

Guidelines for TAC observations

Updated September 2014

Contractually, the BRC, through the **Teacher Assistance Committee**, annually provides assistance to all probationary and long-term substitute teachers, including teachers who are split between buildings. This is handled yearly through the **TAC**, which is comprised of BRC and/or GNTA members in our building. If needed BCG members can be called upon to serve on TAC. At least one BRC member as well as another GNTA member will observe each probationary/ long-term substitute teacher. **The TAC observations should be completed by the end of December.**

This observation is non-evaluative. Its purpose is to facilitate professional growth and provide constructive communication and feedback between new and experienced GNTA members. It is recommended that each observation include the following:

- A pre-observation conference (see attached worksheet)
- An observation
- A post-observation conference

The BRC chairs should meet with building administration in the fall prior to the TAC observations to ask the following questions:

- 1. Are there any teachers with whom you have concerns?**
- 2. What do you need to see from this teacher to alleviate these concerns?**
- 3. How can TAC help?**

(BRC chairs should again meet with building administration in February/March to follow up with any teacher concerns.)

Please note that the TAC members should meet with the BRC chairs after the observation. **All observations are confidential and nothing will be written up formally.** This process is meant to be a support for all new teachers.

- The chair-people of the BRC are the sole communicators to administration.
- Any questions or concerns regarding the TAC need to be addressed to the BRC chair-people as soon as possible.
- All parties must adhere to these guidelines for this process to be successful.

The following is the excerpt from the GNTA contract:

Article 42

PROFESSIONAL PLACEMENT AND EVALUATION OF TEACHING FACULTY

C. Evaluation of Teaching Faculty

In each building where a long-term substitute or a probationary teacher serves, the BRC or a committee designated by the BRC shall meet each year with and discuss with the building principal the competence of the long-term substitute or probationary teacher prior to the building principal's recommendation regarding re-employment or dismissal of the teaching faculty member. In the event the long-term substitute or probationary teacher serves in more than one school, the building teacher committees of each school shall meet jointly with the principal of each school prior to the building principals' making their recommendation.

TAC Pre-Conference Worksheet

1. Evidence of Planning:

Introduction/Do Now

Evidence of Goals/Objectives

Pacing

Assessment/Follow-up/Review

Closure/Summary/Ticket to Leave

2. Presentation Modes:

Lecture

Giving Instruction for Student Work

Questioning Strategies/Common Core

Group Work

Collaborative Learning

Cooperative Learning

Use of Technology

3. Active Student Learning

4. Instructional Materials

5. Classroom Routines/Procedures

6. Behavior Management/Dealing with Difficult Students

7. Classroom Environment/Climate

8. Transitions Between Activities

9. Differentiated Instruction/Strategies