CREATING YOUR DELIBERATE PRACTICE PLAN IN iOBSERVATION

***These instructions are for administrators and classroom teachers. As of 8/27/13, DP forms for non-classroom instructional personnel are not yet deployed; these employees will be notified when their plan is available in iObservation.

Task #1: Set Up

1. Log in at http://www.effectiveeducators.com

2. On the home screen, click on MY PROFILE in the upper right-hand corner.

3. Scroll down to the PLANS section of the Email Notification Preferences area and select both options for plan notifications. Then click SAVE at the bottom of the screen.

4. After saving is complete, scroll back up to the top of the screen. Then hover over the GROWTH menu tab and select the first option on the list: PLANS.

5. On the growth plan screen, click on the CREATE NEW PLAN button. The next screen will be the CREATE NEW GROWTH PLAN screen. This is the main location where you will work on your growth plan.

6. **Step 1: Take Self-Assessment** is OPTIONAL, but SHOULD be completed in the system, by clicking the SCPS – DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS link. Remember that your Self-Assessment is only visible to you.
7. After you are done selecting your indicators, you may click the SAVE AND CLOSE button if you wish to edit your Self-Assessment at a later time (Recommended). If you are sure that you do not want to edit your Self-Assessment in the future, then you may click the FINISH button which will prevent you from making future changes.

Task # 2: Select Target Elements

1. Scroll down to step 2. Click on the SELECT TARGET ELEMENTS link to begin.

2. On this screen, locate the name of the indicator you want to select for deliberate practice and then click on the corresponding CONFIGURE link. *You may click on the PREVIEW link for a preview of the indicator and access to other resources.
3. On the configure screen, you will select your starting performance level and your final goal. Click on the ratings buttons to select those goals. Once you have selected both ratings, the system will tell you what your DP score will be for this indicator if you meet your goal. You can change your final goal to see how your score is affected by a different rating.

**Performance Goal:**

*Your starting performance level for "Organizing the Physical Layout of the Classroom for Learning"*

- Highly Effective+
- Highly Effective
- Effective
- Needs Improvement/Developing
- Unsatisfactory

*What level of achievement is your **FINAL** goal for "Organizing the Physical Layout of the Classroom for Learning" for this plan?*

- Highly Effective+
- Highly Effective
- Effective
- Needs Improvement/Developing
- Unsatisfactory

**Notes about ratings & scoring:**

a. Your starting point cannot be Highly Effective+ because no further growth is possible.

b. If the indicator you chose for DP is from last year’s evaluation, then your starting point should be the same as your prior year evaluation. **Your administrator may not approve your plan if you select a lower starting point this year than your finishing point last year**

c. Your final goal must be higher than Unsatisfactory.

d. Your final goal must be one rating higher than your starting point.

e. If you choose a starting point and your final formal or general assessment rating on this indicator is the same as the starting point, then your score for this DP indicator will be 1.0 (Unsatisfactory) because no growth was shown. **For this reason, it is strongly recommended that teachers not select an indicator where Highly Effective will be the baseline and Highly Effective+ will be the final goal.**

4. Scroll down from the ratings section to get the two required responses after the ratings section. There is a text box for each response. See below for response assistance, and press SAVE at the bottom of the screen when finished.

**Target Element Questions:**

*Describe current student learning/behavior that should improve by focusing on this indicator. When describing current student learning, please include classroom-level student learning data; data can be from state, district, or classroom assessments.*

*Describe changes in student learning/behavior you expect to see as a result of focusing on this indicator.*
Response 1:  Current student behavior/learning that I want to see improve as a result of focusing on this target element

Response 2:  Changes in student behavior/learning I expect to see as a result of focusing on this target element

**Notes regarding Response 3 (Growth goals for this element):**

1. Goals statements should include two parts:
   a. The teacher’s anticipated growth in rating from beginning of year to end of year
   b. The impact of the teacher’s growth on student learning

2. At least one of your goals must be measurable in terms of student performance, either summative (FCAT, EOC, etc.) or formative (Discovery assessments, classroom scales, etc.). See Example 3 below.

Below are example responses for three different indicators:

**Example 1: Probing Incorrect Answers with All Students**

1: My students who answer a question incorrectly do not want to try again.
2: My skill at probing incorrect answers with all students will increase from Needs Improvement to Highly Effective. As a result of this improvement, all students will have the opportunity to respond to questions and increase their confidence in answering follow-up questions.

**Example 2: Establishing Classroom Routines**

1: I teach classroom routines to my students, but some students do not regulate their own behavior.
2: I will closely monitor the extent to which my students understand the classroom routines I have established, which will help me move from Effective to Highly Effective. Therefore, a higher percentage of students will be on task and highly engaged in the learning activities, thus contributing to increased student achievement.

**Example 3: Learning Goals & Scales—contains examples of measurable student outcomes**

1: Students in my class do not currently know how much progress they are making toward the learning goal.
2: I will use goals and scales in my classroom at the Effective level, which will be an improvement of 2 levels. As a result of this strategy:

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3 examples of measurable student outcomes; there are many other possibilities; you only need one!
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- The percentage of my students scoring at Level 3 or higher on the second progress monitor assessment in 4th grade Reading will increase from x% to y%.
  --or--
- The percentage of my students who pass each trimester/quarter test will increase by x% per quarter.
  --or--
- x% of students will score a 3.0 or higher on all of the scales created in my classroom.

--or--
5. When you have completed your ratings and responded to the 2 prompts, click SAVE at the bottom of the screen. You will be returned to the SELECT TARGET ELEMENTS screen. Your first indicator will be saved, but you can edit, delete or preview it by clicking on the appropriate link next to the name of the indicator.

You may select a 2nd or 3rd indicator for deliberate practice by following steps 2-4 again. Remember that, if you select 2 or 3 indicators, they will be averaged together and no scores will be DROPPED.

6. When you have finished with selecting indicators, ratings, and goals, click on the BACK TO PLAN button at the bottom of the screen. This will get you back to the CREATE NEW GROWTH PLAN screen. As long as you have finished at least one indicator, you will see a green checkmark next to step 2. You can still go back and revise step 2 at any time prior to submission.
Task # 3: Identify Action Steps

1. Scroll down to step 3—IDENTIFY ACTION STEPS. Click on the DEVELOP A PLAN FOR GROWTH link.

2. The screen that opens will show your action plan steps. You must add at least one action step; the system will not allow you to submit a plan until at least one step is added. Remember that, to earn a rating of Highly Effective on indicator # 53 (Creating a growth & development plan), your plan must contain “clear and measurable goals, actions steps, timelines and resources.” Therefore, you will want to add action steps that show what you plan to do to accomplish your goals. One method for identifying good action steps is to look at the evidences in the protocol for the indicator; each teacher evidence could be turned into an action step. This is not a requirement, just a suggestion to help you think of clear action steps to create. Click on ADD A STEP to start a new action step.

3. A new window will open on the screen for you to add an action step.

Describe the action you will take and any personal/school/district resources you will need, including any PD you plan to attend. See below for examples.

Note the date that you anticipate working on this. If it is a yearlong activity (e.g. PLC meetings), then write “Ongoing” or “Monthly.”

Select the DP indicator that should be linked to this step. If this step is for all of your DP indicators, then leave as All.

This resource list is only for using a resource from iObservation. For example, if your action step is to videotape yourself and do a self-critique, you can select the video self observation worksheet.

When you are finished, click on Save Action Step. You can edit or remove action steps at a later time.
4. Continue to add action steps using the ADD A STEP button. Remember to include in your description any resources you will need. Resources can be PD activities, colleagues, or materials.

Here are a few examples of action steps and resources for specific indicators. The number of steps in a plan is less important than focusing on the specific ways that you want to improve instruction in your classroom. In Examples 1 and 2, the action step is described first followed by resources. In Example 3, each action step or resource is labeled individually. This is a matter of personal preference.

**Example 1: Probing Incorrect Answers with All Students**

--As part of my lesson planning, I will think about follow-up questions to ask when students provide an incorrect answer to critical questions. Resources include allocating some additional time to planning and periodically discussing follow-up questions with an instructional coach or colleague.
--I will ask multi-part questions of students, starting with the lowest complexity question and working toward more complex questions. Resources include videotaping myself and watching my own teaching to see whether this strategy assists students.
--Students who appear to be frustrated will be given more think time, or will be given the opportunity to process with a small group or partner before providing another response. Resources include discussions with my PLC group, which is focusing on the use of cooperative learning.

**Example 2: Establishing Classroom Routines**

--Become more familiar with routines that are efficient and save time in class. Resources needed include locating a master teacher whom I can observe in action to get some good ideas for new routines.
--Remind students of routines and procedures. No resources needed for this step.
--Ask students to restate or explain rules and procedures prior to an activity. No resources needed for this step.
--Provide cues and signals when a rule or procedure should be used. Will talk with a colleague I know who does this already to get ideas about how to do this in class.
--Reference or point to poster with numbered rules outlined. Need poster board or chart paper to write down rules.
--Use teacher proximity to let a student know when a rule needs to be followed. Will ask a colleague to watch one of my lessons and record how often I use proximity and how often it is effective in maintaining order in class.

**Example 3: Learning Goals & Scales**

--Action Step: I want to gain a better understanding of the difference between a goal and an activity.
Resource: I will attend the district in-service activity on goals and scales and watch videos in the Marzano Library related to goals.
--Action Step: I will post the learning goal in the same place every day and teach students to look at that area daily.
Resource: I will use a little bit of class time each day to check for understanding of the learning goal. I will try to use exit slips at least once per goal to identify specific students who may be struggling with understanding the goal.
Resource: I will videotape myself so that I can reflect on how often I reference the goal and how it impacts student learning.
--Action Step: When I write a scale, I will try to use student-friendly language that clearly distinguishes each level.
Resource: I will look in the CPALMS database for examples of model scales. When I write a scale, I will use the SCPS scale template to structure my scale. I will also ask the members of my PLC group to provide feedback on my scales.
--Action Step: After using a scale in class, I will take time at the end of the day to reflect on how the scale helped students to access instruction. I will also keep notes about how to make the scale better for next year.
--Resource: I will need to allocate time for this reflection.

6. When you are satisfied with your work, click on SAVE ACTION STEPS. You will then be returned to the CREATE A GROWTH PLAN screen.
Task # 4: Submit Plan for Approval

1. Remember that, from this screen, you can revisit and add, edit, or remove indicators in step 2 and action plans in step 3.

2. When you are confident that you have completed all parts of the plan and are ready to send it to your administrator, click on the SUBMIT FOR APPROVAL button.

3. Your plan will be reviewed by your administrator. If you set up the alerts correctly in Task # 1, then you will receive an email notification when your administrator either approves your plan or sends back edits. At that time, you can log back into the system, hover over the GROWTH menu tab, and click on PLANS to review either your approved plan or your administrator’s comments.

If your plan was not approved, you can make edits and then resubmit for approval using these same steps.