

# THE THOUGHTFUL CLASSROOM TEACHER EFFECTIVENESS FRAMEWORK

## BASIC RUBRIC



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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**.

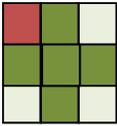
### What Are the Components of Effective Teaching?

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.

<p style="text-align: center; color: #c00000;"><b>COMPONENT ONE</b></p> <p style="text-align: center;"><i>Four Cornerstones of Effective Teaching (Dimensions 1, 2, 3, &amp; 4)</i></p> <p>Around the Framework are four foundational dimensions that have been adapted from the preeminent teacher-effectiveness models (Danielson, 2007; Marzano, 2007; Marzano, Frontier, &amp; Livingston, 2011; Saphier, Haley-Speca, &amp; Gower, 2008; Stronge, 2010). These are the four dimensions:</p> <ul style="list-style-type: none"> <li>○ Organization, Rules, and Procedures</li> <li>@ Positive Relationships</li> <li>@ Engagement and Enjoyment</li> <li>○ A Culture of Thinking and Learning</li> </ul> <p>These cornerstones represent the universal elements of quality instruction, whether in a kindergarten class, AP Physics lab, or anywhere in between. Without these four cornerstones in place, student learning will be compromised.</p>	<p style="text-align: center; color: #0070c0;"><b>COMPONENT TWO</b></p> <p style="text-align: center;"><i>Five Episodes of Effective Instruction (Dimensions 5, 6, 7, 8, &amp; 9)</i></p> <p>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 &amp; 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:</p> <ul style="list-style-type: none"> <li>○ Preparing Students for New Learning</li> <li>○ Presenting New Learning</li> <li>&amp; Deepening and Reinforcing Learning</li> <li>○ Applying Learning</li> <li>○ Reflecting on and Celebrating Learning</li> </ul> <p>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</p>												
<p style="text-align: center;">The Thoughtful Classroom Teacher Effectiveness Framework</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="background-color: #f08080; padding: 5px;">Organization, Rules, and Procedures</td> <td style="background-color: #add8e6; padding: 5px;">Preparing Students for New Learning</td> <td style="background-color: #f08080; padding: 5px;">Positive Relationships</td> </tr> <tr> <td style="background-color: #add8e6; padding: 5px;">Deepening and Reinforcing Learning</td> <td style="background-color: #add8e6; padding: 5px;">Presenting New Learning</td> <td style="background-color: #add8e6; padding: 5px;">Reflecting on and Celebrating Learning</td> </tr> <tr> <td style="background-color: #f08080; padding: 5px;">A Culture of Thinking and Learning</td> <td style="background-color: #add8e6; padding: 5px;">Applying Learning</td> <td style="background-color: #f08080; padding: 5px;">Engagement and Enjoyment</td> </tr> <tr> <td colspan="3" style="background-color: #9370db; padding: 5px; text-align: center;">Professional Practice</td> </tr> </table>		Organization, Rules, and Procedures	Preparing Students for New Learning	Positive Relationships	Deepening and Reinforcing Learning	Presenting New Learning	Reflecting on and Celebrating Learning	A Culture of Thinking and Learning	Applying Learning	Engagement and Enjoyment	Professional Practice		
Organization, Rules, and Procedures	Preparing Students for New Learning	Positive Relationships											
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<p style="text-align: center; color: #4169e1;"><b>COMPONENT THREE</b></p> <p style="text-align: center;"><i>Looking Beyond the Classroom</i></p> <p><i>Effective Professional Practice (Dimension 10)</i></p> <p>The Framework also includes a tenth dimension focused on professional practice, which addresses important non-instructional responsibilities, including the teacher’s commitment to <b>ongoing learning</b>, <b>professionalism</b>, and <b>the school community</b>.</p>													

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 – Domain II**

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.

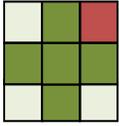
Instructional Indicators	Student Behaviors
<p>1.1: Organizes classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives</p> <p>1.2: Keeps the flow of activities in the classroom moving smoothly</p> <p>1.3: Establishes 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"> <li>• Show respect for each other and the classroom</li> <li>• Have access to necessary supplies and resources</li> <li>• Understand and follow classroom rules and procedures</li> <li>• Make good use of their time</li> <li>• Know what to do (self-directed)</li> <li>• Take responsibility for their own learning</li> <li>• Have a positive attitude</li> <li>• Use conflict-resolution techniques when there is a disagreement</li> </ul>

## 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.)

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| <ol style="list-style-type: none"><li>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.</li><li>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.</li><li>3 Proficient: <i>Clear commitment to effective instruction.</i> The teacher applies relevant instructional practices that have a positive impact on student learning.</li><li>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.</li></ol> |
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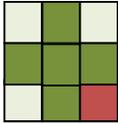
**DIMENSION TWO: POSITIVE RELATIONSHIPS – (Domain II)**

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"> <li>• Are respectful of each other and the teacher</li> <li>• Collaborate with each other</li> <li>• Participate in whole-class and small-group discussions</li> </ul>
2.2: Gets to know students and incorporates their interests, aspirations, and backgrounds into the curriculum 2.3: Differentiates instruction and assessment so students of all styles and ability levels can experience the joys of success 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 2.5: Designs learning experiences that call for high levels of collaboration, discussion, and interaction among students 2.6: Maintains an open and appropriate level of communication with students and the home 2.7: Shows care and concern for students as individuals	<ul style="list-style-type: none"> <li>• Feel that “we’re all in this together”</li> <li>• Display empathy</li> <li>• Share their feelings</li> <li>• Resolve conflicts</li> <li>• Have a voice</li> </ul>



### DIMENSION THREE: ENGAGEMENT AND ENJOYMENT – (Domain I)

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

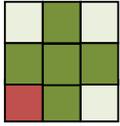
For this cornerstone of effective teaching, we draw on four current lines of research:

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



## DIMENSION FOUR: A CULTURE OF THINKING AND LEARNING (Domain I)

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.

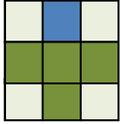
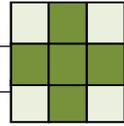
Classrooms without a culture for learning are characterized by an atmosphere where no one—teacher or students—cares about the content to be learned... On the other hand, classrooms with a culture for learning are cognitively busy places. Students have clearly accepted the notion that important outcomes can be achieved only by hard work, and they invest energy in their activities and assignments, persevering to overcome temporary setbacks. 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 &amp; Contrast to teaching students how to conduct their own comparative analyses)</p>	<ul style="list-style-type: none"> <li>• Use different forms of critical thinking.</li> <li>• Show curiosity</li> <li>• Use thinking and learning strategies</li> <li>• Support their thinking with evidence</li> <li>• Use academic vocabulary</li> <li>• Ask meaningful questions</li> <li>• Challenge themselves</li> <li>• Apply technology in meaningful ways</li> <li>• Exhibit habits of mind to work through problems</li> </ul>



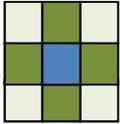


**DIMENSION FIVE: PREPARING STUDENTS FOR NEW LEARNING -- (Domain I)**  
 Essential Question: How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?

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
5.1: Selects relevant standards that are appropriate to the content and grade level 5.2: "Unpacks" standards and turns them into clear and measurable learning goals and targets 5.3: Poses essential questions to guide learning and promote deep thinking 5.4: Begins lessons and units with engaging "hooks"—thought-provoking activities or questions that capture student interest and activate their prior knowledge 5.5: Introduces students to the key vocabulary terms they will need to know and understand to successfully learn the content 5.6: Assesses students' background knowledge, skill levels, and interests relative to learning goals and targets 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.) 5.8: Encourages students to develop personal learning goals and plans for achieving them	<ul style="list-style-type: none"> <li>• Understand/restate learning goals in their own words</li> <li>• Ask questions about learning goals</li> <li>• Know what they have to produce and what's expected of them</li> <li>• Assess their own knowledge of vocabulary</li> <li>• Call up their prior knowledge</li> <li>• Generate questions about content or personal goals</li> <li>• Understand the plan for learning</li> </ul>



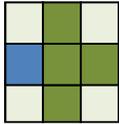
**DIMENSION SIX: PRESENTING NEW LEARNING – (Domain I)**

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
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” 6.2: Incorporates multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge 6.3: Demonstrates high-quality communication skills (e.g., expressive language, rich vocabulary, proper use) 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) 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) 6.6: Uses a variety of questions and response techniques (e.g.,	<ul style="list-style-type: none"> <li>• Actively process new content (e.g., notes, questions, provisional writing)</li> <li>• Are able to identify big ideas and important details</li> <li>• Communicate about their learning</li> <li>• Can answer questions about their learning</li> <li>• Raise their own questions</li> <li>• Can summarize what they’ve learned</li> <li>• Make connections to the real world</li> </ul>
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	



## DIMENSION SEVEN: DEEPENING AND REINFORCING LEARNING – (Domain I)

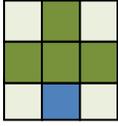
Essential Question: How does the teacher help students solidify their understanding and practice new skills?

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"> <li>• Are able to distinguish between what they know, don’t know, and what they need to work on</li> <li>• Practice and rehearse</li> <li>• Use writing and thinking strategies</li> <li>• Display effort</li> <li>• Coach each other</li> <li>• Use feedback (what they see, hear) to assess and modify their performance</li> <li>• Think critically—synthesize and discuss ideas, give explanations, make new hypotheses</li> </ul>



## DIMENSION EIGHT: APPLYING LEARNING – (Do,ain I)

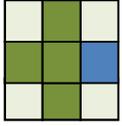
Essential Question: How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?

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"> <li>• Plan out their work</li> <li>• Analyze and revise their own work to improve its quality</li> <li>• Incorporate feedback into their revisions.</li> <li>• Use rubrics and checklists</li> <li>• Develop meaningful products</li> <li>• Present and explain their work</li> <li>• Take pride in their work</li> </ul>



## DIMENSION NINE: REFLECTING ON AND CELEBRATING LEARNING – (Domain I & II)

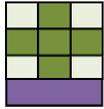
Essential Question: How does the teacher help students look back on their learning and refine their learning process?

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

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



**DIMENSION TEN: PROFESSIONAL PRACTICE – (Domain IV)**

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	

## 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.

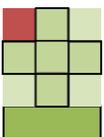
*Not Evident* – If it was not evident that the teacher addressed an indicator, leave the box blank.

*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.



*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.*

- D 1.1: Organizing classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives
- D 1.2: Keeping the flow of activities in the classroom moving smoothly
- D 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)
- D 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
- D 1.5: Developing an effective plan for managing student behavior that includes positive consequences, negative consequences, and an appropriate level of home involvement
- D 1.6: Managing non-instructional duties (e.g., taking attendance, distributing materials and take-home notices, lunch counts) with minimal disruption to classroom learning
- D 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...

- D Show respect for each other and the classroom.
- D Have access to necessary supplies and resources.
- D Understand and follow classroom rules and procedures.
- D Make good use of their time.
- D Know what to do (self-directed).
- D Take responsibility for their own learning.
- D Have a positive attitude.
- D 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.)*

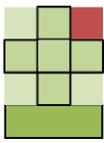
*Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)*

*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.)

- D (1) Novice – Minimal or no commitment to this dimension
- D (2) Developing – Initial commitment to this dimension
- D (3) Proficient – Clear commitment to this dimension
- D (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.*

- D 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”
- D 2.2: Getting to know students and incorporating their interests, aspirations, and backgrounds into the curriculum
- D 2.3: Differentiating instruction and assessment so students of all styles and ability levels can experience the joys of success
- D 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
- D 2.5: Designing learning experiences that call for high levels of collaboration, discussion, and interaction among students
- D 2.6: Maintaining an open and appropriate level of communication with students and the home
- D 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...

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

### FEEDBACK NOTES

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

*Praise (Recognize positive teaching behaviors that enhance learning.)*

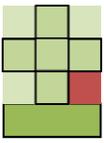
*Pose (Ask questions that foster reflection on the teacher’s decisions and their impact.)*

*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.)

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- D (3) Proficient – Clear commitment to this dimension
- D (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.*

- D 3.1: Engaging students in diverse forms of thinking (e.g., practical, analytical, creative, exploring feelings and values)
- D 3.2: Using key “motivational levers” like controversy, choice, competition, challenge, and creativity to increase students’ commitment to learning
- D 3.3: Maintaining a high level of student excitement and on-task behavior using a wide variety of tools and strategies
- D 3.4: Communicating and maintaining a passion for teaching, learning, and quality work throughout lessons and units
- D 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
- D 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...

- D Are energetic and enthusiastic.
- D Display effort.
- D Enjoy themselves in the classroom.
- D Express their own interests, ideas, and insights.
- D Are on-task and motivated.
- D 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.)*

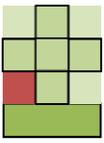
*Pose (Ask questions that foster reflection on the teacher’s decisions and their impact.)*

*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.)

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- D (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.*

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

- D Use different forms of critical thinking.
- D Show curiosity.
- D Use thinking and learning strategies.
- D Support their thinking with evidence.
- D Use academic vocabulary.
- D Ask meaningful questions.
- D Challenge themselves.
- D Apply technology in meaningful ways.
- D 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.)*

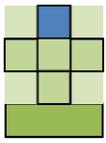
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*Propose (Decide—collaboratively, if possible—on how to improve practice.)*

### 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.)

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- D (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.*

- D 5.1: Selecting relevant standards that are appropriate to the content and grade level
- D 5.2: "Unpacking" standards and turning them into clear and measurable learning goals and targets
- D 5.3: Posing essential questions to guide learning and promote deep thinking
- D 5.4: Beginning lessons and units with engaging "hooks"—thought-provoking activities or questions that capture student interest and activate their prior knowledge
- D 5.5: Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content
- D 5.6: Assessing students' background knowledge, skill levels, and interests relative to learning goals and targets
- D 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.)
- D 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...

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

### FEEDBACK NOTES

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

*Praise (Recognize positive teaching behaviors that enhance learning.)*

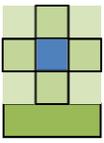
*Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)*

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

### ASSESSMENT RUBRIC

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- D (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.*

- D 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”
- D 6.2: Incorporating multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge
- D 6.3: Demonstrating high-quality communication skills (e.g., expressive language, rich vocabulary, proper use)
- D 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)*
- D 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)*
- D 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
- D 6.7: Making use of outside resources (e.g., field trips, guest speakers from community, interactive technology) to make learning authentic
- D 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...

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

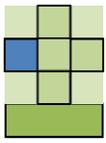
*Pose (Ask questions that foster reflection on the teacher’s decisions and their impact.)*

*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.)

- D (1) Novice – Minimal or no commitment to this dimension
- D (2) Developing – Initial commitment to this dimension
- D (3) Proficient – Clear commitment to this dimension
- D (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.*

- D 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
- D 7.2: Engaging students in regular content-based writing that helps them clarify their thinking and deepen their understanding
- D 7.3: Building in periodic review and guided practice opportunities to help students master key skills and content
- D 7.4: Providing clear and descriptive feedback to help students refine their use of key skills and/or deepen their comprehension
- D 7.5: Using heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.)
- D 7.6: Providing a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance practice and learning
- D 7.7: Providing students opportunities to process new knowledge deeply through questions, discussion, and critical thinking activities
- D 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...

- D Are able to distinguish between what they know, don't know, and what they need to work on.
- D Practice and rehearse.
- D Use writing and thinking strategies.
- D Display effort.
- D Coach each other.
- D Use feedback (what they see, hear) to assess and modify their performance.
- D 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.)*

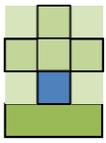
*Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)*

*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.)

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- D (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.*

- D 8.1: Aligning summative assessments with learning goals and targets
- D 8.2: Designing culminating assessments that require students to transfer their learning in meaningful ways
- D 8.3: Developing tasks around the kinds of writing required for college and career readiness (argument, informative/explanatory, narrative)
- D 8.4: Engaging students in research projects that capture student interest and have relevance in the world beyond the classroom
- D 8.5: Challenging students to present their findings and defend their ideas
- D 8.6: Equipping students with the planning, thinking, and self-assessment skills they need to analyze and address task demands
- D 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
- D 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...

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

### FEEDBACK NOTES

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

*Praise (Recognize positive teaching behaviors that enhance learning.)*

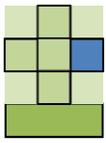
*Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)*

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

### ASSESSMENT RUBRIC

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- D (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.*

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

- D Take a step back to see the big picture.
- D Ask questions.
- D Talk about their own learning process.
- D Talk about the content.
- D Make meaningful connections and generalizations
- D Look back at their learning goals to assess their effort and achievement.
- D Set new goals for themselves.
- D 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.)*

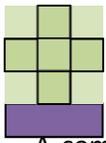
*Pose (Ask questions that foster reflection on the teacher's decisions and their impact.)*

*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.)

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



## Assessing Dimension Ten: Professional Practice – (Domain IV)

*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.



