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 culture, and professionalism. Use the four-point rubric within each set to assess the teacher’s commitment to professional practice.

How to Assess Professional Practice: Looking Beyond the Classroom

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

Commitment to Professional Growth

- 10.1 Self-assesses and works to improve classroom practice
- 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 through the building

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

Commitment to the School Community

- 10.5 Maintains open communication with the entire school community
- 10.6 Assumes appropriate leadership roles
- 10.7 Maintains and builds a positive school culture

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

Commitment to Professionalism

- 10.8 Adheres to a high level of professionalism at all times
- 10.9 Adheres to legal responsibilities and current educational policies

How can you determine the weight that each measure will be assigned? By assigning a percentage value.

Core Leadership Training

- Learn the dimensions, indicators, and rubrics in the Framework
- Use the Framework to conduct formal and informal evaluations to collect evidence of effective practice (using real classroom videos)
- Compare evaluations with those of other teachers to begin establishing professional competencies
- Use each successive round of observation to refine practices and calibrate evaluations
- Learn how to provide meaningful feedback to teachers
- Learn how to conduct powerful pre- and post-conferences with teachers
- Learn how to develop and use feedback to the teacher growth through the development of targeted professional development plans
- Contact us for more details or to set up a free consultation!

Silver Strong & Associates

Training & Implementation

Supplemental Coaching & Training

Additionally, Silver Strong & Associates offers a host of training and coaching services to help schools implement a successful teacher evaluation process, including: foundation coaching on self-coaching, and the development of teacher-leadership cadre.

Electronic Implementation

In order to fully automate the teacher evaluation process, improve data management, and target professional development to teacher needs, Silver Strong & Associates is proud to announce that we have developed partnerships with two technology leaders in the field.

The Thoughtful Classroom Teacher Effectiveness Framework

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 powerful 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.

How can you develop a comprehensive evaluation using multiple measures?

The best and most reliable evaluations of teacher effectiveness are based on multiple measures. Based on your school’s or district’s plan, decide how much each measure will be weighted by assigning it a percentage value. (Note: Total weighting should equal 100%).

COMPONENT ONE

Four Cornersstones of Effective Teaching

Around the Framework are four foundational dimensions that have been adapted from the preeminent teacher-effectiveness models (Danielsen, 2007; Marzano, 2007; Marzano, 2008; Marzano, & Marzano, 2010; Saphier, Haley, Speca, & Gower, 2007; Stronge, 2010). These are the four dimensions:

- Preparation
- Organization, Rules, and Procedures
- Positive Relationships
- Engaging and Enjoyment
- A Culture of Thinking and Learning

Silver Strong & Associates

COMPONENT TWO

Five Episodes of Effective Instruction

(Dimensions 1, 2, 3, & 4)

While there are clear universal elements to good instruction, it is also true that good instruction tends to unfold in a series of distinct learning episodes. By synthesizing the best research on instructional design (Hunter, 1984; Marzano, 2007; Wiggins & McTighe, 2005), we’ve identified five critical episodes that increase the likelihood of deep learning. In these five episodes, teachers work towards distinct instructional purposes:

- Preparing Students for New Learning
- Presenting New Learning
- Deepening and Reinforcing Learning
- Applying Learning
- Reflecting on and Celebrating Learning

The Thoughtful Classroom Teacher Effectiveness Framework

The Framework also includes a tenth dimension focused on professional practice, which addresses important non-instructional responsibilities related to the teacher’s commitment to ongoing professional learning, and the school community.

COMPONENT THREE

Deepening and Reinforcing Learning

Preparing Students for New Learning

Applying Learning

Engagement and Enjoyment

A Culture of Thinking and Learning

Understanding these five episodes—and their driving purposes—is critical for both the teacher and the observer. Teachers use these episodes to design high-quality lessons and units. For classroom observations, these five episodes immediately orient the observer within the instructional sequence, ensuring that teachers and observers are on the same page.

References


COMPONENT FOUR

A Culture of Thinking and Learning

Deepening and Reinforcing Learning

Preparing Students for New Learning

Applying Learning

Engagement and Enjoyment

A Culture of Thinking and Learning

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How to Conduct a Pre-Observation Conference

I. Learning Goals: What do you hope to achieve through this observation? What are the specific goals for the lesson you are observing? How do these goals relate to your broader learning goals and overall professional development?

II. Planning Activities: How will you plan for the observation? What will you do to ensure that you are prepared to conduct the observation effectively? How will you ensure that the teacher and the observer (see the Point Rubric) are also prepared for the observation?

How to Conduct a Post-Observation Conference

I. What do you feel went well? What aspects of the observation went particularly well?

II. What did you do differently that you would do the same again next time? What changes did you make during the observation?

III. How was the lesson impacted by your presence? What brought you to modify your plans during the lesson? Why do you feel the way you do about the lesson? Why do you think the lesson went well? What caused you to modify your plans?

IV. Numbering: Each participant should receive a number and role.

V. Learning from this Observation:

A. Model Observation: What did you learn from the observation? What did the teacher do that you could adapt to your own classroom? What did you learn about yourself as a teacher that will help improve your practice?

B. Circle the box that best describes your practice.

C. A summary of your observations and ideas for improvement should be shared at the next meeting.

VI. Learning Activities:

A. What are some specific things you could do to improve your practice?

B. What are some systematic ways you could improve your practice?

C. How can you implement these ideas into your classroom practices?

VII. Feedback:

A. How could you provide feedback to the teacher who conducted the observation?

B. How could you provide feedback to yourself about your own practice?

C. What could you do to incorporate feedback into your future practice?

VIII. Follow-up:

A. What are some specific steps you can take to improve your practice?

B. How can you implement these ideas into your classroom practices?

IX. Conclusion:

A. What are some specific things you could do to improve your practice?

B. What are some systematic ways you could improve your practice?

C. How can you implement these ideas into your classroom practices?

X. Final Thought:

A. What are some specific things you could do to improve your practice?

B. What are some systematic ways you could improve your practice?

C. How can you implement these ideas into your classroom practices?

Contact Us!

We understand that choosing a teacher evaluation system is a complex decision. If at any time you would like more information on this product, have any questions, or would like to schedule a more detailed “walk through” of the system, just give us a call.

800-962-4432

www.ThoughtfulClassroom.com

How to Conduct Evidence through Observation

I. Selection of a Classroom Observation:

A. Determine what kind of observation you will be conducting.

B. A formal observation is announced, lasts for an extended period of time, and usually involves a pre- and post-observation conference meeting between the teacher and the observer (see the pre- and post-observation panels below and to the right).

C. Informal observations are typically shorter in duration than formal observations, may be unannounced, and should happen regularly throughout the year.

II. Preparation:

A. Review the nine dimensions and instructional indicators to decide which ones you will focus on during the observation.

B. Select the appropriate template or form for your observation.

C. Use these simple marks to help you collect information about the teacher's instructional practices and evidence:

1. No Evidence

2. Notations—Circle the box.

3. Erroneous Information—Cross out the mark.

D. Look for student behaviors that are signs of student success.

E. Evident evidences—Check the box.

F. Circle the box that best describes your practice.

G. A summary of your observations and ideas for improvement should be shared at the next meeting.

H. What do you feel went well? What causes you to modify your plans during the lesson? Why do you feel the way you do about the lesson? Why do you think the lesson went well? What caused you to modify your plans?

I. Numbering: Each participant should receive a number and role.

J. How could you provide feedback to the teacher who conducted the observation?

K. How could you provide feedback to yourself about your own practice?

L. What could you do to incorporate feedback into your future practice?

M. Follow-up:

1. How could you implement these ideas into your classroom practices?

2. How can you implement these ideas into your classroom practices?

3. How can you implement these ideas into your classroom practices?

N. Final Thought:

1. What are some specific things you could do to improve your practice?

2. What are some systematic ways you could improve your practice?

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O. This [note] indicates instructional indicators that support key states in the Common Core State Standards.

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