

SY 2021-22 Formal Observation Guidance: Opportunity Culture Teachers: Multi Classroom Leaders

This guidance is intended to support educators and observers who engage in the formal observations of teachers serving as Multi Classroom Leaders (MCLs). In particular, this guidance is for those MCLs who have a classroom teacher job title and are evaluated with the Teacher Effectiveness Evaluation. While MCLs will be assessed on their impact and MCL role-specific responsibilities to inform retention-as-MCL decisions, this guidance is specific to their evaluation as teachers. Other responsibilities that are specific to their role as an MCL will not be evaluated as part of their teacher annual evaluation.

MCLs are fully accountable for the results of all the students assigned to them and their team—and they continue to teach as well. As they are coaching and supporting their team teachers, they are expected to co-teach with - and model high impact instruction for - their team teachers. The high impact instructional behaviors in the Instructional Framework Rubric remain relevant to the practice of an MCL and understanding their performance as a teacher.

Teachers who are confirmed by the Office of Human Capital as being Off Cycle for this year's annual evaluation will not be formally observed this year. Rather, their professional practice scores (formal observations, professional expectations) from SY 2020-21 will be included in this year's annual evaluation calculation. Student growth data still remains a portion of their annual evaluation and they must complete the SLO process this year via either an approved SLO Learning Target or SLO Exemption.

Conducting Formal Observations for Partial Release MCLs

Those MCLs who are partial release will be formally observed facilitating instruction with those students for whom they are the official teacher of record.

Conducting Formal Observations for Full Release MCLs

Those MCLs who are full release will be formally observed facilitating instruction with students in one of their team teachers' classes. This should be a class of students with whom the MCL has built some familiarity and rapport through their direct instruction with students, co-teaching with the team teacher, modeling instruction for the team teacher, and/or planning with the team teacher. -We recommend the formal observation of an MCL occur later in the formal observation window though it still must occur by the communicated deadline.

General Reminder: Using the [Instructional Framework Rubric](#)

When conducting observations – especially formal observations of practice – observers should collect evidence and make a holistic determination about which level within the descriptor progression matches that evidence. After reviewing the evidence across all the descriptor progressions and

SY 2021-22 Formal Observation Guidance: Opportunity Culture Teachers: Multi Classroom Leaders

determining which level of performance the preponderance of evidence aligns, the overall rating for that specific indicator would be determined.

Other Resources: Supporting the use of the Instructional Framework Rubric

There are other resources as well, which support the implementation of the [Instructional Framework Rubric](#) – whether for observations of practice, providing feedback, or reflecting on practice. These resources are available on the district website [here](#).

Using the Instructional Framework Rubric: Applying this Guidance for Full Release MCLs

When using the Instructional Framework Rubric to determine a formal observation rating, there should be a preponderance of evidence at that level of the continuum. Our general Formal Observation guidance – and the rubric itself – already acknowledges that every descriptor may not be evident every day. When there is not evidence for a particular descriptor, this should be treated as “not applicable” and not be considered when determining an overall rating for this TEACH indicator.

To support observers and teachers, the Employee Effectiveness Team and members of the Talent & Organizational Development Team who support schools implementing Opportunity Culture have reviewed the TEACH indicators and noted which rubric descriptors are not likely to be evident or which may be difficult to assess in a formal observation as a result of a full release MCL’s instructional practice.

Below, you will see images of two of the seven TEACH indicators from our [Instructional Framework Rubric](#) with some language in the rubric descriptor highlighted. These are two specific indicators with descriptor language which may be difficult to attribute to the instructional practice of the full release MCL during the lesson used for their formal observation. If the language is **highlighted**, this means we do **not** anticipate there will be evidence related to this descriptor or portion of the descriptor as a result of the full release MCL’s instructional practice. This should not be considered (ie: it should be treated like “not applicable”) when determining an overall rating for this TEACH indicator.

SY 2021-22 Formal Observation Guidance: Opportunity Culture Teachers: Multi Classroom Leaders

TEACH 6

TEACH 6. Organize and implement routines to support a learning-focused classroom⁵⁰

Teachers create a classroom culture of high expectations, student ownership, and academic risk-taking. During the lesson, routines are used to focus students on learning. Routines should help to maximize instructional time, ensure smooth transitions, increase student understanding of responsibilities, and provide a safe environment for students to take academic risks.

HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Teacher creates conditions⁵¹ where students are expected to take chances in the learning task. Students handle breaks in structure by maintaining their academic focus. Teacher and students have created and follow shared agreements that support the learning-focused classroom. 	<ul style="list-style-type: none"> Students are on task and engaged in learning throughout the lesson. Teacher holds all students to appropriately high expectations⁵² in a supportive manner⁵³. Teacher has appropriate routines⁵⁴ in place that students execute successfully.⁵⁵ Teacher's arrangement of space and materials facilitates student movement, interactions, and learning, and includes celebration of student experiences and current work. Students manage materials in a developmentally appropriate manner. 	<ul style="list-style-type: none"> Teacher provides short periods of time for students to be off task. Teacher holds students to expectations in a supportive manner, but these expectations vary for students. Teacher has appropriate routines in place, but students demonstrate they are sometimes unclear about what they should be doing and may ask questions frequently. Teacher's arrangement of space and materials facilitates student movement, interactions, and learning. Teacher manages materials. 	<ul style="list-style-type: none"> Teacher provides large periods of time for students to be off task. Teacher holds low expectations for students, or reinforces or communicates these expectations with criticism or judgement. Teacher has minimal to no routines in place and students demonstrate they are unclear about what they should be doing, ask questions constantly, or do not follow teacher directions. Teacher's arrangement of space and materials hinders student movement, interactions, or learning. Materials are not available for students.
<p><i>Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.</i></p>		<p><i>When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.</i></p>	

NOTE:

- The 3rd descriptor series for TEACH 6 is highlighted because though there should be evidence of the teacher implementing classroom routines, evidence of student questions or students not knowing how to execute these routines may not be attributable to the full release MCL's instructional practice.
- For the 4th descriptor series in TEACH 6, the word **"arrangement"** was highlighted. Given the role of the full release MCL in relation to their team teacher's class, the focus for an observer should be more on the full release MCL's **use** of the space and materials as described in the progression.

SY 2021-22 Formal Observation Guidance: Opportunity Culture Teachers: Multi Classroom Leaders

TEACH 7

TEACH 7. Cultivate a supportive learning community			
To support student learning and well-being, teachers cultivate and model competencies such as self-awareness, self-management, social awareness, and responsible decision making. By creating a safe and welcoming classroom environment that nurtures strong relationships, teachers create opportunities for student voice, leadership, and agency.			
HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
<ul style="list-style-type: none"> Students support one another through affirmation, encouragement, demonstrated empathy, or other supportive actions. Teacher inquires about and is responsive to student needs and perspective during instructional delivery. Students feel safe sharing their perspective, which may differ from a majority of others. 	<ul style="list-style-type: none"> Students demonstrate effective coping strategies⁵⁶ or use supports teacher has put in place for coping. Teacher implements routines and practices that appropriately build student leadership⁵⁷. Teacher implements practices that encourage the inclusion of one another and one another's ideas.⁵⁸ Teacher cultivates a positive⁵⁹, supportive⁶⁰ classroom community and student awareness of their impact within the classroom⁶¹. When needed, teacher appropriately addresses, redirects or de-escalates⁶² student misbehavior or disruption in a manner that solves the issue with minimal disruption to the lesson or other student learning. 	<ul style="list-style-type: none"> Teacher models effective coping strategies. Teacher implements routines and practices that appropriately build student leadership in some students. Teacher implements practices that encourage inclusion of one another or one another's ideas. Teacher cultivates a positive, supportive classroom community. When needed, teacher addresses, redirects or de-escalates student misbehavior or disruption in a manner that solves the issue but with disruption to the lesson or other student learning. 	<ul style="list-style-type: none"> Teacher does not model effective coping strategies. Teacher does not implement routines or practices that build student leadership, or the practices are sporadic or inappropriate for the students. Teacher does not implement practices that encourage student inclusion of one another or one another's ideas. Teacher inconsistently cultivates a positive, supportive classroom community. Teacher does not address or redirect student misbehavior or disruption, or does so in a manner that does not solve the issue⁶⁴.
Level 4 includes evidence of performance that is at least meeting elements in Level 3, and one or more of the above.		When used to determine a rating for formal observations of practice, there should be a preponderance of evidence at that level of the continuum. While every descriptor may not be evident every day, there should be evidence from the majority of descriptors to inform a rating.	

NOTE:

- In the 2nd descriptor series, the focus for the observer should be on practices the full release MCL implements which appropriately build student leadership. These may not be at the level of regular routines, which would not be a reflection on the full release MCL's instructional practice.
- Given the role of the full release MCL in relation to their team teacher's class, the focus for an observer for the **4th descriptor** should be more on the full release MCL's **implementation of practices** that cultivate a positive, supportive community within the lesson. Even if there isn't a positive, supportive culture in the classroom already established, there should be evidence for the purpose of the formal observation of the full release MCL implementing such practices and evidence of positive impact with students.