

Teacher Effectiveness Project Pilot

TEACHER MANUAL

Contents

Introduction.....	2
Guiding Principles.....	2
Teacher Evaluation Criteria and Measures.....	3
1. ASSESSMENT OF TEACHER PRACTICE	3
2. MEASURES OF STUDENT LEARNING	4
3. SCHOOL-DEFINED ELEMENTS	6
Teacher Evaluation and Development Process.....	6
Review Conferences	6
Evaluators and Interactions	7
Ongoing Feedback	7
Self-assessments	7
Teacher Learning Plans.....	8
ARIS Learn	8
Summative Evaluation.....	8
Impact for Teachers: “What does the new model mean for me?”	9
Building a Better Model.....	9
Learning from the Pilot.....	9
Teacher Task Forces	10
Conclusion.....	10
Frequently Asked Questions.....	11
Pilot Background and Future Usage	11
Process.....	12
Teacher Development.....	13
Teacher Competencies	14
Measures of Student Learning	15
Framework, Scoring, and Outcomes	17
Appendix	18
Process Timeline	18
Review Conferences	19
Learning Development Plan.....	20
Teacher-Created Assessments – Student Assessment Evaluation Form.....	21
<i>The Framework for Teaching: Focus Competencies</i>	23

Introduction

In January of 2010, the New York City Department of Education (DOE) launched a major initiative to begin to redesign the way in which teachers are evaluated, developed and supported. During the 2010-11 school year, twenty schools will pilot a new teacher evaluation and development model, giving teachers, administrators and the DOE a low-stakes opportunity to test out what works well and what should change about the new model. The new model will focus on providing teachers with frequent observations, individual feedback, targeted development opportunities and increased collaboration – all centered on promoting a direct positive impact on learning for the students of NYC.

This year, the New York State Legislature altered the Annual Professional Performance Review process to require annual teacher performance reviews that incorporate both teacher observation and student learning outcomes in summative evaluation. Under the new requirements, districts must rate teachers in four levels of performance – Highly Effective, Effective, Developing and Ineffective. Districts will be expected to implement these changes to the review process during the 2011-12 and 2012-13 school years.

By participating in this pilot, you will be a critical design partner in shaping this new teacher evaluation and development model to ensure that the DOE and the United Federation of Teachers (UFT) are developing a model that better meets the needs of teachers and school administrators. Your thoughts, reactions and ideas about the model's structure and implementation – communicated through conversations, task force groups and individual feedback during the pilot year – will guide revisions to the model. In addition, you will be the first beneficiaries of this new model that will offer you more targeted feedback and support to develop your practice as a professional. We hope that the lessons from this pilot will lead to a stronger teacher evaluation tool that will ultimately be implemented across the city.

This manual is a guide to the new model as it is being piloted in your school. Although we hope that the manual will answer many questions, we hope that you also raise any questions and comments directly to us, at teachereffectiveness@schools.nyc.gov. It is only by working together that we can design the best possible system for the teachers of New York City.

Guiding Principles

The following key elements are guiding the development of the new teacher evaluation and development model:

- Increased frequent, concrete feedback to teachers about their practice, through multiple classroom observations and a mid-year review of student data and teacher performance;
- Targeted development and support opportunities for teachers to improve their craft;
- Incorporation of student academic growth – as measured by state, district and local measures – as a significant factor in all teachers' evaluations;

- Increased collaboration and self-evaluation;
- Differentiation in evaluation ratings, both to distinguish among teachers who are developing in their practice and to recognize highly effective teachers;
- Multiple measures of teacher performance, to ensure the most accurate and complete understanding of each teacher’s practice and development needs, and to recognize teachers’ efforts to help their students make academic progress.

Teacher Evaluation Criteria and Measures

The new evaluation structure includes three central elements:

1. *Assessment of Teacher Practice*: An evaluation of the core instructional practices that impact student learning, based on the quality of planning and instruction, the classroom environment a teacher creates, and professional contributions.
2. *Measures of Student Learning*: Multiple measures of student learning outcomes, based on both standardized and teacher-created assessments.
3. *School-Defined Elements*: Locally defined measures that allow individual schools to emphasize their unique priorities within the structure.

1. ASSESSMENT OF TEACHER PRACTICE

Teachers have told us that the current evaluation system places too much emphasis on a few high stakes observations and has failed to capture everyday practice. It has also failed to provide meaningful, actionable feedback. In the new model, a comprehensive review of teaching practice is crucial to providing specific feedback, diagnosing teacher development needs and tailoring development steps to these needs. Pilot schools will use an abbreviated version of the *Framework for Teaching* by Charlotte Danielson to identify teacher development needs and opportunities and as a framework for the evaluation of teaching practice. Additionally, administrators will discuss their expectations with teachers on an individual basis. Danielson’s *Framework* was selected for this purpose by a cross-functional group of NYC DOE educators because it is comprehensive and nationally recognized for accurately and reliably looking at teachers’ instructional practice and connecting to professional development.

The *Framework* is comprised of four domains, each of which contains multiple competencies. During the pilot year, schools will focus on the following nine competencies and their associated elements (*please see Appendix for full text*):

Domain 1: PLANNING AND PREPARATION

- **Setting Instructional Outcomes:**

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

- **Designing Coherent Instruction:**

- Learning activities

- Instructional materials and resources
- Instructional groups
- Lesson and unit structure
- **Designing Student Assessments:**
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

Domain 2: THE CLASSROOM ENVIRONMENT

- **Establishing a Culture for Learning:**
 - Importance of the content
 - Expectations for learning and achievement
 - Student pride in work
- **Managing Student Behavior:**
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior

Domain 3: INSTRUCTION

- **Using Questioning and Discussion Techniques:**
 - Quality of questions
 - Discussion techniques
 - Student participation
- **Engaging Students in Learning:**
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- **Using Assessment in Instruction:**
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress

Domain 4: PROFESSIONAL RESPONSIBILITIES

- **Reflecting on Teaching**
 - Accuracy
 - Use in future teaching

2. MEASURES OF STUDENT LEARNING

Fostering student learning growth is the most important goal for our schools and our district, and as such, the new model integrates measures of student learning into teacher evaluation and development. Multiple measures of student learning are included to be as fair as possible so that no single outcome plays too strong a role in the model. In the pilot, all teachers – regardless of grade or subject-area – will incorporate at least two of the following Measures of Student Learning. This aligns with a newly passed New York State law that will require districts to

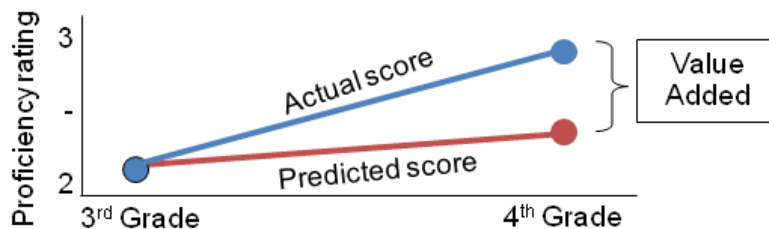
include state and local assessments as part of teacher evaluation, and will be revised in collaboration between the DOE and the UFT.

Local Assessment

The newly passed New York state law will require districts and their teachers' unions to agree on a set of district-selected assessments in most grades and subjects over the coming years. To this end, the DOE is launching an effort to create Performance-Based Tasks for some core high school subjects in the coming school year. Teachers and administrators of high schools have the opportunity to use local assessments in the pilot year, and will partner with the Division of Performance and Accountability to create these rich, performance-based tasks that engage students in the demonstration of higher-order thinking skills.

Value-added Data

Value-added methodology (VAM) "levels the playing field" of student achievement scores for teachers by statistically accounting for students' individual backgrounds and other variables – including prior test scores, poverty level, Special Education or ELL status, class size, race and gender – in order to quantify a teacher's contributions to student learning: their "value added" to student progress. Value-added data takes students' starting points into account to measure their academic growth, rather than their absolute academic attainment scores. This chart gives an example of the "value-added" concept:



In NYC, teachers who have taught Math or ELA in grades 3-8 during the past four years have likely received Teacher Data Initiative (TDI) reports describing the "value-added" impact they have made on students' learning. Additional information and FAQs on the Teacher Data Initiative and value-added methodology can be found here:

<http://schools.nyc.gov/Teachers/TeacherDevelopment/TeacherDataToolkit/default.htm>

In the new teacher evaluation and development model, teachers with value-added scores available will use them in the following way:

- Each teacher is compared only to teachers who teach the same grade and subject.
- If teachers have multiple value-added scores (from different subjects or grade levels), all scores are taken into consideration.

Teacher-Created Assessment (TCA)

Effective teachers in all subjects and grades regularly assess their students' academic progress by benchmarking students' incoming knowledge; developing new or using existing assessments to determine student performance after teaching; and then comparing these results to determine individual students' growth over time. The Teacher-Created Assessment (TCA) process formalizes this methodology to include learning goals for subjects/grade levels that are not easily assessed through standardized tests. In the TCA process in the pilot year, teachers and administrators will work together to identify student mastery standards, develop or refine rigorous assessment tools, and track student progress toward mastery over time. While some of

these student assessments may indeed be final or interim tests, teachers can choose to use many other forms of assessment. Generally, TCAs will follow this process:

1. **Set Mastery Standards:** At the beginning of the year or course, teachers and administrators choose a set of Mastery Standards against which student learning will be measured.
2. **Diagnose:** Teachers assess students' starting points and track ongoing process. Administrators monitor progress during classroom observations/ongoing reviews of student work.
3. **Develop Assessments:** Teachers choose, create or refine their assessment instrument, and administrators use a rubric to offer feedback until the instrument meets expectations.
4. **Review Benchmark Data:** Teachers administer interim assessments of student progress toward the chosen Mastery Standards and discuss this data with administrators during formal and informal conversations.
5. **Assess:** Students are assessed, and administrators assess the level of learning outcomes for all students.

Group Measures:

In the interest of encouraging collaboration between teachers and of contributing an additional measure of student learning for all teachers, each pilot school has the option to include a group achievement measure for teachers or a subset of teachers. During the pilot year, school administrators will determine whether to include this group measure, and if so, will choose from a short list of options; for example, group/school value-added measures, first- and second-year credit accumulation, subject-specific Regents pass rates, the Student Progress section score from the School Progress Report, etc.

3. SCHOOL-DEFINED ELEMENTS

All schools are different – they have different goals, cultures, priorities – and it is important to a teacher evaluation and development model to align with all of a teacher's responsibilities. As such, the new model includes a category of specific school-defined goals to which all teachers within a school should be contributing in order to boost student learning. These elements may include any factors that have an impact on student outcomes and that a school decides are not sufficiently emphasized in other parts of the model. Pilot schools will choose their school-defined elements and develop rubrics to measure teachers' impact on them, including indicators that are objective, fair, rigorous, challenging and focused on student learning.

Teacher Evaluation and Development Process

Review Conferences

The evaluation and development model is grounded in three comprehensive review conferences between teacher and administrator, at the beginning, middle and end of the year. The goals of these evaluation and development conferences are to provide comprehensive feedback to each teacher on his/her performance, and to set development goals and identify

development opportunities. These conferences will be the anchor for the rest of the evaluation and development process, and the foundation of the professional relationship between teacher and administrator.

1. *Beginning of year development conference*: A planning meeting to set student learning targets, review expectations for the year, determine teacher learning plans and finalize long-term instructional course plan(s).
2. *Mid-year evaluation and development conference*: A “progress-check” conference to discuss teaching practice (both administrator’s assessment and teacher’s self-assessment) and all available student outcome measures, and to reflect on and revise teacher learning plans.
3. *End-of-year summative evaluation conference*: A summative assessment conference to review cumulative evidence of a teacher’s effectiveness over the course of the year, including a comprehensive review of instructional practice and all available student outcome measures.

Evaluators and Interactions

Each teacher will have a single administrator – principal, assistant principal or appropriate supervisor – who is responsible and accountable for the teacher’s evaluation and overall development, including but not limited to providing feedback, identifying improvement areas, providing support for development steps, completing summative evaluations, etc. Other individuals such as coaches, mentors, other administrators, lead teachers and peers may be involved in the process to provide specific development and opportunities for peer collaboration, but ultimately a teacher’s evaluation and development will be built around one-on-one interactions with a school administrator. For all teachers, administrators will conduct a combination of full-period, partial-period, and progress check observations, both announced and unannounced.

Ongoing Feedback

The centerpiece of the new evaluation and development model will be regular, substantive and collegial feedback conversations between teachers and their administrators about areas for instructional improvement. The goal of this increased feedback is to foster honest, timely identification of development areas so that we can all work swiftly to support and improve classroom practice and student learning. There are no minimums for the number of observations other than those described in the contract; rather, administrators are encouraged to observe classroom practice as frequently as possible, and should conduct full-lesson formal and informal observations with pre- and post-observation conferences in advance of the mid- and end-of-year conferences.

Self-assessments

Prior to the mid-year and end-of-year conferences, teachers have the opportunity to reflect on their own practice and complete a self-assessment. Teachers will give their self-assessments to their administrators in advance of each conference, to serve as a source of discussion about their own strengths and improvement areas.

Teacher Learning Plans

Teachers and administrators may use a teacher learning plan (*please see Appendix for a template*) as a tool for tracking feedback and support steps. Using this plan, teachers and administrators may consult together about:

1. Prioritizing specific improvement areas,
2. Assigning development steps for both support and professional learning, and
3. Setting timelines for completion of those steps.

The teacher learning plan may then serve as a common, continually updated document for teachers and administrators to monitor support and improvement over the course of the year and beyond.

ARIS Learn

ARIS Learn is an online one-stop shop for high quality professional development resources for teachers and school leaders. Teachers and school leaders can use ARIS Learn to explore the teacher competencies, take self-assessments, develop and reflect on learning plans, and find both on-line and face-to-face learning opportunities to address development needs. Teachers and administrators in pilot schools will have access to a beta version of ARIS Learn when it launches on October 1, 2010.

Summative Evaluation

At the mid-year and end-of-year review conferences, teachers and administrators will discuss numerical ratings on each of the competencies in the *Framework*, all available scores for the Measures of Student Learning, and outcomes on the School-Defined Elements rubric. In the pilot year, these ratings do not have any bearing on formal rewards or consequences, but teachers may find them useful as specific, multi-faceted input on their instructional practice.

Teacher evaluation ratings will fall into four categories in order to facilitate increased differentiation among various performance levels. As defined by recent New York State law, the categories are:

- **Highly Effective**- “a teacher who is performing at a higher level than typically expected of a teacher based on the evaluation criteria... including but not limited to acceptable rates of student growth.”
- **Effective**- “a teacher who is performing at the level typically expected of a teacher based on the evaluation criteria... including but not limited to acceptable rates of student growth.”
- **Developing**- “a teacher, who is not performing at the level typically expected of a teacher and the reviewer determines that the teacher needs to make improvements based on the evaluation criteria... including but not limited to less than acceptable rates of student growth.”
- **Ineffective**- “a teacher whose performance is unacceptable based on the evaluation criteria... including but not limited to unacceptable or minimal rates of student growth.”

During the pilot year, teachers and administrators will also continue to complete the standard DOE evaluation process.

Impact for Teachers: “What does the new model mean for me?”

At first look, the new evaluation and development model may feel like a significant change in the way teachers work within schools, especially given the large amount of information to be collected and incorporated during the pilot year. However, most of the new model does not change teachers’ day-to-day efforts or practice. The following are the four key actions that will likely be new for teachers:

- **Prepare for and attend the three review conferences.** Depending on the extent of teachers’ prior interactions with administrators, preparation for and participation in the three conferences may represent a change for teachers at three points during the year, which also include conducting two self-assessments.
- **Receive feedback and collaborate on teacher learning plans.** Increased feedback from administrators, and the related learning plans that are created, will be an important part of teachers’ schedules during the pilot year – but is also the most important method for individually supporting instructional practice.
- **Complete the Teacher-Created Assessment process.** Most effective teachers already identify learning standards, diagnose student starting points and measure progress using assessments. As such, for most teachers, the TCA process will be similar in structure to what they are already doing in their classrooms, but will add more frequent and formalized discussions with administrators at each stage.
- **Become familiar with Danielson’s *Framework*.** For those teachers who do not already use the *Framework*, becoming versant in this tool may aid in the usefulness of the new model.

The new model aims to support teachers in their development, not to add to the burden of a full teaching schedule. The goal of this different approach is to provide teachers and their administrators with dedicated space and time to discuss expectations, goals and performance; increased and more deliberate feedback for all teachers; development and improvement for all teachers; and, ultimately, increased gains for students.

Building a Better Model

Learning from the Pilot

The new evaluation and development model – intended to inform introduction of an enhanced teacher evaluation and development model citywide – will be revised and refined based on your experience with the pilot this year, input from the United Federation of Teachers (UFT) and, ultimately, collective bargaining outcomes. Therefore, you have enormous influence on this new approach to teacher evaluation and development affecting teachers across New York City.

To ensure we are learning from the pilot, each school will be assigned a Talent Coach, who will be on-site approximately twice per month to provide additional support, tools, and resources to focus on the task of supporting and developing teachers. Specifically, coaches will support administrators to use multiple lenses to assess teacher effectiveness, diagnose and communicate teacher improvement areas, and choose appropriate development steps. The Talent Coaches are

former school administrators who have been successful in supporting and developing teachers to improve their instructional practice.

During the pilot year, DOE staff, administrators and talent coaches will ask you for your input on, reactions to, and ideas about every aspect of the new model. You are also encouraged to raise your questions and comments directly to the design team at teachereffectiveness@schools.nyc.gov - again, it is only with your input that we can together design the best possible system for the teachers of New York City.

Teacher Task Forces

In addition to feedback gathered from individual teachers at the pilot school level, teachers who would like to take a more active role in the design process may volunteer to participate in one of two teacher task forces, dedicated to two standing themes:

- Integrating Teacher Evaluation and Development
- Using Student Learning Data in Teacher Evaluation

Each task force will meet monthly to engage on specific topic areas, with the primary purpose of gathering teachers' input on their experiences and asking teachers to react to and provide feedback on design elements of the model. Task forces will outline concrete goals for each meeting, collect and synthesize all feedback, and deliver a set of recommendations to the DOE.

If you are interested in participating in either task force, or have any questions about participation, please email Elena Chon at echon@schools.nyc.gov or teachereffectiveness@schools.nyc.gov.

Conclusion

Again, by participating in this pilot you have the unique opportunity to be a design partner in shaping a new teacher evaluation and development model that will better support teachers citywide in improving their instructional practice. Your thoughts, reactions and ideas, conveyed through conversations, working groups and individual feedback, will drive the revision of this new model. We hope that you raise your questions and comments to your school administrators or directly to the DOE design team at teachereffectiveness@schools.nyc.gov.

Thank you for participating in this pilot, and for all you do for the students of New York City.

Frequently Asked Questions¹

Pilot Background and Future Usage

- *Why is this new evaluation and development model being created?*

We think that a new model will provide more robust data on teacher effectiveness, provide teachers with meaningful feedback and connect them with useful development opportunities, and will also focus all of our efforts on student learning as well as instructional practice. Many teachers and administrators may view the current teacher evaluation system as a compliance task rather than as a tool to support their development.

- *How did you choose schools to take part in the Teacher Effectiveness Pilot? Who else is participating?*

Schools volunteered to participate in the pilot, and were chosen based on their interest and the goal of having a diverse group of schools involved in the pilot. Pilot schools include:

- elementary, middle, and high schools;
- small and large schools;
- schools in all five boroughs;
- schools with high and low minority student enrollment;
- schools with high and low levels of free/reduced-price lunch;
- schools with focuses on writing, science, arts and traditional curricula.

- *How is this work connected to the new state legislation on teacher evaluation and development?*

Earlier this year, the New York State Legislature altered the Annual Professional Performance Review process to require annual teacher performance reviews that incorporate both teacher observation and student learning outcomes in summative evaluation. Under the new requirements, districts must rate teachers in four levels of performance – Highly Effective, Effective, Developing and Ineffective. In NYC, our design process was already underway when this law passed, but our new model fulfills the requirements of the state law.

- *How can I offer my input and feedback on the pilot implementation?*

Thank you for asking! As a teacher in one of the pilot schools, you have the unique opportunity to be a partner in designing this new model before it is introduced citywide, and your input is critical to shaping a new model that will be most useful to all of the teachers in New York City's public schools. There are a number of avenues to communicate your thoughts, reactions and ideas about the model's structure and implementation:

- To the DOE's design team at teachereffectiveness@schools.nyc.gov
- As a voluntary member of a monthly teacher task force, either on Integrating Teacher Evaluation and Development or Using Student Learning Data in Teacher Evaluation. (If you are interested in participating in either task force, please email Elena Chon at echon@schools.nyc.gov.)
- To your principal

¹ These FAQs are intended as guidance for teachers and administrators involved in the Teacher Effectiveness Pilot. Some of the advice contained herein may go beyond bare minimum contractual or legal requirements and does not necessarily constitute the administration's interpretation of a particular contractual or legal provision. These FAQs do not constitute a policy or directive of the Chancellor or the Department of Education.

- *Is the UFT involved with this pilot?*

Yes. UFT leadership has been involved with and supportive of this project since its early stages, and representatives attended the pilot kickoff in June. The UFT is a partner in the ongoing development of a citywide evaluation and development model that benefits all of NYC's teachers, and the pilot will provide important information for these conversations and for collective bargaining.

- *How will teachers be trained on this new model?*

This summer, principals, assistant principals and some teacher leaders attended initial trainings on the new model; these school teams are determining the best way to orient teachers to the design in the initial month of school. Additionally, Talent Coaches will be working individually with each pilot school on executing the model well.

- *What if I have questions about this model?*

Your school administrators should be able to answer most questions about the new model. Please also always feel free to email the DOE design team directly at teachereffectiveness@schools.nyc.gov with any questions or comments.

- *What does participation mean for me and for my official performance rating?*

During the pilot year, teachers and administrators will also continue to complete the standard DOE teacher evaluation process, which will continue to produce your annual rating.

Process

- *Who will conduct my performance evaluation?*

Each teacher will have a single administrator – principal, assistant principal or appropriate supervisor – who is responsible and accountable for the teacher's evaluation and overall development, including but not limited to providing feedback, identifying improvement areas, providing support for development steps, completing summative evaluations, etc. Throughout the pilot year, we will be assessing how schools, administrators and teachers address professional development needs. Teacher-administrator pairings will be determined by your school's leadership.

- *How many times per year will I be evaluated? How many times will I be observed?*

Although evaluation forms are required only at the mid-year and end-of-year review conferences, teachers will receive continuous feedback on their practice throughout the year. There are no minimums other than those described in the contract for the number of observations; rather, administrators are encouraged to observe classroom practice as frequently as possible, so that they gain an authentic picture of the strengths and weaknesses of the teacher's practice and can provide support and guidance accordingly. We expect that administrators conduct full-lesson formal and informal observations with pre- and post-observation conferences at least twice per year, in advance of the mid- and end-of-year conferences, and also that administrators conduct short progress checks throughout the year to provide interim feedback and support. *(Please also see the overview timeline in the Appendix)*

- *Will all observations count toward my performance evaluation, or just my full-period observations?*

Because the new model aims to provide teachers with comprehensive feedback on their practice – not just based on one or two isolated observations – all interactions with your administrator that are relevant to your instructional practice may contribute to your performance evaluation. These interactions may include, but are not limited to, full- and partial-lesson observations, progress checks, planning meetings, inquiry team meetings, student data review meetings, or other occasions.

- *What is the purpose of the three yearly evaluation and development conferences?*

These conferences are the anchor of the rest of the evaluation and development process, and the foundation of the professional relationship between teacher and administrator. The goals of these evaluation and development conferences are to provide comprehensive feedback to each teacher on his/her performance, and to set development goals and identify development opportunities. (Please see Appendix for an overview timeline and guidelines for preparing and conducting these conferences.) More specifically:

- *Beginning of year development conference:* A planning meeting to set student learning targets, review expectations for the year, determine individual learning plans (see Appendix for template) and finalize long-term instructional course plan(s).
- *Mid-year evaluation and development conference:* A conference to discuss teaching practice (both administrator's assessment and teacher's self-assessment) and all available student outcome measures, and to reflect on and revise learning plans.
- *End-of-year summative evaluation conference:* A summative assessment conference to review cumulative evidence of a teacher's effectiveness over the course of the year, including a comprehensive review of instructional practice and all available student outcome measures.

- *Who are the Talent Coaches?*

The Talent Coaches are former school administrators who have been successful in supporting and developing teachers to improve their instructional practice. Each school will be assigned a Talent Coach, who will be on-site approximately twice per month to provide additional support, tools, and resources to focus on the task of supporting and developing teachers. Specifically, coaches will support administrators to use multiple lenses to assess teacher effectiveness, diagnose and communicate teacher improvement areas, and choose appropriate development steps.

- *Is my Inquiry Team involved in the pilot?*

Although the new evaluation and development model does not specifically involve Inquiry Teams, participation in an Inquiry Team can be very helpful and advantageous to you in the process. In particular, an Inquiry Team may help you to reflect on your practice (as encouraged in the Danielson Framework), to analyze student data (as necessary for Measures of Student Learning, especially Teacher-Created Assessments), and to provide support to you in improving your teaching practice. Furthermore, some pilot schools may choose to include participation in Inquiry Teams as a part of their School-defined Elements.

Teacher Development

- *When will I get feedback on my practice?*

One of the most important principles of the new model is to provide frequent, concrete feedback to teachers. Teachers should never have to wonder where they stand after an observation or interaction with their administrator. As such, administrators are encouraged to increase the amount of feedback they offer – whether verbally, via email, or by written note. There are no minimums other than those described in the contract for the number of observations, but administrators are encouraged to visit classrooms as frequently as possible, and to engage teachers in meaningful, substantive conversations about what they observed.

- *What type of targeted development will I receive in the pilot year to help me improve and develop my practice?*

You and your administrator are responsible for consulting together about areas for improvement and identifying specific development steps by which to improve those areas (*please see Appendix for Learning Plan template*). In this way, all development should be individually targeted to your needs, and shouldn't feel disconnected from the work you do in your classroom every day. The content of the development is up to you and your administrator – anything from observing an expert teacher, to attending a relevant conference, to modeling a lesson for your inquiry team. We will provide extensive resources for you to use in identifying appropriate development steps, including through the ARIS Learn online platform.

- *What is ARIS Learn?*

ARIS Learn is a one-stop shop for high quality professional development resources for teachers and school leaders. Teachers and school leaders can use ARIS Learn to explore the teacher competencies, take self-assessments, develop and reflect on learning plans, and find both on-line and face-to-face learning opportunities to address development needs. Teachers and administrators in pilot schools will have access to a beta version of ARIS Learn when it launches on October 1, 2010.

- *What is my self-assessment used for?*

The purpose of the self-assessment is for teachers to have the opportunity to reflect on their own practice and communicate their thoughts to administrators prior to the mid-year and end-of-year conferences. No one knows your strengths and weaknesses as a practitioner better than you do, and the self-assessment is your opportunity to step back and take a look at where you are in your practice, and where you want to go. The self-assessments do not affect evaluation ratings, but should serve as a source of discussion about teachers' own strengths and improvement areas.

Teacher Competencies

- *Why are we using Charlotte Danielson's Framework for Teaching as the teacher competency rubric?*

A cross-functional working group of DOE staff selected Danielson's *Framework* to drive teacher development opportunities and provide an evaluation of teaching practice because it is comprehensive and nationally recognized for accurately and reliably looking at teachers' instructional practice and connecting to professional development. Other large urban districts that use Danielson's *Framework* include Chicago, Cincinnati, Clark County, NV (Las Vegas), Pittsburgh, Prince George's County, MD, and Hillsborough County, FL. (*Please see appendix for full text of relevant competencies from the Framework.*)

- *Why are there so many short observations planned?*

We have consistently heard from teachers that feedback on teaching practice is most helpful when it is both frequent and timely. Under the current system, many teachers receive feedback too rarely and too late – often not until the end of the year – which is of little help to improving practice. In the new model, frequent and shorter observations will lead to the type of timely feedback that will best support you in your professional practice.

Measures of Student Learning

- *Are the Measures of Student Learning based on my students' growth, or on their proficiency scores?*

Because students enter with many different starting points, all of the Measures of Student Learning strive to value student growth over absolute proficiency scores. For example, value-added information tracks how much progress students make from one year to the next, not on the end score alone. Thus, a student who began 4th grade reading at a 1st grade level but ended reading on a 3rd grade level will show more than a year of growth even though the student is still not proficient. Such a situation would have a positive impact on a teacher's value-added score. Likewise, the Teacher Created Assessments (TCAs) will establish a starting point to assess growth over the year.

- *How will student learning be measured in grades and subjects without a state standardized exam?*

For the majority of teachers in NYC whose students do not have state or other standardized assessments, we will use multiple alternative measures of student learning. Most centrally, teachers and administrators will assess student growth on certain standards through a "Teacher-Created Assessment" (TCA) process, described in the pilot manual. In addition, the DOE is creating performance-based assessment tasks for some core high school subjects, and the teacher task force will be exploring the use of a group student outcomes measure for teachers.

- *Many factors outside the classroom affect students' learning. Are the measures of student learning fair to all teachers in all circumstances?*

The Measures of Student Learning aim to take into account students' background, prior achievement and current circumstances so that teachers have a "level playing field." Value-added data, for example, statistically controls for student demographic factors as well as classroom factors that would impact learning outcomes by comparing students to other students like them, in order to fairly and accurately assess teachers' contributions to student learning. Similarly, the conversations that teachers and administrators have during the Teacher-Created Assessment process will take into account student starting points and circumstances.

- *I teach multiple subjects – some have state standardized assessments and some do not. Will my students' progress in both factor into my performance rating?*

To the extent possible, the new model aims to include measures in the multiple subjects that you teach. At the start of the year, teachers and administrators will consult about the measures of student learning that will be part of the teacher's evaluation, including which Mastery Standards will be included in the teacher's TCA plan. Teachers who teach multiple subjects are

encouraged to create TCA plans for the subjects where they do not have standardized student achievement data, so that they are discussing all of their students' progress with their administrator as part of the evaluation process.

- *My school uses a suite of assessments created by our instructional coach –I don't create my own. How do I create a TCA plan?*

As long as an assessment aligns with your chosen Mastery Standards, the work of creating an assessment for the TCA process may have been completed for you. Assessments used for the TCA process can be existing assessments, can be adapted from existing assessments or can be created from scratch.

- *How does the TCA process differ from the way I assess my students now? How much additional time will it take?*

The TCA process follows the same foundational instructional practices that all good teachers are already engaged in: they assess students to see where they are starting, teach the material and monitor student progress, and assess what students have learned... and then start the process over again! Teacher-Created Assessments simply formalize this good practice, and makes your administrator a partner in assessment design and the examination of student results. Though it may take additional time, discussing this foundational aspect of your practice with an administrator can encourage deeper reflection on your practice and will result in enhanced student learning in your classroom.

- *How will I know that my Teacher-Created Assessments are valid?*

Creating valid assessments that are aligned to state standards and accurately capture student progress is difficult work. You'll find an assessment rubric in the appendix of the teacher manual that lays out the indicators of a high-quality assessment. Discussing your plan for assessing student learning with your administrator at the beginning-of-year conference with the help of this rubric will provide guidance on how to ensure that your assessments are rigorous and valid.

- *I do not teach in a standard classroom environment. How do these measures of student learning apply to me?*

Teachers who may not have a consistent classroom – such as push-in/pull-out teachers, co-teachers, tutors or others – should be able to follow the TCA process to identify mastery standards for their students and gauge progress toward those standards over the course of the year. Teachers and administrators will meet at the beginning of the year to consult together about the measures of student learning that best capture the teacher's impact on student learning. For example, a push-in SPED tutor for moderate/severe students may set her/his TCA process based on students' IEP goals. Additionally, for teachers in non-traditional school environments, the school-defined elements will be chosen to reflect the particular circumstances, goals and structures of their schools.

- *Where can I learn more about setting Mastery Standards?*

More information can be found through ARIS Connect; NYCDOE learning standards (<http://schools.nyc.gov/Academics>); Common Core Standards (www.corestandards.org); and the suggestions and findings of professional organizations such as NCTM (math), NCTE (English), NCSS (social studies) and AAAS (science).

Framework, Scoring, and Outcomes

- *Where can I find a clear and comprehensive set of performance expectations?*

In the appendix of the pilot manual is a copy of the relevant sections of Charlotte Danielson's *Framework for Teaching*, which will be the standard instructional practice rubric in the new evaluation and development model. The *Framework* outlines critical practice areas, as well as the indicators of levels of teaching performance within each area. Additionally, your administrator will discuss his/her expectations with you on an individual basis.

- *Will this new model replace all of the current methods of evaluation and development in my school? How different will evaluation and development feel in my school during the pilot year?*

Although some of the structure may be different, the new model's flexibility enables you to continue to use the development methods that are most useful to you as a professional – and as pilot participants, your ideas on the practices you already use will be very valuable to improving the model for the future. During the pilot, the standard evaluation system will continue in parallel with the new model. You will notice, however, that you will be observed more often, and receive more feedback from your administrator in the pilot year than you are accustomed to. This additional interaction represents the first steps in a citywide shift toward a culture that is more open about performance and thus more able to help teachers improve and students learn.

- *In the pilot year, will I be rated on the new 4-point scale or the binary Satisfactory/Unsatisfactory scale as usual?*

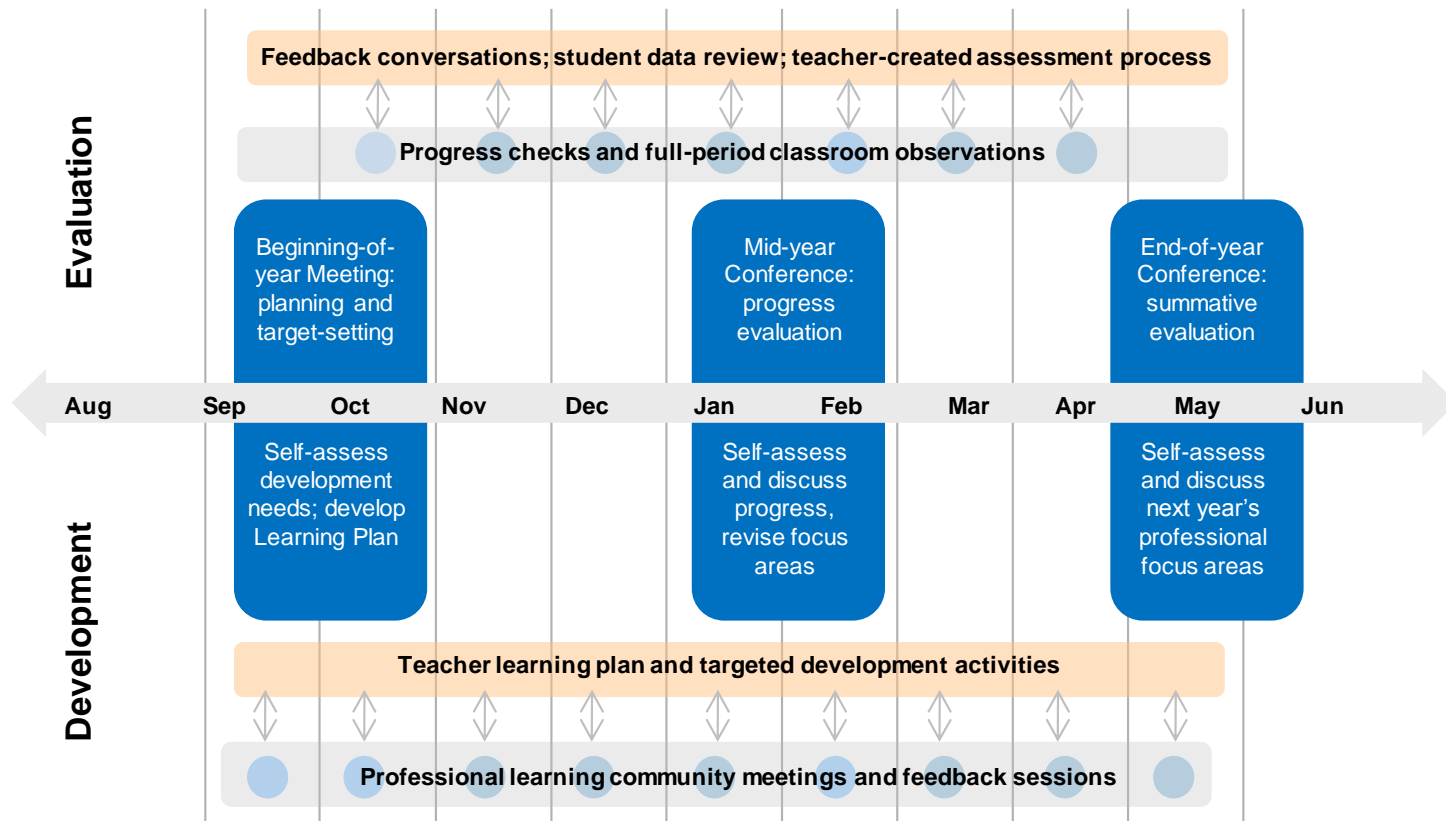
In the pilot year, both evaluation systems will be conducted and you will receive both scores, although the standard binary S/U scale will be the only one that will “count” in your record.

- *What is the plan after the pilot year?*

The new evaluation and development model will be revised and refined based on the experience of teachers and administrators in the pilot schools, and is intended for eventual introduction citywide – so you, as a participant in the pilot, have enormous influence on this new approach to teacher evaluation and development affecting teachers across New York City.

Appendix

Process Timeline



Review Conferences

The three review conferences provide teachers and administrators with regular opportunities to reflect on past practice, to analyze progress to-date, and to set plans for the future. The following chart illustrates examples of the responsibilities of teachers and administrators in preparing for and conducting these discussions.

	Beginning-of-Year	Mid-year	End-of-year
<i>Teacher brings...</i>	<ul style="list-style-type: none"> • Long-term plan • Chosen mastery standards, and plan for Teacher-Created Assessments (TCAs) as applicable • Reflection on development and support needs 	<ul style="list-style-type: none"> • Self-assessment • Student benchmark data on TCAs in progress as applicable • Reflection on teacher learning plan activities to-date 	<ul style="list-style-type: none"> • Self-assessment • Reflection on teacher learning plan activities to-date
<i>Administrator brings...</i>	<ul style="list-style-type: none"> • Prior year student learning measures (when available) • Finalized summative evaluation from prior year 	<ul style="list-style-type: none"> • Teacher competency evaluations • Results of any completed TCAs • Reflection on student outcomes to-date 	<ul style="list-style-type: none"> • Teacher competency scores • Results of all completed TCAs • Reflection on student outcomes to-date • Summative evaluation (partial)
<i>Together you discuss...</i>	<ul style="list-style-type: none"> • Prior year summative evaluation and student measures • Teacher learning plan, including development steps • Long-term plan • Mastery standards and plan for TCAs 	<ul style="list-style-type: none"> • Student benchmark data • Teacher competencies • Teacher learning plan history • Overall performance to-date 	<ul style="list-style-type: none"> • Student benchmark data • Teacher competencies • TCA outcomes • Teacher learning plan history • Possible range of summative scores
<i>Next steps you decide...</i>	<ul style="list-style-type: none"> • Teacher learning plan steps and dates • Revisions to TCAs and long-term plan 	<ul style="list-style-type: none"> • Teacher learning plan steps and dates • Revisions to TCAs 	<ul style="list-style-type: none"> • Teacher learning plan steps and dates, including summer development and goals to carry into next year

Learning Development Plan

Teacher: _____ **School:** _____ **School Year:** _____

Identify two or three areas for growth that can ideally be accomplished during this school year. Set **SMART Goals**: *Specific, Measurable, Attainable, Realistic, and Timely*. The goals should be a stretch for you, but attainable with effort. Form your goals in alignment with the *Framework for Teaching* by Danielson.

Areas for Growth	Examples of actions toward achieving your goal	Examples of ways to measure progress
<p><i>Planning & Preparation:</i></p> <ul style="list-style-type: none"> ▪ Setting Instructional Outcomes ▪ Designing Coherent Instruction ▪ Designing Student Assessments <p><i>The Classroom Environment:</i></p> <ul style="list-style-type: none"> ▪ Establishing a Culture for Learning ▪ Managing Student Behavior <p><i>Instruction:</i></p> <ul style="list-style-type: none"> ▪ Using Questioning and Discussion Techniques ▪ Engaging Students in Learning ▪ Using Assessment in Instruction <p><i>Professional Responsibilities:</i></p> <ul style="list-style-type: none"> ▪ Reflecting on Teaching 	<p>Observe/debrief peer classes (inter-visitation)</p> <p>Set up benchmark conferences with my mentor/coach</p> <p>Attend a workshop or class</p> <p>Conduct relevant research on effective practices the theory</p> <p>Explore ARIS for resources and learning communities</p> <p>Ask students to complete a teacher evaluation</p> <p>Set aside 30 minutes per week to focus on a goal</p> <p>Develop a personal rubric to measure growth</p>	<p>Benchmark conference with a mentor/coach</p> <p>Analyze student test data</p> <p>Examine student work using rubrics</p> <p>Rate yourself on your PD growth rubric</p> <p>Complete a self-assessment to gauge progress</p> <p>Peer review (in-person or video)</p>

As you reflect on your development as a teacher, what are your goals for the next 2-3 years?

Developmental Goal	Related Teacher Competency(ies)	Anticipated Student Outcomes (rationale?)	Developmental Actions (break down into specific individual steps with end-dates)	How will progress be measured?	Resources and Supports Needed	Proposed Dates	Date Completed

Reflection/Application: What was the impact on (list specific evidence) instructional/classroom practices and student achievement?

Teacher-Created Assessments – Student Assessment Evaluation Form

Instructions: Use this form to evaluate the quality of the student assessment to be used in a Teacher-Created Assessment (TCA) plan. Work collaboratively to improve the assessment until ALL criteria are rated “3 - Acceptable” or above.

	1 – Does not meet expectations	2 – Approaching expectations	3 – Meets expectations	4 – Exceeds expectations	Rating
1. Alignment to Mastery Standards	The assessment is not well aligned to Mastery Standards AND/OR it covers significant additional content.	The assessment is mostly aligned to Mastery Standards AND it covers only some additional content.	The assessment is mostly aligned to Mastery Standards OR it covers only some additional content.	The assessment is fully aligned to Mastery Standards and does not cover additional content.	
2. Focus on Most Important	The assessment is not well focused on what is important for students to know and be able to do in this subject area.	The assessment focuses on most of the important things for students to know and be able to do in this subject area.	The assessment focuses on almost all of the important things for students to know and be able to do in this subject area.	The assessment focuses on what is most important for students to know and be able to do in this subject area.	
3. Fairness and Equitability	For one or more students in the class, the assessment is not fair or unbiased.	The assessment appears to be biased for at least one student in the class.	The assessment appears fair and equitable for all students, but may not be completely unbiased.	The assessment is fair and equitable for all students (no reflection of cultural, gender, ethnic, or other biases).	
4. Clear, Appropriate Rubrics or Scoring Criteria	The assessment does not use a rubric or set of scoring criteria to distinguish between levels of performance.	The assessment uses a rubric or set of scoring criteria to distinguish between levels of performance, but is unclear or not appropriate.	The assessment uses an appropriate rubric or set of scoring criteria to distinguish between levels of performance, but may not be perfectly clear.	The assessment uses a clear, appropriate rubric or set of scoring criteria to distinguish between levels of performance.	
5. Alignment with Excellence	The highest level of student performance on the rubric or scoring criteria is not aligned with good performance; or, there is no rubric or scoring criteria.	The highest level of student performance on the rubric or scoring criteria is aligned with good performance.	The highest level of student performance on the rubric or scoring criteria is aligned with very good performance.	The highest level of student performance on the rubric or scoring criteria is aligned with excellent performance.	
6. Timeframe	The specified timeframe for the assessment is too short or too long AND does not include modifications for exceptional learners.	The specified timeframe for the assessment is too short or too long OR does not include modifications for exceptional learners.	The specified timeframe for the assessment is reasonable for students, and includes modifications for exceptional learners.	The specified timeframe for the assessment is challenging but reasonable for students, and includes modifications for exceptional learners.	

7. Validity and Reliability	The assessment is only somewhat valid (measures some of what is intended) OR the assessment is not reliable (does not appear consistent over time, across groups).	The assessment is mostly valid (measures most of what is intended) OR the assessment is somewhat reliable (appears somewhat consistent over time, across groups).	The assessment is almost valid (measures almost all of what is intended) AND the assessment is mostly reliable (appears mostly consistent over time, across groups).	The assessment is valid and reliable for the purposes for which it is to be used (that is, measures what it says it is measuring and provides consistent results over time and across groups).	
8. Clarity of Instructions and Procedure	The assessment's instructions and procedure will be confusing to students.	The assessment's instructions and procedure may be unclear to students.	All students can understand the assessment's instructions and procedure.	All students can readily and easily understand the assessment's instructions and procedure.	
9. Usability of Results	The results of the assessment will not be usable for student and instructional improvement.	The results of the assessment may not be readily usable for student OR for instructional improvement.	The results of the assessment will be somewhat usable for student and instructional improvement.	The results of the assessment will be readily usable for both student and instructional improvement.	
10. Modifications for Exceptional Learners	The assessment plan does not include modifications for exceptional learners.	The assessment plan includes modifications for only some exceptional learners OR some of the modifications are not appropriate.	The assessment plan includes appropriate modifications for all exceptional learners.	The assessment plan includes appropriate, individualized, and challenging modifications for all exceptional learners.	

The Framework for Teaching: Focus Competencies

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

DOMAIN 1: PLANNING AND PREPARATION				
Component 1c: Setting Instructional Outcomes				
Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners				
ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

Domain 1: **PLANNING AND PREPARATION**

Component 1e: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

ELEMENT t	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

DOMAIN 1: PLANNING AND PREPARATION

Component 1e: Designing Coherent Instruction (*continued*)

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

L E V E L O F P E R F O R M A N C E

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Designing Student Assessments

Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

Domain 2: **THE CLASSROOM ENVIRONMENT**
Component 2b: Establishing a Culture for Learning

Elements: Importance of the content • Expectations for learning and achievement • Student pride in work

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions • Discussion techniques • Student participation

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

L E V E L O F P E R F O R M A N C E

E L E M E N T	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.