.

Suggested Activities for Improving Performance

Student Achievement

- 6) Prepare step-by-step checklists on how to perform specific research or retrieval tasks.

Indicator 13: Performance and Conduct (commitment to profession and students)

Observation of Criteria

The Library Media Specialist should take an active role in his or her professional growth.

Suggested Activities for Improving Performance

Commitment to Profession

- 6) Schedule time with the principal to visit other Library Media Centers within the school district, or within a neighboring school district.
- 7) Review relevant literature or periodicals, and provide the principal with a list of resources which would enhance professional growth.
- 8) Enroll in a professional organization. Become involved on a committee within the organization, or assume some other leadership position.
- 9) Stay informed of upcoming conferences and events of interest to Library Media Specialists. If occurring during the school day, schedule with the principal when attendance may be feasible.

Commitment to Students

- 6) Make an effort to learn students' names.
- 7) Become involved in the content of student projects. Visit with teachers before class visits to the Library Media Center.

*****NEW INDICATORS*****

Indicator 14: Administrative Management Skills (Budget, Public Relations)

Observation of Criteria

The preparation of a Media Center budget is initially the responsibility of the Media Specialist. Depending upon the school district, this preliminary budget is presented to a budget committee or the Superintendent. Once approved, the budget should be operated according to plan, with written records outlining expenditures on an itemized basis. A review of the Media Center budget and the Media Specialist's budget records should determine whether these criteria are being performed.

On-going and specific public relations activities should be evident.

Suggested Activities for Improving Performance

Budget

- 1) Develop short and long-term goals which support the school instructional program. Prepare an itemized budget based on these goals.
- 2) Solicit input from Department Heads and Grade Level Chairpersons regarding curricular needs. Develop a form letter to solicit this input and review letter with the principal.

Public Relations

- 1) Prepare an article for newspaper publication outlining the use of resources in the district and the availability of resources to the community-at-large.
- 2) Prepare a memo to classroom teachers discussing instructional units which may be cooperatively developed and taught with the Library Media Center.
- 3) Create a display at the front of the Library Media Center or other area of the school highlighting new arrivals which may be of interest to students.
- 4) Inform the administration of resource needs. As new resources are brought in, update administration as to how those resources are being used. Inform administration of adequacy of resources to meet requests and provide examples of exemplary activities.

Indicator 15: Materials and Equipment (Adjusts, Routine)

Observation of Criteria

The Media Specialist should have written procedures for previewing, evaluating and selecting materials for purchase. Materials evaluated should be in a variety of media formats. The Media Specialist should actively solicit and consider input from teachers and students regarding the selection of new materials. Current and older materials should be evaluated and "weeded" on an annual basis, according to a systemized process. A procedure should be in place to share materials and equipment with other media centers and sites within the district. A policy should also be in place, either from the school board or the Library Media Center, outlining the procedures for requests from the community to utilize Library Media resources.

Suggested Activities For Improving Performance

Adjusts

- 1) Provide an open invitation to faculty, students and administration to evaluate materials for purchase.
- 2) Schedule specific opportunities for students and staff to obtain materials for evaluation. Provide them with an evaluation form along with the materials.

Routine

- 1) Develop a written or computerized system of tracking the use of materials and equipment.
- 2) Through the principal, obtain the assistance of a computer instructor in the school district to assist in developing a system of generating statistics on the use of materials and equipment.
- 3) Schedule preview activities once each semester.
- 4) Maintain a file of materials evaluated. Develop a form to record evaluation of materials.

Counselor

Indicator 1: Classroom Management (routine, discipline)

Observation of Criteria

A Counselor often performs classroom guidance lessons; in some districts the Counselor may conduct weekly lessons in each classroom. When the Counselor is in a regular classroom conducting a lesson is the optimum time to observe several TAS Indicators, including Classroom Management.

Suggested Activities for Improving Performance

Routine

- 6) Prepare a written sequential lesson plan, noting at which points classroom participation, etc. is appropriate.

Discipline

- 6) Ask classroom teacher for a copy of class rules in advance of visit.
- 7) Obtain a copy of Assertive Discipline or other noted resource on student discipline.

Indicator 2: Classroom Climate (learning environment)

Observation of Criteria

Again, while the Counselor is performing classroom guidance lessons, this Indicator may be observed in the same manner as is done with a regular classroom teacher. The Counselor's office itself should be an environment conducive to the goals of academic excellence, career opportunities and positive self-esteem.

Suggested Activities for Improving Performance

Learning Environment

6) Put up posters promoting academic and career-oriented achievement and self-worth. Ask the principal for a catalog or other assistance in obtaining such materials.

Indicator 3: Organization (exhibits preparation)

Observation of Criteria

The Counselor is generally responsible for coordinating all aspects of student testing. Specifically, the Counselor is involved with student-specific special education testing as well as annual achievement testing for all students. Depending upon the Counselor's level of responsibility, observing the operation of student testing can reveal the Counselor's performance on this Indicator.

Suggested Activities for Improving Performance

Exhibits Preparation

- 6) Develop a plan and master schedule during the Fall semester for Spring testing. Review with the principal.
- 7) Develop a list of responsibilities which can be assigned to individuals in advance of testing.
- 8) Create form letters notifying parents of testing activities. Create a different template for each type of test.

Indicator 4: Record Keeping (student files, grading patterns, lesson plans)

Observation of Criteria

Counselors are required to keep a variety of records, including Special Service records, transcripts, and other confidential student files. A variety of reports must also be generated. The Counselor's prompt and accurate record keeping of these student files, records and reports can be observed. The Counselor should also have written lesson plans for classroom guidance lessons, drug education activities, and other teaching activities which the Counselor may perform. Graded activities may be rare, although some can be instituted if not currently being performed. Such activities could include resume writing, completing job or college applications, and quizzes on substance abuse.

Suggested Activities for Improving Performance

Student Files

6) Maintain files alphabetically by grade level. Provide a system for segregation of confidential material, either by a separate confidential file, or "flags" attached to confidential documents.

Grading Patterns

6) Review Drug Education materials. Obtain/create a post-lesson quiz which tests students' knowledge of substance abuse.

Lesson Plans

6) Review the lesson plans of a teacher recommended by the principal. Emulate that structure.

Indicator 5: Demonstrates (models behavior)

Observation of Criteria

One aspect of individual counseling is personal counseling, relating to the student's behavior or peer relations. The Counselor often works with the student to solve personal problems related to home and family relations, health and emotional adjustment. The Counselor also works to prevent students from dropping out of school. When conducting personal counseling, the Counselor can model social and interpersonal skills to the student. While personal counseling may not be directly observable by the administrator, this Indicator may be observed through reports or conversations with the Counselor or by monitoring the progress of students who have utilized the Counselor for personal counseling.

Suggested Activities for Improving Performance

Models

6) Through posters, plaques, paperweights, etc., create an environment in the Counselor's office which stresses positive self-esteem and caring for others.

Indicator 6: Content Area Knowledge (explains content)

Observation of Criteria

The Counselor is often responsible for orientation of new students. Also, the Counselor may organize and coordinate College Day and Career Day activities. The Counselor may also obtain and disseminate occupational information to students on an on-going basis. The depth of these activities can reveal the Counselor's performance on this Indicator.

Suggested Activities for Improving Performance

Explains Content

6) Obtain a list of well-respected resources on Counseling. Read one such resource each semester and synthesize its information into a short paper.

Indicator 7: Provides Sufficient Directions (explains directions, establishes objectives)

Observation of Criteria

The Counselor often assists students and parents in the enrollment process, registering students and orienting them to school procedures and learning opportunities. The Counselor invariably assists students in course and subject selection - generally as one of the Counselor's main functions.

Suggested Activities for Improving Performance

Explains Directions

6) Where complicated forms are involved, such as scholarship or job applications, have a completed sample copy available for review or distribution.

Establishes Objectives

6) Develop a generic flow chart to guide students through course and activity selection toward an academic or career goal. Use this chart as a guide for counseling activities.

Indicator 8: Explains Purpose (relates objectives, stresses sequence, establishes closure)

Observation of Criteria

Another aspect of individual counseling is career counseling. The Counselor helps students evaluate career interests and choices. The Counselor should be able to elicit sufficient information from the student to suggest alternatives and assist the student in developing a plan to meet certain goals.

Suggested Activities for Improving Performance

Relates Objectives

6) For the ten most common career goals, identify the interests and objectives which lead to those choices.

Stresses Sequence

6) Develop a career path flow chart.

Establishes Closure

6) Write an exit interview for graduating seniors. How does the current path relate to previously-stated goals?

Indicator 9: Encourages Response (involves all learners, provides for independent practice)

Observation of Criteria

In group counseling, the Counselor organizes and schedules small group sessions in concerned areas of identified needs. In some school districts, the Counselor may conduct weekly small-group sessions for each grade level.

Suggested Activities for Improving Performance

Involves all Learners

6) If a student is not participating in group counseling, follow-up individually with the student to determine why.

Provides for Independent Practice

6) Give assignments, either within the group sessions or as homework, whereby the students may explore for themselves their feelings, interests, etc.

Indicator 10: Supervision (monitors, guides practice)

Observation of Criteria

A third aspect of individual counseling is academic counseling. The Counselor should identify and develop courses to meet student needs. The Counselor should be available to offer assistance before a crisis occurs with a student's grades. The Counselor works to resolve students' education handicaps.

Suggested Activities for Improving Performance

Monitors

6) Devise a monitoring plan to anticipate grade failures.

Guides Practice

6) Request weekly progress reports from teachers in a student's classes! subjects of concern. Schedule weekly or bi-weekly meetings with the student to discuss progress.

Indicator 11: Adopts Varied Teaching Techniques (adjusts based on monitoring)

Observation of Criteria

The counseling approach taken is often specific to the student or situation at hand. The Counselor's success with individual students is almost de facto evidence of the Counselor's performance on this Indicator.

Suggested Activities for Improving Performance

Adjusts

6) Prepare materials appropriate to the grade level of students counseled.

7) Review different counseling approaches based on different styles of learning, e.g. visual, auditory, kinesthetic.

Indicator 12: Evidence of Learner Success (student achievement)

Observation of Criteria

The Counselor is responsible for many pupil placement decisions as well as identifying and testing students for special needs (EMH, LD, Gifted). The success of students in their respective placements can be observable evidence of this Indicator, where success is defined by the appropriateness of the placement or the student's self-improvement as opposed to the student's actual achievement as measured against peers.

Suggested Activities for Improving Performance

Student Achievement

6) Schedule mid-term and annual reviews of all placement decisions. Consult individually or in group meetings with applicable teachers, administrators, parents and student.

Indicator 13: Performance and Conduct (commitment to profession and students)

Observation of Criteria

A Counselor is often called upon to make home visits for a variety of reasons, such as school attendance problems, special placements, academic difficulties, home problems, etc. The level of involvement and pro-active approach to home visits by the Counselor can demonstrate the Counselor's commitment to students. Also, the Counselor is responsible for making recommendations to colleges for admissions and scholarships, and the Counselor's aggressiveness in this endeavor reflects upon commitment to students.

Commitment to the profession can be observed through the Counselor's role in the community. As liaison and spokesperson to the community, the Counselor should reflect a positive image of the profession, the school district and the students.

Suggested Activities for Improving Performance

Commitment to Profession

- 6) Enroll in a professional organization which includes counselors. Volunteer for an office or committee assignment within the organization.
- 7) Create a list of community agencies. Schedule contact with a different agency each week.
- 8) Prepare a press release to the local newspaper each semester, highlighting academic achievement or other noteworthy student accomplishments.

Commitment to Students

- 6) Keep updated information on scholarships available from all State universities. Inquire from students about other particular universities they have an interest in, and follow-up on information from those institutions.
- 7) Follow-up home visits with a letter to the student and/or parent regarding the visit.