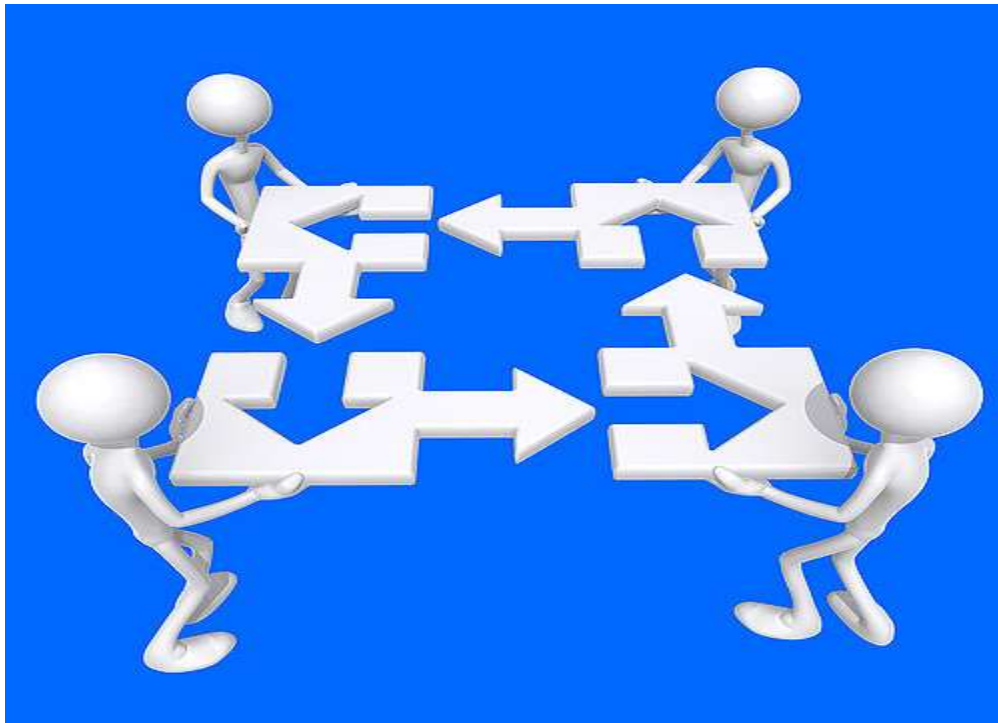


DeRuyter Central School District

Professional Development Plan



2016-2019

Approved 10/12/16 by the DeRuyter Central School Board of Education

DeRuyter Central School District

Goals for Professional Development

The goal of our district's professional development is to increase the efficacy of all educators to meet the DeRuyter Central School District vision, mission and goals.

DCS Mission

The DeRuyter Central School District, in partnership with the parents and the community, will educate and empower all students to embrace a passion for learning while developing into respectful, productive members of society.

DCS Vision

The DeRuyter Central School District will be committed to providing a safe, healthy and supportive environment where all members of the learning community will reach high expectations as they achieve confidence in their talents and pursue personal success in a complex and interconnected, dynamic world.

DCS Belief Statements

We believe...

...The partnership of home, school, community is essential for student success.

...children are our first priority.

...each individual has dignity and worth.

...an emotionally and physically comfortable, safe and professional environment is most conducive to teaching and learning.

...in a learning community of integrity that promotes positive character and good citizenship

...in the optimal utilization of all resources.

...high expectations and challenging curriculum lead to greater achievement.

...frequent, clear and consistent communication is essential amongst all school stakeholders.

...In learning communities where students are supported to become self-directed learners.

...diverse opportunities and challenges allow for each student's gifts and talents to be discovered.

Professional Development Committee

Mrs. Maureen Alger, High School Counselor

Mrs. Donna Barber, High School Teacher

Mrs. Brandi Compton, Board Member, Parent

Mr. Dan DeGear, Community Member, Parent

Dr. Sally Stack Feinberg, High School Principal, Facilitator

Mrs. Shannon Forrest, Middle School Teacher, Union President

Mrs. Jenn Ladd, Elementary Teacher

Mrs. Meghan Morgan, Middle School Teacher

Mrs. Kimberly O'Brien, Elementary Principal

Mrs. Amy Prince, Middle School Teacher

Mrs. Lisa Stearns, K-12 Teacher

Mr. Charles Walters, Superintendent

Mrs. Erin Young, School Psychologist

DeRuyter Central School District

The DeRuyter Central School District's vision for professional development seeks to create a culture that provides effective professional development which will promote best practices, stimulate new approaches to instruction, and expand personal and professional knowledge. We pursue these and the district's goals with the central focus of improving student learning.

This Professional Development Plan meets the requirements of the 100.2 (dd) Regulations of the State of New York. The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of New York State (NYS). Additionally, public school districts are required to have a professional development plan which describes how it will provide all of its teachers, teaching assistants and long-term substitute teachers with substantial professional development opportunities, and how it will provide its professional certificate holders with opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development for teachers and 75 to 100 hours for teaching assistants every five years. DeRuyter Central School District maintains staff professional development credits through My Learning Plan. It is ultimately the teacher's responsibility to monitor their own certificate progress and requirements.

What is effective professional development?

Effective professional development is an adult learning experience, or series of experiences, that can be translated into an observable influence on student learning. Such experiences should enable individuals, groups and the organization to build the capacity to improve student performance and success.

Effective professional development practice should:

- Enrich teaching and improve learning for all students. It is an essential link to higher student achievement.
- Support educator development, both as individuals and as educators.
- Be conducted in school settings and linked to other school-wide improvement efforts.
- Reflect best available research and practice in teaching, learning, and leadership.

- Actively involve educators, and other adult learners, in planning, goal setting and activity selection.
- Provide sufficient ongoing support and resources in order to develop expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards. Examples include but are not limited to the following items with proper approval from building and district administration, study groups, coursework (both classroom and on line) and other instructional support requested by staff members.
- Allow for learning experiences that are concrete and include ongoing feedback, and assistance on request.
- Be driven by a coherent long-term plan.
- Be evaluated ultimately on the basis of its impact on educator effectiveness and student learning; this assessment guides subsequent professional development efforts. (Northwest Regional Educational Laboratory, www.nwrel.org/request/june98/article1.html)

What are our beliefs relative to the nature of professional development for the district?

We believe that a professional development program must be:

- **Coherent** – aligning professional development priorities with state, district and building priorities.
- **Comprehensive** – providing well-planned, continuous opportunities to meet district, building and individual short-term and long range goals.
- **Developmental** – responding to the adult learning and career development needs of all staff.
- **Differentiated** – reflecting and respecting the variety of ways that adults learn and change.
- **Diverse** – providing a range of opportunities in support of district, building, and individual goals and priorities.
- **Responsive** – adapting to changing needs and priorities, new information, evaluation data, and comprehensive assessment data.
- **Results-oriented** – emphasizing improved performance on the part of students, instructional staff, administration, and the organization as a whole.
- **Systemic** – coordinating organizational change with individualized learning so as to have a positive ripple effect throughout the organization.

The Five Phases of Professional Development: We believe that an effective professional development program provides for:

- **Building a Knowledge Base.** It is essential to acquire new knowledge, skills and information and to build a conceptual understanding of it. Activities in this phase might include goal setting, assessing needs, participating in interactive workshops, and forming a study group.
- **Observing Models and Examples.** In order to develop a practical understanding of the current research in the field of education, it is necessary to study instructional examples of such research in practice. In this phase, one might participate in activities such as school and classroom visitations, peer observation, using instructional artifacts, co-planning, and listening to or watching audio and video examples.
- **Reflecting on Your Practice.** The purpose of this phase is to analyze instructional practice on the basis of new knowledge. Activities in this phase might include the use of journals or educator-authored cases for collegial discussion and reflection. It could also include opportunities for educators to formulate questions about their own practice, collect data pertinent to those questions and pursue the revision of one's practice based on the data collected.
- **Refining Your Practice.** It is critical to be able to translate new knowledge into individual and collaborative plans as well as actions for curricular and instructional change. Activities might include action research, peer coaching, support groups, and curriculum development.
- **Gaining and Sharing Expertise.** Educators, as professionals, should be expected to continue to refine their instructional practice, learning with and from colleagues while also sharing your practical wisdom with your peers. Activities in this phase might include team planning, mentoring or partnering with a colleague, and participating in a network.

(North-Central regional Educational Laboratory, www.NCREL.org/sdrs/areas/issues/educatrs/profdevl/pd2fiph.htm)

DATA and Needs Analysis

Multiple data sources are used to evaluate our professional development needs, including, but not limited to:

- DCS Strategic Plan
- Formative and summative student assessment data
- New York State report cards with disaggregated student data
- DCS School Improvement Plans
- Teacher reflection

- Administrative input
- BEDS data
- Student attendance rates
- Graduation Rates
- Aspirational Performance Measures
- Educator evaluations
- My Learning Plan
- DCS survey results
- Peer feedback
- Funding sources
- Current research on best practices

The highest priorities for professional development in the district are those that have the greatest potential to impact the achievement of our students based on research, multiple data sets, and the needs of our teachers.

(ESM Professional Development Plan, 2013)

What are some of the professional development options available for the instructional staff of the DeRuyter Central School District?

Individually Guided Development: In this model, the educator designs her or his own learning activities. Selecting their own learning goals and the means by which those goals are accomplished motivates professional educators. A belief that underlies this model is that self-directed development empowers educators to address their own needs and by so doing, create a sense of professionalism. Examples include but are not limited to the following items with proper approval from building and district administration: study groups, coursework (both classroom and on line) and other instructional support requested by staff members.

Observation and Assessment: Instructional practices are improved if a colleague or other person observes an educator's classroom and provides feedback. Having someone else in the classroom to view instruction and provide feedback or reflection also is a powerful way to impact classroom practice. The observer acts as another set of "eyes and ears" for the educator. Observers also learn as they view their colleagues in action.

The *Thoughtful Classroom Teacher Effectiveness Framework* has been adopted by the APPR Committee and approved by the Board of Education as the system for observing, evaluating and refining classroom practice at DeRuyter Central School District. The Basic Framework Rubric is attached as a Appendix C.

Involvement in a Development or Improvement Process: Systemic school-improvement processes typically involve assessing current practices and determining a problem, the solution of which will improve student outcomes. The solution might include developing curricula, designing programs, or changing classroom practice. New skills or knowledge may be required and can be attained through reading, discussion, observation, instruction, and experimentation. Consequently, involvement in the improvement process can result in many new skills, attitudes, and behaviors.

Instruction: An instructional model includes an “expert” presenter who selects the objectives, learning activities, and outcomes. Usually the outcomes involve awareness, knowledge, or skill development, but changes in attitude, transfer of knowledge into practice, and “executive control” needs to be addressed as well. The improvement of educators’ thinking should be a critical outcome of any instructional program. The most effective instructional programs include exploration of theory, demonstrations of practice, supervised trial of new skills with feedback on performance, and coaching within the workplace.

Inquiry: Educators formulate questions about their own practice and pursue answers to those questions. Inquiry involves the identification of a problem, data collection (from the research literature and classroom data), data analysis, and changes in practice followed by the collection of additional data. The inquiry process can be carried out individually or in small groups. The model is built on the belief that the mark of a professional educator is the ability to take reflective action.”

Participation in Professional Development Opportunities: Participants will be recognized for their successful involvement in **approved** professional development experiences associated with one or more of the five descriptors listed above. Compensation may be provided in the form of, *but not limited to*, support for personal and district goals, release time, college/university credit, stipends, opportunities for salary advancement, in-service credits, and professional and/or instructional materials. Activities that are systemic in nature will be offered throughout the school year, as well as during the summer, and over a multi-year period to allow for latitude in scheduling. The District will follow all mandated state regulations.

Registration

In March 2016, the Board of Regents implemented a new State Law (Section 3006 of the Education Law) that requires any holder of a:

- Permanent of professional teaching certificate in the classroom teaching service

- Permanent or professional leader certificate in the educational leadership service (i.e. school building leader, school district leader, school district business leader)
- A level III Teaching Assistant certificate

to register with the Department of Education every 5 years. These certificate holders must register in order to practice in a New York public school district or BOCES. As defined by the regulations, “practicing” means employed 90 days or more during a school year by a single applicable school in New York in a position requiring certification. A single day of employment shall include a day actually worked in whole or in part, or a day not actually worked but a day paid.

Registration will be completed through the TEACH system. The initial registration process will be staggered in the 2016-17 school year to allow for future re-registrations to be distributed as equally as possible during the course of the year. Regulations provide for the following registration periods:

- For teachers and school leaders with a permanent or professional certificate or a Level III Teaching Assistant certificate **issued prior to July 1, 2016**, they shall register during the 2016-17 school year during his or her month of birth, beginning on July 1, 2016 and shall renew his/her registration in the last year of each subsequent 5 year period
- For teachers and school leaders with a permanent or professional certificate or a Level III Teaching Assistant certificate **issued on or after July 1, 2016**, they shall be automatically registered, and the certificate holder shall re-register during the fifth succeeding birthday month thereafter and during each birthday month in the last year of each subsequent 5 year period.

If a certificate holder is not practicing, or for any reason ceases to practice in New York, the certificate holder must notify the Department through the TEACH system that he/she is not practicing in a New York State school district or BOCES.

The law also states that .a willful failure to register or provide notice within 180 days of such change *may* constitute grounds for moral character review. The law allows for discretion, and the Department recognizes that this is a transition period, there are not plans to pursue Part 83 moral character review for anyone who may fail to register or update their name and/or address. In the event that a certificate holder who must register fails to do so, the Department will contact the individual several times to make them aware of their responsibility under the law. In addition, the Department has interpreted a “willful failure to register” to mean a failure to register after being notified of the need to register by the Education Department at least several time

The Mentoring Program for New Teachers

The Mentor Program is to encourage experienced tenured teachers to reflect on good practice as well as to share their knowledge, talents, and skills with teachers new to the District. Its purpose is to provide encouragement and direction in a friendly and nurturing environment, and not to be evaluative in any way.

The goals of the program are to:

- Ease the transition into teaching
- Improve teacher effectiveness
- Promote the District's culture
- Increase student performance
- Identify the major needs and concerns of beginning teachers and to respond to them with appropriate staff development

These goals will be attained by mentor guidance and professional development opportunities that assist new teachers to:

- Become familiar with district and district policies
- Develop pedagogical skills
- Create a rapport within the staff
- Develop a reflective approach to teaching
- Gain knowledge of State Standards, district-wide Performance Standards and District curriculum documents
- Develop effective discipline and classroom management techniques

District View

The DeRuyter Central School Administration and Board of Education realize that the transition from theory into practice or from one school district to another may be difficult. They also recognize that within its teachers, lies a wealth of knowledge and experience to draw upon. This knowledge and experience can help these transitions take place more smoothly, improve instruction and student performance.

District's Responsibilities

In the District's commitment to easing the transition of new teachers, the following responsibilities will be assumed:

- Provide the mentor and mentee with substitute coverage for a maximum of four release days
- Provide the opportunity for professional development

- Provide stipends as provided in the contract with the DFA
- Make space available on an as-needed basis, for confidential meetings between the Program Coordinator, the Mentor and the Mentee

Composition of the Mentor Committee

- Three tenured teachers in total, one each from High School, Middle School and Elementary, appointed by the DeRuyter Central School Teachers' Association
- Program Coordinator – The person in charge of Staff Development

Mentor Committee Responsibilities

- Review applications and through consensus of the committee, recommend teachers for the Mentor Pool, pending final approval by the Superintendent and Board of Education
- Make Mentor/Mentee Pairings
- Resolve ineffective pairings in a respectful, open and fair way
- Evaluate program on an annual basis and make adjustments when necessary

Program Coordinator

- Facilitate Mentor Committee and Mentor/Mentee group meetings
- Organize and schedule training of new Mentees
- Organize and schedule training of Mentors
- Monitor Mentor and Mentees
- Collect Mentor's time logs and summaries
- Be responsible to submit to the Superintendent required state documents
- Disseminate and collect program paperwork
- Make suggestions for professional development based on stated needs
- Perform an annual review of the district mentoring program and suggest improvements to the Mentoring Committee

Mentors

To become a Mentor, candidates should have the following qualifications:

- Tenure in the classroom
- Classroom success
- Effective communication skills
- Knowledge and implementation of current educational pedagogy
- Diverse professional development experiences
- Willingness and desire to share experiences and expertise
- Knowledge and understanding of District goals
- Ability to maintain confidentiality and be nonjudgmental
- Commitment to the profession and to the goals of the program
- Ability to work as part of a team; guide and nurture rather than take over

Selection Process for new Mentors

Each Mentor candidate must submit a completed application no later than May 20th of each year. The Mentor Committee members will review the applications and, through consensus, select the members pending approval by the Superintendent and the Board of Education. The approved mentors will be placed in the Mentor Pool, and will be utilized as needed. Assigned mentors, whenever possible, should be from the same specialty area as the new teacher.

All successful candidates must be available to participate in the summer training session. Veteran mentors will be paid according to the provisions in the contract with the DeRuyter Faculty Association.

Mentor Responsibilities

All Mentors will be expected to:

- Participate in the Mentor Training Summer Program (i.e., participate together in at least one Professional Development activity by the end of the second quarter)
- Complete the Mentee Needs Assessment Questionnaire with the mentee, to determine the needs of the Mentee. They will revisit the needs assessment in January to modify the year-long plan
- Meet weekly with the Mentee for confidential visitations to facilitate reflective practice and pedagogical discussion (during school hours or after school hours)
- Assist the Mentee in organizing visitations with other teachers as well as into the Mentor's classroom
- Coordinate release time with the Principal for classroom visitations
- Seek aid from the Mentor Committee if serious conflicts arise
- Keep a log of activities with the Mentee including dates, meeting times topics discussed and visitations completed. Log will be submitted to the Coordinator of the Mentor Committee twice a year, in March and June
- Review and discuss the teacher handbook and student code of conduct with the Mentee
- Complete an informal mid-year and final evaluation of the program
- Respect confidentiality with new teachers, except where it would endanger students or place the District at risk
- Address a situation that they feel endangers students or places the District at risk by first bringing it to the Mentee's attention, and then secondly going to the appropriate Administrator with the Mentee to discuss the situation

Mentees

Teachers new to the District will be assigned a mentor for a period of one year. Long term substitutes who will be assigned for more than 40 school days will receive a Mentor. Any teacher who is changing their teaching assignment may request a Mentor.

Responsibilities of Mentees

- Attend the summer program

- Complete the Mentee Needs Assessment Questionnaire to be shared with Mentor. A Plan will be developed for the year based on the data provided
- Review Needs Assessment in January with the Mentor to assess and modify the Mentee's plan
- Participate in continuing Professional Development opportunities
- Review and Discuss the Teacher Handbook and Student Code of Conduct
- Complete an informal mid-year and final evaluation of the program
- Respect confidentiality with teachers, except where it would endanger students or place the District at risk
- Address a situation that they feel endangers students or places the District at risk by first bringing it to the Mentor's attention and then secondly going to the appropriate Administrator with the Mentor to discuss the situation

Mentor/Mentee Pairings

Pairings will be no later than 30 days after hire. Mentors are encouraged to contact their Mentees as soon as they receive the appointment.

How will professional development in the district be evaluated?

The 2016-2019 professional development evaluation process will be based on surveys collected from staff. Each staff member may complete a survey at the end of each study group, PD opportunity, year-long mentoring program, and any in-service session as requested. Analyzed results may be utilized to determine additional professional development opportunities and the best way to deliver the opportunities.

Evidence of student learning will be collected through teacher evaluation of student classroom work, student performance assessments, observations of student work and behavior, student surveys, analysis and review of student performance on NYS and standardized assessments. Evidence of staff learning will occur through staff reflective reports and assessments following in-service teaching, observation, and supervision of staff by principals and supervisors, peer reviews and staff needs assessments.

A report may be presented to the Superintendent and Board of Education on a yearly basis identifying the professional development goals of the district and staff, programs offered to staff, and the number of staff participating in initial and follow up professional development offerings. Program effectiveness will also be assessed through evidence of targeted outcomes in instructional and curricular practice. Input for potential professional development needs will be generated from staff needs assessments,

school Title I and school improvement plans, the District Strategic Plan and the district elementary and secondary assessment reports.

Committee Recommendations for Professional Development Programming...

Professional development opportunities should be based on one or more of the following:

- The utilization of the data driven inquiry, and the collaborative study of student work to improve instruction around the central focus of literacy across all instructional areas
- The development and implementation of a range of high quality assessment strategies as reflected by performance based tasks, benchmark assessments, interim assessments, rubric development and use, portfolio assessment, fostering student self-evaluation, etc.
- The implementation of Project Based Learning
- The sustainability of a Professional Learning Community
- The development and implementation of a range of high quality instructional strategies that address the shifts in ELA and math while at the same time moving to 21st Century Learning, Constructivist Learning, and Cognitive Engagement
- The continuation of integration of the Common Core Learning Standards pre-K through 12 with a focus on ELA and math. Integration also pre-K through 12 Science Standards and the social studies framework.
- The continued implementation of an effective new teacher mentoring model.
- The offering of positive behavioral strategies programming to include, but not be limited to, instruction for students in the appropriate behaviors expected for their school setting, effective interventions for disruptive student behaviors, identifying and dealing with bullying, conflict-resolution/peer mediation, classroom management techniques, Project SAVE, substance abuse, recognizing troubled students
- The support for APPR process as per the NYS Education Department with a focus on the *Thoughtful Classroom* rubric.
- The creation of a professional development process (as identified by the professional development committee) that supports staff in areas of need that are connected with the new APPR structure
- Technology and best practices for technology integration

Conclusion

Effective professional development is the driving force that supports educators and organizational systems in building learning environments. These environments ultimately enhance the learning and performance of both students and staff members. Organizational and personal goals, district, school, departmental and individual educator needs can be met through focused and varied learning opportunities. As these needs are met, student achievement will thus be maximized.

APPENDICES

Appendix A

DeRuyter Central School Mentor Application

Name _____

Position at DeRuyter Central School _____

Number of years teaching at DeRuyter Central School _____

Tenured area _____

Prior Mentoring Experience _____

Briefly describe what you as a professional member of DeRuyter Central School would

bring to the Mentor Program _____

Deadline: Submit to the Mentor Committee by _____

Please note: All Mentors are assigned to Mentees after careful consideration by the Mentor Committee. Therefore, specific requests for Mentees may or may not be granted

Mentoring Needs Assessment Form

Mentee Name _____ Date of Hire _____

Teaching Assignment _____

Mentor Name/Position _____

1. Briefly describe any teaching experience in which you have participated (student teaching, prior teaching positions):

2. What information would be helpful to you as you begin daily procedures in your classroom, beginning on the first day? (attendance, etc.)

3. Please prioritize and comment on your needs with regard to the following: time management, classroom management, organizational skills, stress management, discipline issues.

A. _____

B. _____

C. _____

D. _____

E. _____

4. What do you want and expect to gain from your mentoring experience?

LOG SHEET

Names:

Mentor _____

Mentee _____

Date	Type of Mentoring Activity	Clock Hours

(Must include at least one Professional Development Activity)

Mentoring Activities should be only a brief description:

Observation, class visitation, classroom management, education pedagogy, District goals, hand book, student hand book, Mid-year evaluation of program, final evaluation, Professional Development activity, release time activity, teacher effectiveness, increased student performance, state-wide standards, District-wide standards, District curriculum document, Time management, organizational skills, stress management.

Because of the confidential nature of this program, specifics should not be noted.

MENTORING MID-YEAR EVALUATION OF PROGRAM

Summer Program

Effective _____ Not Effective _____

Improvements _____

Needs Assessment Survey

Effective _____ Not Effective _____

Improvements _____

Professional Development Opportunities

Effective _____ Not Effective _____

Improvements _____

Weekly Mentoring Meetings

Effective _____ Not Effective _____

Improvements _____

What are the strengths of the program?

What are the weaknesses of the program?

What would you like to focus on for the 2nd half of the year?

MENTORING YEAR END EVALUATION

Briefly describe: How did the Mentor program impact you for this year?

Was your Needs Assessment revisited?

Has this program met your needs as a first year teacher here in DeRuyter?

What could the program do differently to make the training or the process more help

Appendix B

This is a list of anticipated/potential vendors and consultants that may be utilized through the 2016-2019 school years.

Organization/Consultant Provider

Arts Partners for Learning
New York State Art Teachers Association
ACTEA
New York State School Music Association
OCM BOCES
Apex Learning
New York School Boards Association
NYS Education Department
School Administrators' Association of NYS
Jensen, Eric
RBE-RN
New York State Association of Family & Consumer Sciences Educators
New York State Health Science Educators Association
Restorative Justice Education
NYS School Counselors Association
Regional Safe Schools Initiative
National Science Teachers Association

Organization/Consultant Provider

Science Teachers' Association of NYS
Couros, George
Learning Forward
National Board Certified Teaching Association
Solution Tree
Staff Development for Educators
Uncommon Schools
Bureau of Educational Research
Staff/Curriculum Development Network
Regional Bilingual Education Research Network
NY Library Association
School Library Systems Association
International Literacy Association
CNYSEA
SEIS
RSE-TASC
Ann Myers/Jill Berkowicz
Engineering in Elementary

Organization/Consultant Provider

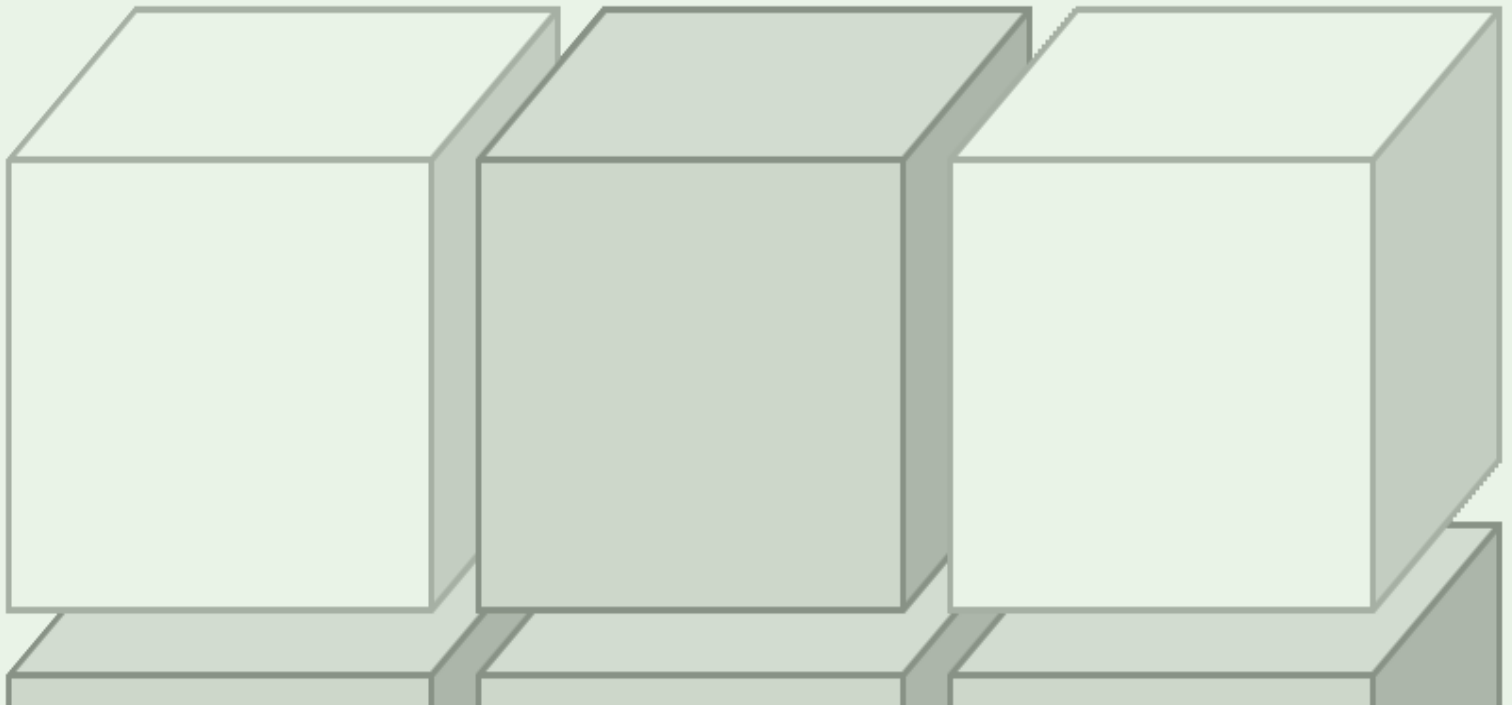
Vista Teach Instructional Services
PLC Associates
New York State Technology and
Engineering Educator's Association
Center for Digital Education
International Society for Technology in
Education (ISTE)
NYS Computers and Technology in
Education
NYS Model Schools
NYS Model Schools Association
Association of Math Teachers of NYS
(AMTNYS)
National Council for Teachers of
Mathematics
Educational Media Technology
Association (EMTA)
Silver Strong Association
Child Advocacy Center
Ferrara, Fiorenza Law Firm
R-BERN
NYS AHPERD
NYASP
NASP

Organization/Consultant Provider

New York State School Nurse
Association
Central New York Council for the Social
Studies (CNYCSS)
CNY Regional Information Center
Council on Exceptional Children
CSEA
DeRuyter Central School
Dr. Suzanne Gilmore
LeMoyne College
Madison County Music Educators
Association (MCMEA)
NYSAWA
New York State Council for the Social
Studies (NYSCSS)
NYSSLA (Speech/Language
Association)
Oswego Teacher Centers
SUNY Cortland
SUNY Oswego
Syracuse University

Appendix C

The Thoughtful Classroom Teacher Effectiveness Framework – Basic Rubric



THE THOUGHTFUL CLASSROOM TEACHER EFFECTIVENESS FRAMEWORK

BASIC RUBRIC





Silver Strong & Associates
Thoughtful Education Press

227 First Street, Ho-Ho-Kus, NJ 07423

Phone: 800.962.4432 or 201.652.1155

Fax: 201.652.1127

Website: www.ThoughtfulClassroom.com

Email: questions@thoughtfulclassroom.com

© 2014 by Silver Strong & Associates. All rights reserved. For informational purposes only.

NOTE: Please see *The Thoughtful Classroom Teacher Effectiveness Framework Resource Guide* (ISBN: 978-1-58284-190-8) for complete references, detailed information, other assessment and observation forms, and various leadership tools.

The Thoughtful Classroom Teacher Effectiveness Framework Overview

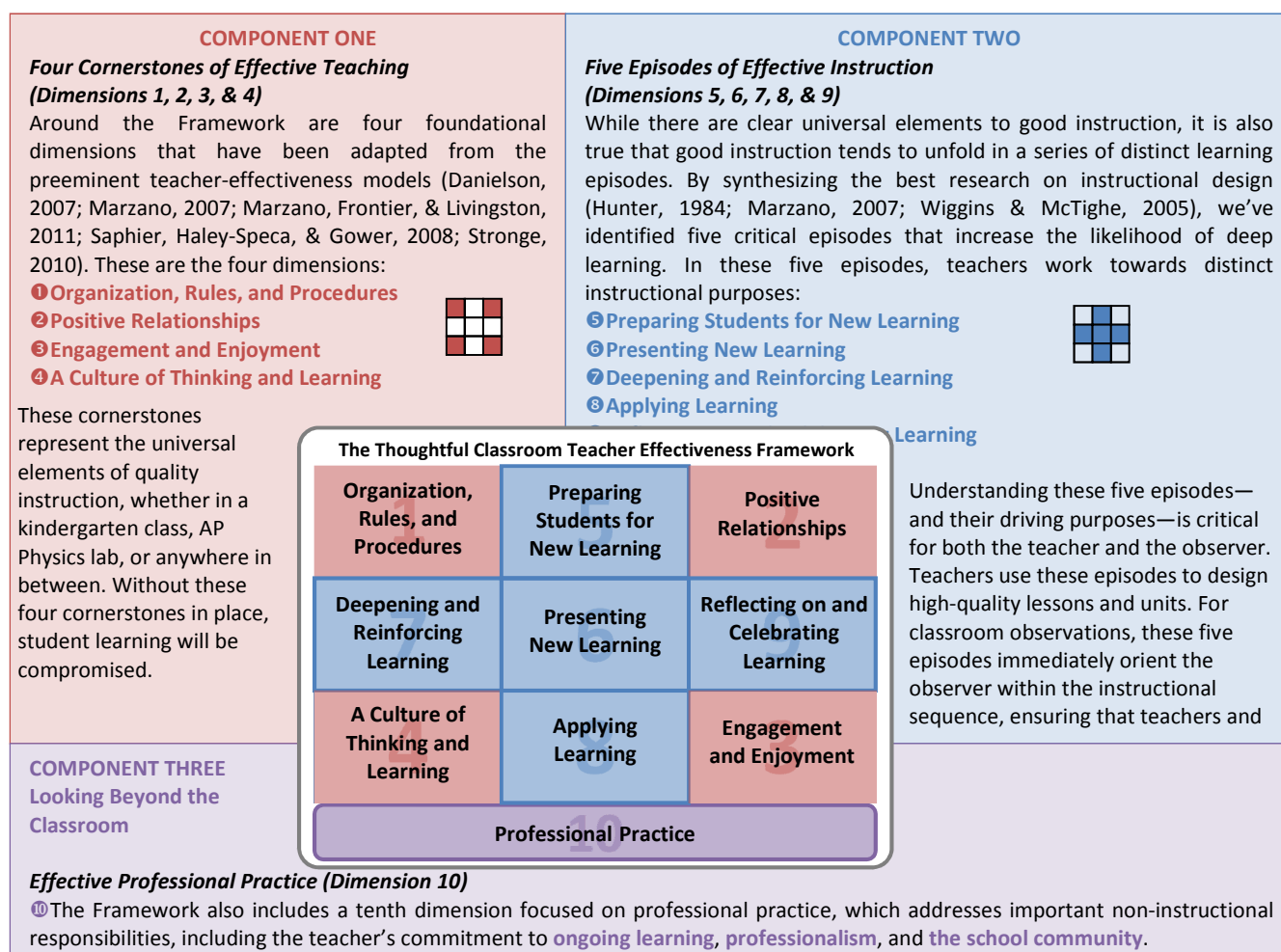
Overview

The Thoughtful Classroom Teacher Effectiveness Framework is a comprehensive system for observing, evaluating, and refining classroom practice. It synthesizes a wide body of research on instructional design and teacher effectiveness, as well as insight from over 250 teachers and administrators from around the country.

The ultimate goal of the Framework is to create a common language for talking about high-quality teaching and how classroom practice can be improved. The Framework allows for assessment according to ten dimensions of teaching, outlining a set of **observable teaching indicators** within each dimension and relevant **student behaviors** associated with effective instruction. It also includes **rubrics for developing summative evaluations**, along with a set of **protocols** to help school leaders provide **meaningful feedback** to teachers and conduct quality **pre- and post-observation conferences**.

What Are the Components of Effective Teaching?

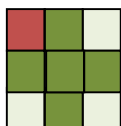
Research and experience prove, beyond a shadow of a doubt, that classroom instruction has far more impact on student learning than any other factor. A study of the world's top 25 school systems puts it this way: "The only way to improve outcomes is to improve instruction" (Barber & Mourshed, 2007). This is why two of the three Framework components focus directly on classroom instruction.



Let's take a look at these three components in greater depth.



Component One: The Four Cornerstones of Effective Teaching



DIMENSION ONE: ORGANIZATION, RULES, & PROCEDURES

Essential Question: How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?

Our first cornerstone of effective teaching has to do with the rules, procedures, classroom policies, and organizational decisions that underlie effective classroom management. Obviously, such elements of classroom management are highlighted extensively in all the major research on teacher effectiveness including Charlotte Danielson's *Enhancing Professional Practice* (2007), Robert Marzano, Tony Frontier, and David Livingston's *Effective Supervision: Supporting The Art and Science of Teaching* (2011), and Jon Saphier, Mary Ann Haley-Speca, and Robert Gower's *The Skillful Teacher* (2008).

Using these models, along with the most important research on classroom management (Brophy, 2006; Emmer & Gerwels, 2006; Marzano, Marzano, & Pickering, 2003), we have identified seven observable instructional indicators, along with a set of student behaviors that are signs of well-managed classrooms.

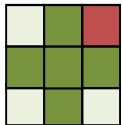
Instructional Indicators	Student Behaviors
<p>1.1: Organizes classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives</p> <p>1.2: Keeps the flow of activities in the classroom moving smoothly</p> <p>1.3: Establishes a manageable set of classroom rules and procedures and communicates with students about them regularly (e.g., posting them, modeling them, explaining the rationale behind them, discussing their applications in the classroom, and refining them as needed)</p> <p>1.4: Provides clear directions for classroom tasks using a variety of modalities (e.g., verbal, visual, physical demonstration) and checking to make sure students understand their roles and responsibilities</p> <p>1.5: Develops an effective plan for managing student behavior that includes positive consequences, negative consequences, and an appropriate level of home involvement</p> <p>1.6: Manages non-instructional duties (e.g., taking attendance, distributing materials and take-home notices, lunch counts) with minimal disruption to classroom learning</p> <p>1.7: Works effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, aides, student teachers)</p>	<ul style="list-style-type: none"> • Show respect for each other and the classroom • Have access to necessary supplies and resources • Understand and follow classroom rules and procedures • Make good use of their time • Know what to do (self-directed) • Take responsibility for their own learning • Have a positive attitude • Use conflict-resolution techniques when there is a disagreement

Assessing Dimension One

For each instructional dimension, we can use the indicators, student behaviors, and the following rubric to assess the teacher's effectiveness in each dimension. This rubric is typically used after the observer has gathered formative data through multiple observations. The rubric highlights three critical components of effective practice:

- How committed is the teacher to the dimension? (e.g., How committed is the teacher to organizing the classroom and establishing procedures that enhance learning?)
- How effectively does the teacher use the relevant practices (i.e., the instructional indicators) associated with this dimension?
- What impact does the teacher's instruction have on student learning? (This impact is typically assessed by looking for the student behaviors associated with each dimension.)

1	Novice: <i>Minimal or no commitment to effective instruction.</i> Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.
2	Developing: <i>Initial commitment to effective instruction.</i> The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased.
3	Proficient: <i>Clear commitment to effective instruction.</i> The teacher applies relevant instructional practices that have a positive impact on student learning.
4	Expert: <i>Strong commitment to effective instruction that shows advanced expertise.</i> The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.



DIMENSION TWO: POSITIVE RELATIONSHIPS

Essential Question: How does the teacher build meaningful relationships with the students and among students to promote learning?

Positive relationships are the heart of successful teaching and learning, whether those relationships are defined in terms of “respect and rapport” (Danielson, 2007), “effective relationships” (Marzano, 2007), or “personal relationship building” (Saphier, Haley-Speca, & Gower, 2008). In developing the indicators for this—the most personal of all the cornerstones—we synthesized the major research on social intelligence and classroom relationships (Hart & Hodson, 2004; Goleman, 2006; Vitto, 2003) while adding a dash of our own work in helping schools differentiate instruction and assessment. Why differentiation here? Well, by allowing all students to experience success through differentiation, we lay the groundwork for positive interaction throughout the classroom.

From this research base, we identified seven observable teaching indicators and a set of student behaviors associated with relationships-driven classrooms.

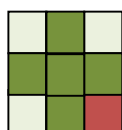
Instructional Indicators	Student Behaviors
2.1: Maintains a positive and “with it” demeanor that shows students their teacher cares about what’s going on in the classroom and is committed to the idea that “we’re all in this together”	<ul style="list-style-type: none"> • Are respectful of each other and the teacher • Collaborate with each other • Participate in whole-class and small-group discussions

<p>2.2: Gets to know students and incorporates their interests, aspirations, and backgrounds into the curriculum</p> <p>2.3: Differentiates instruction and assessment so students of all styles and ability levels can experience the joys of success</p> <p>2.4: Builds a classroom community that insists on respect and mutual support for each student's learning and provides opportunities for students to become familiar with each other</p> <p>2.5: Designs learning experiences that call for high levels of collaboration, discussion, and interaction among students</p> <p>2.6: Maintains an open and appropriate level of communication with students and the home</p> <p>2.7: Shows care and concern for students as individuals</p>	<ul style="list-style-type: none"> • Feel that "we're all in this together" • Display empathy • Share their feelings • Resolve conflicts • Have a voice
--	--

Assessing Dimension Two

We can use the indicators, student behaviors, and the following rubric to assess the teacher's effectiveness in Dimension Two. This rubric is typically used after the observer has gathered formative data through multiple observations.

<p>1 Novice: <i>Minimal or no commitment to effective instruction.</i> Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p> <p>2 Developing: <i>Initial commitment to effective instruction.</i> The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased.</p> <p>3 Proficient: <i>Clear commitment to effective instruction.</i> The teacher applies relevant instructional practices that have a positive impact on student learning.</p> <p>4 Expert: <i>Strong commitment to effective instruction that shows advanced expertise.</i> The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>



DIMENSION THREE: ENGAGEMENT AND ENJOYMENT

Essential Question: How does the teacher motivate students to do their best work and inspire the love of learning?

For this cornerstone of effective teaching, we draw on four current lines of research:

- Robert Marzano's (2007) meta-analytic research into the factors affecting student engagement;
- Robert Marzano and Debra Pickering's (2011) research into what makes classrooms engaging;
- Charlotte Danielson's (2007) framework for engaging students in learning; and
- Our own research investigating the core motivational drives that influence students' level of commitment in the classroom (Silver & Perini, 2010).

However, if we have one quibble with the major literature on teacher effectiveness, it's that words like "joy" and "pleasure" are so hard to find. Perhaps this is a symptom of a bottom-line mentality that can make it all too easy to forget that few things will snuff out learning as well as a joyless classroom. And so we deliberately set out to expand the meaning of classroom engagement by including indicators about things like inspiring passion for learning and the capacity of the classroom to surprise and delight students.

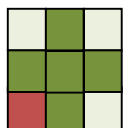
From our research, we identified six observable teaching indicators and a set of student behaviors that are common in highly-engaging classrooms.

Instructional Indicators	Student Behaviors
<p>3.1: Engages students in diverse forms of thinking (e.g., practical, analytical, creative, exploring feelings and values)</p> <p>3.2: Uses key “motivational levers” like controversy, choice, competition, challenge, and creativity to increase students’ commitment to learning</p> <p>3.3: Maintains a high level of student excitement and on-task behavior using a wide variety of tools and strategies</p> <p>3.4: Communicates and maintains a passion for teaching, learning, and quality work throughout lessons and units</p> <p>3.5: Taps into the power of “selfhood”: encourages students to pursue their own interests, make their own choices, develop their own perspectives, and express their values and dreams</p> <p>3.6: Creates a classroom environment that has the capacity to inspire and delight (e.g., through enthusiasm, humor, novelty, color, movement)</p>	<ul style="list-style-type: none"> • Are energetic and enthusiastic. • Display effort • Enjoy themselves in the classroom • Express their own interests, ideas, and insights • Are on-task and motivated • Stretch their minds with different forms of thinking

Assessing Dimension Three

We can use the indicators, student behaviors, and the following rubric to assess the teacher’s effectiveness in Dimension Three. This rubric is typically used after the observer has gathered formative data through multiple observations.

<p>1 Novice: <i>Minimal or no commitment to effective instruction.</i> Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p> <p>2 Developing: <i>Initial commitment to effective instruction.</i> The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased.</p> <p>3 Proficient: <i>Clear commitment to effective instruction.</i> The teacher applies relevant instructional practices that have a positive impact on student learning.</p> <p>4 Expert: <i>Strong commitment to effective instruction that shows advanced expertise.</i> The teacher applies relevant instructional practices and is able to adapt them to students’ needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>



DIMENSION FOUR: A CULTURE OF THINKING AND LEARNING

Essential Question: How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

In *Enhancing Professional Practice*, Charlotte Danielson (2007) explains the importance of classroom culture.

Classrooms without a culture for learning are characterized by an atmosphere where no one—teacher or students—cares about the content to be learned... On the other hand, classrooms with a culture for learning are cognitively busy places. Students have clearly accepted the notion that important outcomes can be achieved only by hard work, and they invest energy in their activities and assignments, persevering to overcome temporary setbacks. (p. 67)

This cornerstone rests solidly on Danielson’s work in defining the criteria by which a culture of learning should be evaluated. But also notice the insertion of the word “thinking” into this cornerstone’s title—A Culture of Thinking and Learning. Placing a more significant emphasis on thinking led us to draw on a number of other research bases as we developed this set of indicators, including

- Art Costa and Bena Kallick’s (2008, 2009) Habits of Mind framework for increasing the power of student thinking;
- Richard Strong, Harvey Silver, and Matthew Perini’s (2001) work on increasing the level of rigor in classrooms; and
- Research demonstrating the value of teaching students how to use classroom strategies as thinking and learning tools (Brown, Pressley, Van Meter, & Schuder, 1996).

Using this research base to guide us, we identified eight teaching indicators and a set of student behaviors that typify classrooms that take thinking and learning seriously.

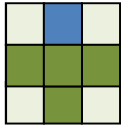
Instructional Indicators	Student Behaviors
<p>4.1: Challenges students’ minds with rigorous texts and content and equips them with the skills they need to handle rigorous content</p> <p>4.2: Engages students in extended, higher-order thinking challenges (e.g., inquiry, investigation, problem-based learning, action research projects)</p> <p>4.3: Encourages and challenges students to support their written and spoken ideas with evidence</p> <p>4.4: Probes, extends, and clarifies student responses using effective questioning and recognition techniques</p> <p>4.5: Encourages discussion, dialogue, and debate around important ideas</p> <p>4.6: Requires students to use critical academic vocabulary in their speaking and writing</p> <p>4.7: Uses technology as a tool for fostering critical thinking, creative expression, and problem solving</p> <p>4.8: Teaches students how to use strategies on their own, as tools and frameworks for thinking and learning (e.g., moving from using Compare & Contrast to teaching students how to conduct their own comparative analyses)</p>	<ul style="list-style-type: none"> • Use different forms of critical thinking. • Show curiosity • Use thinking and learning strategies • Support their thinking with evidence • Use academic vocabulary • Ask meaningful questions • Challenge themselves • Apply technology in meaningful ways • Exhibit habits of mind to work through problems

Assessing Dimension Four

We can use the indicators, student behaviors, and the following rubric to assess the teacher’s effectiveness in Dimension Four. This rubric is typically used after the observer has gathered formative data through multiple observations.

<p>1 Novice: <i>Minimal or no commitment to effective instruction.</i> Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p> <p>2 Developing: <i>Initial commitment to effective instruction.</i> The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased.</p> <p>3 Proficient: <i>Clear commitment to effective instruction.</i> The teacher applies relevant instructional practices that have a positive impact on student learning.</p> <p>4 Expert: <i>Strong commitment to effective instruction that shows advanced expertise.</i> The teacher applies relevant instructional practices and is able to adapt them to students’ needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>

Component Two: The Five Episodes of Effective Instruction



DIMENSION FIVE: PREPARING STUDENTS FOR NEW LEARNING

Essential Question: How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?

Good teaching and learning start with well-defined learning goals or targets. These targets should be based on relevant standards and communicated clearly to students so they understand what they will be learning. But this episode is about more than clarifying learning targets. It is also about capturing students' interest and helping them call up what they already know about the learning to come. This episode is also a time to introduce the essential questions that will guide the learning, describe the tasks students will be expected to complete, introduce critical vocabulary, and help students pre-assess their understanding and skill levels.

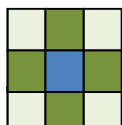
To clarify what's involved in preparing students for new learning, we identified eight research-based teaching indicators and a set of student behaviors signaling that students are primed to learn.

Instructional Indicators	Student Behaviors
<p>5.1: Selects relevant standards that are appropriate to the content and grade level</p> <p>5.2: "Unpacks" standards and turns them into clear and measurable learning goals and targets</p> <p>5.3: Poses essential questions to guide learning and promote deep thinking</p> <p>5.4: Begins lessons and units with engaging "hooks"—thought-provoking activities or questions that capture student interest and activate their prior knowledge</p> <p>5.5: Introduces students to the key vocabulary terms they will need to know and understand to successfully learn the content</p> <p>5.6: Assesses students' background knowledge, skill levels, and interests relative to learning goals and targets</p> <p>5.7: Helps students develop insights into the products they'll be creating, performances they'll be delivering, and/or tasks they'll be completing to demonstrate what they've learned (e.g., providing models of high-quality work, rubrics, checklists, etc.)</p> <p>5.8: Encourages students to develop personal learning goals and plans for achieving them</p>	<ul style="list-style-type: none"> • Understand/restate learning goals in their own words • Ask questions about learning goals • Know what they have to produce and what's expected of them • Assess their own knowledge of vocabulary • Call up their prior knowledge • Generate questions about content or personal goals • Understand the plan for learning

Assessing Dimension Five

We can use the indicators, student behaviors, and the following rubric to assess the teacher's effectiveness in Dimension Five. This rubric is typically used after the observer has gathered formative data through multiple observations.

- | | |
|---|--|
| 1 | Novice: <i>Minimal or no commitment to effective instruction.</i> Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning. |
| 2 | Developing: <i>Initial commitment to effective instruction.</i> The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased. |
| 3 | Proficient: <i>Clear commitment to effective instruction.</i> The teacher applies relevant instructional practices that have a positive impact on student learning. |
| 4 | Expert: <i>Strong commitment to effective instruction that shows advanced expertise.</i> The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning. |



DIMENSION SIX: PRESENTING NEW LEARNING

Essential Question: How does the teacher present new information and provide opportunities for students to actively engage with content?

Once teachers have prepared students for the new learning, it's time to present the new content. Content needs to come from somewhere, whether that somewhere is a text, article, film, lecture, lab, demonstration, interview, website, or as is most likely, a combination of sources. Whatever the source of information, teachers should help students actively process the content by breaking it into meaningful chunks and teaching students how to use note making and summarizing tools to make sense of it. Presenting new learning requires teachers to use a variety of presentation techniques, multiple sources of information, and high-quality communication skills. It also requires regular use of formative assessment techniques to check for student understanding.

To help teachers and observers better understand the classroom demands associated with the presentation of new learning, we identified eight research-based teaching indicators and a set of relevant student behaviors to look for.

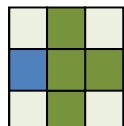
Instructional Indicators	Student Behaviors
<p>6.1: Designs lessons and units around the way the content is organized (e.g., topic-subtopic, cycle, procedural, comparison, etc.) and breaks the content up into meaningful "chunks"</p> <p>6.2: Incorporates multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge</p> <p>6.3: Demonstrates high-quality communication skills (e.g., expressive language, rich vocabulary, proper use)</p> <p>6.4: Uses a variety of presentation techniques (e.g., visuals, drama, stories, use of imagery, etc.) to make lessons vivid and memorable (presenting declarative information)</p> <p>6.5: Uses modeling and think-alouds to help students understand the thinking skills, processes, and procedures they'll need to master (presenting procedural information)</p> <p>6.6: Uses a variety of questions and response techniques (e.g.,</p>	<ul style="list-style-type: none"> • Actively process new content (e.g., notes, questions, provisional writing) • Are able to identify big ideas and important details • Communicate about their learning • Can answer questions about their learning • Raise their own questions • Can summarize what they've learned • Make connections to the real world

signaling, surveying, whiteboard-response systems, Think-Pair-Share, provisional writing) to check for understanding in real time	
6.7: Makes use of outside resources (e.g., field trips, guest speakers from community, interactive technology) to make learning authentic	
6.8: Helps students assemble big ideas and important details through note making, summarizing, graphic organizers, and/or other forms of linguistic and nonlinguistic representation	

Assessing Dimension Six

We can use the indicators, student behaviors, and the following rubric to assess the teacher's effectiveness in Dimension Six. This rubric is typically used after the observer has gathered formative data through multiple observations.

- 1 Novice:** *Minimal or no commitment to effective instruction.* Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.
- 2 Developing:** *Initial commitment to effective instruction.* The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased.
- 3 Proficient:** *Clear commitment to effective instruction.* The teacher applies relevant instructional practices that have a positive impact on student learning.
- 4 Expert:** *Strong commitment to effective instruction that shows advanced expertise.* The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.



DIMENSION SEVEN: DEEPENING AND REINFORCING LEARNING

Essential Question: How does the teacher help students solidify their understanding and practice new skills?

This episode has two distinct parts, but each serves the same purpose of deepening and reinforcing the new content being learned. Let's start with practice. Practice pertains to the procedural side of knowledge—to the skills and procedures that we expect students to master. Often teachers will use modeling, think-alouds, and coaching sessions to help students develop a solid skill base, then use guided practice sessions and feedback to foster independence in applying these skills. Teaching students how to self-assess and develop goals for improvement is also an important part of the skill-acquisition process.

The other half, or part, in this episode relates to processing declarative knowledge. Declarative knowledge is information. By the time the teachers are ready to deepen and reinforce declarative learning, students have already made initial sense of the information. Now, students need to make deep meaning of it, to turn it into knowledge that they own and are ready to apply. The goal of moving students from superficial to deep understanding can be accomplished in a number of ways, from discussion and debate, to questioning techniques, to the use of thinking strategies like compare and contrast and metaphorical expression.

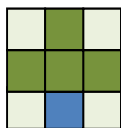
To help illustrate how effective teachers deepen and reinforce what students are learning, we identified eight research-based teaching indicators and a set of observable student behaviors.

Instructional Indicators	Student Behaviors
<p>7.1: Identifies critical junctures in the learning sequence, establishing targets that students must achieve at each juncture, and uses a variety of formative assessment activities to help students assess their progress toward the targets</p> <p>7.2: Engages students in regular content-based writing that helps them clarify their thinking and deepen their understanding</p> <p>7.3: Builds in periodic review and guided practice opportunities to help students master key skills and content</p> <p>7.4: Provides clear and descriptive feedback to help students refine their use of key skills and/or deepen their comprehension</p> <p>7.5: Uses heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.)</p> <p>7.6: Provides a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance practice and learning</p> <p>7.7: Provides students opportunities to process new knowledge deeply through questions, discussion, and critical thinking activities</p> <p>7.8: Assigns purposeful and grade-appropriate homework for students to practice and reinforce learning</p>	<ul style="list-style-type: none"> • Are able to distinguish between what they know, don't know, and what they need to work on • Practice and rehearse • Use writing and thinking strategies • Display effort • Coach each other • Use feedback (what they see, hear) to assess and modify their performance • Think critically—synthesize and discuss ideas, give explanations, make new hypotheses

Assessing Dimension Seven

We can use the indicators, student behaviors, and the following rubric to assess the teacher's effectiveness in Dimension Seven. This rubric is typically used after the observer has gathered formative data through multiple observations.

<p>1 Novice: <i>Minimal or no commitment to effective instruction.</i> Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p> <p>2 Developing: <i>Initial commitment to effective instruction.</i> The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased.</p> <p>3 Proficient: <i>Clear commitment to effective instruction.</i> The teacher applies relevant instructional practices that have a positive impact on student learning.</p> <p>4 Expert: <i>Strong commitment to effective instruction that shows advanced expertise.</i> The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>



DIMENSION EIGHT: APPLYING LEARNING

Essential Question: How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?

Once students have acquired, practiced, and processed new knowledge, they need to apply it. To help students apply their learning, teachers need to think their way beyond traditional, end-of-unit tests. While we are not arguing for the eradication of such tests, we are arguing for a more balanced approach to assessment—one that challenges students with rich tasks and provides opportunities for students to demonstrate their learning in different ways.

Two important, and sometimes forgotten, elements related to this episode are self-assessment and planning. In planning their products or performances, students need to ask themselves questions like: What do I need to know? What do I need to be able to do? What does success look like and how will I achieve it? Student self-assessment and planning skills are greatly enhanced when students have the opportunity to see examples of first-rate products, when teachers model the process for developing these products, when clear criteria are presented in the form of checklists or rubrics, and when there are opportunities for students to obtain feedback from their peers and their teacher.

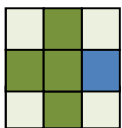
To better define how effective teachers help students apply their learning, we identified eight research-based teaching indicators and a set of relevant student behaviors.

Instructional Indicators	Student Behaviors
<p>8.1: Aligns summative assessments with learning goals and targets</p> <p>8.2: Designs culminating assessments that require students to transfer their learning in meaningful ways</p> <p>8.3: Develops tasks around the kinds of writing required for college and career readiness (argument, informative/explanatory, narrative)</p> <p>8.4: Engages students in research projects that capture student interest and have relevance in the world beyond the classroom</p> <p>8.5: Challenges students to present their findings and defend their ideas</p> <p>8.6: Equips students with the planning, thinking, and self-assessment skills they need to analyze and address task demands</p> <p>8.7: Makes sure students understand what's expected of them (e.g., examining rubrics, checklists, models of exemplary work, etc.) and provides feedback as they work</p> <p>8.8: Differentiates assessment tasks so that students can show what they know in different ways</p>	<ul style="list-style-type: none"> • Plan out their work • Analyze and revise their own work to improve its quality • Incorporate feedback into their revisions. • Use rubrics and checklists • Develop meaningful products • Present and explain their work • Take pride in their work

Assessing Dimension Eight

We can use the indicators, student behaviors, and the following rubric to assess the teacher's effectiveness in Dimension Eight. This rubric is typically used after the observer has gathered formative data through multiple observations.

<p>1 Novice: <i>Minimal or no commitment to effective instruction.</i> Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.</p> <p>2 Developing: <i>Initial commitment to effective instruction.</i> The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased.</p> <p>3 Proficient: <i>Clear commitment to effective instruction.</i> The teacher applies relevant instructional practices that have a positive impact on student learning.</p> <p>4 Expert: <i>Strong commitment to effective instruction that shows advanced expertise.</i> The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.</p>



DIMENSION NINE: REFLECTING ON AND CELEBRATING LEARNING

Essential Question: How does the teacher help students look back on their learning and refine their learning process?

Deep learning requires both intimacy and distance. The previous four episodes are all about intimacy. They bring students closer and closer to what they're learning as they acquire, practice, process, and apply that learning. Reflection and celebration, on the other hand, encourage students to step back from the profusion of details, concepts, procedures, skills, and tasks to take a long view of their learning. By allowing students to survey their learning from a broader vantage point, we give them the opportunity to form generalizations, make personal connections, and ask their own questions about what they have learned. From this new vantage point, students derive deeper meaning from their learning and come to see their accomplishments as sources of personal pride.

In defining how effective teachers encourage reflection and celebration in their classrooms, we identified six research-based teaching indicators and a set of relevant student behaviors.

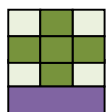
Instructional Indicators	Student Behaviors
9.1: Celebrates student learning and achievement 9.2: Provides students with opportunities to look back on the content so they can make generalizations, develop new insights, and/or formulate questions 9.3: Helps students reflect on their own learning process to identify what they did well and where they'd like to improve 9.4: Creates an environment that takes metacognition—or thinking about thinking—seriously 9.5: Helps students review learning goals and targets, assess their level of achievement, and “close the gap” when goals are unmet 9.6: Works with students to set future performance goals	<ul style="list-style-type: none"> • Take a step back to see the big picture • Ask questions • Talk about their own learning process. • Talk about the content • Make meaningful connections and generalizations • Look back at their learning goals to assess their effort and achievement • Set new goals for themselves • Compare their performance with previous performances

Assessing Dimension Nine

We can use the indicators, student behaviors, and the following rubric to assess the teacher's effectiveness in Dimension Nine. This rubric is typically used after the observer has gathered formative data through multiple observations.

1 Novice: <i>Minimal or no commitment to effective instruction.</i> Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning. 2 Developing: <i>Initial commitment to effective instruction.</i> The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased. 3 Proficient: <i>Clear commitment to effective instruction.</i> The teacher applies relevant instructional practices that have a positive impact on student learning. 4 Expert: <i>Strong commitment to effective instruction that shows advanced expertise.</i> The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.
--

Component Three: Effective Professional Practice (Looking Beyond the Classroom)



DIMENSION TEN: PROFESSIONAL PRACTICE

Essential Question: How committed is the teacher to professional learning and contributing to the school community?

A comprehensive assessment of teacher effectiveness includes looking beyond the classroom. In surveying the preeminent teacher evaluation frameworks (Danielson, 2007; Marzano, Frontier, & Livingston, 2011; Saphier, Haley-Speca, & Gower, 2008; Stronge, 2010) as well as the codes of professional responsibility developed by various state departments and districts, we identified three basic “commitments” that highly professional teachers exhibit:

- Commitment to professional growth;
- Commitment to the school community; and
- Commitment to professionalism.

For each of these commitments, we developed a set of indicators and a four-point rubric.

Commitment to Professional Growth	
Indicators	Rubric
10.1 Self-assesses and works to improve classroom practice	(1) Novice: The teacher is reluctant or resistant to professional growth. (2) Developing: The teacher has made an initial commitment to professional growth and applies new learning in the classroom. (3) Proficient: The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom. (4) Expert: The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school.
10.2 Develops and implements a professional growth plan	
10.3 Seeks out professional development and continuous learning opportunities	
10.4 Works with colleagues to improve practice throughout the building	

Commitment to the School Community	
Indicators	Rubric
10.5 Maintains open communication with the entire school community	(1) Novice: The teacher is not contributing to the school community beyond his or her classroom. (2) Developing: The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors. (3) Proficient: The teacher is a regular and active contributor to the school community. (4) Expert: The teacher contributes to the school community consistently and with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.
10.6 Assumes appropriate leadership roles	
10.7 Maintains and builds a positive school culture	

Commitment to Professionalism	
Indicators	Rubric
10.8 Maintains a high level of professionalism at all times	(1) Novice: The teacher needs to be reminded of school rules and has little to no awareness of larger educational policy (e.g., state and national initiatives). (2) Developing: The teacher generally follows school rules but has only a basic awareness of educational policy beyond the school walls. (3) Proficient: The teacher adheres to school rules and is generally aware of major changes in educational policy. (4) Expert: The teacher is a committed professional who follows and promotes school rules. The teacher understands the purpose of educational policies and how they affect classroom practice and the educational community.
10.9 Adheres to legal responsibilities and current educational policies	

Classroom Observation

There are several different types of classroom observations. *Formal observations* are announced and typically include a pre- and post-observation conference. Formal observations tend to last at least one full period, are written up by the observer, and count towards the teacher's overall evaluation. *Informal observations* can be announced or unannounced, and may or may not count toward the teacher's final evaluation, depending on your objectives. Informal observations should be fairly regular and are meant to be friendly and formative in nature, allowing the observer and teacher to hold meaningful conversations about teaching and how to enhance its impact on student learning. *Learning Walks* are ways of conducting Walkthroughs that help both teachers and administrators learn a wealth of information about what's happening in various classrooms and across the school.

Because there are several types of classroom observations—and because different observers have different ways of conducting classroom observations—The Thoughtful Classroom Teacher Effectiveness Framework includes four different types of observation forms.

Individual Dimension Forms: The Individual Dimension Forms are the complete, unabridged observation forms. There are nine Individual Dimension Forms total, one for each of the nine instructional dimensions in the Framework (Four Cornerstones and Five Episodes). Each form includes the following:

The name of the dimension and its essential question

The complete, unabridged instructional indicators (teaching behaviors to look for)

Impact on students (student behaviors to look for)

Individual Dimension Form One: Organization, Rules, and Procedures

Essential Question: How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not occur without indicators of indicators.

- ☐ 1.1 Organizing classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives
- ☐ 1.2 Keeping the flow of activities in the classroom moving smoothly
- ☐ 1.3 Establishing a manageable set of classroom rules and procedures and communicating with students about them regularly (e.g., posting them, modeling them, explaining the rationale behind them, discussing their applications in the classroom, and refining them as needed)
- ☐ 1.4 Providing clear directions for classroom tasks using a variety of modalities (e.g., verbal, visual, physical demonstration) and checking to make sure students understand their roles and responsibilities
- ☐ 1.5 Developing an effective plan for managing student behavior that includes positive consequences, negative consequences, and an appropriate level of home involvement
- ☐ 1.6 Managing non-instructional duties (e.g., taking attendance, distributing materials and take-home notices, lunch counts) with minimal disruption to classroom learning
- ☐ 1.7 Working effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, aides, student teachers)

IMPACT: See Student Comments

REMEMBER: The ultimate result of quality teaching is quality learning, and for these student behaviors, which are some of the most signs of teacher effectiveness.

- ☐ Students:
 - ☐ Show respect for each other and the classroom.
 - ☐ Have access to necessary supplies and resources.
 - ☐ Understand and follow classroom rules and procedures.
 - ☐ Know what to do (self-directed).
 - ☐ Take responsibility for their own learning.
 - ☐ Have a positive attitude.
 - ☐ Use conflict-resolution techniques when there is a disagreement.

FEEDBACK NOTES

Provide Evidence: Collect evidence that supports what you observed.

Praise: Recognize positive teaching behaviors that enhance learning.

Pose: Ask questions that foster reflection on the teacher's decisions and their impact.

Prepare: Decide—collaboratively, if possible—on how to improve practice.

ASSESSMENT RUBRIC

When you feel you have enough information, use this rubric to assess the teacher's overall effectiveness within this dimension. (Note: See the complete Assessment Rubric for all dimensions.)

☐ (1) Novice – Minimal or no commitment to this dimension

☐ (2) Developing – Initial commitment to this dimension

☐ (3) Proficient – Clear commitment to this dimension

☐ (4) Expert – Strong commitment to this dimension

Notes for feedback (Space to make notes using the Four Ps to Better Feedback: Provide evidence, Praise, Pose, Propose)

Abridged rubric for converting formative assessment data into a numeric rating—once enough information has been gathered!

Individual Dimension Forms are ideal for conducting observations in which you are focusing on one or two dimensions in particular.

Online versions of these forms are available through K-12 Evaluation Solutions' STAGES platform.



www.k12evaluationsolutions.com

PDFs are available through Silver Strong & Associates with the purchase of a **School Leader Implementation Bundle**.



Silver Strong & Associates
Thoughtful Education Press

www.thoughtfulclassroom.com

Multiple Dimensions Form: The Multiple Dimensions Form is a single 11" x 17" form that includes the essential questions along with all the instructional indicators and student behaviors for all nine dimensions. The indicators and behaviors are abridged, allowing for a small amount of space for notes. The Multiple Dimensions Form allows observers to take a more global approach to observation, capturing information about the teacher's practice across multiple dimensions. Effective use of the Multiple Dimensions Form requires a strong understanding of the full framework and its constituent indicators.

[available in full Resource Guide]

Essential Questions Form: Some observers prefer a more open-ended approach to observation. The Essential Questions form includes only the essential questions for each instructional dimension. This allows the observer to attend to the “big picture” of instructional effectiveness rather than the details represented by the indicators. This format also allows more room for notes. Some observers prefer to use the Essential Questions Form during the observation and then use either the Multiple Dimensions Form or Individual Dimension Forms to reflect on the observation and walk their notes over into one of these more detailed forms.

[available in full Resource Guide]

Online versions of these forms are available through K-12 Evaluation Solutions' STAGES platform.



www.k12evaluationsolutions.com

PDFs are available through Silver Strong & Associates with the purchase of a **School Leader Implementation Bundle**.



www.thoughtfulclassroom.com

Split Screen Form: For some observers, even the Essential Questions Form is too constricting. The Split Screen Form is an 8" x 11" form that encourages open-ended note making organized simply by teacher behaviors and student behaviors. One might, for example script a teacher's question and organize notes around the response patterns (or non-responses) of students. The essential questions for each instructional dimension are included as touchstones for the observer, who may find moments during an observation to begin to frame hypotheses about episodes and cornerstones in evidence throughout the lesson. Observers can (1) use this data collection form to inform their reflections as they prepare for a post-observation conference and prepare an observation write-up, or (2) use the data collection form as a tool during post-observation conferences in which teacher and observer organize the data around relevant dimensions.

SPLIT SCREEN FORM		
Teacher Behavior(s)	Student Behavior(s)	
Organization, Rules, and Procedures How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?	Preparing Students for New Learning How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?	Positive Relationships How does the teacher build meaningful relationships with the students and among students to promote learning?
Deepening and Reinforcing Learning How does the teacher help students solidify their understanding and practice new skills?	Presenting New Learning How does the teacher present new information and provide opportunities for students to actively engage with content?	Reflecting on and Celebrating Learning How does the teacher help students look back on their learning and refine their learning process?
A Culture of Thinking and Learning How does the teacher develop a classroom culture that promotes authentic learning and sophisticated forms of thinking?	Applying Learning How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?	Engagement and Empowerment How does the teacher motivate students to do their best work and inspire the love of learning?

[available in full Resource Guide]

Online versions of these forms are available through K-12 Evaluation Solutions' STAGES platform.



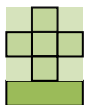
www.k12evaluationsolutions.com

PDFs are available through Silver Strong & Associates with the purchase of a **School Leader Implementation Bundle**.



www.thoughtfulclassroom.com

Before the observation begins, use the cover sheet that follows to record general information and identify the instructional dimensions you'll be observing. Then locate these same dimensions on the observation form(s) that you will be using to assess the teacher's practice and its impact on student learning.



CLASSROOM OBSERVATION COVER SHEET

Observation Date	Grade/Class	Teacher
Lesson/Unit (Name & Topic)		Observer

What are the relevant instructional dimensions to be observed?	
Four Cornerstones of Effective Teaching <ul style="list-style-type: none"> <input type="checkbox"/> 1 Organization, Rules, and Procedures <input type="checkbox"/> 2 Positive Relationships <input type="checkbox"/> 3 Engagement and Enjoyment <input type="checkbox"/> 4 A Culture of Thinking and Learning 	Five Episodes of Effective Instruction <ul style="list-style-type: none"> <input type="checkbox"/> 5 Preparing Students for New Learning <input type="checkbox"/> 6 Presenting New Learning <input type="checkbox"/> 7 Deepening and Reinforcing Learning <input type="checkbox"/> 8 Applying Learning <input type="checkbox"/> 9 Reflecting on and Celebrating Learning

Assessing Instructional Effectiveness During an Observation

REMEMBER: Quality instruction does not mean addressing all indicators.

When using the observation forms that include specific indicators, resist the temptation to treat the indicators as a checklist. During the observation, follow these steps:

- Use the instructional indicators and these simple marks to identify teaching behaviors:
 - ☒ **Evident** – If it was evident that the teacher addressed an indicator, place a checkmark in the box.
 - ☐ **Not Evident** – If it was not evident that the teacher addressed an indicator, leave the box blank.
 - ☐ **Missed Opportunity** – If you did not observe the teacher addressing an indicator but think that an opportunity was missed to address it, circle the blank box.
- Identify relevant student behaviors that are signs of effective teaching.
- Use the note space to justify your marks. What evidence can you cite to support your observation?
- Remember:** *Not Evident* does not mean the same thing as *Missed Opportunity*. It is neither fair nor supportive of good practice to expect a teacher to address too many indicators during the

USING THE ASSESSMENT RUBRIC

Clear and accurate assessments require multiple observations. When you feel you have enough information, use the following four-point rubric to assess the teacher's overall level of competence and commitment within each dimension. (Alternatively, you may want to use the rubric to assess the effectiveness of a particular lesson.)

- Novice:** *Minimal or no commitment to effective instruction.* Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.
- Developing:** *Initial commitment to effective instruction.* The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased.
- Proficient:** *Clear commitment to effective instruction.* The teacher applies relevant instructional practices that have a positive impact on student learning.
- Expert:** *Strong commitment to effective instruction that shows advanced expertise.* The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.

Observation Forms Are Not Checklists!

When using the observation forms that include specific indicators, resist the temptation to treat the indicators as a checklist. *Quality instruction does not mean addressing all indicators!* We have seen many lessons in which teachers tried to cram in too many things in an attempt to hit as many indicators as possible, creating choppy lessons that failed to spur deep thinking or promote reflection on the part of students. On the other hand, we have also seen countless lessons where only one or two indicators were addressed, allowing rich discussion and serious thinking to emerge. It's the quality of instruction not the quantity of indicators addressed that matters.

When using observation forms that include specific indicators, follow these steps:

1. Use the instructional indicators and these simple marks to identify teaching behaviors:

- ☒ **Evident** – If it was evident that the teacher addressed an indicator, place a checkmark in the box.
- ☐ **Not Evident** – If it was not evident that the teacher addressed an indicator, leave the box blank.
- ☐ **Missed Opportunity** – If you did not observe the teacher addressing an indicator but think that an opportunity was missed to address it, circle the blank box.

2. Identify relevant student behaviors that are signs of effective teaching.

3. Use the note space to justify your marks. What evidence can you cite to support your observation?

4. **Remember:** *Not Evident* does not mean the same thing as *Missed Opportunity*. It is neither fair nor supportive of good practice to expect a teacher to address too many indicators during the observation.

From Observation to Evaluation

For classroom observation to meet its true purpose of improving instruction, it must be as formative as possible. That's why the Individual Dimension Forms have the Four Ps feedback model built in. We are looking to develop a meaningful conversation with teachers that helps them grow. If the focus of classroom observation is primarily on evaluation, growth will be limited and our work in improving teacher effectiveness will not have a significant impact on student learning.

Of course, evaluation is also an important part of the administrator's role. Formative observations need to be converted into a rating-based evaluation. When you feel you have enough information to evaluate a teacher's effectiveness in a particular dimension, use the following four-point rubric.

ASSESSMENT RUBRIC

Clear and accurate assessments require multiple observations. When you feel you have enough information, use the following four-point rubric to assess the teacher's overall level of competence and commitment within each dimension. (Alternatively, you may want to use the rubric to assess the effectiveness of a particular lesson.)

- (1) Novice:** *Minimal or no commitment to effective instruction.* Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.
- (2) Developing:** *Initial commitment to effective instruction.* The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.
- (3) Proficient:** *Clear commitment to effective instruction.* The teacher applies relevant instructional practices that have a positive impact on student learning.
- (4) Expert:** *Strong commitment to effective instruction that shows advanced expertise.* The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.

This rubric can be used to assess effectiveness in each dimension, or it can be used at the end of a formal evaluation to assess the effectiveness of a particular lesson. What's especially important is that it focuses on three critical elements:

- The teacher's commitment to high-quality instruction.
- The teacher's use of relevant instructional practices.
- The impact of the teacher's instruction on student learning.

Individual Dimension Forms

Individual Dimension Forms: The Individual Dimension Forms are the complete, unabridged observation forms. There are nine Individual Dimension Forms total, one for each of the nine instructional dimensions in the Framework (Four Cornerstones and Five Episodes). **NOTE:** Dimension Ten has its own form and commitment-based rubrics.

Online versions of these forms are available through K-12 Evaluation Solutions' STAGES platform.

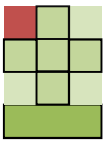


www.k12evaluationsolutions.com

PDFs are available through Silver Strong & Associates with the purchase of a **School Leader Implementation Bundle**.



www.thoughtfulclassroom.com



Individual Dimension Form One: Organization, Rules, and Procedures

Essential Question: How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

- ☐ **1.1:** Organizing classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives
- ☐ **1.2:** Keeping the flow of activities in the classroom moving smoothly
- ☐ **1.3:** Establishing a manageable set of classroom rules and procedures and communicating with students about them regularly (e.g., posting them, modeling them, explaining the rationale behind them, discussing their applications in the classroom, and refining them as needed)
- ☐ **1.4:** Providing clear directions for classroom tasks using a variety of modalities (e.g., verbal, visual, physical demonstration) and checking to make sure students understand their roles and responsibilities
- ☐ **1.5:** Developing an effective plan for managing student behavior that includes positive consequences, negative consequences, and an appropriate level of home involvement
- ☐ **1.6:** Managing non-instructional duties (e.g., taking attendance, distributing materials and take-home notices, lunch counts) with minimal disruption to classroom learning
- ☐ **1.7:** Working effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals,

IMPACT ON STUDENT LEARNING

REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- ☐ Show respect for each other and the classroom.
- ☐ Have access to necessary supplies and resources.
- ☐ Understand and follow classroom rules and procedures.
- ☐ Make good use of their time.
- ☐ Know what to do (self-directed).
- ☐ Take responsibility for their own learning.
- ☐ Have a positive attitude.
- ☐ Use conflict-resolution techniques when there is a disagreement.

FEEDBACK NOTES

Provide Evidence (Collect evidence that supports what you observed.)

Praise (Recognize positive teaching behaviors that enhance learning.)

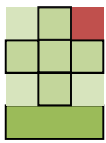
Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)

Propose (Decide—collaboratively, if possible—on how to improve practice.)

ASSESSMENT RUBRIC

When you feel you have enough information, use this rubric to assess the teacher's overall effectiveness within this dimension. (Note: See the complete Assessment Rubric for a full description of each level of effectiveness.)

- ☐ **(1) Novice** – Minimal or no commitment to this dimension
- ☐ **(2) Developing** – Initial commitment to this dimension
- ☐ **(3) Proficient** – Clear commitment to this dimension
- ☐ **(4) Expert** – Strong commitment to this dimension



Dimension Form Two: Positive Relationships

Essential Question: How does the teacher build meaningful relationships with the students and among students to promote learning?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

- ☐ **2.1:** Maintaining a positive and “with it” demeanor that shows students their teacher cares about what’s going on in the classroom and is committed to the idea that “we’re all in this together”
- ☐ **2.2:** Getting to know students and incorporating their interests, aspirations, and backgrounds into the curriculum
- ☐ **2.3:** Differentiating instruction and assessment so students of all styles and ability levels can experience the joys of success
- ☐ **2.4:** Building a classroom community that insists on respect and mutual support for each student’s learning and provides opportunities for students to become familiar with each other
- ☐ **2.5:** Designing learning experiences that call for high levels of collaboration, discussion, and interaction among students
- ☐ **2.6:** Maintaining an open and appropriate level of communication with students and the home
- ☐ **2.7:** Showing care and concern for students as individuals

IMPACT ON STUDENT LEARNING

REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- ☐ Are respectful of each other and the teacher.
- ☐ Collaborate with each other.
- ☐ Participate in whole-class and small-group discussions.
- ☐ Feel that “we’re all in this together.”
- ☐ Display empathy.
- ☐ Share their feelings.
- ☐ Resolve conflicts.
- ☐ Have a voice.

FEEDBACK NOTES

Provide Evidence (Collect evidence that supports what you observed.)

Praise (Recognize positive teaching behaviors that enhance learning.)

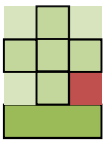
Pose (Ask questions that foster reflection on the teacher’s decisions and their impact.)

Propose (Decide—collaboratively, if possible—on how to improve practice.)

ASSESSMENT RUBRIC

When you feel you have enough information, use this rubric to assess the teacher’s overall effectiveness within this dimension. (Note: See the complete Assessment Rubric for a full description of each level of effectiveness.)

- ☐ **(1) Novice** – Minimal or no commitment to this dimension
- ☐ **(2) Developing** – Initial commitment to this dimension
- ☐ **(3) Proficient** – Clear commitment to this dimension
- ☐ **(4) Expert** – Strong commitment to this dimension



Individual Dimension Form Three: Engagement and Enjoyment

Essential Question: How does the teacher motivate students to do their best work and inspire the love of learning?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

- ☐ **3.1:** Engaging students in diverse forms of thinking (e.g., practical, analytical, creative, exploring feelings and values)
- ☐ **3.2:** Using key “motivational levers” like controversy, choice, competition, challenge, and creativity to increase students’ commitment to learning
- ☐ **3.3:** Maintaining a high level of student excitement and on-task behavior using a wide variety of tools and strategies
- ☐ **3.4:** Communicating and maintaining a passion for teaching, learning, and quality work throughout lessons and units
- ☐ **3.5:** Tapping into the power of “selfhood”: encouraging students to pursue their own interests, make their own choices, develop their own perspectives, and express their values and dreams
- ☐ **3.6:** Creating a classroom environment that has the capacity to inspire and delight (e.g., through enthusiasm, humor, novelty, color, movement)

IMPACT ON STUDENT LEARNING

REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- ☐ Are energetic and enthusiastic.
- ☐ Display effort.
- ☐ Enjoy themselves in the classroom.
- ☐ Express their own interests, ideas, and insights.
- ☐ Are on-task and motivated.
- ☐ Stretch their minds with different forms of thinking.

FEEDBACK NOTES

Provide Evidence (Collect evidence that supports what you observed.)

Praise (Recognize positive teaching behaviors that enhance learning.)

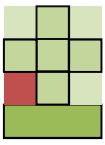
Pose (Ask questions that foster reflection on the teacher’s decisions and their impact.)

Propose (Decide—collaboratively, if possible—on how to improve practice.)

ASSESSMENT RUBRIC

When you feel you have enough information, use this rubric to assess the teacher’s overall effectiveness within this dimension. (Note: See the complete Assessment Rubric for a full description of each level of effectiveness.)

- ☐ **(1) Novice** – Minimal or no commitment to this dimension
- ☐ **(2) Developing** – Initial commitment to this dimension
- ☐ **(3) Proficient** – Clear commitment to this dimension
- ☐ **(4) Expert** – Strong commitment to this dimension



Individual Dimension Form Four: A Culture of Thinking and Learning

Essential Question: How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

- ☐ **4.1:** Challenging students' minds with rigorous texts and content and equipping them with the skills they need to handle rigorous content
- ☐ **4.2:** Engaging students in extended, higher-order thinking challenges (e.g., inquiry, investigation, problem-based learning, action research projects)
- ☐ **4.3:** Encouraging and challenging students to support their written and spoken ideas with evidence
- ☐ **4.4:** Probing, extending, and clarifying student responses using effective questioning and recognition techniques
- ☐ **4.5:** Encouraging discussion, dialogue, and debate around important ideas
- ☐ **4.6:** Requiring students to use critical academic vocabulary in their speaking and writing
- ☐ **4.7:** Using technology as a tool for fostering critical thinking, creative expression, and problem solving
- ☐ **4.8:** Teaching students how to use strategies on their own, as tools and frameworks for thinking and learning (e.g., moving from using Compare & Contrast to teaching students how to conduct their own comparative analyses)

IMPACT ON STUDENT LEARNING

REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- ☐ Use different forms of critical thinking.
- ☐ Show curiosity.
- ☐ Use thinking and learning strategies.
- ☐ Support their thinking with evidence.
- ☐ Use academic vocabulary.
- ☐ Ask meaningful questions.
- ☐ Challenge themselves.
- ☐ Apply technology in meaningful ways.
- ☐ Exhibit habits of mind to work through problems.

FEEDBACK NOTES

Provide Evidence (Collect evidence that supports what you observed.)

Praise (Recognize positive teaching behaviors that enhance learning.)

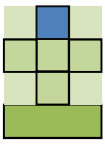
Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)

Propose (Decide—collaboratively, if possible—on how to improve practice.)

ASSESSMENT RUBRIC

When you feel you have enough information, use this rubric to assess the teacher's overall effectiveness within this dimension. (Note: See the complete Assessment Rubric for a full description of each level of effectiveness.)

- ☐ **(1) Novice** – Minimal or no commitment to this dimension
- ☐ **(2) Developing** – Initial commitment to this dimension
- ☐ **(3) Proficient** – Clear commitment to this dimension
- ☐ **(4) Expert** – Strong commitment to this dimension



Individual Dimension Form Five: Preparing Students for New Learning

Essential Question: How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

- ☐ **5.1:** Selecting relevant standards that are appropriate to the content and grade level
- ☐ **5.2:** "Unpacking" standards and turning them into clear and measurable learning goals and targets
- ☐ **5.3:** Posing essential questions to guide learning and promote deep thinking
- ☐ **5.4:** Beginning lessons and units with engaging "hooks"—thought-provoking activities or questions that capture student interest and activate their prior knowledge
- ☐ **5.5:** Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content
- ☐ **5.6:** Assessing students' background knowledge, skill levels, and interests relative to learning goals and targets
- ☐ **5.7:** Helping students develop insights into the products they'll be creating, performances they'll be delivering, and/or tasks they'll be completing to demonstrate what they've learned (e.g., providing models of high-quality work, rubrics, checklists, etc.)
- ☐ **5.8:** Encouraging students to develop personal learning goals and plans for achieving them

IMPACT ON STUDENT LEARNING

REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- ☐ Understand/restate learning goals in their own words.
- ☐ Ask questions about learning goals.
- ☐ Know what they have to produce and what's expected of them.
- ☐ Assess their own knowledge of vocabulary.
- ☐ Call up their prior knowledge.
- ☐ Generate questions about content or personal goals.
- ☐ Understand the plan for learning.

FEEDBACK NOTES

Provide Evidence (Collect evidence that supports what you observed.)

Praise (Recognize positive teaching behaviors that enhance learning.)

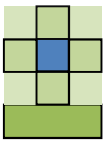
Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)

Propose (Decide—collaboratively, if possible—on how to improve practice.)

ASSESSMENT RUBRIC

When you feel you have enough information, use this rubric to assess the teacher's overall effectiveness within this dimension. (Note: See the complete Assessment Rubric for a full description of each level of effectiveness.)

- ☐ **(1) Novice** – Minimal or no commitment to this dimension
- ☐ **(2) Developing** – Initial commitment to this dimension
- ☐ **(3) Proficient** – Clear commitment to this dimension
- ☐ **(4) Expert** – Strong commitment to this dimension



Individual Dimension Form Six: Presenting New Learning

Essential Question: How does the teacher present new information and provide opportunities for students to actively engage with content?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

- ☐ **6.1:** Designing lessons and units around the way the content is organized (e.g., topic-subtopic, cycle, procedural, comparison, etc.) and breaking the content up into meaningful “chunks”
- ☐ **6.2:** Incorporating multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge
- ☐ **6.3:** Demonstrating high-quality communication skills (e.g., expressive language, rich vocabulary, proper use)
- ☐ **6.4:** Using a variety of presentation techniques (e.g., visuals, drama, stories, use of imagery, etc.) to make lessons vivid and memorable
(*presenting declarative information*)
- ☐ **6.5:** Using modeling and think-alouds to help students understand the thinking skills, processes, and procedures they’ll need to master
(*presenting procedural information*)
- ☐ **6.6:** Using a variety of questions and response techniques (e.g., signaling, surveying, whiteboard-response systems, Think-Pair-Share, provisional writing) to check for understanding in real time
- ☐ **6.7:** Making use of outside resources (e.g., field trips, guest speakers from community, interactive technology) to make learning authentic
- ☐ **6.8:** Helping students assemble big ideas and important details through note making, summarizing, graphic organizers, and/or other forms of linguistic and nonlinguistic representation

IMPACT ON STUDENT LEARNING

REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- ☐ Actively process new content (e.g., notes, questions, provisional writing).
- ☐ Are able to identify big ideas and important details.
- ☐ Communicate about their learning.
- ☐ Can answer questions about their learning.
- ☐ Raise their own questions.
- ☐ Can summarize what they’ve learned.
- ☐ Make connections to the real world.

FEEDBACK NOTES

Provide Evidence (Collect evidence that supports what you observed.)

Praise (Recognize positive teaching behaviors that enhance learning.)

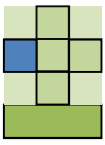
Pose (Ask questions that foster reflection on the teacher’s decisions and their impact.)

Propose (Decide—collaboratively, if possible—on how to improve practice.)

ASSESSMENT RUBRIC

When you feel you have enough information, use this rubric to assess the teacher’s overall effectiveness within this dimension. (Note: See the complete Assessment Rubric for a full description of each level of effectiveness.)

- ☐ **(1) Novice** – Minimal or no commitment to this dimension
- ☐ **(2) Developing** – Initial commitment to this dimension
- ☐ **(3) Proficient** – Clear commitment to this dimension
- ☐ **(4) Expert** – Strong commitment to this dimension



Individual Dimension Form Seven: Deepening and Reinforcing Learning

Essential Question: How does the teacher help students solidify their understanding and practice new skills?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

- ☐ **7.1:** Identifying critical junctures in the learning sequence, establishing targets that students must achieve at each juncture, and using a variety of formative assessment activities to help students assess their progress toward the targets
- ☐ **7.2:** Engaging students in regular content-based writing that helps them clarify their thinking and deepen their understanding
- ☐ **7.3:** Building in periodic review and guided practice opportunities to help students master key skills and content
- ☐ **7.4:** Providing clear and descriptive feedback to help students refine their use of key skills and/or deepen their comprehension
- ☐ **7.5:** Using heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.)
- ☐ **7.6:** Providing a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance practice and learning
- ☐ **7.7:** Providing students opportunities to process new knowledge deeply through questions, discussion, and critical thinking activities
- ☐ **7.8:** Assigning purposeful and grade-appropriate homework for students to practice and reinforce learning

IMPACT ON STUDENT LEARNING

REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- ☐ Are able to distinguish between what they know, don't know, and what they need to work on.
- ☐ Practice and rehearse.
- ☐ Use writing and thinking strategies.
- ☐ Display effort.
- ☐ Coach each other.
- ☐ Use feedback (what they see, hear) to assess and modify their performance.
- ☐ Think critically—synthesize and discuss ideas, give explanations, make new hypotheses.

FEEDBACK NOTES

Provide Evidence (Collect evidence that supports what you observed.)

Praise (Recognize positive teaching behaviors that enhance learning.)

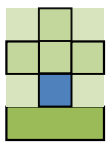
Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)

Propose (Decide—collaboratively, if possible—on how to improve practice.)

ASSESSMENT RUBRIC

When you feel you have enough information, use this rubric to assess the teacher's overall effectiveness within this dimension. (Note: See the complete Assessment Rubric for a full description of each level of effectiveness.)

- ☐ **(1) Novice** – Minimal or no commitment to this dimension
- ☐ **(2) Developing** – Initial commitment to this dimension
- ☐ **(3) Proficient** – Clear commitment to this dimension
- ☐ **(4) Expert** – Strong commitment to this dimension



Individual Dimension Form Eight: Applying Learning

Essential Question: How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

- ☐ **8.1:** Aligning summative assessments with learning goals and targets
- ☐ **8.2:** Designing culminating assessments that require students to transfer their learning in meaningful ways
- ☐ **8.3:** Developing tasks around the kinds of writing required for college and career readiness (argument, informative/explanatory, narrative)
- ☐ **8.4:** Engaging students in research projects that capture student interest and have relevance in the world beyond the classroom
- ☐ **8.5:** Challenging students to present their findings and defend their ideas
- ☐ **8.6:** Equipping students with the planning, thinking, and self-assessment skills they need to analyze and address task demands
- ☐ **8.7:** Making sure students understand what's expected of them (e.g., examining rubrics, checklists, models of exemplary work, etc.) and providing feedback as they work
- ☐ **8.8:** Differentiating assessment tasks so that students can show what they know in different ways

IMPACT ON STUDENT LEARNING

REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- ☐ Plan out their work.
- ☐ Analyze and revise their own work to improve its quality.
- ☐ Incorporate feedback into their revisions.
- ☐ Use rubrics and checklists.
- ☐ Develop meaningful products.
- ☐ Present and explain their work.
- ☐ Take pride in their work.

FEEDBACK NOTES

Provide Evidence (Collect evidence that supports what you observed.)

Praise (Recognize positive teaching behaviors that enhance learning.)

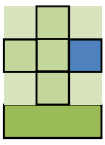
Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)

Propose (Decide—collaboratively, if possible—on how to improve practice.)

ASSESSMENT RUBRIC

When you feel you have enough information, use this rubric to assess the teacher's overall effectiveness within this dimension. (Note: See the complete Assessment Rubric for a full description of each level of effectiveness.)

- ☐ **(1) Novice** – Minimal or no commitment to this dimension
- ☐ **(2) Developing** – Initial commitment to this dimension
- ☐ **(3) Proficient** – Clear commitment to this dimension
- ☐ **(4) Expert** – Strong commitment to this dimension



Individual Dimension Form Nine: Reflecting on and Celebrating Learning

Essential Question: How does the teacher help students look back on their learning and refine their learning process?

Which instructional indicators are evident?

REMEMBER: Quality instruction does not mean addressing all indicators.

- ☐ **9.1:** Celebrating student learning and achievement
- ☐ **9.2:** Providing students with opportunities to look back on the content so they can make generalizations, develop new insights, and/or formulate questions
- ☐ **9.3:** Helping students reflect on their own learning process to identify what they did well and where they'd like to improve
- ☐ **9.4:** Creating an environment that takes metacognition—or thinking about thinking—seriously
- ☐ **9.5:** Helping students review learning goals and targets, assess their level of achievement, and “close the gap” when goals are unmet
- ☐ **9.6:** Working with students to set future performance goals

IMPACT ON STUDENT LEARNING

REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

Students...

- ☐ Take a step back to see the big picture.
- ☐ Ask questions.
- ☐ Talk about their own learning process.
- ☐ Talk about the content.
- ☐ Make meaningful connections and generalizations
- ☐ Look back at their learning goals to assess their effort and achievement.
- ☐ Set new goals for themselves.
- ☐ Compare their performance with previous performances.

FEEDBACK NOTES

Provide Evidence (Collect evidence that supports what you observed.)

Praise (Recognize positive teaching behaviors that enhance learning.)

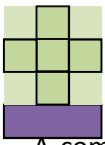
Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)

Propose (Decide—collaboratively, if possible—on how to improve practice.)

ASSESSMENT RUBRIC

When you feel you have enough information, use this rubric to assess the teacher's overall effectiveness within this dimension. (Note: See the complete Assessment Rubric for a full description of each level of effectiveness.)

- ☐ **(1) Novice** – Minimal or no commitment to this dimension
- ☐ **(2) Developing** – Initial commitment to this dimension
- ☐ **(3) Proficient** – Clear commitment to this dimension
- ☐ **(4) Expert** – Strong commitment to this dimension



Assessing Dimension Ten: Professional Practice

Essential Question: How committed is the teacher to professional learning and contributing to the school community?

A comprehensive evaluation of teacher effectiveness includes looking beyond the classroom. Below are three sets of indicators to help guide your assessment of the teacher's commitment to professional growth, the school community, and professionalism. Use the four-point rubric for each set to assess the teacher's commitment to professional practice.

Commitment to Professional Growth

Signs of commitment include...

- 10.1** Self-assessing and working to improve his or her own classroom practice.
- 10.2** Developing and implementing a professional growth plan.
- 10.3** Seeking out professional development and continuous learning opportunities.
- 10.4** Working with colleagues to improve practice throughout the building as part of a professional learning community.

(1) Novice: The teacher is reluctant or resistant to professional growth.

(2) Developing: The teacher has made an initial commitment to professional growth and applies new learning in the classroom.

(3) Proficient: The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.

(4) Expert: The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school.

Notes...

Commitment to the School Community

Signs of commitment include...

- 10.5** Maintaining open communication with the entire school community (e.g., administrators, teachers, parents, students).
- 10.6** Assuming appropriate leadership roles (e.g., mentor, instructional coach, teacher-leader).
- 10.7** Helping maintain and build a positive school culture (e.g., through athletic coaching, volunteerism, and other forms of non-required participation or contribution).

(1) Novice: The teacher is not contributing to the school community beyond his or her classroom.

(2) Developing: The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.

(3) Proficient: The teacher is a regular and active contributor to the school community.

(4) Expert: The teacher contributes to the school community consistently and with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.

Notes...

Commitment to Professionalism

Signs of commitment include...

- 10.8** Maintaining a high level of professionalism at all times.
- 10.9** Becoming aware of and adhering to legal responsibilities and current educational policies of the school, district, and state.

(1) Novice: The teacher needs to be reminded of school rules and has little to no awareness of larger educational policy (e.g., state and national initiatives).

(2) Developing: The teacher generally follows school rules but has only a basic awareness of educational policy beyond the school walls.

(3) Proficient: The teacher adheres to school rules and is generally aware of major changes in educational policy.

(4) Expert: The teacher is a committed professional who follows and promotes school rules. The teacher understands the purpose of educational policies and how they affect classroom practice and the educational community.

Notes...