

## **Guidelines for 3.5**

### **Teachers:**

- **Through the analysis of student data collected the teacher will determine the area of focus/standard that is to be addressed during the interval of instruction. This standard should be related to or aligned with an identified school or district strategic plan or SIP/CSIP goal.**
- **During the BOY the teacher will discuss the learning expectations of the students, how the individual needs of the students will be met over the course of the cycle of instruction, how the instructional strategies will be different/new and any support and/or enrichment that will be provided based on how the students are responding to instruction.**
- **Consistent with normal teaching practice the teacher will collect and reflect upon the students' work and make instructional adjustments accordingly; providing verbal and written feedback so students may be able to understand misconceptions and/or errors and adjust for future learning. Teacher should be highlighting progress, adjustments made to instruction, successes and continuing concerns. This will foster the conversation with the administrator about instructional methods that should be sustained, eliminated or improved upon.**
- **In preparation for the end-of-year conference, the teacher will analyze the data of the students particularly in the identified area of focus, they will discuss the evidence of instructional practices and how the on-going collaborative discussions helped to improve instructional practices and outcomes.**
- **Your interval of instruction should be long enough to obtain mastery of a standard it should not be shorter than one quarter.**

**Administrators:**

- Set appointments for the BOY with teachers being observed.
- Cannot determine what the focus of a teachers' 3.5 will be; they can ask that it is based on data, aligned with district and school goals and is standards-based
- During the BOY, the administrator will utilize the template and suggested questions to guide the conversation with the teacher. The questions and responses must be documented in the Frontline system.
- The administrator will document strategies, potential outcomes and the identified layers the teacher expresses based on the data that they have utilized to determine their area of focus.
- The administrator will date and document the discourse and evidence, if any is provided, for each of the conferences.
- The administrator will discuss and support the educator throughout the process with suggestions for instructional modifications, differentiation and enrichment to improve student outcomes throughout the process.
- The administration will consider the age and developmental level of the students when reviewing the student reflections.

**Considerations:**

- This is an “organic” and naturally occurring process between professional educators.
- The conversations are meant to be coaching and supportive in nature.
- The focus is the improvement of instructional delivery and student learning outcomes.
- Both parties must keep in mind this element is 1/35th of the overall effectiveness rating. There are over 20 other elements within the rubric that address student learning. Self-reflection with a focus on improvement is important to the conversations and the overall process.
- Document and date each conversation for future reference and scoring purposes.