

Transparent, Rigorous, and Fair Observations

Transparent

The Core B Process is transparent in that all participants are kept exceptionally abreast and updated on the entire observation process. The process does not happen *to them*; it happens *with them*, as they are instrumentally involved.

Transparency is apparent in the following ways:

- All stakeholders are trained on the observation process, as elements of coaching and training are embedded in the process
- Observations are based on best practices
- School goals are developed on each campus, based on student achievement data for that campus
- Teacher observation data is included in assessments so that teachers too can establish instructional improvement goals
- Every staff member knows their instructional focus, student achievement goals, and benchmarks

Rigorous

The standards-based EEP Observation Rubric provides a rigorous means for measuring teacher effectiveness through observation. It establishes expectations, provides opportunity for focused feedback, and scores final works. The EEP Observation Rubric articulates teacher expectations by defining performance criteria, and how it is valued, at various levels of quality, from novice to expert.

The EEP Observation Rubric is designed to evaluate teachers' planning, instruction and assessment qualities. In addition, it provides the basis to support teachers in their own professional growth. Teachers, as well as, students will benefit from the rubrics in many of the same ways—clarifying standards for a quality performance, and providing guidance and ongoing feedback about progress made towards reaching those standards. It is a thorough observation tool that also aids in determining the principal's effectiveness so that student academic performance could improve in the targeted school.

Use of the EEP Observation Rubric is rigorous in that it:

- Methodically establishes standards and expectations around proven detail indicators of performance effectiveness
- Is quite interactive; stakeholders are involved in evaluating themselves, as well as, planning for improvements, based on the feedback of expert-trained peers

The standards-based EEP Observation Rubric is divided into three (3) domains:

Domain 1	Domain 2	Domain 3
Facilitating Student Learning	Planning for Learning	Mental Physical & Emotional Learning

There are three levels of proficiency in the EEP Observation Rubric, which indicates a teacher understands research-based, subject specific instructional techniques. As each level advances, more depth and challenge is required.

The three levels of proficiency and associated scoring in the EEP Observation Rubric are as follows:

Expert Teacher	Career Teacher	Novice Teacher
The Expert level has a value score of five (5) and indicates above proficiency in instructional strategies and content knowledge.	The Career level has a value score of three (3) and indicates proficiency in instructional strategies and content knowledge.	The Novice level has a value score of one (1) and indicates below proficiency in instructional strategies and content knowledge.

Note: Only teachers scoring a 3.0 or above (i.e. 3.25, 3.76, 4.22, etc.) will receive performance-based compensation.

Fair Observations

The Education Effective Process (EEP) is fair primarily because observations are conducted regularly and the stakeholders are actively involved in their evaluations and planning for improved effectiveness.

Observation fairness is apparent in how the process works:

- Teachers will receive multiple observations at the campus each year
- One observation will be announced and will include a pre-observation conference
- All observations will include a post-observation conference.
- The post-observation conferences will give the teacher a reinforcement and a refinement goal to attain
- The process promotes professional development
- A teacher can still qualify for an incentive payout in one component of the PBCS, even if they do not qualify in another component.

Teacher Observation Process



Using multiple rating categories on the EEP Observation rubric, observational assessments will evaluate various levels of effectiveness.

Details on Observations

- The EEP model establishes that each teacher will be observed at least three (3) times by three (3) different trained and certified individuals each year.
- Three (3) different members of the campus leadership team will complete the observations, as follows:
 1. One observation will be conducted by the Principal or other certified Administrator
 2. One observation will be conducted by a Campus Expert Teacher Leader (ETL)
 3. One observation will be conducted by a Campus Career Teacher Leader (CTL)
- Training will be provided to all Principals, Administrators, ETL's, and CTL's before they can qualify to conduct observations.
- Multiple trainings will be provided to ensure consistency and understanding of domain indicators and sub-indicators to ensure that inter-rater reliability is high among all observers.
- Observations will include a pre-conference with the announced observation.
- All three observations will be followed by post-conferences.
- During the post-observation conferences, the teacher and the observer will discuss two things:
 1. What needs to be reinforced (encouraged to continue)
 2. What needs to be refined (improved)
- Goals established during these conferences will become a focus for the follow-up walkthroughs to ensure improvement.
- Embedded professional development in the process encourages training in areas of need for teachers. Job embedded professional development will be presented by each campus during weekly campus unit meetings.

This cycle of observations and conferences are a central element in each teacher's ongoing embedded professional development.