The **Simple and Deep Approach** to Teacher Evaluation

The Thoughtful Classroom Teacher Effectiveness Framework™

Organization, Rules, and Procedures

How do you organize your classroom to enhance learning and establish rules and procedures that clarify expectations?

Preparing Students for New Learning

How do you establish your purpose, activate students' prior knowledge, and prepare students for learning?

Positive Relationships

How do you build meaningful relationships with your students and among students to promote learning?

Deepening and Reinforcing Learning

How do you help students solidify their understanding and practice new skills?

Presenting New Learning

How do you present new information and provide opportunities for students to actively engage with content?

Reflecting On and Celebrating Learning

How do you help students look back on their learning and refine their learning process?

A Culture of Thinking and Learning

How do you develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

Applying Learning

How do you help students demonstrate their learning, and what kinds of evidence do you collect to assess student progress?

Engagement and Enjoyment

How do you motivate students to do their best work and inspire the love of learning?

Professional Practice

How do you demonstrate commitment to professional learning and contribute to the school community?

Online implementation and data management available with

S Standard For Success
Employee Evaluation Solutions

Key Features of The Thoughtful Classroom Teacher Effectiveness Framework

- A concise, visually organized format that gives teachers and administrators a clear blueprint for good instruction

- A manageable number of rubrics makes it easier for administrators to develop summative evaluations

- Provides school leaders with the tools they need to observe classrooms, collect evidence, provide feedback, and develop evaluations

- Empowers teachers to identify and implement specific strategies to improve their practice

- Based on over 35 years of instructional research and practice in more than 2,500 schools

- Aligned with the Common Core, InTASC Standards, and many states' teaching standards

Introducing the Thoughtful Classroom Evaluation Suite

We are proud to partner with **Standard For Success**, a leader in educator evaluation software. With Standard For Success, we've developed the **Thoughtful Classroom Evaluation Suite**, which enables educators to easily access all Thoughtful Classroom observation forms, protocols, and tools from any computer or mobile device. This fully customizable, web-based suite enables administrators to

- Schedule and conduct classroom observations.

- Manage and streamline the entire evaluation process.

- Track progress and provide meaningful feedback to teachers.

- Improve teacher effectiveness.

Standard For Success
Employee Evaluation Solutions

www.standardforsuccess.com
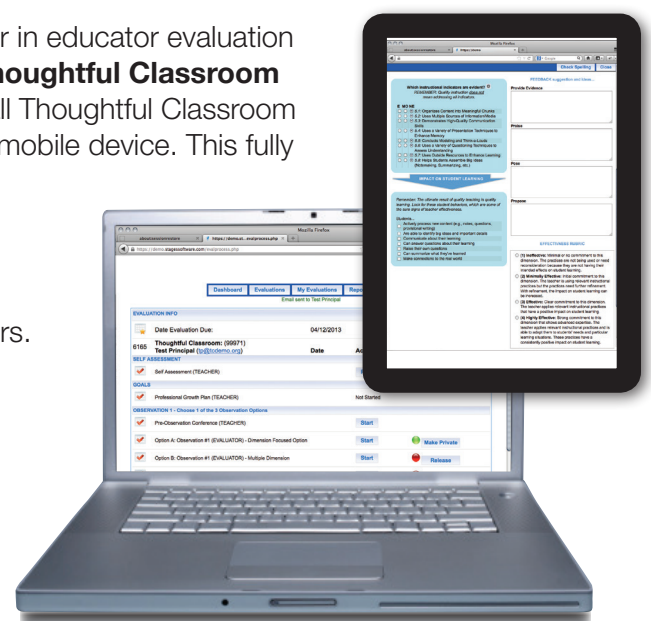
The Thoughtful Classroom Teacher Effectiveness Framework™

The Thoughtful Classroom Teacher Effectiveness Framework™

Organization, Rules, and Procedures
How do you organize your classroom to enhance learning and establish rules and procedures that clarify expectations?

Preparing Students for New Learning
How do you establish your purpose, activate students' prior knowledge, and prepare students for learning?

Positive Relationships
How do you build meaningful relationships with your students and among students to promote learning?

Deepening and Reinforcing Learning
How do you help students solidify their understanding and practice new skills?

Presenting New Learning
How do you present new information and provide opportunities for students to actively engage with content?

Reflecting On and Celebrating Learning
How do you help students look back on their learning and refine their learning process?

A Culture of Thinking and Learning
How do you develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

Applying Learning
How do you help students demonstrate their learning, and what kinds of evidence do you collect to assess student progress?

Engagement and Enjoyment
How do you motivate students to do their best work and inspire the love of learning?

Professional Practice
How do you demonstrate commitment to professional learning and contribute to the school community?

The Thoughtful Classroom Teacher Effectiveness Framework (**TCTEF**) is a comprehensive system for observing, evaluating, and refining classroom practice. Designed in partnership with over 250 teachers and administrators, the TCTEF facilitates thoughtful evaluations and helps educators build a common language for improving teaching and learning. Aligned to key themes in state and national teaching standards, the TCTEF makes the work of connecting teacher evaluation to standards easier than ever before. Conveniently organized to fit on one page or screen, the TCTEF supports school leaders as they observe classrooms, collect evidence, provide feedback, and develop comprehensive evaluations.

The Thoughtful Classroom Teacher Effectiveness Framework is used by schools and districts throughout the country and around the world. Contact us to learn more about the TCTEF in your state!

800-962-4432 | questions@ThoughtfulClassroom.com

A Clear Focus on Effective Instruction

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."[†] This is why the Thoughtful Classroom Teacher Effectiveness Framework places such a strong emphasis on classroom instruction—and how to enhance it. The TCTEF is organized around three domains:

I. Cornerstones of Effective Classrooms

The TCTEF contains four foundational dimensions (or "cornerstones") that have been adapted from the preeminent research on teacher effectiveness:

1. **Organization, Rules, and Procedures**
2. **Positive Relationships**
3. **Engagement and Enjoyment**
4. **A Culture of Thinking and Learning**

(see opposite page)

These cornerstones represent the universal elements of quality instruction, whether in a kindergarten class, an AP Physics lab, or anywhere in between. Without these four cornerstones in place, student learning will be compromised.

II. Instructional Design and Delivery

While there are clear universal elements to good instruction, it is also true that high-quality instruction tends to unfold in a series of distinct learning episodes. From research and a synthesis of prominent instructional design models, we've identified five critical episodes that maximize learning and motivate all students to do their best work. In these five episodes, teachers work towards distinct instructional purposes:

5. **Preparing Students for New Learning**
6. **Presenting New Learning**
7. **Deepening and Reinforcing Learning**
8. **Applying Learning**
9. **Reflecting On and Celebrating Learning**

(see opposite page)

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

III. Professional Practice

10. A comprehensive evaluation of teacher effectiveness looks beyond the classroom to professional practice:

- How committed is the teacher to professional growth and continuous learning?
- How committed is the teacher to making meaningful contributions to the larger school community?
- How committed is the teacher to professionalism?

(see opposite page)

[†] Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. New York: McKinsey & Co.
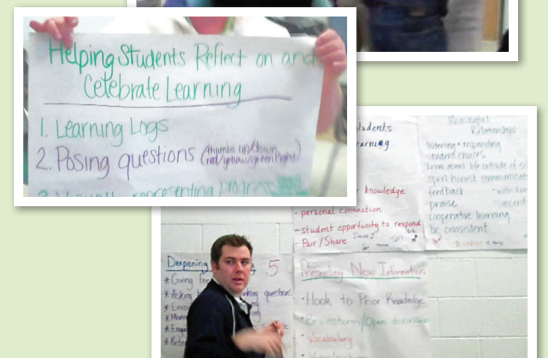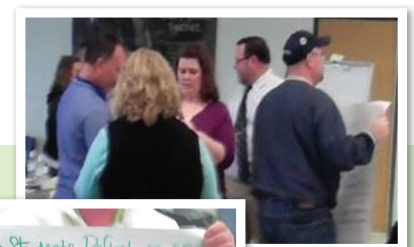
Silver Strong & Associates | 800.962.4432 | questions@ThoughtfulClassroom.com

> "Keeping the Four Cornerstones in mind helps me to ensure that every lesson is engaging and meaningful to my students, while the Five Episodes have changed the nature of classroom observation in our school. Now, whenever we talk about instruction, we are really talking about the impact our instruction has on student learning."
> —*Nathan Phillips-Frey, Reading Teacher (Sixth Grade), Amherst Middle School, Amherst, NY*

1 Organization, Rules, and Procedures

How do you organize your classroom to enhance learning and establish rules and procedures that clarify expectations?

5 Preparing Students for New Learning

How do you establish your purpose, activate students' prior knowledge, and prepare students for learning?

2 Positive Relationships

How do you build meaningful relationships with your students and among students to promote learning?

7 Deepening and Reinforcing Learning

How do you help students solidify their understanding and practice new skills?

6 Presenting New Learning

How do you present new information and provide opportunities for students to actively engage with content?

9 Reflecting On and Celebrating Learning

How do you help students look back on their learning and refine their learning process?

A Culture of Thinking and Learning

How do you develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

8 Applying Learning

How do you help students demonstrate their learning, and what kinds of evidence do you collect to assess student progress?

Engagement and Enjoyment

How do you motivate students to do their best work and inspire the love of learning?

4

3

10 Professional Practice

How do you demonstrate commitment to professional learning and contribute to the school community?

Each instructional dimension in the TCTEF includes

- A driving Essential Question.
- Clear and observable instructional practices.
- Key student behaviors to look for.
- An evaluation rubric.

Learning from Educators

At Silver Strong & Associates, we've been partnering with schools and districts for over 40 years. Our approach to teacher evaluation insists that research is only half of the story. That's why in designing, piloting, and refining the Thoughtful Classroom Teacher Effectiveness Framework, we worked directly with hundreds of educators from across the country. Our goal was to make sure that the TCTEF

- Respects the realities of classrooms and schools.
- Alleviates "rubricitis"—that feeling of being overwhelmed by too many rubrics that splinter instruction into too many pieces.

Photos courtesy of Durand Area Schools, Durand, MI.

Conducting Classroom Observations

It goes without saying that there is more than one way to effectively observe a classroom. This is why we've worked closely with school leaders from around the country to develop four specific types of observation forms.

A **Individual Dimension Forms** are the complete, unabridged observation forms for each of the dimensions. Use these forms to take a close look at a particular dimension (see p.7).

B The **Multiple Dimensions Form** includes essential questions and abridged indicators for all nine instructional dimensions. Use this form to observe multiple dimensions at once.

C The **Essential Questions Form** includes only the essential questions for each of the nine instructional dimensions. Use this form to observe multiple dimensions from a "big picture" perspective.

D The **Split Screen Form** promotes note-making and scripting that focuses on the impact that classroom instruction has on student learning.

All forms are also available as interactive online forms through the Standard For Sucess platform.

Standard For Success
Employee Evaluation Solutions

Observation Types

Announced (formal) observations typically include a pre- and post-observation conference, tend to last one full period, are written up by the observer, and count towards the teacher's overall evaluation.

Unannounced (informal) observations may or may not count towards the teacher's final evaluation. Unannounced observations should be fairly regular and are meant to be friendly and formative in nature.

A **Learning Walk** is a more thoughtful approach to the traditional "walkthrough." Learning Walks help both teachers and administrators discover a wealth of information about what's happening around the school by making focused visits to various classrooms.

> "Use of the Framework in our evaluation process has greatly enhanced quality discussions about instruction between administrators and teachers."
> —Kevin Shanley, Superintendent, Akron Central Schools, Akron, NY

Every Individual Dimension Form includes...

A

The Thoughtful Classroom Teacher Effectiveness Framework™

Organization, Rules and Procedures
How do you organize classroom to enhance learning and establish rules and procedures to clarify expectations?

Preparing Students for New Learning
How do you establish your purpose, activate students' prior knowledge, and prepare students for learning?

Positive Relationships
How do you build meaningful relationships with your students and among students to promote learning?

Deepening and Reinforcing Learning
How do you help students solidify their understanding and practice new skills?

Presenting New Learning
How do you present new information and provide opportunities for students to actively engage with content?

Reflecting On and Celebrating Learning
How do you help students look back on their learning and refine their learning process?

Engagement and Enjoyment
How do you motivate students to do their best and inspire the love

---

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?

An Essential Question

Which instructional indicators are evident?
REMEMBER: Quality instruction does not mean addressing all indicators.

Clear, observable instructional practices

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

IMPACT ON STUDENT LEARNING

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

Student behaviors to look for

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

FEEDBACK NOTES

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

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

The Four Ps to Better Feedback
(see p. 11 for details)

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

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

ASSESSMENT RUBRIC

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

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

An evaluation rubric
(abridged)

Nurturing Teacher Growth

With all of the rhetoric swirling around teacher evaluation, it can be easy to forget that the ultimate goal of teacher evaluation is to help teachers improve their practice.

With the Thoughtful Classroom Teacher Effectiveness Framework, we put the emphasis right where it belongs: on learning—both students' learning and teachers' learning. Built directly into the TCTEF is a manageable process for helping every teacher grow and for targeting professional development to meet each teacher's needs and goals.

> "We were provided wonderful training both for administrators and for teachers to familiarize everyone with the Framework. We all went into that training with the hope of understanding how this Framework would be best used for evaluation purposes; we all came out of the training realizing that the training really was a workshop on the characteristics of great teaching."
>
> —*Kevin Hulbert, Principal, Keeseville Elementary School, Keeseville, NY*

Professional Growth Process

Step 1: Teachers conduct a self-assessment, identifying the dimensions they believe are their strongest and where they'd like to grow.

Step 2: Teachers develop professional learning goals, using three questions to guide them:

   1. Classroom Practice: What do I need to do in the classroom to achieve this goal?

   2. Knowledge: What do I need to learn to achieve this goal?

   3. Resources: What resources do I have at my disposal, and what resources might I need to seek out to achieve this goal?

Step 3: Teachers chart milestones and track progress over the course of the year.

Step 4: The teacher and administrator review the teacher's progress and identify tools and strategies that can help the teacher refine his or her practice (see opposite page).
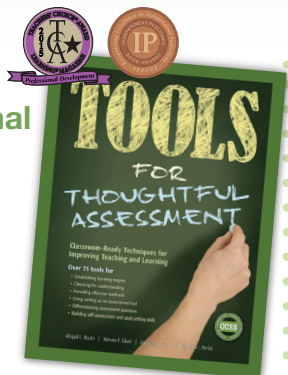
Targeted PD for Teachers

The Thoughtful Classroom Teacher Effectiveness Framework empowers school leaders to target professional development to each teacher's particular needs and goals. Teachers and administrators can work together to review classroom observation data and self-assessment data, identify dimensions of classroom instruction where growth is needed, and then select tools and strategies aligned to these dimensions and specific needs.
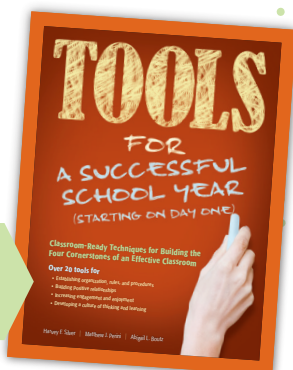
Target Individual Teachers' Professional Development Needs with *Tools for Thoughtful Assessment*

Tools for Thoughtful Assessment contains over 75 classroom-ready techniques for improving teaching and learning.

The tools in *Tools for Thoughtful Assessment* are directly aligned to the Five Episodes of Effective Instruction. To improve their practice in specific dimensions, teachers can easily select, and administrators can easily recommend, specific tools to address teachers' needs. Every tool is classroom-proven and easy to implement, allowing teachers to improve practice quickly.

NEW BOOK!
Tools aligned to the Four Cornerstones.

> "I am using Tools with my staff and I am loving it. The Tools help provide a common language for us which is critical. I can't believe that I am becoming an instructional leader again."
> —*William Heath, Superintendent, Morrice Area Schools, Morrice, MI*

Build All Teachers' Instructional Capacity in All Dimensions with *The Core Six* and Strategic Teacher PLC Guides
(Published by ASCD)

The Core Six: Essential Strategies for Achieving Excellence with the Common Core focuses on six strategies that are "best bets" for developing the skills students need for college and careers.

By mastering these six strategies, teachers develop their effectiveness in all nine instructional dimensions. What's more, teachers who can implement "The Core Six" at a high level of effectiveness see better results in student achievement.

Strategic Teacher PLC Guides help teachers learn core strategies more deeply while helping schools build a collaborative culture that supports continuous professional learning.

For more information on these resources, visit **www.ThoughtfulClassroom.com**.

We also offer customized onsite and online professional development to help teachers and leaders improve their practice:

- Research-Based Tools and Strategies for Improving Instruction and Assessment
- Effective Lesson and Unit Design
- Math, Literacy, and the Common Core
- Building PLCs That Support Teachers

Training in the Framework

For over forty years, Silver Strong & Associates has been providing the most personalized, hands-on approach to professional development. This comprehensive and collaborative brand of professional development continues with our Thoughtful Classroom Teacher Effectiveness Framework training programs.

Core Framework Training

Phase I: Learning the Framework

Get started with this introduction to the Thoughtful Classroom Teacher Effectiveness Framework. School leaders will

- Learn the dimensions, indicators, and rubrics in the TCTEF.

- Use the TCTEF to conduct formal and informal observations and collect evidence of effective practice (by observing real classroom videos).

- Compare their evaluations with those of other administrators to begin establishing inter-rater reliability.

- Use each successive round of observation to refine their practice and calibrate their judgments.

Phase II: Applying the Framework

Learn how to implement the TCTEF school-wide and build a culture that promotes learning and professional growth. During this application session, school leaders will

- Continue their work in using video to refine their observation skills and calibrate their evaluations.

- Learn how to provide meaningful feedback to teachers.

- Learn how to conduct powerful pre- and post-observation conferences with teachers.

- Learn how to develop final evaluations of teacher effectiveness based on multiple measures.

- Explore different formats for writing up final evaluations.

- Learn how to promote teacher growth through the development of targeted professional growth plans.

> "The workshop was engaging and interactive with opportunities to share ideas with others. The trainers were incredibly knowledgeable with a vast amount of experience. Their stories and experiences drew us in with an understanding of where we come from in the field."
>
> —Hattie Hanycz, Principal, Bertha Neal Elementary School, Durand, MI

Customize Training to Meet Your PD Needs & Goals!

We're happy to work with individual districts, groups of small districts, and regional agencies.

Contact us today for pricing and details, or to set up a free consultation.

800-962-4432 | questions@ThoughtfulClassroom.com

Need additional training?

We offer a variety of coaching and training options…
For your entire staff:

- Thoughtful Classroom Framework Keynote
- Thoughtful Classroom Tools Workshop
- Thoughtful Classroom Foundation Training
- PLC Training
- Advanced Observation Training
- Leadership Coaching
- Strategic Planning

For school leaders:

- Teacher-Leadership Training
- Tools for School Leaders
- The CRAFT of Leadership
- The Three Ms of Local Assessment
- Trust: The Secret Ingredient in Teacher Evaluation

Plus, we fully customize web-based PD & coaching!

Tools for School Leaders

To make the teacher evaluation process work smoothly, administrators need proven tools. We've worked with hundreds of administrators to develop tools that promote system-wide learning. For example…

The Four Ps to Better Feedback:
How to Generate Meaningful Feedback on Observed Lessons

If we expect teachers to grow, then we must be willing to provide them with regular and meaningful feedback on their practice. But giving meaningful feedback is not always easy. Many administrators report that giving quality feedback to teachers is a real challenge. Many teachers note that the feedback they get after observations—if they get any—often tells them what they did, rather than helping them reflect on the impact of their decisions and plan for improvement.

The Four Ps give administrators a simple way to generate meaningful feedback on observed lessons:

Provide evidence: Collect evidence that supports what you observed.

For example:

- *"Standards were clear and posted as student-friendly learning targets."*
- *"A hook was used to activate prior knowledge."*
- *"The teacher used the Backwards Learning tool to help students understand what they needed to know and do by unit's end."*

Praise: Recognize teaching behaviors that had a positive impact on student learning.

For example:

"Great hook! Using a 'what if' question really engaged students and got them to tap into their prior knowledge."

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

For example:

"I was really interested in how you used the Backwards Learning tool. What effect does it have on student focus and self-assessment over the week?"

Propose: Decide (collaboratively, if possible) how to improve the teacher's practice.

For example:

"The targets were posted, but I think it's important that all students really internalize these targets. You might try the 5-S Goal Sharing tool to accomplish this."

The Framework also includes tools for

- Leading powerful pre-observation conferences.
- Conducting evidence-based classroom observations.
- Getting the most out of post-observation conferences.
- Developing written evaluations that promote learning.

What Makes Our PD So Powerful?

Partnership

At Silver Strong & Associates, we view professional development as a partnership, and we always begin our work with a conversation about the needs, capacities, and goals of the districts we serve. Then we work with school leaders to develop a meaningful plan aligned with the district's vision and objectives.

Dr. Harvey Silver, *President, Silver Strong & Associates*

Know-How

Successful professional development is not just about good content; successful professional development builds know-how. In our workshops, we model tools and strategies so teachers can see how instructional techniques work. Through coaching, we help teachers put these tools and strategies into action in their classrooms. We're known for our "hands-on" approach to helping schools improve.

Engagement

Too many professional development providers fail to practice what they preach. We know successful classroom learning must be active, engaging, and enjoyable for students; professional development is no different. At Silver Strong & Associates, we make the work of school improvement motivating and inspiring.

Expertise

The Thoughtful Classroom training team is a network of lifelong educators who have served as school and district leaders. Our team is led by Dr. Harvey Silver, a nationally recognized presenter, trainer, coach, and author. Together, Dr. Silver and the Thoughtful Classroom team have helped hundreds of school districts across the country build powerful professional development solutions that get results.

OUR TEAM

Support Resources

To bring about long-term change, teachers and school leaders need practical resources to support their efforts. That's why we created Thoughtful Education Press, a publishing imprint devoted exclusively to learning from educators and developing ready-to-use tools that lead to positive change. Our resources have won multiple awards—a testament to their power to improve practice.