

USING THE DC MODEL TEACHER EVALUATION SYSTEM IN OTHER SUBJECTS



The Model Teacher Evaluation System (MTES) rubric and framework were designed to apply to all subject areas, across all grades. However, in some classrooms, it may be difficult for an evaluator or observer to assess the effectiveness of a teacher without additional information. This quick resource tool is designed to provide guidance in those situations. Below we share some additional considerations and strategies for evaluators observing foreign language, music, art, physical education, special education and English language learning classes, among others in domains where differentiation is likely to occur. Observer should rely on the MTES rubric for guidance for categories and domains not listed below.

	ART, MUSIC, PE AND FOREIGN LANGUAGE	SPECIAL EDUCATION	ENGLISH LANGUAGE LEARNERS
LEARNING ENVIRONMENT			
Positive Relationships and Respect	Interactions may be in a foreign language. Use body language and facial expressions to help assess the relationship between teacher and students.	Particular standards or protocols for adult-student interactions might be in place to accommodate student needs. Be sure to review student IEP and 504 plans before and after classroom observations.	Interactions may be in a foreign language. Use body language and facial expressions to help assess the relationship between teacher and students.
Procedures and Routines		Individual students may have specific needs regarding procedures and routines as noted in IEP and 504 plans. If you have questions, consult the students' plans and discuss with the lead classroom teacher.	
Physical Environment		Individual students may have specific needs regarding physical environment as noted in IEP and 504 plans. If you have questions, consult the students' plans and discuss with the lead classroom teacher.	
DELIVERY OF INSTRUCTION			
Student Engagement		These classes can be multi-level and/or multi-grade. Instruction may be highly individualized. Additionally, student engagement may look different in these classrooms. If you have questions about student engagement, pacing and differentiation, you should consult the teacher.	
Questioning Techniques	When foreign language classes are taught in an immersion setting, it may be hard for an evaluator to assess this item. Ask teacher about their questioning structures during a pre- or post- evaluation meeting.	These classes can be multi-level and / or multi-grade. Instruction may be highly individualized. Additionally, questioning and checking for understanding may look different in these classrooms. If you have questions about student engagement, pacing and differentiation, you should consult the teacher.	
Content Knowledge	If you are unsure of how rigorous content specific vocabulary is, ask the teacher during the post evaluation feedback session.		
PROFESSIONAL FOUNDATION			
Lesson Plans		Teachers should acknowledge specific Special Education goals and English Language Learner goals and objectives in their lesson plans.	
Family Contact and Communication		Teachers should meet OSSE and IEP (if applicable) guidelines regarding family contact and communication.	
Record Keeping		Teachers must meet OSSE and federal policies regarding instructional and non-instructional record keeping.	