



Preparing Students for 21<sup>st</sup> Century Experiences

Teaching Practice Improvement Process

Cedar River Academy  
Enumclaw, Washington

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## Introduction

Teachers have little or no control over perhaps the most important factors of student success – social and economic conditions of their students, and involvement and support of parents in the education process. Cedar River Academy believes teachers should be evaluated on their professional skills and abilities to practice the defined education model adopted by their school. If teachers are effectively executing the adopted education model, and student performance does not improve, the responsibility for this result should be placed on the school's administration and directors with the expectation that the education model be adjusted to improve its effectiveness for the target student population. Teachers are supported by the principal in their continuous quest for practice improvement and development, within the CRA student-centered education model framework. Teachers are primarily evaluated on their demonstrated ability to effectively implement the CRA SCE model. Principal(s) are evaluated on their demonstrated ability to effectively support, and cause, teacher practice improvement and professional development.

Cedar River Academy defined and developed a comprehensive set of automated tools designed to support teachers and principals in their student-centered practice. Known as *NextGen*, this system supports educators as they track student progress, define intervention actions, and otherwise support the student's progress toward exceeding all expectations as they progress along knowledge continuums. It also supports teachers as they strive to improve their practice and become more masterful educators.

NextGen was designed collaboratively by educators and computer software professionals to empower educators to continually seek and achieve real school improvements. NextGen improves teacher and administrator productivity while they focus on individual student performance and progress along extended Common Core Learning standards, and manage the practice and development of educators.

NextGen's Practice Management Services are now being constructed and will be operational in the winter of 2013-14. CRA uses a paper-based practice support process which creates records which will be transferred to the NextGen repository when the development process is complete. NextGen's practice support services include the following elements.

- Repository for professional practice standards, progress assessments, and professional development continuums.
- Provide data to support the Principal as s/he defines and refines formal teacher academy and inservice training programs.
- Provides data and information to strengthen Principal / Teacher collaboration, teacher coaching, and consultations.
- Automates the Principal's continuous classroom practice observations and assessments.
- Produce reports that reflect the progress students are making in individual classrooms toward meeting student expectations.
- Automate the recording of practice interventions.
- Automate the recording and retention of professional development progress, resulting in end of term progress reports for individual teachers.

CRA's Principal observes each classroom and learning environment several times each week to observe and make formative assessments of teacher practices. Observation forms have been created to normalize the observation process and provide information to teachers and the principal to support collaborative practice improvement and professional development processes. When NextGen

work is complete, the principal will use a tablet computer connected to the Internet to save observation records, including photos, videos, and documents as evidence of the teacher's work. These records are stored in the teachers digital record.

The principal normally focuses on one or two “practice components” during each observation activity.

The classroom observation data recording forms are presented below.

## Classroom Observation Form

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_

### PLANNING AND PREPARATION (Practice Component)

#### Assessment

- Lesson plans posted
- Lesson plans contain CRA learning standards
- Lesson plans show grouping/individual instruction plans
- Lesson plans contain all subject areas
- Lesson plans build off of each week's previous plans
- Lesson plans are grade level appropriate
- Supplies are readily available for lesson
- Supplies are organized
- Supply centers are evident and labeled

### STUDENT ACHIEVEMENT (Practice Component)

#### Assessment

- Students with IEPs or other learning contracts are identified
- Learning goals for each student has been identified
- Individual learning plans are available for each student
- Individual learning plans are based on informal and formal observations
- CRA approved assessments have been utilized

### LEARNING ENVIRONMENT (Practice Component)

#### Assessment

- On task, focused behavior were maintained
- Classroom management procedures posted and used
- Respect and courtesy were modeled by the teacher
- Lamps and classical music selection available
- Theme is displayed and evident
- Various work areas available to students
- Teacher and student work areas are clean and organized
- Being There/Immersion wall is evident
- Manipulatives available and labeled
- Daily schedule/agenda posted and current
- Student work displayed

LESSON/INSTRUCTION (Practice Component)	Assessment
• Small group	<input type="checkbox"/>
• Reading	<input type="checkbox"/>
• Whole group	<input type="checkbox"/>
• MathQuest	<input type="checkbox"/>
• Teacher lead	<input type="checkbox"/>
• LearningQuest	<input type="checkbox"/>
• Student lead	<input type="checkbox"/>
• Student Questioning	<input type="checkbox"/>
• Partner	<input type="checkbox"/>
• Intervention	<input type="checkbox"/>
• Writing	<input type="checkbox"/>
• Language Arts Grammar	<input type="checkbox"/>
• Math	<input type="checkbox"/>

LEARNING QUEST (Practice Component)	Assessment
• Focused on theme	<input type="checkbox"/>
• Contains choices	<input type="checkbox"/>
• Contains vocabulary	<input type="checkbox"/>
• Relates to literature	<input type="checkbox"/>
• Utilizes technology	<input type="checkbox"/>
• Contains main project	<input type="checkbox"/>
• Based on individual levels/goals	<input type="checkbox"/>
• Plan Do Review utilized	<input type="checkbox"/>

MATHQUEST (Practice Component)	Assessment
• Based on literature	<input type="checkbox"/>
• Utilizes manipulatives	<input type="checkbox"/>
• Contains math problems	<input type="checkbox"/>
• Can be solved multiple ways	<input type="checkbox"/>
• Contains a project component	<input type="checkbox"/>
• Contains writing/reflection component	<input type="checkbox"/>

PROFESSIONAL RESPONSIBILITIES (Practice Component)	Assessment
• Participates and follows lunch, recess duty scheduled	<input type="checkbox"/>
• Participates in CRA in-services and trainings	<input type="checkbox"/>
• Completes Anecdotal Notes	<input type="checkbox"/>
• Completes Student Portfolios	<input type="checkbox"/>
• Takes daily student attendance	<input type="checkbox"/>
• Completes weekly parent emails	<input type="checkbox"/>
• Completes monthly CRA blog	<input type="checkbox"/>
• Notifies parents of student's progress and goals	<input type="checkbox"/>
• Participates in parent conferences	<input type="checkbox"/>
• Notifies Administration of academic or behavioral issues	<input type="checkbox"/>
• Subscribes to professional journals and shares ideas with CRA staff	<input type="checkbox"/>
• Identifies professional development opportunities to support improvement in specific areas of her/his practice	<input type="checkbox"/>
• Documents research of individual student learning	<input type="checkbox"/>
• Follows CRA paperwork protocol	<input type="checkbox"/>
• Emergency Binder up to date and in classroom	<input type="checkbox"/>
• Incident	<input type="checkbox"/>
• Portfolio	<input type="checkbox"/>

CLASSROOM ENVIRONMENT (Practice Component)	Assessment
• Lesson Plans	<input type="checkbox"/>
• Math Manipulatives	<input type="checkbox"/>
• Daily Schedule/Agenda	<input type="checkbox"/>
• Supplies Organized and Labeled	<input type="checkbox"/>
• Theme	<input type="checkbox"/>
• Plan/Do/Review Sheet Utilized	<input type="checkbox"/>
• Student Work Displayed	<input type="checkbox"/>
• Lesson Matches Lesson Plans	<input type="checkbox"/>
• Reading Groups Evident	<input type="checkbox"/>
• Various Work Areas Available	<input type="checkbox"/>
• Classical Music Selection	<input type="checkbox"/>
• Teacher Observation Tools	<input type="checkbox"/>
• Lamps/Extra Lighting	<input type="checkbox"/>
• Life Skills	<input type="checkbox"/>
• Bathroom Routine	<input type="checkbox"/>
• Procedures Posted	<input type="checkbox"/>
• Being There/Immersion Wall	<input type="checkbox"/>

VALUES FOR A GLOBAL COMMUNITY (Practice Component)	Assessment
• Respect	<input type="checkbox"/>
• Integrity	<input type="checkbox"/>
• Teamwork	<input type="checkbox"/>
• Contribution	<input type="checkbox"/>

LESSON ACTIVITIES (Practice Component)	Assessment
• Small Group	<input type="checkbox"/>
• Whole Group	<input type="checkbox"/>
• Independent Work	<input type="checkbox"/>
• Theme Project	<input type="checkbox"/>
• Skills Review	<input type="checkbox"/>
• Students Seated at Desk	<input type="checkbox"/>
• Teacher Directed	<input type="checkbox"/>
• Student Directed	<input type="checkbox"/>
• Students Seated Around Room	<input type="checkbox"/>
• Learning Quest	<input type="checkbox"/>
• MathQuest	<input type="checkbox"/>
• Partner Activity	<input type="checkbox"/>
• Integrated Activity	<input type="checkbox"/>
• Student Presentation	<input type="checkbox"/>
• Language Arts/Grammar	<input type="checkbox"/>
• Writing	<input type="checkbox"/>
• Computer/Technology	<input type="checkbox"/>
• Assessment	<input type="checkbox"/>
• Science	<input type="checkbox"/>
• Math	<input type="checkbox"/>
• Social Studies	<input type="checkbox"/>

**During this observation the teacher was:**

**During this activity the students were:**

**Suggestions/Comments/Questions:**

A conference is requested by Principal Name. (automatic email notification)

A conference is requested by the teacher. (automatic email notification)