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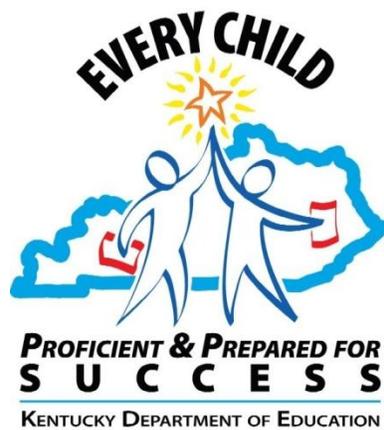# KENTUCKY TEACHER PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

FIELD TEST GUIDE

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Kentucky Board of Education
2012

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"…teacher quality matters – and… it matters a great deal. If we are committed to this premise, then we must be committed to populating our schools with the highest quality teachers possible."

- Stronge, Gareis, & Little (2006)

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CHAPTER ONE: PROCESS AND PURPOSE

INTRODUCTION FROM THE COMMISSIONER

The power of an effective teacher transforms a classroom into an exciting and fascinating place for students. Teachers who are passionate about their work and demonstrate an attitude of caring for their students help create a positive culture in their schools and facilitate meaningful student learning. The Teacher Professional Growth and Effectiveness System field test described in these pages recognizes the extraordinary contributions teachers make every day in our schools.

As the national dialogue shifts from ensuring highly qualified teachers in all classrooms to highly effective teachers for all students, states and districts across the country face the challenge of revising their current educator evaluation systems. In Kentucky, this task was undertaken by the Teacher Effectiveness Steering Committee made up of members representing a broad range of stakeholders who worked tirelessly to make recommendations for the state Board of Education to consider.

Education is both a demanding and rewarding profession that involves a serious commitment to public service. Educators deserve the support, guidance, and feedback necessary to improve their professional practice. The evaluation field test provides guidance for evidence-based decision making and encourages personal growth and development through reflective practice.

As Kentucky's commissioner, I am committed to ensuring that we have great educators who are honored, supported, and recognized. I respect and applaud the professional commitment you have made to participate in the Teacher Professional Growth and Effectiveness System field test process. Thank you for your desire to make a difference in the lives of our students. Together we can change the future!

Dr. Terry Holliday, Ph.D.
Commissioner

FIELD TEST PURPOSE

The purpose of the field testing process is to determine in authentic settings the usability, feasibility, and appropriateness of the various measures and instruments designed to implement the Teacher Professional Growth and Effectiveness System. The purpose of the field test is NOT to determine individual teacher effectiveness. The Teacher Professional Growth and Effectiveness System draws upon multiple measures of teacher effectiveness, each having unique instrumentation that tracks to the various standards in the Teacher Professional Growth and Effectiveness Framework.

FRAMEWORK OVERVIEW: DOMAINS AND STANDARDS

Domain	Instruction	Learning Climate	Leadership & Professionalism	Student Growth
	Instruction that meets the needs of all diverse learners	Teacher creates a safe, supportive, respectful, and engaging learning environment	Teacher provides professional leadership	Teacher contributes to student academic growth and overall school success
Standards	1.1 Demonstrates content knowledge	2.1 Positive, respectful, and safe learning environment	3.1 Engages in professional and leadership activities	4.1 Contributes to growth of all students, regardless of demographics
	1.2 Plans formative and summative assessments	2.2 High expectations	3.2 Designs, implements, and revises a professional growth plan	
	1.3 Student-friendly learning targets	2.3 Uses time, space, and resources	3.3 Collaborates with colleagues, parents, and others	
	1.4 Designs and implements instructional plans			
	1.5 Integrates available technology			

FRAMEWORK COMMON LANGUAGE

Common Language for Teacher Professional Growth and Effectiveness Framework

Domain: Instruction	The teacher demonstrates an understanding of current standards and principles by incorporating effective practices, strategies, and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.
Standard (KY Teacher Standard):	1.1 Demonstrates content knowledge and research-based practices and strategies appropriate to student learning. (1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 4.1, 4.5)
Continuum of Sample Developing and Accomplished Descriptors[2]: Performance Levels	• Uses literacy strategies as a part of instruction • Demonstrates content knowledge • Teaches content vocabulary • Relies on routine methods of instruction to engage students • Teaches content knowledge through a variety of activities • Provides instruction to help students develop literacy knowledge and skills across the curriculum • Addresses the diverse learning needs of each student through appropriate level of content knowledge • Integrates questioning techniques that help students understand content across all thinking and reasoning levels • Diagnoses misconceptions related to content and addresses them during or after instruction • Provides opportunities for students to develop connections between academic content and students' lives • Teaches content knowledge through research-based practices and strategies that ensure student understanding
Sample Ineffective Descriptors[3]:	• Does not demonstrate the use of research-based practices in instruction • Does not use content vocabulary in instruction • Does not use literacy strategies as part of instruction • Does not demonstrate content knowledge • Does not engage students in content-based learning activities
Sample Exemplary Descriptors[4]:	• Uses various methods (e.g., discovery, investigative, and inquiry learning) to engage and challenge all students' development of 21st century skills (critical thinking, problem-solving, creative and innovative thinking, collaboration, communication, media literacy) • Demonstrates a rich repertoire of practices, strategies, resources, and technologies that meet the needs of diverse learners • Challenges students to think deeply about problems and engages students in a variety of problem-solving approaches
Possible Sources of Evidence:	• Formal and informal observations • Lesson and/or unit plans • Student work samples • Teacher work samples
Notes:	

[1] A framework is intended to provide samples of characteristics, is not comprehensive in nature, and can be used holistically to determine which performance level is reflective of a teacher's practice.
[2] List of descriptors are only sample characteristics and is not comprehensive in nature. Professional judgment is to be used to determine which descriptors and performance level provide an accurate reflection of a specific teacher's practice.
[3] Professional judgment must be used to determine if a teacher's characteristics are not meeting the performance of developing or accomplished descriptors.
[4] Professional judgment must be used to determine if a teacher's characteristics exceed the performance of developing or accomplished descriptors. Descriptors should go beyond existing school protocols and structures

INSTRUMENTS FOR MEASURING PERFORMANCE ON THE STANDARDS IN THE FRAMEWORK

FRAMEWORK	Domain	Instruction					Learning Climate			Leadership & Professionalism			Student Growth
	Standard	1.1 Content/ Best Practice	1.2 Assessment	1.3 Learning Targets	1.4 Planning	1.5 Technology	2.1 Climate	2.2 Expectations	2.3 Equitable Resources	3.1 Leadership/ Responsibility	3.2 Professional Growth	3.3 Collaboration	4.1 Student Growth
MULTIPLE MEASURES (supported by artifacts and evidence)	**Principal/ Evaluator Observation**	Supervisor Observation of Teacher Instruction Instrument											
	Student Growth									Goal Setting; Professional Growth Plan			**LEA component:** Goal Setting (Cat.1-3 Assessments); **SEA component:** State Achievement Tests
	Student Voice	Tripod Student Survey					Tripod Student Survey				Tripod Student Survey		
	Parent Voice	To be Determined					To be Determined				To be Determined		
	Professional Growth	Professional Growth Plan Instrument											
	Self Reflection	Teacher Self-Reflection Instrument											
	Peer Observation	Peer Observation of Teacher Instrument											

SYSTEM IMPLEMENTATION TIMELINE

2011-2012— Field Test Multiple Measures of Student Growth, Professional Growth, and Self Reflection with approximately 54 districts

2012-2013— Full Field Test of all Multiple Measures with approximately 54 districts

2013-2014— Statewide Pilot of Teacher Professional Growth and Effectiveness System

2014-2015— Statewide Implementation of Teacher Professional Growth and Effectiveness System

CHAPTER TWO: UNDERSTANDING THE FRAMEWORK

NOTE: A copy of the Teacher Professional Growth and Effectiveness Framework is provided in Appendix A.

EXPLANATION OF MULTIPLE MEASURES

Student Growth	•Quantitative measure of the impact a teacher or principal has on a student (or set of students) as measured by multiple sources of data over time
Student Voice	•Student feedback around teacher or principal performance
Parent Voice	•Parent feedback around teacher or principal performance
Professional Growth	•Increased effectiveness resulting from experiences that develop a educator's skills, knowledge, expertise and other characteristics
Self-Reflection	•Critical self-examination of practice on regular basis to deepen knowledge, expand repertoire of skills and incorporate findings to improve practice
Peer Observation	•Process of a peer observing another's professional practice and providing supportive and constructive feedback for formative purposes
Observation	•Evaluator's observation, documentation and feedback on a teacher's professional practices

SUPPORTED BY:

Artifact	•A natural by-product created through the process of teaching, which verifies the degree of accomplishment related to descriptors
Evidence	•Documents or demonstrators that indicate proof of a particular descriptor

PERFORMANCE CONTINUUM DEFINITIONS[1]

RATING	DEFINITION	DESCRIPTION	PERFORMANCE CHARACTERISTICS
EXEMPLARY	This rating reflects behavior that consistently exceeds expectations for good performance under this standard.	The professional performs at a level that consistently models initiatives, raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the school and district's mission and goals.	• Exceeds the requirements contained in the standards as expressed in the evaluation criteria • Consistently seeks opportunities to learn and apply new skills
ACCOMPLISHED	This rating reflects behavior that consistently meets expectations for good performance under this standard.	The professional performs in a manner that demonstrates competence and expertise in meeting the standard in a manner that is consistent with the school and district's mission and goals.	• Meets the requirements contained in the job description as expressed in the evaluation criteria • Demonstrates willingness to learn and apply new skills • Exhibits behaviors that have a positive impact on learners and the school climate
DEVELOPING	This rating reflects behavior that meets expectations for good performance under this standard most of the time, but occasionally does not meet standard expectations.	The professional occasionally performs below the established standard or in a manner that is inconsistent with the school and district's mission and goals.	• Requires support in meeting the standards • Results in less than quality work performance • Leads to areas for professional improvement being jointly identified and planned between the professional and assessor
INEFFECTIVE	This rating reflects behavior that consistently does not meet expectations for good performance under this standard.	The professional consistently performs below the established standard or in a manner that is inconsistent with the school and district's mission and goals.	• Fails to meet the requirements contained in the standards as expressed in the evaluation criteria • May result in a corrective action plan and/or the employee not being recommended for continued employment

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[1] A copy of the Teacher Professional Growth and Evaluation Framework is provided in Appendix A.

COMMON UNDERSTANDING OF PERFORMANCE DESCRIPTORS

The Kentucky Teacher Professional Growth and Effectiveness Framework contains 12 standards within four performance domains. The framework characterizes teacher performance as falling into one of four levels: Ineffective, Developing, Accomplished, or Exemplary. Definitions for this continuum of performance were presented earlier in this Field Test Guide.

Descriptors are Examples of Behavior at Each Performance Level

The framework contains descriptors representing each level of performance under each standard for each domain. The descriptors are examples of behavior or activities in which one would expect a teacher performing at a given level to engage. It is important to remember that descriptors are *examples* of the type of activities expected for a given level of performance. The descriptors are not intended to be an exhaustive list of activities. The descriptors do not constitute a checklist and should not be used as such. In fact, it is quite likely that teachers at each level of performance will engage in activities that are not identified by a given descriptor. When assigning ratings, the rater should think in terms of the teacher's behavior and its outcomes, then use the descriptors to identify the level of performance that is best represented by the teacher's activities.

Why Does The Framework Contain Descriptors?

Increase the Probability of Objective Ratings. Many rating scales contain only numbers or a single adjective to anchor the levels of performance. Research indicates that providing descriptors, or behavioral examples of performance levels, results in less subjective ratings, which are susceptible to bias and error.

Provide Content Valid Examples of Performance. Behavioral descriptors are *examples* illustrating each standard and each level of performance within that standard. The descriptors contained in the framework underwent a content validity process. As a result, there is an empirical basis for establishing that each descriptor is a reliable example of the standard under which it is listed and that the descriptor is a valid example of level of the performance it illustrates.

Inform Ratings on Each Standard. The descriptors should be used to inform ratings on a standard. The actual behavior a teacher engages in may or may not be among the given descriptors. However, it is likely that such behaviors are analogous to behaviors that are listed among the descriptors. Thus, descriptors illustrate the types of performance one would expect of a teacher performing at a given level under a given standard.

Guide Teachers in Performance Improvement. Descriptors can be used to guide teachers who would like to improve their performance. These teachers can look to descriptors at the Accomplished or Exemplary level to get ideas of the sort of behavior they need to engage in to achieve these ratings. When used in this manner, descriptors can be very helpful to teachers striving to improve their performance.

CHAPTER THREE: SUPERVISOR OBSERVATION OF TEACHER

INTRODUCTION TO THE TOOLS

The *Observation* measure of the Teacher Professional Growth and Effectiveness System requires task-specific tools aligned with the Professional Growth and Effectiveness Framework and the Observation Summary (Form G) from the research and development work of Charlotte Danielson. Collectively, these tools facilitate the supervisor's observations of the teacher, and they provide the documentation protocols for gathering data during the observations.

Tools for the Supervisor's Observation of the Teacher

Pre-Observation Protocol: This form initiates the observation process. It provides the basis for a conversation between the teacher and supervisor around the learning targets, classroom demographics, planning reflections, and the Professional Growth and Effectiveness/Danielson observable practices.

Observation Summary (Danielson Form G): This form provides the format for data collection by the supervisor. It also provides the basis for discussion in the post-observation conference.

Post-Observation Protocol: This form provides the structure for reviewing the observation, discussing achievement in terms of learning targets, identifying strengths and needs of instructional practices, and informing the revision of the Individual Growth Plan as appropriate.

OBSERVATION PROCESS: SUPERVISOR OBSERVATION OF TEACHER

The observation process is one measure of teacher effectiveness that includes one supervisor observation for each participating teacher during the field test process. Since the data gathered from observations represents only one of several multiple measures of teacher effectiveness, it is important for administrators to develop an annual plan to assure adequate time for completion of the multiple measures system.

The Observation Sequence (Beginning 2012-2013):

- Within 30 days of the beginning of the school year, the supervisor will provide training about the evaluation process and the instrumentation to staff.

- The supervisor will schedule a pre-observation conference and an observation date/time for each of the teachers to be observed.

- The teacher being observed will complete a pre-observation conference form.

- The teacher will attend a pre-observation conference with the supervisor to discuss objectives of the lesson, expected outcomes, and logistical information. At the end of the session, the teacher and supervisor will sign the pre-observation conference form.

- The teacher will prepare for the observation and send the supervisor any additional resources resulting from the pre-observation conference.

- The supervisor will record data during the observation.

- Based on his/her observation and the documentation, the supervisor will assign a rating for each of the standards on the post conference feedback form, using the rating scale at the bottom of the form. If no behavior was observed to inform a standard, the supervisor should assign a rating of "NO" – Not Observed - to that standard.

- The supervisor will conduct a post-observation conference with teacher within five (5) days of the observation and provide the teacher with a copy of the feedback form. Both the teacher and supervisor will sign the post conference feedback form.

RELATIONSHIP BETWEEN DANIELSON'S COMPONENTS AND THE KENTUCKY FRAMEWORK STANDARDS

Kentucky Framework Domain: Instruction	Linked Danielson Components
Standard 1.1 Demonstrates content knowledge and research-based practices and strategies appropriate to student learning.	Planning/Preparation 1a
	Instruction 3a, 3b
Standard 1.2 Plans formative and summative assessments to guide instruction and measure student growth toward learning targets.	Planning/Preparation 1f
	Instruction 3d
Standard 1.3 Develops and communicates student-friendly learning targets that lead to mastery of national, state, and local standards.	Planning/Preparation 1c
Standard 1.4 Designs and implements instructional plans that are data-informed and address students' diverse learning needs.	Planning/Preparation 1e
Standard 1.5 Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences.	None
Kentucky Framework Domain: Learning Climate	**Linked Danielson Components**
Standard 2.1 Establishes a positive, respectful, and safe learning environment where individual needs and risk taking are valued.	Classroom Environment 2a, 2d
Standard 2.2 Communicates high expectations for all students.	Classroom Environment 2b
Standard 2.3 Uses time, space, and resources effectively and ensures equitable access to all resources for all students.	Planning/Preparation 1d
	Classroom Environment 2c, 2e

PRE-OBSERVATION DOCUMENT: TEACHER/EVALUATOR

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Observer _____ Date _____

Interview Protocol for a Preconference (Planning Conference)

Student Learning Targets

Questions for discussion:

1. Which specific standards would you like the observer to give special attention to during the observation?
2. How will you engage the students in the learning?
3. How will you differentiate instruction for individuals or groups of students?
4. How and when will you know whether the students have achieved the learning targets?

Domain: Instruction	Danielson: Observation Summary	What will be observed during the instructional period?
Standard 1.1 Demonstrates content knowledge and research-based practices and strategies appropriate to student learning.	Planning/Preparation 1a Instruction 3a, 3b	
Standard 1.2 Plans formative and summative assessments to guide instruction and measure student growth toward learning targets.	Planning/Preparation 1f Instruction 3d	
Standard 1.3 Develops and communicates student-friendly learning targets that lead to mastery of national, state, and local standards.	Planning/Preparation 1c	
Standard 1.4 Designs and implements instructional plans that are data-informed and address students' diverse learning needs.	Planning/Preparation 1e	
Standard 1.5 Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences	Document Standard 1.5 in box at end of Observation Form	
Domain: Learning Climate	Danielson: Observation Summary	What will be observed during the instructional period?
Standard 2.1 Establishes a positive, respectful, and safe learning environment where individual needs and risk taking are valued.	Classroom Environment 2a, 2d	
Standard 2.2 Communicates high expectations for all students.	Classroom Environment 2b	
Standard 2.3 Uses time, space, and resources effectively and ensures equitable access to all resources for all students.	Planning/Preparation 1d Classroom Environment 2c, 2e	

OBSERVATION DOCUMENT: TEACHER/EVALUATOR

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____ Date _____

Evidence of Teaching

Component	Ineffective	Developing	Accomplished	Exemplary
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

Evidence

Component	Ineffective	Developing	Accomplished	Exemplary
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

Evidence

Component	Ineffective	Developing	Accomplished	Exemplary
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.

Evidence

Component	Ineffective	Developing	Accomplished	Exemplary
1f Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Evidence

Component	Ineffective	Developing	Accomplished	Exemplary
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

Evidence

Component	Ineffective	Developing	Accomplished	Exemplary
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.

Evidence

Component	Ineffective	Developing	Accomplished	Exemplary
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
2d Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.

Evidence

Component	Ineffective	Developing	Accomplished	Exemplary
3b Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

Evidence

Component	Ineffective	Developing	Accomplished	Exemplary
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Evidence

Component	Ineffective	Developing	Accomplished	Exemplary
3d **Using Assessment in Instruction**	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.

Evidence

Component	Ineffective	Developing	Accomplished	Exemplary
3e **Demonstrating Flexibility and Responsiveness**	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Evidence

Kentucky Framework	Standard 1.5 Technology: Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences

Evidence

Strengths of the Lesson

Areas for Growth

This rating form is from Danielson, C. (2008). *The handbook for enhancing professional practice: Using a framework to teaching in your school.* Alexandria, VA: Association for Supervision and Curriculum Development.
Framework for Teaching Proficiency © Outcome Associates, Inc.

POST-OBSERVATION DOCUMENT: TEACHER/EVALUATOR

Interview Protocol for a Post-Conference (Reflection Conference)

Teacher _____ School _____ Date of Observation _____

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

1. In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?
2. In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question 1?
3. To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?
4. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?
5. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?

Domain: Instruction	Danielson: Observation Summary	Rating Assign a rating to each standard using the rating scale at the bottom of this form	Feedback/Recommendations/ Next Steps
Standard 1.1 Demonstrates content knowledge and research-based practices and strategies appropriate to student learning.	Planning/Preparation 1a Instruction 3a, 3b		
Standard 1.2 Plans formative and summative assessments to guide instruction and measure student growth toward learning targets.	Planning/Preparation 1f Instruction 3d		
Standard 1.3 Develops and communicates student-friendly learning targets that lead to mastery of national, state, and local standards.	Planning/Preparation 1c		
Standard 1.4 Designs and implements instructional plans that are data-informed and address students' diverse learning needs.	Planning/Preparation 1e		
Standard 1.5 Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences	Assign rating based on documentation for Standard 1.5		

Domain: Learning Climate	Danielson: Observation Summary	Rating Assign a rating to each standard using the rating scale at the bottom of this form	Feedback/Recommendations/ Next Steps
Standard 2.1 Establishes a positive, respectful, and safe learning environment where individual needs and risk taking are valued.	Classroom Environment 2a, 2d		
Standard 2.2 Communicates high expectations for all students.	Classroom Environment 2b		
Standard 2.3 Uses time, space, and resources effectively and ensures equitable access to all resources for all students.	Planning/Preparation 1d Classroom Environment 2c, 2e		

Professional Growth Plan reviewed/revised: □ Yes   □ No

Professional Growth and Effectiveness Framework status reviewed: □ Yes   □ No

Evaluator Signature: _____   Date: _____

Teacher Signature: _____   Date: _____

Signatures signify that the information on this form has been discussed; teacher's signature does not necessarily imply agreement with evaluation/ratings.

Teacher Professional Growth and Evaluation Framework Rating Scale		
4	Exemplary	Reflects behavior that consistently exceeds expectations for good performance under this standard
3	Accomplished	Reflects behavior that consistently meets expectations for good performance under this standard
2	Developing	Reflects behavior that meets expectations for good performance under this standard most of the time, but occasionally does not meet standard expectations
1	Ineffective	Reflects behavior that consistently fails to meet expectations for good performance under this standard
NO	Not Observed	Behavior related to this standard was not observed

CHAPTER FOUR: PEER OBSERVATION

ROLE OF PEER OBSERVERS

For the purposes of field testing, teachers being observed have had a building-level or district-level peer observer paired with them by the principal or central office. Each peer observer will participate in the initial state training session. This training will familiarize the peer observer with the Teacher Professional Growth and Effectiveness Framework and will address how to document performance, complete the Peer Observation Instrument, and provide constructive feedback. Once the peer observer training is completed, the teacher and peer observer should target a class period for observation. A member of Kentucky's Integrated Design Team (IDT) should be included in the scheduling of the observation, as the IDT member will serve as an Expert Observer and needs to be present at each peer observation during the field test to evaluate the interrater reliability of the Peer Observation tool. As with the other instruments being field tested, the Peer Observation Instrument is being evaluated and the information gathered will be used for that purpose only; it will NOT be used to evaluate the observed teacher.

PROTOCOL FOR PEER OBSERVATION

The peer observation process includes a pre-conference, an observation using the peer observation protocol, and a post conference.

Pre-Observation Conference

At least two (2) days prior to the observation, the peer observer should meet with the teacher. This conference will provide an opportunity to clarify both teacher and observer expectations for the peer observation. The teacher can provide the peer observer with any relevant background information that may be needed to understand the context of the class period (e.g., lesson plan, any unusual circumstances, etc.). The teacher also may provide the peer reviewer with materials that will be used during the observed class period.

Observation

- Ensure that an IDT Expert Observer is scheduled to attend the observation to assess interrater reliability of the instruments.

- One to two days before the observation, the peer observer should review the Peer Observation Instrument.

- The peer observer should arrive prior to the scheduled start time for the class period.

- Observations should be made and notes taken on the Peer Observation Instrument. Peer observers should follow the recommendations for documentation provided during training.

- Immediately following the observation (or as close to as possible), these notes should be refined and ratings should be assigned for the standards that were observed during the class period. Ratings should be consistent with the documentation and follow the guidelines provided during training. Ratings need to be documented separately from written documentation notes, as they will be used to evaluate the reliability of the instrument ONLY. They are NOT to be shared with the observed teacher; rather, the post-observation conference should be based on the observer's documentation.

- The post-observation conference should be scheduled as soon as possible following the peer observation. Immediate feedback typically is better as both the observer and the teacher will have a better recollection of the observed performance.

Note: The peer ratings are for field test purposes only. The peer observer should make a rating for each standard. If no relevant behavior was observed for a given standard, it should be rated as NO – Not Observed. The peer ratings will be used to evaluate interrater reliability for the peer observer process and instruments. That is, the ratings made by the peer rater will be compared with the ratings made by the IDT Expert Observer for the same teacher and class period. This is an evaluation of the observation process and instruments and is not an evaluation of the teacher or the teacher's performance. Once completed, the peer observer should immediately submit the completed rating form to the IDT Expert Observer. The teacher should NOT see the ratings, as their reliability will be unknown until after the field test data are analyzed.

Post-Observation Conference

- Prior to the post-observation conference, the peer observer should review his/her documentation for the observed class period.

- During the conference, the peer observer should follow the recommendations from the training for providing constructive and useful feedback. The teacher should be encouraged to ask for clarification of any feedback that he or she does not fully understand. The teacher and peer observer should jointly decide on the observation data that should be incorporated into the teacher's Professional Growth Plan.

- The teacher should be encouraged to follow-up on the conference by updating his or her Professional Growth Plan based on the peer feedback.

Peer Observation Feedback Sheet Saved Electronically

After the completion of the post-observation conference, the peer observer and teacher should sign and date the observation form. The form should be scanned and kept as an electronic file for the teacher to access and in the formative data collection folder by the peer observer and supervisor.

The sheet containing the ratings for observed standards should NOT be included in the electronic file. The ratings should be submitted to the IDT Expert Observer immediately following the observation.

PRE-OBSERVATION DOCUMENT: PEER

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____

Observer _____ Date _____

Interview Protocol for a Preconference (Planning Conference)

Student Learning Targets

Questions for discussion:

1. Which specific standards would you like the observer to give special attention to during the observation?
2. How will you engage the students in the learning?
3. How will you differentiate instruction for individuals or groups of students?
4. How and when will you know whether the students have achieved the learning targets?

Domain: Instruction	Danielson: Peer Observation Summary	What will be observed during the instructional period?
Standard 1.1 Demonstrates content knowledge and research-based practices and strategies appropriate to student learning.	Planning/Preparation 1a Instruction 3a, 3b	
Standard 1.2 Plans formative and summative assessments to guide instruction and measure student growth toward learning targets.	Planning/Preparation 1f Instruction 3d	
Standard 1.3 Develops and communicates student-friendly learning targets that lead to mastery of national, state, and local standards.	Planning/Preparation 1c	
Standard 1.4 Designs and implements instructional plans that are data-informed and address students' diverse learning needs.	Planning/Preparation 1e	
Standard 1.5 Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences	Document Standard 1.5 in box at end of Observation Form	
Domain: Learning Climate	Danielson: Peer Observation Summary	What will be observed during the instructional period?
Standard 2.1 Establishes a positive, respectful, and safe learning environment where individual needs and risk taking are valued.	Classroom Environment 2a, 2d	
Standard 2.2 Communicates high expectations for all students.	Classroom Environment 2b	
Standard 2.3 Uses time, space, and resources effectively and ensures equitable access to all resources for all students.	Planning/Preparation 1d Classroom Environment 2c, 2e	

OBSERVATION DOCUMENT: PEER

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____ Date _____

Evidence of Teaching

Component	Ineffective	Developing	Accomplished	Exemplary
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
1f **Designing Student Assessments**	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
2a **Creating an Environment of Respect and Rapport**	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
2b **Establishing a Culture for Learning**	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
2d Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.

Evidence

Component	Ineffective	Developing	Accomplished	Exemplary
3b Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

Evidence

Component	Ineffective	Developing	Accomplished	Exemplary
3c Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Evidence

Component	Ineffective	Developing	Accomplished	Exemplary
3d **Using Assessment in Instruction**	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources.
Evidence				

Component	Ineffective	Developing	Accomplished	Exemplary
3e **Demonstrating Flexibility and Responsiveness**	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Evidence				

Kentucky Framework	Standard 1.5 Technology: Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences
Evidence	

Strengths of the Lesson

Areas for Growth

This rating form is from Danielson, C. (2008). *The handbook for enhancing professional practice: Using a framework to teaching in your school.* Alexandria, VA: Association for Supervision and Curriculum Development.
Framework for Teaching Proficiency © Outcome Associates, Inc.

POST-OBSERVATION DOCUMENT: PEER

Interview Protocol for a Post-Conference (Reflection Conference)

Teacher _____ School _____ Date of Observation_____

For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:

1. In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?
2. In addition to the student work witnessed by the observer, what other student work samples, evidence, or artifacts assisted you in making your determination for question 1?
3. To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?
4. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?
5. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?

Domain: Instruction	Danielson: Observation Summary	Feedback/Recommendations/ Next Steps
Standard 1.1 Demonstrates content knowledge and research-based practices and strategies appropriate to student learning.	Planning/Preparation 1a Instruction 3a, 3b	
Standard 1.2 Plans formative and summative assessments to guide instruction and measure student growth toward learning targets.	Planning/Preparation 1f Instruction 3d	
Standard 1.3 Develops and communicates student-friendly learning targets that lead to mastery of national, state, and local standards.	Planning/Preparation 1c	
Standard 1.4 Designs and implements instructional plans that are data-informed and address students' diverse learning needs.	Planning/Preparation 1e	
Standard 1.5 Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences	Assign rating based on documentation for Standard 1.5	
Domain: Learning Climate	Danielson: Observation Summary	Feedback/Recommendations/ Next Steps
Standard 2.1 Establishes a positive, respectful, and safe learning environment where individual needs and risk taking are valued.	Classroom Environment 2a, 2d	
Standard 2.2 Communicates high expectations for all students.	Classroom Environment 2b	
Standard 2.3 Uses time, space, and resources effectively and ensures equitable access to all resources for all students.	Planning/Preparation 1d Classroom Environment 2c, 2e	

Professional Growth Plan reviewed/revised: □ Yes □ No

Professional Growth and Effectiveness Framework status reviewed: □ Yes □ No

Peer Observer Signature: _____ Date:_____

Teacher Signature: _____ Date: _____

Signatures signify that the information on this form has been discussed; teacher's signature does not necessarily imply agreement with feedback.

Peer Observation Ratings

Ratings are for field test purposes only. The ratings will be used to evaluate the Peer Observer Instrument. The ratings will NOT be used to evaluate the teacher. The completed rating form is not seen by the teacher; once completed, it should immediately be submitted to the IDT Expert Observer.

Teacher: _____ Lesson/Unit: _____ # of Students: _____

Date: _____ Time/Period: _____ Other:_____ Duration:_____

NOTE: The peer observer should use the rating scale below to provide a rating for each of the standards on the observation form. If behavior related to a standard was observed, it should be documented on the preceding pages. Assign the rating most consistent with the observed performance and documentation. If no behavior was observed for a standard, assign a rating of NO – Not Observed.

Rating Scale	Rating
4 = Exemplary This rating reflects behavior that consistently exceeds expectations for good performance under this standard	**Standard 1.1 Research-based Practices:** _____
3 = Accomplished This rating reflects behavior that consistently meets expectations for good performance under this standard	**Standard 1.3 Student-Friendly Learning Targets:** _____ **Standard 1.4 Data-informed Planning:** _____
2 = Developing This rating reflects behavior that meets expectations for good performance under this standard most of the time, but occasionally does not meet standard expectations	**Standard 1.5 Technology Integration:** _____ **Standard 2.1 Safe Learning Environment:** _____
1 = Ineffective This rating reflects behavior that consistently fails to meet expectations for good performance under this standard	**Standard 2.2 High Expectations:** _____ **Standard 2.3 Effective Use of Resources:** _____
NO = Not Observed Behavior related to this standard was not observed	

Peer Observer's Signature: _____ Date: _____ Expert Observer Signature: _____ Date:_____

Comments/Recommendations:

NOTE FOR FIELD TEST: For the field test, the peer ratings will be used to evaluate interrater reliability for the peer observer process and instruments. That is, the ratings made by the peer rater will be compared with the ratings made by the IDT Expert Observer for the same teacher for the same class period. Note that this is an evaluation of the observation process and instrument and is **NOT** an evaluation of the teacher or the teacher's performance. Once completed, the peer observer should immediately.

CHAPTER FIVE: STUDENT GROWTH GOAL SETTING PROCESS

RATIONALE FOR GOAL SETTING PROCESS

The greatest impact on a student's achievement is his or her teacher's day-to-day practice in the classroom. When designing a process for connecting student growth to a teacher, it is recognized that the process must reflect most closely the teaching and learning that occurs at the classroom level. The choice of assessments to then demonstrate that growth has occurred must link closely to the learning happening in the classroom. Additionally, both the learning and the assessment must be congruent with required, rigorous standards. The goal setting process for assessing student growth, designed and shared here, allows teachers to choose goals based on the needs of their students and select assessments that will reflect the results of the goals set.

Through this process of goal setting for student achievement, alongside persistent analysis and reflection, teachers will demonstrate their professional growth in practice and knowledge in meeting the needs of students in their classrooms.

The following statements outline the rationale for the design of the student growth and goal setting process and how that process supports teaching and learning.

- The student growth goal setting process reflects early feedback from districts that Kentucky's student growth model should be flexible for schools and for teachers, allowing a variety of data to demonstrate growth. Teachers and leaders alike want a timely process that will impact current instruction and student progress.

- The assessments used to demonstrate a teacher's effectiveness in classroom practice must be "instructionally sensitive" as defined by James Popham (2010): "A test's instructional sensitivity represents the degree to which students' performances on that test accurately reflect the quality of instruction specifically provided to promote students' mastery of whatever is being assessed." Assessments must be chosen carefully to demonstrate a connection between the instructional practices of the teacher in the classroom and student learning.

- By allowing teachers to choose from the three categories of assessment listed below, they can find the assessment that most closely aligns with their goals to demonstrate student growth and with the standards they are expected to teach. Assessments must also provide baseline data through pre-assessment and post-assessment information. The assessment categories are as follows:

	Assessment Type	Examples
Category 1	Next Generation Learners Model Assessments/Interim Assessments	K-PREP, ACT, PLAN, EXPLORE, Interim Assessments Aligned to Standards
Category 2	School, District, Regional, Association Developed Assessments	Common Assessments Aligned to Standards
Category 3	Authentic Classroom Assessments	Student Performances, Portfolios, Products, Projects

- The student growth goal setting process aligns with other Kentucky initiatives including college and career readiness, 21st century skills, highly effective teaching and learning, assessment for learning, and implementation of a rigorous set of standards. The expectation is that a teacher's goals are evaluated (through collaborative conversation with an administrator) prior to implementation for a level of rigor that helps students meet mastery of standards. Therefore, a required component of the goal setting process is relevant authentic

assessments (Category 3), such as performance events, that solicit students' critical thinking and problem-solving skills and require a higher level of rigor than do state assessments.

- Teachers' identification of two goals across two assessment categories provides alternate views of a teacher's impact on his or her students. The collective set of a teacher's goals should address all of his or her students.

- The student growth goal setting process enhances the use of teacher of record identification. Schools can gain a better picture of how practice at the classroom level impacts overall student achievement. For goal setting purposes, school rosters can easily identify the students in teachers' classrooms. Reflection on the results of goal setting can then connect to student achievement on other assessments, including interim and state assessment data as that data arrives at the school.

- The student growth goal setting process addresses the problem of timeliness with the return of state assessment data. State data reporting is slow to identify areas of growth, provide relevant baseline data, and end of term results needed to effectively determine that growth occurred. Teacher goal setting and monitoring of results within the confines of a school year is more effective for promoting ongoing professional growth and reflection on practice. Such timeliness can result in a greater impact on teacher effectiveness throughout a school year and in planning for the next instructional period.

- The student growth goal setting process reflects the recommendation from Dr. James Stronge that "standardized assessment data be used to help provide a focal point for the goal rather than to provide baseline data for individual students" (Stronge, 2009, p. 59). Since state data do not allow for pre- and post-assessments, it is difficult to identify specific data to use in goal setting. Stronge recognizes that although states which equate student scores vertically may be able to show individual student growth overall, he suggests that schools are "still unable to pinpoint specific strengths and weaknesses" (2009, p. 59) of students or instructional practice. However, teachers and administrators can use student achievement trends identified in state and interim assessments to inform goal setting choices at the classroom level.

- The student growth goal setting process resolves the issue of connecting student data to teachers in non-assessed areas. All teachers have local, state, and/or national standards or benchmarks for which their students should strive to master. In implementing the student goal setting process, teachers must use authentic assessments (Category 3) that demonstrate connection to those standards at a high level. In identifying category 2 and 3 assessments, this may mean searching out assessments or performance events developed by professional organizations (e.g., National Music Teacher Association) or collaborating with other teachers to develop common assessments aligned with standards.

- The student growth goal setting process emphasizes embedded professional learning, requiring ongoing analysis; collaboration; and reflection on goal setting. Additionally, it keeps a teacher's Professional Growth Plan fluid and at the forefront of the teacher's professional learning.

- The student growth goal setting process reflects a review of what other states are implementing, such as Rhode Island, Maine, Connecticut, Colorado, Georgia, North Carolina, and what other states have learned, such as Tennessee.

Resources

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TEACHER GOAL SETTING FOR STUDENT GROWTH PROCESS

Goal setting for student learning is an important process for every Kentucky educator. Rigorous, measurable goals provide a clear path for teachers and students to succeed. The goal setting process helps ensure that lesson design, implementation, and assessment result in learning for all students. See the Teacher Goal Setting for Student Growth Template and template guidelines.

- Teachers review baseline data and create goals that measure the learning of all students. Goals span a school year or complete course of study.

- Teachers collaborate with their supervisor/evaluator to establish student learning goals. In addition, teachers may collaborate to establish student learning goals for their grade levels, departments, or curricular teams.

- Teachers establish at least two student learning goals (one from Category 1 or 2 assessments and one from Category 3 assessments) and identify strategies and measures that will be used to determine success. They also specify what evidence will be provided to document progress on each goal.

- Teachers complete the Teacher Goal Setting for Student Growth Template in collaboration with their supervisor/evaluator. During the collaborative planning process, the teacher and supervisor/evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. The SMART goal process is used in the development of student growth goals.

- Teachers meet with the supervisor/evaluator to discuss progress for each goal mid-year and at the end of the year. Goals remain the same throughout the year, but strategies for attaining goals may be revised.

- Teachers, along with their supervisor/evaluator, reflect on the results and determine implications for future professional growth planning.

STEP-BY-STEP SMART GOAL PROCESS

| Step 1: Determine needs | → | Step 2: Create specific learning goals based on preassessment | → | Step 3: Create and implement teaching and learning strategies | ⟳ | Step 4: Monitor student progress through ongoing formative assessment | → | Step 5: Determine whether the student achieved the goals |

S	**M**	**A**	**R**	**T**
Specific- The goal is focused such as by content area and by student needs	Measureable- An appropriate instrument or measure is selected to assess the goal	Appropriate- The goal is clearly related to the role and responsibilities of the teacher	Realistic- The goal is attainable	Time-bound- The goal is contained to a single school year
What content is addressed in the goal? Without this information, it would be difficult to measure and track.	The goal is measurable and uses an appropriate instrument.	A goal that is appropriate is directly related to the subject and students that the teacher teaches or the program that the educational specialist administers.	A realistic goal does not mean an easy goal, which would be meaningless. A realistic goal should stretch the outer bounds of what is attainable.	A distal goal can be hard to track and can become lost over time, whereas a goal bound by time will be definitive and allow for determining goal attainment.

*Adapted from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education, Inc.

GUIDELINES FOR COMPLETING THE TEACHER GOAL SETTING FOR STUDENT GROWTH TEMPLATE

Template Expectations:

Content	Enter subject area/grade/level (i.e., remedial, collaborative, honors, AP) around which goal is written.
Context	Describe the classroom(s) and students, demographics, prior achievement, learning needs.
Data Source	Identify the category from which the goal is based (Category 1, Category 2, Category 3).
Baseline Data ☐ *Data Attached*	Identify assessment type/source on which the teacher is basing their goal. Identify pre-assessment results. Data must be included. Check box to indicate that data is attached.
Goal Statement	Use the SMART model: S-Specific, M-Measureable, A-Appropriate, R-Realistic, and T-Time bound. The goal should represent the most important learning that takes place during the interval of instruction (semester, year-long). Goals should be ambitious but attainable. Together both goals should address all students. Goal statements must be measurable (quantitative, if possible). The goal should span the entire instructional year/interval of instruction.
Collaborative Planning	Both the teacher and supervisor review goal(s) for rigor and standard alignment. Conversational in nature, utilizing guiding questions such as: • Does the goal push student learning far enough? • Is the identified assessment aligned to state, local, or national association standards? • Is the goal appropriate for student needs? • Is the goal aligned to content learning objectives? • Is the data source appropriate for goal? • Is the assessment aligned to content standards? • How was the assessment developed? • Are there multiple ways for students to demonstrate performance? • How do we know the assessment is high quality? • Does the assessment demand the use of 21st century skills? • Are identified strategies appropriate to positively impact student growth goal? By initialing off on each area, both the teacher and supervisor are in agreement on the established goal. The goal must be reviewed at the beginning of the instructional year/interval of instruction.
Rigor	The goal should reflect a level of rigor that helps students meet mastery of standards; both the learning and assessment must be congruent with required, rigorous standards.
Rationale for Goal	The teacher should indicate appropriate rationale for selection of goal. Quality of evidence is appropriate for goal/data source/product.
Strategies for Goal Accomplishment	The teacher should indicate specific actions that he/she will engage in to accomplish the goal. These activities should be described in sufficient detail to clearly delineate the proposed activities. Proposed strategies for goal accomplishment must be research-based and appropriate for the goal.
Indicators of Goal Attainment	The teacher will identify objective measures or indicators of goal attainment; that is, how he/she will demonstrate that the goal has been achieved.
Alignment to Content Standards	Teacher identifies which state, local, and/or national standards are aligned to the goal.

Collaborative Mid-Course Review/Reflection ☐ *Data Attached*	Review available data/evidence toward goal attainment and make necessary adjustments (e.g., training needs, resources, strategy for attaining goals). Note that although strategies for attaining goals may be adjusted, the goals should remain constant. Update/review PGP if necessary. Data must be included. Check box to indicate that data is attached.
End Results	The supervisor should make a quantitative rating of goal attainment. Refer to definitions of level of performance for the Teacher Professional Growth and Effectiveness Framework contained in the Field Test Guide to inform this rating. Note that the rating is not simply an indication of whether or not the goal was attained. The rating should reflect all dimensions of the student growth goal setting process. For example, a teacher who set an extremely challenging rigorous goal may receive a rating of Accomplished even if the goal was not fully attained if the teacher achieved a high level of performance, while a teacher who set an easy unchallenging goal may receive a rating of Developing even if the goal was attained.
Student Goal Achievement	Review post data. Determine the percentage of students who exceeded the goal, who met the goal, and who did not meet the goal
Reflection on Results ☐ *Data Attached*	Reflect: - What worked (i.e., strategies, support, resources, goal(s), assessment)? - What did not work? Why? - What would you do differently? Why? - How did the goal setting process impact your professional practice and/or student learning?
Professional Growth Plan Implications	How do these results impact professional growth plan targets? What additional training or learning is needed?

TEACHER GOAL SETTING FOR STUDENT GROWTH TEMPLATE

SMART Goal 1

Teacher	
Administrator	
Content	
Context	

Data Source[2]	Category 1	Category 2	Category 3
	☐	☐	☐

Baseline Data ☐ **Data Attached**	
Goal Statement 1 (SMART)	

	Planning Element	**Conversation Notes**	**Teacher Initials**	**Administrator Initials**
Collaborative Planning	**Rigor**			
	Rationale for Goal			
	Strategies for Goal Accomplishment			
	Indicators of Goal Attainment			
	Alignment to Content Standards			

Collaborative Mid-Course Review/Teacher Reflection ☐ **Data Attached**				

End Results	Ineffective	Developing	Accomplished	Exemplary
	☐	☐	☐	☐

Student Goal Achievement	Students who exceeded goal: %	Students who met goal: %	Students who did not meet goal: %

Reflection on Results ☐ **Data Attached**	
Professional Growth Plan Implications	

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[2] Data source categories are described on the last page of the Teacher Goal Setting Student Growth Template.

SMART Goal 2

Teacher	
Administrator	
Content	
Context	

Data Source[3]	**Category 1**	**Category 2**	**Category 3**
	☐	☐	☐

Baseline Data ☐ *Data Attached*	
Goal Statement 2 (SMART)	

	Planning Element	**Conversation Notes**	**Teacher Initials**	**Administrator Initials**
Collaborative Planning	***Rigor***			
	Rationale for Goal			
	Strategies for Goal Accomplishment			
	Indicators of Goal Attainment			
	Alignment to Content Standards			

Collaborative Mid-Course Review/Teacher Reflection ☐ *Data Attached*				

End Results	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
	☐	☐	☐	☐

Student Goal Achievement	**Students who exceeded goal:** **%**	**Students who met goal:** **%**	**Students who did not meet goal:** **%**

Reflection on Results ☐ *Data Attached*	
Professional Growth Plan Implications	

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[3] Data source categories are described on the last page of the Teacher Goal Setting Student Growth Template.

Data Source Categories:

	Assessment Type	*Examples*
Category 1	Next Generation Learners Model Assessments/Interim Assessments	K-PREP, ACT, PLAN, EXPLORE, Interim Assessments Aligned to Standards
Category 2	School, District, Regional, Association Developed Assessments	Common Assessments Aligned to Standards
Category 3	Authentic Classroom Assessments	Student Performances, Portfolios, Products, Projects

CHAPTER SIX: SELF-REFLECTION

RATIONALE FOR SELF-REFLECTION PROCESS

Self-reflection is a process by which teachers judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement. When teachers think about what worked, what did not work, and what type of changes they might make to be more successful, the likelihood of knowing how to improve and make the improvements necessary increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process and is strongly encouraged (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

The goal of self-reflection is to improve teaching and learning through ongoing thinking (technical thinking, situational thinking, deliberate thinking, and dialectic thinking) on how professional practices impact student and teacher learning. Teachers face a myriad of daily decisions, including

- how to organize classrooms and the curriculum,
- how to interpret students' behaviors, and
- how to protect learning time.

Teachers "make other decisions in the midst of an evolving situation after quickly reviewing the situation and recalling what has worked in similar scenarios" (Danielson, 2009).

The focus of professional self-reflection is to provide teachers with the opportunity to develop a personal profile of professional practices and leadership performance assets. To understand the complexity of reflection, it is helpful to consider the four modes of thinking proposed by Grimmett: technological, situational, deliberate, and dialectical (Danielson, 1992; Grimmett, Erickson, Mackinnon, & Riecken, 1990). These modes of thinking result in a hierarchy from lower-level reflection useful for making routine decisions to the higher-level reflection needed for complex dilemmas and problem solving.

PROCESS OF SELF-REFLECTION

To assist teachers in self-reflection, an instrument, which reflects teacher effectiveness standards, has been developed. While teachers are not expected to reflect upon all standards, this tool allows them to document artifacts, evidence, trends, and patterns for the professional teacher standards upon which the teacher's Professional Growth Plan is based. Since self-reflection is an ongoing process occurring throughout the year, this tool also allows the teacher to synthesize trends, patterns, and data collected that can also inform the Professional Growth Plan tool.

Teachers self-reflect throughout the school year on student growth, peer observations, student voice, parent voice, and professional growth goals and activities, as well as all artifacts and evidence from the Professional Growth and Effectiveness Process. The Professional Growth Plan is intentionally informed by teacher self-reflection. The Professional Growth Plan tool is designed to synthesize the ongoing reflection from artifacts and evidence of the multiple measures of effectiveness. Self-reflection guides the development of SMART goals, which are then translated into the Professional Growth Plan.

Self-reflection occurs before implementing each of the multiple measures of teacher effectiveness:

- Observation pre- and post-conferences
- Observations conducted by the supervisor
- Peer observations
- The Professional Growth Plan
- Student growth data
- Parent and student voice instruments and processes

GUIDELINES FOR COMPLETION OF THE TEACHER SELF-REFLECTION TOOL

Self-reflection improves teaching and learning through ongoing careful consideration of the impact of professional practices on teaching and student and teacher learning. Self-reflection should occur across all 12 standards of the Kentucky Teacher Professional Growth and Effectiveness Framework and is informed by the synthesis of data from multiple measures linked to the framework standards. Self-reflection may occur at the end of the instructional day, the end of a unit of study, prior to establishing professional goals, during planning for instruction, and throughout the performance of curricular and extracurricular duties. Self-reflection should inform the development of SMART goals for the Professional Growth Plan.

Teacher self-reflection should be an ongoing process. Cumulative reflections should be kept across the evaluation period. By the end of the evaluation period, self-reflection should be completed for all 12 standards within the four domains on the Teacher Professional Growth and Evaluation Framework (i.e., the same standards identified on the Teacher Self-Reflection Instrument). This accumulated documentation will be an important component of the materials turned in at the end of the evaluation period to inform summative ratings on each framework standard.

Self-Rating. The teacher should consider what they have accomplished under each standard and assign a rating using the same rating scale that will be used for the summative framework ratings. The rating should reflect activities and outcomes across the evaluation period. This rating may change across the evaluation period as the teacher engages in additional activities and professional practices and their resulting outcomes. Retain each dated rating on the Self-Reflection Instrument. Ratings should be dated to provide an indication of the timeframe for which the different ratings were assigned. By seriously considering their accomplishments and assigning an accurate rating, the teacher should have a good understanding of the rating they will receive from their supervisor at the end of the evaluation period. Furthermore, by reflecting across the evaluation period, the teacher should recognize when his/her behavior falls short of good performance and take steps to improve performance before the end of the evaluation period. Additionally, reviewing the completed Self-Reflection Instrument will be excellent preparation for the teacher for the meeting with the supervisor to review performance at the end of the evaluation period. The final self-rating should occur at the end of the evaluation period, should be made on the rating scale at the end of the instrument, and should reflect performance across the evaluation period.

Reflection (Supporting Activities and Outcomes). The teacher should reflect on the activities and professional practices they have engaged in and the resulting outcomes that support each of the standards identified in the Teacher Professional Growth and Evaluation Framework (i.e., the same standards identified on the Teacher Self-Reflection Instrument). These reflections, including a brief behavioral description of the professional practices and their outcomes, should be recorded on the instrument and dated. Outcomes should include a description of the impact of the professional practice on instruction, learning climate, leadership and professionalism, and student growth. Reflection on practices that proved to be less successful than anticipated may be particularly useful for improving practice and identifying changes that may lead to such improvement. Including a date with each professional practice recorded on the instrument will help the teacher track his/her activities across the evaluation period. It is important to maintain this record of activities and outcomes as it will be a significant component of the materials that will be submitted at the end of the evaluation period that will inform the summative ratings on the framework standards.

Planning. Based on the reflection for each standard, the teacher should indicate what they plan to do to either continue good performance under the standard or to improve performance that falls short of expectations for the standard. The plans should identify specific activities or practices and should include a target date by which the activity or practice will be implemented. It is very likely that this planning will inform the development of SMART goals included in the Professional Growth Plan, which will include the indicators that will be used to judge goal accomplishment.

SELF-REFLECTION TOOL

TEACHER:_____   **DATE:**_____

	Standard	Self-Rating (Date of Rating)	Ongoing Reflection (Supporting Activities and Outcomes)	Planning
Domain I: Instruction	1.1 Demonstrates content knowledge and research-based practices and strategies appropriate to student learning.			
	1.2 Plans formative and summative assessments to guide instruction and measure student growth toward learning targets.			
	1.3 Develops and communicates student-friendly learning targets that lead to mastery of national, state, and local standards.			
	1.4 Designs and implements instructional plans that are data-informed and address students' diverse learning needs.			
	1.5 Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences.			

	Standard	Self-Rating (Date of Rating)	Ongoing Reflection (Supporting Activities and Outcomes)	Planning
Domain II: Learning Climate	2.1 Establishes a positive, respectful, and safe learning environment where individual needs and risk-taking are valued.			
	2.2 Communicates high expectations for all students.			
	2.3 Uses time, space, and resources effectively and ensures equitable access to all resources for all students.			

	Standard	Self-Rating (Date of Rating)	Ongoing Reflection (Supporting Activities and Outcomes)	Planning
DOMAIN III: Leadership and Professionalism	3.1 Engages in professional and leadership activities that enhance personal growth, student learning, and the professional environment of the school.			
	3.2 Designs, implements, and revises a professional growth plan that addresses data-informed priorities and results in improving instruction and learning.			
	3.3 Collaborates with colleagues, parents, and others to enhance student learning.			

	Standard	Self- Rating (Date of Rating)	Reflection (Supporting Activities and Outcomes)	Planning
DOMAIN IV: Student Growth	4.1 Contributes to overall school success and the academic growth of all students, regardless of demographics (e.g., socioeconomic status, ethnicity, gender, disability, prior achievement).			

NEXT STEPS	**How Does Your Self-Reflection Impact Your Professional Growth Plan?** Based on your planning and self-reflection, what trends and patterns do you notice that will inform your Professional Growth Plan?	

Teacher Self-Reflection Summative Self-Ratings

Date:_____

Rating Scale	Rating
4 = Exemplary — This rating reflects behavior that consistently exceeds expectations for good performance under this standard	**Standard 1.1 Research-based Practices** .... _____
3 = Accomplished — This rating reflects behavior that consistently meets expectations for good performance under this standard	**Standard 1.3 Student-Friendly Learning Targets** .... _____
	Standard 1.4 Data-informed Planning .... _____
	Standard 1.5 Technology Integration .... _____
2 = Developing — This rating reflects behavior that meets expectations for good performance under this standard most of the time, but occasionally does not meet standard expectations	**Standard 2.1 Safe Learning Environment** .... _____
	Standard 2.2 High Expectations .... _____
	Standard 2.3 Effective Use of Resources .... _____
1 = Ineffective — This rating reflects behavior that consistently does not meet expectations for good performance under this standard	**Standard 3.1 Leadership Activities** .... _____
	Standard 3.2 Professional Growth .... _____
	Standard 3.3 Professional Collaboration .... _____
	Standard 4.1 Student Growth .... _____

CHAPTER SEVEN: PROFESSIONAL GROWTH PLAN

RATIONALE FOR PROFESSIONAL GROWTH PLAN

The goal of the Professional Growth Plan is to improve instruction. Individual professional growth plans are written to extend a teacher's professional growth through reflective practice. Each plan should be unique to the individual, based on self-assessment and guided by the educator quality standards. The Professional Growth Plan is also informed by the following documents: educator evaluative feedback, characteristics of highly effective teaching and learning, multiple measures of teacher effectiveness, etc.

The focus of the Professional Growth Plan is to support professional growth through professional development activities that are of value to teachers and are planned to improve student and school results. The activities listed as options in the professional development cycle should be designed to support collaboration and learning among teachers. Research shows that in order for professional development to be effective, it should be a deliberate process that occurs within the context of a teacher's daily activities in the classroom/school environment and connects back to student learning (Marzano, 2003). This would also hold true of the Professional Growth Plan.

The Professional Growth Plan should be realistic, focused, and measurable using SMART goals (specific and strategic, measurable, attainable, results-based, and time-bound). The plan should connect data from multiple sources (see the Teacher Professional Growth and Effectiveness Framework in Appendix A), from self-assessment and classroom observation results to information from student learning and achievement. Teachers should use these data to inform their planning and analysis.

As teachers identify explicit goals, there should be targeted professional development and resources that directly address the focus of the plan. This powerful ability will allow schools and districts to connect their effectiveness frameworks to a teacher's professional development in a way that is targeted, relevant, and aligned to the common language of instruction. Professional growth planning reflects an assessment of professional learning needs by individual teachers and shows a demonstrable relationship to characteristics of highly effective teaching and learning and teacher education standards.

Critical Components of Professional Growth Plans include the following:

- Specific, measureable goals/objectives
- Appropriate expected outcomes/desired results
- Action plans/strategies
- Assistance/support
- Indicators of success
- Timelines

Teachers must be actively engaged in the implementation of their plans in order to derive the maximum benefit from their established goals. The implementation of the plan is ongoing and will evolve throughout the school year. It may be necessary to modify the elements of the plan. Changes to a plan should be developed in collaboration with the supervisor so that he or she is better able to support the outcomes of the teacher's growth plan.

It is recognized that due to the nature and complexity of some goals, a multi-month/year timeline may be appropriate. This timeline may extend over several years but must reflect year-by-year outcomes.

PROCESS FOR DEVELOPING PROFESSIONAL GROWTH PLAN

The Professional Growth Plan process involves intentional self-refection on professional practices. Professional Growth Plans should be informed by self-reflection, findings from student and parent voice surveys, student growth data, peer observation, and supervisor observations.

Part A: Teacher Professional Growth Plan

Goal setting is a relatively straightforward technique designed to focus one's efforts and improve performance. The teacher is to select two goals for inclusion in their Professional Growth Plan. The acronym "SMART" is used to remember the characteristics of effective goals: "S" for Specific, "M" for Measurable, "A" for Appropriate, "R" for Results-based, and "T" for Timely. Each goal will be recorded on a separate sheet. For each goal, the goal, an action plan for achieving the goal, the resources and support needed for goal attainment, the time frame for completing the goal, the expected outcomes for goal completion, the measures that will be used as indicators of successful goal attainment, and the documentation that will be provided by the teacher should be identified on the Professional Growth Plan Instrument.

Goal Statement. The goal should be specific and written in clear, concise language. Goal statements usually include an action verb and a specific outcome. The outcome may be a quantitative measure or the completion of an activity. General statements like "do your best" and "make a substantial improvement" are vague and should not be used. Goals should be challenging, but realistic. Details such as justification for the goal or the action plan to attain the goal may support the goal, but should not be included in the goal statement itself.

Action Plan. The action plan should indicate the specific activities in which teachers will engage to accomplish their goals. The action plan should be described in sufficient detail that it is clear to the teacher and to the supervisor/evaluator exactly what the teacher will do to accomplish each goal.

Assistance, Support, and Resources. The results of attaining the goal should justify the expected costs in resources, time, and effort. There is usually a trade-off between goal difficulty and cost. Typically, the more difficult a goal, the more effort and resources are needed to attain it. Support and resources should be identified to ensure they are available and that the goal justifies the needed support and resources. Goal attainment should be of value to the teacher, students, and the school.

Time Frame. The Professional Growth Plan goal statements should include a target date or deadline for goal accomplishment. The date should be specific (e.g., no later than June 1, 2012), not vague (e.g., as soon as possible or next spring). A specific deadline clearly identifies what is expected and reduces the chance of a misunderstanding.

Expected Outcomes. Teachers should identify the outcomes expected with goal attainment. These outcomes should relate to professional growth and the impact on teaching and learning.

Measures of Goal Attainment. Indicators of goal attainment should be identified. If possible, a goal should be stated in terms of a quantitative measure of results. The indicator can be stated in relative terms (e.g., 100% improvement), but it is less confusing to use absolute terms (e.g., complete eight hours of professional training). If a quantitative measure is not available and cannot be developed, then the next best thing is an activity for which successful completion can be verified (e.g., to complete training, to complete a report). Note that some subjectivity may be necessary in making a judgment about "satisfactory" completion. In any case, the indicators should be specified in advance.

Documentation. Teachers should indicate the evidence that they intend to use to document goal attainment.

Part B: Reflection on Professional Practice and Part C: My Community of Support of the Professional Growth Plan Template may be used with teachers rated "developing" or "ineffective".

Part B: Reflection on Professional Practice (OPTIONAL)

1. Personal Vision of Teaching and Learning

- Teachers should reflect on their professional practice relative to the best practices identified by research. In the first box, teachers are to describe their philosophy of teaching and learning. Teachers should refer to the Teacher Professional Growth and Effectiveness Framework standards and use those standards to organize their thoughts on professional practice.

- Teachers need to review data from their self-reflection, findings from surveys, student growth data, peer observation, and supervisor/evaluator observations. In the second box, teachers are to identify trends and patterns in these data related to their professional growth.

- Teachers are to review their student growth goals and identify how the trends and patterns from their own data (i.e., surveys, student growth data, peer observation, and observations) relate to their student growth goals. These relationships should be described in the third box on the Professional Growth Plan Instrument.

2. Professional Development Needs and Direction

Based on the data reviewed in Step 1 above, teachers should identify professional development needs and direction. In the box, teachers will identify their professional growth goals and how they might accomplish them. Two of these goals will be selected in Part C for further development and refinement, and will be specifically targeted for completion during this school term. As such, goals identified in this section may be broader and more long-term, while the goals selected in Part C will likely be more specific and will be completed during the current term.

3. Professional Growth Model

There are a variety of methods, techniques, and venues for professional growth and development. Teachers should think in terms of their professional growth goals and identify the types of activities that, realistically, will best help them attain their professional growth goals. Teachers may check as many as they believe are appropriate.

Part C: My Community of Support/Community of Learners (OPTIONAL)

Colleagues may serve as a support team to help fellow teachers clarify, work toward, and accomplish their goals. This Community of Support can be effective in helping to ensure that teachers attain their Professional Growth Plan goals. Teachers should identify one to three colleagues who share their goal(s) or who could support them in goal achievement to serve as their Community of Support/Community of Learners. Members of the each Community of Support should have appropriate expertise to facilitate a particular teacher's professional growth.

Teachers will meet with their Community of Learners to explain their goals and how they plan to accomplish them. The community may help individual teachers to further refine their goals, provide additional strategies or methods for accomplishing the goals, and help identify methods or indicators for measuring goal attainment.

On the Professional Growth Plan Instrument, the teacher is to

- identify the members of his/her Community of Support
- select one goal to focus on within the Community of Support
- describe the strategies for goal attainment discussed with the Community of Support
- provide the rationale for adopting these ideas/strategies for achieving the goal
- describe the outcome(s) the teacher expects to achieve this year
- describe how accomplishing this goal will positively impact student achievement

PART D: Ongoing Review and Revision

Teachers are to track their performance in relation to their Professional Growth Plan goals. During the evaluation period, teachers will determine whether they are on schedule to attain each goal. This feedback can be a source of motivation and may provide information to improve strategies for goal attainment. If it appears that a goal will not be met, the teacher should attempt to determine why the goal will not be attained. Is it strategy, lack of effort, lack of focus, or perhaps some extenuating circumstance? The answers to such questions can provide teachers with information to modify their actions to increase the likelihood of goal attainment, or, under some circumstances, the goals may need to be revised.

PART E: Impact On Professional Growth and Performance

While professional growth activities can assist teachers in strengthening their pedagogical skills across a variety of identified areas of need, it is the ability to internalize and apply the new learning that ultimately increases the measure of a teacher's effectiveness. The degree to which a teacher has internalized and applied improved competencies may be measured in a variety of ways including, but not limited to, classroom observation by a supervisor, peer observation, self-reflection, and student growth measures.

PROFESSIONAL GROWTH PLAN TEMPLATE

Teacher: _____ School: _____ Date: _____

Teaching Assignment: _____

Part A: Teacher Professional Growth Plan

SMART Goal 1

Growth Objectives: *(Behaviors, Skills, and Abilities to be developed)*   *SMART (Specific, Measurable, Appropriate, Realistic, Time-bound)*
Action Plan: Identify specific activities *(How skills and abilities will be developed.)*
Assistance, Support, and Resources:
Time Frame:
Expected Outcomes:
Measures of Goal Attainment:
Barriers/Alternatives to Maximum Goal Attainment:
Documentation: Identify documentation that you intend to use to demonstrate your professional growth.   ☐ Artifact reflections that give evidence   ☐ Self-assessment that provides insight into professional growth   ☐ Sharing with colleagues   ☐ Certificate of completion   ☐ Other (please describe): _____

Teacher Signature:	**Date:**
Principal Signature:	**Date:**

Impact on professional growth and performance:

Teacher Signature:	**Date:**
Principal Signature:	**Date:**

SMART Goal 2

Growth Objectives: *(Behaviors, Skills, and Abilities to be developed)* *SMART (Specific, Measurable, Appropriate, Realistic, Time-bound)*
Action Plan: Identify specific activities *(How skills and abilities will be developed.)*
Assistance, Support, and Resources:
Time Frame:
Expected Outcomes:
Measures of Goal Attainment:
Barriers/Alternatives to Maximum Goal Attainment:
Documentation: Identify documentation that you intend to use to demonstrate your professional growth. ☐ Artifact reflections that give evidence ☐ Self-assessment that provides insight into professional growth ☐ Sharing with colleagues ☐ Certificate of completion ☐ Other (please describe): _____

Teacher Signature:	**Date:**
Principal Signature:	**Date:**

Impact on professional growth and performance:	
Teacher Signature:	**Date:**
Principal Signature:	**Date:**

The following Part B (Reflection on Professional Practice) and Part C (My Community of Support) of the Professional Growth Plan Template may be used with teachers rated "developing" or "ineffective".

Part B: Reflection On Professional Practice (Optional)

1. My Personal Vision of Teaching and Learning

Who am I as a teacher or leader? Use this section to list (or describe in narrative form) your own philosophy of effective teaching and learning. Refer to the Teacher Professional Growth and Effectiveness Framework and use these questions to guide your thinking:

Describe your core beliefs of teaching and learning. It is helpful to do this relative to the Teacher Effectiveness Framework standards.

Identify trends and patterns from student growth data, observations, surveys, and professional self-reflection.

Identify how these trends and patterns relate to your student growth goals (from Student Growth Instrument).

2. My Professional Development Needs

Where am I going as a teacher/learner? Briefly outline your professional growth goal(s) and the ways in which you might accomplish it (them):

3. Professional Growth Model

How do you learn best? Here are some sample learning opportunities (check as many as apply):

Individually-guided
- ☐ Personal study
- ☐ Web-based learning
- ☐ Anecdotal records
- ☐ Reflective journals
- ☐ Individual action research
- ☐ Log entries
- ☐ Other: _____

Development/Improvement Process
- ☐ Project-based
- ☐ School visits
- ☐ Assessment instruments (surveys, questionnaires)
- ☐ Authentic teacher made materials (designing quality work for students)
- ☐ Other: _____

Instruction/Workshops
- ☐ Technology skill training
- ☐ Workshops
- ☐ Conference
- ☐ Other: _____

Observation/Assessment
- ☐ Peer coaching (peer-to-peer)
- ☐ Cognitive coaching (peer-admin)
- ☐ Videotaped lessons
- ☐ Team teaching
- ☐ Community of Support
- ☐ Other: _____

Inquiry
- ☐ Group action research
- ☐ Data collection and analysis
- ☐ Study group
- ☐ Other: _____

Part C. My Community of Support (Optional)

Identify one to three colleagues who share your goal(s) or who could support you in the achievement of your goal(s). These colleagues will become part of your Community of Learners focus group. Meet with your group to explain your goal(s) and how you plan to accomplish it (them). Brainstorm additional ways of accomplishing your goal(s). Your group may also help you refine your goal(s).

Identify the members of your Community of Support:

Select one goal that you will focus on within your Community of Support Team:

Describe the strategies for goal attainment discussed with your Community of Support:

Provide the rationale for adopting these ideas/strategies for achieving your goal.

Describe the outcome(s) you expect to achieve this year. How will you accomplish this goal positively impacting student achievement?

CHAPTER EIGHT: STUDENT VOICE

GENERAL BACKGROUND

The Tripod student survey is a well-designed, classroom-level analysis and reporting system developed over the past 10 years as a partnership between Cambridge Education and Dr. Ron Ferguson. The survey is in its 14th generation, and hundreds of schools and thousands of classrooms in more than 25 states have used the survey assessments. Cambridge Education administers student and teacher surveys.

This FAQ is focused on the Tripod student surveys.

Student surveys ask students to give feedback on specific aspects of the classroom experience, organized around seven elements of teaching practice. The questions use Likert-scale response options, and focus on specific statements such as "Our class stays busy and doesn't waste time". In addition, the survey asks students to assess their level of engagement around several student engagement targets. These include such targets as trust, cooperation, ambitiousness, and diligence. In addition to the classroom-level survey items, there are also questions related to school climate as well as family and student demographics.

Who can participate in the survey? Will all teachers and schools participate?

One of the exciting things about the Tripod Student Perceptions Survey is that the vast majority of K-12 schools and teachers can participate. All K-12 teachers at participating schools who are teachers of record, and have at least one class with more than five students typically participate in the survey. This includes special education classrooms that meet this specification.

What do the surveys measure?

The "tripod" in the Tripod Project refers to three "legs" of quality teaching: content, pedagogy, and relationships. This model emphasizes the importance of teachers' content knowledge and pedagogic skills and their capacity to form and sustain effective student-teacher relationships. The premise is that students will engage more deeply and learn more effectively when they perceive (or experience) that all three legs are strong.

In order to build on this overarching idea, the Tripod Project framework identifies targets for **student engagement**. It also identifies **seven elements of teaching practices**—the Seven Cs—that correspond to key elements of teaching quality.

Therefore, the survey generates information both about how students experience teaching practices and learning conditions in the classroom as well as information about how students assess their own engagement. The elements of teaching practice organized by the Seven Cs closely align with teacher observation tools and rubrics used by most districts. The Tripod survey also includes measures of school climate and youth culture and the surveys also gather information about family and student demographics.

What kinds of questions are asked on the survey?

Most questions on a Tripod survey use Likert-scale response options using a 5-point scale in grades 3-12 (Totally Untrue to Totally True) and a 3-point scale (No, Maybe/Sometimes, and Yes) in grades K-2. Each question measures an underlying construct from the Tripod framework.

Construct Sample Question

- Student Engagement – Effort to Learn
  I have pushed myself hard to completely understand my lessons in this class.

- Student Engagement – Mastery Goals
  In this class, it is important to me to thoroughly understand my class work.

- Teaching Practices – Classroom Control
  Our class stays busy and doesn't waste time.

- Teaching Practices – Challenge
  My teacher asks students to explain more about the answers they give.

- Teaching Practices – Clarify
  My teacher has several good ways to explain each topic that we cover in this class.

Measures of Effective Teaching (MET) Study

Tripod Student Survey Assessments are one of the tools featured in the Gates Foundation MET study of teaching quality. Using a sample of over 44,500 students, the results of the MET study in December 2010 and January 2012 reinforce a growing consensus that integrating student survey assessment results with high-quality observations and student gain-scores on achievement tests creates a much more valid and reliable teacher evaluation system compared to current standard practices.

How has the Tripod Student Perceptions Survey been developed? What is the Tripod Project?

The Tripod Project is supported and operated as a partnership between Cambridge Education and Dr. Ronald F. Ferguson, the project's founder. Dr. Ferguson is also the Director of the Achievement Gap Initiative at Harvard University. For more than a decade, Dr. Ferguson and the Tripod Project have used student and teacher survey data to study conditions in schools and classrooms. Hundreds of schools and many thousands of classrooms in more than 25 states have participated. The work has expanded internationally to Canada, China, and arrangements are proceeding to expand into England.

How will the data from the survey be used?

The primary purpose of the survey is to provide valuable information for educators who are working to improve classroom and school learning conditions. Data can also be aggregated to provide school and district-level feedback. These data can help focus priorities, track improvement, and evaluate programs.

Where can I l find more information about the Tripod Project and Tripod student survey?

Please visit www.tripodproject.org. The Tripod student survey was also one of the measures of effective teaching studied by the national Measures of Effective Teaching Research Project. Information about the results of this research is available at www.metproject.org.

SURVEY PREPARATION

Shortly before the administration date, surveys are provided for classrooms that have been selected to participate in the survey. Information about these classes is gathered in advance of the survey administration and individual class packs are delivered to schools.

How will Cambridge Education have roster information for each participating classroom?
The district will send roster details to Cambridge Education after participating classrooms have been identified. This information is used to generate class packs including surveys or registration cards for each student. Individual class packs are delivered to schools along with administration protocols and scripts to be used during survey administration.

How is it determined what classrooms will be surveyed?
The usual practice is to select a specific time and day at the elementary level and a specific class period at the secondary level. Sometimes surveys are administered during a survey window that lasts a few weeks, while in other cases all surveys are administered on one day. Teachers who do not teach during the designated survey time are typically allotted a class during another time. For this reason, some students may take the survey more than once in a given survey period.

What support is provided to teachers and coordinators at each school to ensure they are ready for the administration?
Cambridge Education and the district will provide a range of information to teachers and individuals who help coordinate the survey in each school. This typically includes webinars to ensure individuals have the information they will need to oversee the successful administration of surveys. In addition, there is a Helpdesk available to answer additional questions regarding the materials or the survey process.

ADMINISTERING THE SURVEY

How many classes will take the survey at each administration point?

Typically, a specific class is identified for each teacher to be surveyed at each administration. Wherever possible, a different class is surveyed for each administration period (e.g. fall versus spring). Steps are taken to coordinate the survey administration in order to provide valid results while minimizing the number of times students are asked to complete the survey. Most students are surveyed no more than twice within a month period.

How is student confidentiality protected?

For online surveys, teachers don't have access to student results as results are stored on a secure, offsite computer server. For print-based surveys, a special peel off label is placed on each survey form. The student's name is only printed and visible on this label. As part of the administration protocol, this label is removed during the survey administration. Also, each student is given a thick, 8" by 11" envelope and completed surveys are sealed by each student in this envelope.

What are the differences between the Early Years (K-2), Elementary (3-5), and Secondary (6-12) Tripod survey versions?

The Secondary (6-12) survey is designed for older students and includes more items. The Early Years (K-2) survey contains fewer answer choices and fewer questions than the other surveys, to make it easier for young students. Similarly, the Elementary (3-5) survey is shorter than the Secondary and uses more simplistic language to measure student perceptions.

Is the survey on paper or online?

The survey can be administered in a print-based format or online. Paper and pencil surveys can be completed without any special equipment while online administration requires use of a computer lab or another arrangement where each student in the class can have access to a web-based survey form.

How long does the survey take to complete?

Students are typically able to complete the comprehensive version of the survey at the secondary level in less than 30 minutes. Time is also needed to distribute the materials and to read the survey script before the administration. Usually, 40 minutes is more than enough time to complete the entire process for the comprehensive version of the survey at the secondary level. The elementary versions of the survey are shorter, and there are also versions of the survey that are less comprehensive, reducing the amount of time required to complete the survey.

At the secondary level, some teachers worry only one of their classrooms may be surveyed, and both secondary and elementary teachers sometimes worry the survey only captures one point in time. We advocate multiple measures over multiple years. Through this approach, teachers will receive feedback from students representing a number of classes at a number of points in time. It is the accumulation of this feedback across classrooms and across time that strengthens the reliability of the overall feedback from students.

When are surveys typically administered?

Each district decides on a specific period for completion of the survey. The district communicates this to key stakeholders, including principals and teachers. Sometimes a certain day is specified and on other occasions, a longer window of time is specified in which teachers can administer the survey with their classes.

How is the survey administered to students in different age groups?

Students in grades 3 – 12 follow a standard protocol that typically involves the teacher serving as the proctor with students reading the survey themselves. At the K-2 levels, someone other than the teacher of the students must proctor the survey. Also, the survey is administered with smaller groups of students at this level; whereas at older grades, the whole class completes the survey at one time. These details are outlined in separate administration protocols and scripts for each survey deployment.

How should proctors be identified/ selected at the early grades (K-2) where a separate proctor is required?

Assistant principals, counselors, and paraprofessionals are all good candidates to serve in the role of proctor for the survey at the K-2 level. It is not advised that teachers swap classrooms for proctoring the survey. A clear protocol and script is provided for the proctors of the survey at this level.

Can students in grades K, 1, and 2 take the survey online?

We have found that the online web-based surveys forms are not an appropriate medium for this age group, and therefore, students at these early grades complete the survey in the paper-based form.

Who will coordinate the survey administration at each school?

The principal and one or two staff members from each school will coordinate the survey administration. This group will have the chance to participate in information sessions via webinars. The group's role is to distribute the materials required to survey and to answer any further questions teachers may have. For paper administrations, they will also collect and ship completed surveys. Cambridge Education also provides Helpdesk support to schools before, during, and after the survey administration.

Will parents be notified before the survey is administered?

A letter that informs parents about the survey is typically sent home with students prior to the survey administration. The survey requires passive consent, meaning that parents respond to this letter only if they do not want their children to participate in the survey. A completed form must be returned to the school by a designated time to opt out of participation.

What accommodations can be made for students with special needs participating in the survey?

Specific accommodations for students with special needs are determined at the local level. In a number of districts, accommodations have been made in order to facilitate the participation of special education students. This includes utilizing a facilitator to read the items to the students, utilizing a scribe to record the answers for students, and splitting the survey administration into manageable sessions.

Do special education teachers or other specialists who work with teachers in several classrooms participate? What if I am an adjunct teacher?

Students in each participating classroom are directed to complete the survey about their classroom teacher, who is defined as the teacher of record for that class. Teachers who are not the teacher of record in any classroom will not be able to participate. Adjunct teachers who are teachers of record in K-12 classrooms with at least five students will have their classes surveyed. In classrooms that are co-taught, a protocol can be implemented to gather feedback for each teacher.

What do participating schools need to do?

Districts provide accurate class rosters of students in the classrooms identified to be surveyed. Typically, the principal and one or two other staff members from every school coordinate the administration starting with an informational session organized at each school. Near the time of survey administration, each school receives a shipment of survey materials including a set of **class packs** for each class scheduled to be surveyed.

For classrooms using print-based surveys, each class pack will contain:

- A **survey** for each student who was recorded as being in the class when the roster data were gathered. Each survey is marked with the student's name and ID as well as the teacher name and other information.

- A **student list** containing the names of all the students for whom surveys have been generated, in addition to information about the class and teacher.

- **A set of "blank" surveys** to be used by students who have been added to the class since the time the rosters were collected. **These "blank" surveys are associated with the class pack they are included in.**

- Peel and stick **envelopes** to accompany each survey.

- A copy of the **Administration Manual and Script** document.

For classrooms using web-based online surveys, each class pack will contain:

- **Online survey login cards** for each student who was recorded as being in the class when the rosters were gathered.

- Cards for students not included in the roster will also be included to allow those students to complete the survey. **ID numbers on these surveys are tied to the class pack they are included in.**

- A copy of the **Administration Manual and Script** document.

REPORTING

How long after the administration of the survey will reports be available to teachers?

With online surveys, the data are available immediately for analysis. Once the survey window is closed, survey data are cleaned and processed. Once completed, paper surveys are shipped to a facility where they are scanned. This means there is usually a gap of around two weeks between the survey window closing and the data being delivered for analysis.

Reports are typically issued in batches, and the timeline for reporting is affected by the survey period and the time when the window for completing surveys is closed. Analysis and reporting usually requires a 4-6 week lag from survey completion to reporting.

Who analyzes the results? How do I know that the results are accurate?

Analytical models and protocols are designed by Dr. Ronald F. Ferguson, the developer of the Tripod survey methodology. All data from the surveys are processed independently by Cambridge Education through its partnership with Dr. Ferguson. Online reports are made available to designated district administrators and to every participating teacher with a class of more than 10 respondents. These reports include comprehensive tabular views of classroom responses to survey questions and graphical views anonymously comparing results across classrooms. These reports provide teachers with concrete, quantitative information about their students' perceptions, and how those compare with other students in other classrooms.

Cambridge Education also provides district-level and school-level reports. School-level reports provide comprehensive, anonymous results, including breakdowns of responses for each survey item where classrooms are the unit of analysis.

Will survey information be made publicly available?

Data for individual teachers are considered a part of an individual's performance review, and in many states this information is exempt from public disclosure. This needs to be evaluated on a state-by-state and district-by-district basis. Cambridge Education works with its district partners to ensure data are only shared for the intended purposes.

How are teachers and principals supposed to use survey results to inform professional learning?

Tripod surveys capture key dimensions of classroom life and teaching practice as students experience them. Surveys can deliver valid, reliable, and detailed insights on teaching and learning. Using the Tripod survey assessments, educators have the ability to measure student perceptions in the following areas:

- **Teaching Effectiveness:** Measures tied to each teacher are quality assured and benchmarked against national norms.
- **Student Engagement:** Data concerning effort and motivation indicate for each classroom how students judge their own attitudes, behavior, and effort.
- **Student Satisfaction:** Data indicate whether each classroom, building, and district is a place where students feel safe, welcome, and satisfied with their progress.
- **Whole-school Climate:** Data from individual classrooms can be aggregated up to measures of whole school climate. In addition, surveys include questions that pertain to the school as a whole.

Findings can inform discussions about school quality and whole-school priorities, and focus teacher professional development and student engagement projects. The survey measures enable decision-makers at every level to **focus priorities and track progress**, helping to ensure investments in professional development and school improvement produce positive results.

ITEM POOL: TRIPOD STUDENT VOICE INSTRUMENT

The Seven C's

Measures of Teaching Quality

The primary measures of instructional quality in the Tripod surveys are gathered under seven headings called *the Seven C's*. The *Seven C's* are grounded upon a great deal of education research by many researchers over the past several decades. They capture much of what researchers have suggested is important in determining how well teachers teach and how much students learn. Each of the C's is measured using multiple survey items. The following are brief descriptions of each concept.

The *Seven C's*

1. Care pertains to teacher behaviors that help students to feel emotionally safe and to rely on the teacher to be a dependable ally in the classroom. Caring reduces anxiety and provides a sense of positive affiliation and belonging. Caring goes beyond "niceness"; caring teachers work hard, and they go out of their way to help. They signal to their students, "I want you to be happy and successful, and I will work hard to serve your best interest; your success is an important source of my personal satisfaction." An example of a MET survey item measuring Care is: *"My teacher really tries to understand how students feel about things."*

2. Control pertains to classroom management. Teachers need skills to manage student propensities towards off-task or out-of-order behaviors, in order to foster conditions in the classroom that allow for effective communication and focus. Effective control helps to maintain order and supplements caring in making the classroom calm and emotionally safe from such things as negative peer pressures. An example of a MET survey item measuring Control is: *"Our class stays busy and doesn't waste time."*

3. Clarify concerns teacher behaviors that promote understanding. Interactions that clear up confusion and help students persevere are especially important. Each student comes with particular gaps in understanding and with both correct and incorrect interpretations of the world around them. To be most effective, teachers should be able to diagnose students' skills and knowledge, and they need multiple ways of explaining ideas that are likely to be difficult for students to grasp. Teachers also must judge how much information students can absorb at any one time, and they should differentiate instruction according to individual maturity and interest. An example of a MET survey item measuring Clarify is: *"My teacher has several good ways to explain each topic that we cover in this class."*

4. Challenge concerns both effort and rigor -- pressing students to work hard and to think hard. . Challenging teachers tend to monitor student effort and to confront students if their effort is unsatisfactory. Students who do not devote enough time to their work or who give up too easily in the face of difficulty are pushed to do more. Similarly, students who do not think deeply or to reason their way through challenging questions are both supported and pushed. The teacher may ask a series of follow-up questions intended to elicit deeper, more thorough reasoning. An example of a MET survey question measuring Challenge for effort is: *"In this class, my teacher accepts nothing less than our full effort."* A question measuring Challenge for rigorous thinking is: *"My teacher wants us to use our thinking skills, not just memorize things."*

5. Captivate concerns teacher behaviors that make instruction stimulating, instead of boring. Captivating teachers make the material interesting, often by making it seem relevant to things about which students already care. Brain research establishes clearly that stimulating learning experiences and relevant material make lessons easier to remember than when the experience is boring and the material seems irrelevant. Examples of questions concerning stimulation and relevance are: *"My teacher makes lessons interesting,"* and *"[negatively worded] I often feel like this class has nothing to do with real life outside school."*

6. Confer concerns seeking students' points of view by asking them questions and inviting them to express themselves. When students expect that the teacher might call on them to speak in class, they have an incentive to stay alert. In addition, believing that the teacher values their points of view provides positive reinforcement for the effort that it takes to formulate a perspective in the first place. Further, if students are asked to respond not only to the teacher, but to one another as well, a learning community may develop in the classroom, with all of the attended social reinforcements. An example of a question concerning *Confer* is: *"My teacher gives us time to explain our ideas."*

7. Consolidate is the seventh **C**. Consolidation concerns how teachers help students to organize material for more effective encoding in memory and for more efficient reasoning. These practices include reviewing and summarizing material at the end of classes and connecting ideas to material covered in previous lessons. Teachers who excel at consolidation talk about the relationships between ideas and help students to see patterns. There is a large body of evidence supporting the hypothesis that these types of instructional activities enhance retention by building multiple brain pathways for retrieving knowledge and for combining disparate bits of knowledge in effective reasoning. An example of a question concerning Consolidation is: *"My teacher takes the time to summarize what we learn each day."*

1	Care	My teacher in this class makes me feel that s/he really cares about me.
2	Care	My teacher seems to know if something is bothering me.
3	Care	My teacher really tries to understand how students feel about things.
4	Control	Student behavior in this class is under control.
5	Control	I hate the way that students behave in this class.
6	Control	Student behavior in this class makes the teacher angry.
7	Control	Student behavior in this class is a problem
8	Control	My classmates behave the way my teacher wants them to.
9	Control	Students in this class treat the teacher with respect.
10	Control	Our class stays busy and doesn't waste time.
11	Clarify	If you don't understand something, my teacher explains it another way.
12	Clarify	My teacher knows when the class understands, and when we do not.
13	Clarify	When s/he is teaching us, my teacher thinks we understand even when we don't.
14	Clarify	My teacher has several good ways to explain each topic that we cover in this class.
15	Clarify	My teacher explains difficult things clearly.
16	Challenge	My teacher asks questions to be sure we are following along when s/he is teaching.
17	Challenge	My teacher asks students to explain more about answers they give.
18	Challenge	In this class, my teacher accepts nothing less than our full effort .
19	Challenge	My teacher doesn't let people give up when the work gets hard.
20	Challenge	My teacher wants us to use our thinking skills, not just memorize things.
21	Challenge	My teacher wants me to explain my answers -- why I think what I think.
22	Challenge	In this class, we learn a lot almost every day.
23	Challenge	In this class, we learn to correct our mistakes.
24	Captivate	This class does not keep my attention--I get bored.
25	Captivate	My teacher makes learning enjoyable.
26	Captivate	My teacher makes lessons interesting.
27	Captivate	I like the ways we learn in this class.
28	Confer	My teacher wants us to share our thoughts.
29	Confer	Students get to decide how activities are done in this class.
30	Confer	My teacher gives us time to explain our ideas.
31	Confer	Students speak up and share their ideas about class work.
32	Confer	My teacher respects my ideas and suggestions.
33	Consolidate	My teacher takes the time to summarize what we learn each day.
34	Consolidate	My teacher checks to make sure we understand what s/he is teaching us.
35	Consolidate	We get helpful comments to let us know what we did wrong on assignments.
36	Consolidate	The comments that I get on my work in this class help me understand how to improve.

SAMPLE REPORT FOR STUDENT VOICE TRIPOD RESULTS

District Level Dashboard

Percent favorable responses, by school, for each Seven C's category.
(48 secondary schools in one urban school district.)

Percent Favorable Responses

Color	Range
	>= 75%
	60 to 74%
	50-59%
	40-49%
	25-39%
	< 25%

SCHOOLS	Care	Control	Clarify	Challenge	Captivate	Confer	Consolidate	Mean
School 1	33	29	47	56	40	33	48	42
School 2	36	26	48	60	42	34	48	42
School 3	31	27	54	55	44	37	50	42
School 4	40	51	49	55	42	36	47	45
School 5	38	39	48	52	40	45	44	45
School 6	39	32	49	55	42	45	47	44
School 7	38	40	48	55	40	45	50	45
School 8	33	42	48	57	49	40	48	45
School 9	39	40	47	56	42	45	49	45
School 10	36	42	51	57	48	38	47	45
School 11	37	45	50	55	46	44	47	46
School 12	37	45	49	54	45	46	46	46
School 13	39	54	51	62	47	41	51	47
School 14	37	49	50	54	47	44	46	47
School 15	43	39	49	56	44	46	50	47
School 16	38	45	52	57	45	45	51	47
School 17	43	52	50	62	45	45	54	47
School 18	45	29	55	64	46	44	55	48
School 19	41	45	52	55	45	45	49	48
School 20	39	50	55	65	50	41	56	48
School 21	44	51	52	64	51	41	55	48
School 22	43	52	57	65	50	40	54	49
School 23	43	36	54	60	50	49	55	49
School 24	40	40	59	65	49	42	53	50
School 25	41	45	54	59	47	48	53	50
School 26	44	52	57	65	52	45	57	50
School 27	46	52	56	66	52	44	56	50
School 28	44	44	54	62	48	45	56	51
School 29	46	35	55	65	54	45	56	51
School 30	53	52	55	66	51	47	55	51
School 31	44	46	55	61	50	49	56	51
School 32	45	54	57	66	53	46	58	51
School 33	47	44	55	61	49	45	55	51
School 34	45	35	52	65	55	45	56	51
School 35	46	52	56	71	51	45	61	52
School 36	43	39	60	66	56	45	58	52
School 37	40	51	58	66	55	45	55	52
School 38	47	36	61	70	55	46	58	53
School 39	51	37	58	67	56	50	61	54
School 40	51	38	58	68	63	49	61	55
School 41	54	35	57	71	56	54	65	56
School 42	50	42	65	75	55	45	61	56
School 43	49	45	60	75	44	54	65	56
School 44	51	42	64	72	56	47	62	56
School 45	54	38	62	72	59	51	63	57
School 46	57	30	63	76	60	51	69	58
School 47	59	40	65	75	61	58	70	61
School 48	63	41	66	79	70	59	71	64

School Level Dashboards

Each row shows the percent favorable responses for a classroom in the lowest rated high school from above (classes with at least 10 respondents).

Percent Favorable Responses
>= 75%
60 to 74%
50-59%
40-49%
25-39%
< 25%

CLASSROOMS	Care	Control	Clarify	Challenge	Captivate	Confer	Consolidate	Mean
Classroom 1	13	23	18	23	23	17	20	20
Classroom 2	13	15	28	29	13	21	23	20
Classroom 3	8	28	22	27	18	26	13	20
Classroom 4	6	40	22	31	19	8	31	22
Classroom 5	4	15	21	28	26	33	36	23
Classroom 6	25	23	29	39	28	28	35	29
Classroom 7	24	19	35	50	16	36	38	31
Classroom 8	21	24	35	45	37	26	35	32
Classroom 9	33	26	28	42	35	37	39	34
Classroom 10	32	25	37	49	39	45	42	38
Classroom 11	35	35	39	42	44	41	36	39
Classroom 12	33	41	38	43	54	37	33	40
Classroom 13	38	32	40	45	45	47	36	41
Classroom 14	41	32	48	47	40	38	40	41
Classroom 15	45	21	42	53	30	44	52	41
Classroom 16	25	50	53	47	32	51	40	43
Classroom 17	33	42	57	51	44	40	31	43
Classroom 18	33	29	61	64	43	41	43	45
Classroom 19	41	44	59	67	32	46	53	49
Classroom 20	38	29	58	67	47	50	62	50
Classroom 21	47	57	57	60	33	55	48	51
Classroom 22	45	42	58	65	50	56	52	52
Classroom 23	55	42	58	63	64	49	61	56
Classroom 24	57	61	71	68	48	61	59	61
Classroom 25	64	55	65	73	64	64	57	63
Classroom 26	67	76	68	70	64	59	56	66
Classroom 27	71	73	82	83	64	66	67	77

Each row shows the percent favorable responses for a classroom in the highest rated high school from above (classes with at least 10 respondents).

Percent Favorable Responses
>= 75%
60 to 74%
50-59%
40-49%
25-39%
< 25%

CLASSROOMS	Care	Control	Clarify	Challenge	Captivate	Confer	Consolidate	Mean
Classroom 1	18	30	26	32	23	26	27	26
Classroom 2	15	24	22	35	25	46	27	28
Classroom 3	22	25	26	35	37	32	41	31
Classroom 4	32	34	23	56	43	31	42	37
Classroom 5	29	34	32	60	31	32	42	37
Classroom 6	31	37	34	55	29	42	46	39
Classroom 7	40	32	40	47	40	39	39	40
Classroom 8	32	28	40	45	34	53	59	42
Classroom 9	32	23	43	70	34	46	58	44
Classroom 10	33	38	47	51	59	52	54	48
Classroom 11	38	30	56	63	56	41	56	49
Classroom 12	38	58	59	78	24	40	58	51
Classroom 13	46	65	62	51	60	42	48	53
Classroom 14	63	45	58	68	40	54	55	55
Classroom 15	73	30	76	73	43	65	55	59
Classroom 16	64	60	62	66	61	60	55	61
Classroom 17	39	68	66	71	59	53	75	62
Classroom 18	39	60	72	78	71	63	77	66
Classroom 19	42	54	65	83	84	64	77	67
Classroom 20	56	74	79	70	77	58	85	71
Classroom 21	67	82	73	80	75	68	66	73
Classroom 22	67	76	75	77	65	70	83	73
Classroom 23	71	65	78	78	69	80	80	75
Classroom 24	77	80	78	85	83	70	80	7

CHAPTER NINE: PARENT VOICE

9-2   Rationale for Parent Voice

NOTE: Parent Voice will not be field tested at this time.

RATIONALE FOR PARENT VOICE

By incorporating parent perception surveys as a component of a coherent system of multiple measures, schools have the ability to enhance the quality and reliability of teacher effectiveness and feedback systems. Results from parent surveys enable decision-makers at every level to focus priorities, track improvement, and evaluate results.

It is believed there is a significant opportunity to use parent perception surveys as a component of the teacher effectiveness process. In the past, classroom observations by trained professionals have been the primary method of acquiring teacher-specific information about instruction in K-12 classrooms. Conceptually structured surveys can deliver valid, reliable, and detailed insights on teaching and learning. Findings from parent surveys can inform decisions about strategic priorities, especially for teacher professional development and initiatives focused on increasing student engagement.

NOTE: A parent voice survey instrument will not be field tested at this time.

CHAPTER TEN: SUPPORT FOR MULTIPLE MEASURES

RATIONALE FOR ARTIFACTS AND EVIDENCE

Definitions

Artifact - An artifact is a product of an effort or action by a teacher which verifies the degree of accomplishment related to the standards.

Evidence - Evidence is documentation or demonstrators that indicate proof of a particular standard.

Rationale

Artifacts are products developed by the teacher for the multiple measures of teacher effectiveness. Evidence provides supporting documentation for the extent to which a teacher has implemented a standard effectively. Artifacts and evidence provide information about student learning that teachers can use to improve instruction as well as information about how teachers have contributed to student growth. Following are some of the purposes for using artifacts and evidence in the teacher evaluation process. A major value of artifacts and evidence is the ability to encourage and support reflection that promotes deeper thinking, learning, and change.

Strengthening teacher evaluation
- Contributes to a complete picture of a teacher's contribution to student learning
- Contributes to confidence in the results of a teacher's evaluation
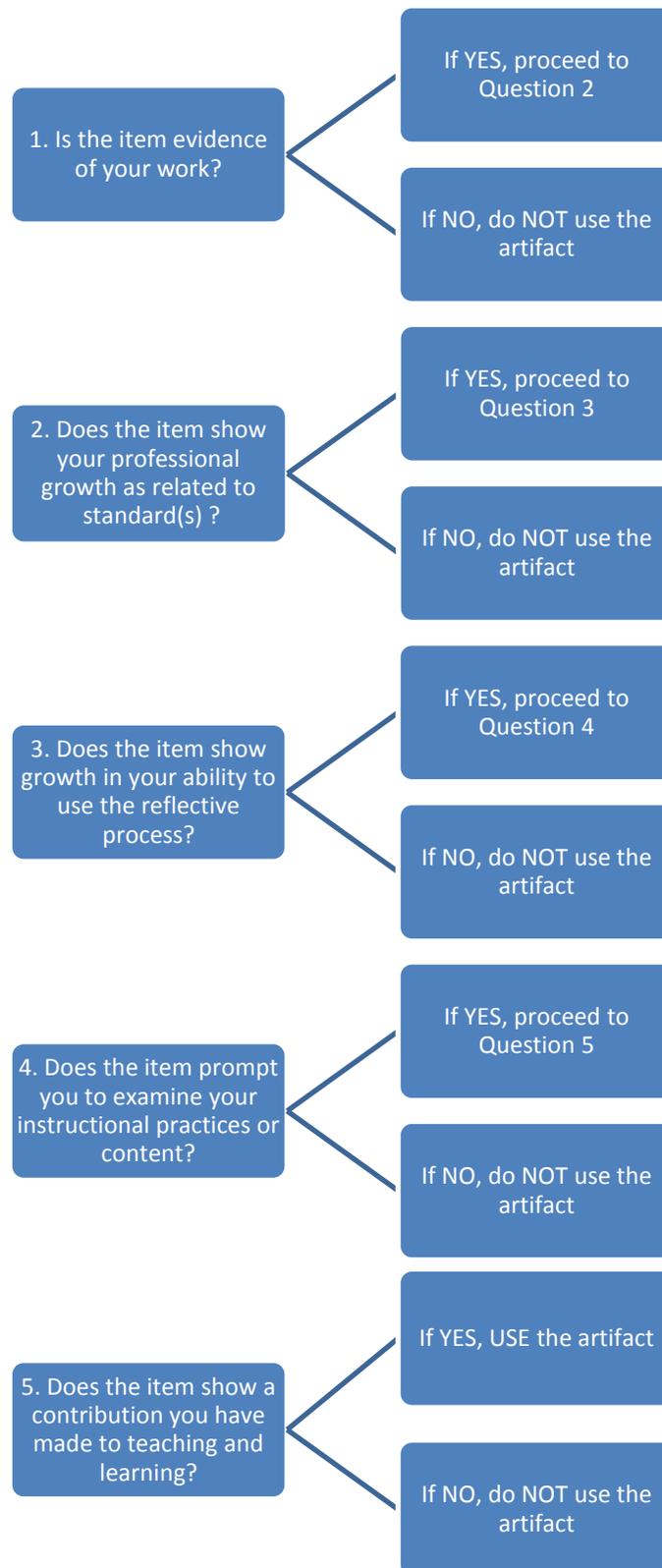- Provides information about collaboration for student success

Contributing to teachers' professional growth
- Creates opportunities for teachers to learn from their colleagues
- Provides teachers with insights into how their instruction is impacting student learning
- Documents teacher professional growth

Setting the stage for improved teaching and learning
- Offers complete evidence about students' growth
- Contributes to a comprehensive view of students' strengths and areas of need

PROCESS FOR DETERMINING QUALITY ARTIFACTS AND EVIDENCE

1. Is the item evidence of your work?

- If YES, proceed to Question 2
- If NO, do NOT use the artifact

2. Does the item show your professional growth as related to standard(s)?

- If YES, proceed to Question 3
- If NO, do NOT use the artifact

3. Does the item show growth in your ability to use the reflective process?

- If YES, proceed to Question 4
- If NO, do NOT use the artifact

4. Does the item prompt you to examine your instructional practices or content?

- If YES, proceed to Question 5
- If NO, do NOT use the artifact

5. Does the item show a contribution you have made to teaching and learning?

- If YES, USE the artifact
- If NO, do NOT use the artifact

LIST OF POSSIBLE EVIDENCES

- Activity plans
- Activity reflections
- Agendas/minutes
- Anecdotal records
- Awards and recognition
- Celebrations
- Checklists
- Classroom bell work
- Classroom observations
- Classroom management plans and procedures
- Clubs and extracurricular activities
- Common assessments
- Conference summaries- students, parents, teachers, etc.
- Communication logs
- Correspondence
- Consolidated School Improvement Plan (CSIP)
- Correspondence to and from parents
- Curriculum materials
- Data: formative/summative, KPREP, NAEP, interim assessments, dropout rates, graduation rates, attendance, NRT, gradebooks
- Data analysis
- ELL district plans
- End-of-course assessments
- Gap goals
- Home visits
- Homework assignments
- IEPs, ILPs, GSP
- Instructional materials
- Learning logs
- Lesson plans
- Master schedule
- Media: CDs, video, etc.
- Mentoring activities
- Multimedia
- New certification/degree
- Newsletters
- Newspaper articles
- Observation reflections
- Observation instruments
- Office referral data
- Parent contact data
- Parent contact log
- Parent trainings

- Participation surveys
- Peer reviews
- Performance assessments
- Photographs
- Posted learning targets
- Pre/post assessments
- Pre/post self-assessments
- Professional Growth Plan, new and revised
- Professional presentations, presented and attended
- Program reviews
- Rating scales
- Reading logs
- Reading reflections
- Reflection
- Resources for instruction
- Resource requests
- RTI planning, implementation, and results data
- SBDM
- SMART goals
- Student data notebooks
- Student feedback
- Student work samples, products, productions
- Surveys: parent, student, colleague
- Teacher schedule
- Technology outreach
- Transcripts
- Unit plans
- Visual maps
- Walkthrough data
- Web pages

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APPENDIX A

Teacher Professional Growth and Effectiveness Framework 4.0

Teacher Professional Growth and Effectiveness Framework

Draft 4.0

The Teacher Professional Growth and Effectiveness Framework organizes the multiple measures that comprise Kentucky's proposed Professional Growth and Effectiveness System. This framework is designed to support student achievement and professional best-practice through the domains of Instruction, Learning Climate, Leadership and Professionalism, and Student Growth. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for the development of this framework. The Teacher Professional Growth and Effectiveness Framework provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each standard according to four performance levels: Exemplary (4), Accomplished (3), Developing (2) and Ineffective (1). The final performance rating will be a holistic reflection of combined performance across each domain.

01.31.2012

Framework Overview: Domains, Standards, Measures, and Instruments

	Domain	Instruction					Learning Climate			Leadership & Professionalism			Student Growth
FRAMEWORK	**Standard**	1.1 Content/Best Practice	1.2 Assessment	1.3 Learning Targets	1.4 Planning	1.5 Technology	2.1 Climate	2.2 Expectations	2.3 Equitable Resources	3.1 Leadership/ Responsibility	3.2 Professional Growth	3.3 Collaboration	4.1 Student Growth
MULTIPLE MEASURES (supported by artifacts and evidence)	**Principal/ Evaluator Observation**	Supervisor Observation of Teacher Instruction Instrument											
	Student Growth									Goal Setting; Professional Growth Plan			LEA component: Goal Setting (Cat. 1-3 Assessments); SEA component: State Achievement Tests
	Student Voice	Tripod Student Survey					Tripod Student Survey				Tripod Student Survey		
	Parent Voice	To be Determined					To be Determined				To be Determined		
	Professional Growth	(Professional Growth Plan Instrument)											
	Self Reflection	(Teacher Self-Reflection Instrument)											
	Peer Observation	Peer Observation Protocol (Teacher Peer Observation Instrument)											

Domain: Instruction	The teacher demonstrates an understanding of current standards and principles by incorporating effective practices, strategies, and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.
Standard (KY Teacher Standard):	1.1 Demonstrates content knowledge and research-based practices and strategies appropriate to student learning. (1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 4.1, 4.5)
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Uses literacy strategies as a part of instruction • Demonstrates content knowledge • Teaches content vocabulary • Relies on routine methods of instruction to engage students • Teaches content knowledge through a variety of activities • Provides instruction to help students develop literacy knowledge and skills across the curriculum • Addresses the diverse learning needs of each student through appropriate level of content knowledge • Integrates questioning techniques that help students understand content across all thinking and reasoning levels • Diagnoses misconceptions related to content and addresses them during or after instruction • Provides opportunities for students to develop connections between academic content and students' lives • Teaches content knowledge through research-based practices and strategies that ensure student understanding
Sample Ineffective Descriptors[3]:	• Does not demonstrate the use of research-based practices in instruction • Does not use content vocabulary in instruction • Does not use literacy strategies as part of instruction • Does not demonstrate content knowledge • Does not engage students in content-based learning activities
Sample Exemplary Descriptors[4]:	• Uses various methods (e.g., discovery, investigative, and inquiry learning) to engage and challenge all students' development of 21st century skills (critical thinking, problem-solving, creative and innovative thinking, collaboration, communication, media literacy) • Demonstrates a rich repertoire of practices, strategies, resources, and technologies that meet the needs of diverse learners • Challenges students to think deeply about problems and engages students in a variety of problem-solving approaches
Possible Sources of Evidence:	• Formal and informal observations • Lesson and/or unit plans • Teacher and Student work samples
Notes:	

[1] A framework is intended to provide samples of characteristics, is not comprehensive in nature, and can be used holistically to determine which performance level is reflective of a teacher's practice.
[2] List of descriptors are only sample characteristics and is not comprehensive in nature. Professional judgment is to be used to determine which descriptors and performance level provide an accurate reflection of a specific teacher's practice.
[3] Professional judgment must be used to determine if a teacher's characteristics are not meeting the performance of developing or accomplished descriptors.
[4] Professional judgment must be used to determine if a teacher's characteristics exceed the performance of developing or accomplished descriptors. Descriptors should go beyond existing school protocols and structures.

Domain: Instruction	The teacher demonstrates an understanding of current standards and principles by incorporating effective practices, strategies, and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.
Standard (KY Teacher Standard):	1.2 Plans formative and summative assessments to guide instruction and measure student growth toward learning targets. (2.2, 2.3, 3.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.4, 7.1, 7.2)
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Uses assessment data primarily for grading purposes • Uses a singular measure of student growth • Uses pre-assessments to establish baseline knowledge and skills • Uses formative and summative assessments to measure student performance • Develops and uses summative assessments to determine student mastery of content • Develops and uses formative assessments to determine student progress, guide instruction, and provide descriptive feedback to students • Evaluates evidence of student growth to demonstrate continuous differentiation of instruction that is informed by formative assessment
Sample Ineffective Descriptors[3]:	• Does not provide opportunities for student involvement in the assessment of their own learning • Does not use questions to measure student understanding
Sample Exemplary Descriptors[4]:	• Designs and uses authentic performance-based assessments that promote higher-order thinking skills and curricular integration • Uses a variety of pre-assessments to establish baseline content knowledge and skills for the purpose of differentiating classroom instruction
Possible Sources of Evidence:	• Formal and informal observations • Lesson and/or unit plans • Student work samples • Teacher work samples • Pre- and post-tests • Common assessments • Results of data analysis • Formative and summative assessments • Conferences with students • Goal setting documents • Data spreadsheets • Learning logs
Notes:	

Domain: Instruction	The teacher demonstrates an understanding of current standards and principles by incorporating effective practices, strategies, and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.
Standard (KY Teacher Standard):	**1.3 Develops and communicates student-friendly learning targets that lead to mastery of national, state, and local standards. (2.1, 2.4)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Develops learning targets based on general needs of students • Communicates learning targets or guiding questions on lesson plan or for student view • Uses state and national standards to support instructional strategies for all students • Implements a learning sequence using instructional strategies that relate to learning targets • Develops student-friendly learning targets or guiding questions that relate content in a manner that is meaningful and relevant to learners • Communicates aligned, student-friendly learning targets or guiding questions throughout all phases of the lesson • Develops student-friendly learning targets or guiding questions that lead to mastery of national, state, and local standards • Develops challenging and appropriate learning targets based on the needs of all diverse learners • Involves students in the process of developing and/or deconstructing student-friendly learning targets
Sample Ineffective Descriptors[3]:	• Does not develop learning targets or guiding questions aligned with national, state, and local standards • Does not use learning targets that meet the needs of diverse learners • Does not include learning targets in lesson plans • Does not communicate learning targets or guiding questions
Sample Exemplary Descriptors[4]:	•
Possible Sources of Evidence:	• Formal and informal observations • Lesson and/or unit plans • Teacher work samples • Formative and summative assessments • Teacher reflection and self-assessment • Posted learning targets • Student voice • Common assessments
Notes:	

Domain: Instruction	The teacher demonstrates an understanding of current standards and principles by incorporating effective practices, strategies, and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.
Standard (KY Teacher Standard):	1.4 Designs and implements instructional plans that are data-informed and address students' diverse learning needs. (2.1, 2.3, 2.5, 3.3, 4.1, 4.2)
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Attempts to differentiate instruction to address students' diverse learning needs • Implements an instructional plan based only on standards and/or learning targets • Designs engaging instructional plans based on multiple sources of student performance data and student interests • Implements engaging instructional plans based on multiple sources of student performance data and student interests • Differentiates within the instructional plan to address students' diverse learning needs • Delivers differentiated instruction based on identified developmental levels, student interests, and learning styles • Adapts pacing of instruction based on multiple sources of data and student learning needs • Uses assessment data to adapt instruction and address individual student learning needs through intervention and/or enrichment
Sample Ineffective Descriptors[3]:	• Designs learning experiences poorly aligned to student learning needs • Does not address developmental and differentiated learning needs of students • Does not use appropriate data to inform planning or instruction • Does not analyze student work and performance data to inform instruction • Does not design instructional plans aligned to student learning needs • Does not implement instructional plans aligned to student learning needs
Sample Exemplary Descriptors[4]:	• Designs instructional plans that allow for fluid grouping and re-grouping of students based on individual, group, and whole-class learning needs • Designs standard-based instructional plans based on multiple sources of student data, interests, background, and cultural knowledge • Implements standard-based instructional plans based on multiple sources of student performance data, interests, background, and cultural knowledge • Ensures student involvement in the design, review, and modification to data-driven instructional practice
Possible Sources of Evidence:	• Formal and informal observations • Common assessments • Data spreadsheets • Lesson and/or unit plans • Results of data analysis • Learning logs • Student work samples • Formative and summative assessments • Resources for instruction • Teacher work samples • Benchmark assessments • Pre- and post-tests • Conferences with students • Goal setting documents
Notes:	

Domain: Instruction	**The teacher demonstrates an understanding of current standards and principles by incorporating effective practices, strategies, and technologies that support student learning. Teacher designs and implements instruction that meets the needs of all diverse learners.**
Standard (KY Teacher Standard):	**1.5 Integrates available technology to develop, design, and deliver instruction that maximizes student learning experiences. (6.1, 6.2, 6.3, 6.5)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Uses technology to design instruction • Uses technology for managerial, communication, and procedural tasks • Uses technology for acquisition of skills such as word processing and keyboarding • Uses technology to implement instruction that facilitates learning • Integrates varied and authentic opportunities for students to use appropriate, available technology to further learning • Implements research-based technology-infused instructional strategies to support learning of all students • Uses technology to equalize learning opportunities for students with diverse learning needs • Models and reinforces ethical uses and applications of technology information and communication • Uses appropriate technology to design instruction that supports and expends learning of all students • Incorporates technology into design and implementation of instructional plans based on student learning needs • Uses technology during instruction to engage students • Demonstrates the use of technology in the design of the instructional plan • Demonstrates the use of technology in the implementation of the instructional plan • Uses available technology to assess student learning and manage data • Uses technology during instruction to enhance content delivery
Sample Ineffective Descriptors[3]:	• Uses technology and/or technology resources in ways that do not support instructional goals • Does not use technology to support the diverse learning needs of all students • Does not use available technology to assist in the assessment of student learning • Does not demonstrate the use of technology in the implementation of the instructional plan • Does not use technology for planning or instruction • Does not adhere to acceptable use policies for technology
Sample Exemplary Descriptors[4]:	• Provides students with choices for appropriate and meaningful use of technology to facilitate and extend their learning in new and engaging ways • Designs and implements instructional plans that incorporate technologies that make connections for students to community, society, and global events • Designs and/or uses tools which empower students to use technology to assess and monitor their own learning • Uses technology to extend the classroom environment for students to create a global learning community
Possible Sources of Evidence:	• Formal and informal observations • Teacher & student work samples • Teacher schedules • Lesson and/or unit plans • Teacher-sponsored clubs • Teacher and student web pages
Notes:	

Domain: Learning Climate	The teacher creates a safe, supportive, respectful, and engaging learning environment where each student has the opportunity to grow and learn according to his/her individual needs.
Standard (KY Teacher Standard):	2.1 Establishes a positive, respectful, and safe learning environment where individual needs and risk taking are valued. (3.2, 3.3, 3.4, 3.5, 4.2)
Continuum of Sample Developing and Accomplished Descriptors[2]:	- Encourages students to treat others with respect - Treats each student with respect - Establishes standards of conduct which support mutual respect and promote safety - Adequately supervises students at all times - Designs a classroom that encourages student interaction - Maintains a classroom environment that is conducive to learning - Accepts a variety of student ideas or expressions of cultural diversity - Maintains a classroom environment where students are encouraged to learn from each other - Responds appropriately to safety concerns, including bullying - Promotes acceptance of diverse cultures - Maintains a classroom that promotes the emotional well-being of all students - Creates a culture that celebrates student successes and accomplishments - Models tolerance of all students, including using language that is respectful - Models and shares strategies for a respectful learning environment - Models and shares strategies for a physically and emotionally safe learning environment - Maintains a fair, respectful, safe, and productive classroom environment conducive to learning and emotional well-being of all students - Creates a classroom environment that fosters a love of learning and creativity - Demonstrates awareness of and sensitivity to students' backgrounds, ethnicities, cultures, skills, interests, and special needs - Creates a learning environment in which students are motivated to take risks and learn from mistakes - Proactively involves all students in establishing clear standards of conduct which are aligned with school and district policy
Sample Ineffective Descriptors[3]:	- Does not design a classroom that encourages student interaction - Allows interactions that are inappropriate or insensitive among students (e.g., sarcasm, put-downs, conflict) - Permits students to use language that is disrespectful of other students and groups - Does not respond to bullying in the classroom or school - Does not establish and teach classroom routines and procedures - Does not report or take steps to correct unsafe or unhealthy conditions observed at school or in the classroom - Criticizes students for expressing diverse ideas - Uses language that is disrespectful of students and groups - Engages in interactions that are inappropriate or insensitive to students (e.g., sarcasm, put-downs, conflict)

Sample Exemplary Descriptors[4]:	• Builds a sense of anticipation and excitement for learning to keep students focused and motivated for the learning process by providing a classroom environment that is emotionally and physically safe for all students • Creates a classroom environment in which student lead the learning • Creates a culture that embeds and celebrates student successes and accomplishments in the classroom • Empowers students to contribute to the effective design of classroom routines and procedures
Possible Sources of Evidence:	• Formal and informal observations • Lesson and/or unit plans • Student feedback, surveys • Classroom management plans/procedures • Classroom physical space • Referral data
Notes:	

Domain: Learning Climate	**The teacher creates a safe, supportive, respectful, and engaging learning environment where each student has the opportunity to grow and learn according to his/her individual needs.**
Standard (KY Teacher Standard):	**2.2 Communicates high expectations for all students. (3.1, 3.2, 5.5)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Sets clear expectations for student achievement and behavior • Communicates confidence in students' ability to achieve behavioral expectations • Communicates confidence in students' ability to achieve learning expectations • Clearly communicates expectations for behavior for all students to parents • Clearly communicates expectations for achievement for all students to parents
Sample Ineffective Descriptors[3]:	• Does not clearly communicate high expectations to students or parents, via technological or traditional means • Does not create a classroom environment that conveys high expectations for behavior • Does not create a classroom environment that conveys high expectations for student learning • Does not set behavioral or learning expectations for students
Sample Exemplary Descriptors[4]:	• Creates a culture in which all students hold themselves to high standards of performance • Creates a classroom culture characterized by clear, shared, and challenging expectations for each student
Possible Sources of Evidence:	• Formal and informal observations • Lesson and/or unit plans • Student feedback, surveys • Classroom management plans/procedures • Classroom physical space • Referral data • Communication logs • Attendance data • Professional growth plan • Conferences • Correspondence • Photographs • Goal setting • Student data notebooks • Parent surveys • Newsletters
Notes:	

Domain: Learning Climate	**The teacher creates a safe, supportive, respectful, and engaging learning environment where each student has the opportunity to grow and learn according to his/her individual needs.**
Standard (KY Teacher Standard):	**2.3 Uses time, space, and resources effectively and ensures equitable access to all resources for all students. (4.3, 4.4)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Manages transitional and instructional time • Uses available resources to assess student learning • Uses classroom space and materials effectively • Uses available resources to support student learning • Uses classroom space and materials effectively and efficiently • Provides students with access to multicultural texts or resources • Maximizes instructional time • Maximizes transitional time • Access a variety of resources to optimize learning for each student • Plans time and uses resources to address the social and emotional development of all students • Uses space (e.g., seating arrangement, learning centers) creatively to facilitate authentic student learning
Sample Ineffective Descriptors[3]:	• Allows transitions to detract from instruction • Uses materials, resources and activities that do not support instructional goals • Does not effectively use instructional time
Sample Exemplary Descriptors[4]:	• Extends time, space, and resources beyond the classroom where appropriate (e.g., grants, community projects and service, community partnerships, mentors) • Uses space and resources creatively to provide authentic student learning experiences
Possible Sources of Evidence:	• Formal and informal observations • Lesson and/or unit plans • Walkthrough data • Classroom sponge activities/bell work • Procedures or routines • Resource requests • Schedule
Notes:	

Domain: Leadership & Professionalism	The teacher provides professional leadership within the classroom, school, and community; takes responsibility for professional growth and student academic success; and works collaboratively through professional learning experiences in the pursuit of professional excellence.
Standard (KY Teacher Standard):	3.1 Engages in professional and leadership activities that enhance personal growth, student learning, and the professional environment of the school. (10.1, 10.4)
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Attends professional learning opportunities • Participates on leadership teams or committees • Adheres to the Code of Ethics • Engages in professional leadership opportunities that support classroom initiatives • Assists in leadership roles within the school that supports student and/or professional learning • Implements professional leadership activities that address learning needs of the diverse student population • Reflects on personal leadership efforts to evaluate effectiveness in relation to student development and learning • Demonstrates professional responsibility consistently (e.g., attendance, punctuality, dress, interactions, reporting, communications) • Leads professional learning activities that enhance classroom or school initiatives • Models assessment strategies for colleagues (e.g., leading professional development, instructional rounds, peer observations) • Engages in professional learning opportunities that enhance classroom and school initiatives (e.g., PLCs, grade-level teams, departments, SBDM committees) • Mentors and facilitates professional growth of colleagues
Sample Ineffective Descriptors[3]:	• Does not seek leadership opportunities • Does not demonstrate professional responsibility (e.g., attendance, punctuality, dress, interactions, reporting, communications) • Does not adhere to the Code of Ethics
Sample Exemplary Descriptors[4]:	• Achieves additional certifications that are used to enhance and support student, school, and/or district success (e.g., NBCT [National Board Certified Teacher], content specialist, graduate studies) • Builds peer capacity to design and implement data-informed, differentiated instructional plans through formal mentoring and modeling (e.g., leading professional development, peer observations, instructional coaching) • Builds pedagogical capacity of colleagues through formal mentoring and modeling (e.g., leading professional development, peer observations, instructional coaching) • Extends content knowledge of colleagues through formal mentoring and modeling (e.g., leading professional development, instructional rounds, peer observations) • Participates in leadership roles beyond the school (e.g., professional organizations, district teams, state committees, community groups) that support student or professional learning • Builds technological capacity of colleagues through formal mentoring and modeling (e.g., leading professional development, peer observations, coaching)

Sample Exemplary Descriptors[4]: *(continued)*	• Represents the profession, district, and school through presentations at professional conferences, engagement in professional agencies and boards, etc. • Models strategies to improve student performance, based on assessment data, to appropriate stakeholder groups (e.g., peer training, strategy nights for parents, student-led conferences) • Acquires additional expertise to facilitate professional growth of colleagues to meet needs for student/school/district-wide change • Takes a leadership role in team and/or departmental decision making and works to build consensus based on data, student learning needs, and improved professional practice.
Possible Sources of Evidence:	• Professional development log • Committee minutes • Professional growth plan • Professional development, workshop, or conference presentations • Agendas and meeting minutes • Attendance records, sign-in sheets • Anecdotal notes • Comprehensive School Improvement Plan (CSIP) • Student assessment data • Awards and recognition • Media • SBDM Committees
Notes:	

Domain: Leadership & Professionalism	The teacher provides professional leadership within the classroom, school, and community; takes responsibility for professional growth and student academic success; and works collaboratively through professional learning experiences in the pursuit of professional excellence.
Standard (KY Teacher Standard):	3.2 Designs, implements, and revises a professional growth plan (PGP) that addresses data-informed priorities and results in improving instruction and learning. (7.3, 9.1, 9.2, 9.3, 9.4, 10.2, 10.3, 10.4)
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Reviews PGP annually • Identifies priority needs for professional growth • Implements PGP • Implements and monitors impact of PGP • Collaborates with administrator to review and revise PGP based on student performance and other applicable evidences • Designs a growth plan that addresses personal priority needs based on accurate self-assessment • Identifies priority needs for professional growth by reflecting on student performance data and instructional practices • Collaborates with administrator to develop PGP, which is anchored in improved student learning and reflects personal and school priority needs • Identifies priority needs for professional growth to foster a culturally responsive classroom that promotes positive student social and emotional development
Sample Ineffective Descriptors[3]:	• Does not accurately use self-assessment and/or data to identify priority needs • Does not develop PGP • Does not implement PGP
Sample Exemplary Descriptors[4]:	• Gathers, analyzes, summarizes, and takes action based on evidence (e.g., peer observations, action research, examinations of teacher and student products, feedback from colleagues and other professionals) about the quality of his/her professional practice.
Possible Sources of Evidence:	• PGP • CSIP • PD attendance • Formal and informal observation • Formative and summative data • Reflection
Notes:	

Domain: Leadership & Professionalism	**The teacher provides professional leadership within the classroom, school, and community; takes responsibility for professional growth and student academic success; and works collaboratively through professional learning experiences in the pursuit of professional excellence.**
Standard (KY Teacher Standard):	**3.3 Collaborates with colleagues, parents, and others to enhance student learning. (8.1, 8.2, 8.3, 8.4)**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Collaborates with colleagues in an effort to meet the needs of students • Communicates to parents the evidence of student performance, via technological or traditional means • Regularly communicates results to appropriate stakeholders • Enhances professional growth by collaborating with colleagues • Communicates to parents that achievement of expectations, either through technological or traditional means • Collaborates with parents in an effort to support student and school success • Collaborates with colleagues, parents, and other in an effort to meet the needs of all students • Uses available networking applications to communicate with students and parents to enhance student learning and curricular outcomes • Reaches out to parents or others in positive, non-traditional ways • Communicates with parents, community members, and other stakeholders as resources in an effort to meet school or classroom needs • Regularly integrates parents' and others' expertise to meet student needs • Collaborates with peers across disciplines to develop integrated, student-friendly learning targets • Analyzes research studies with colleagues to address student or school needs • Collaborates with other school/district/community partners to enhance student/school success • Engages parents in ways that they can become active in helping their student progress to the next level of achievement
Sample Ineffective Descriptors[3]:	• Provides little or no information to parents • Responds insensitively to parent concerns about student progress • Does not collaborate with school leaders to establish student growth goals • Does not collaborate with colleagues, parents, or others • Does not respond to parent concerns about student progress
Sample Exemplary Descriptors[4]:	• Collaborates with peers to design and implement instructional plans that are data informed and address students' diverse learning needs through mentoring and modeling • Works with higher education partners to facilitate growth of schools and districts in the region
Possible Sources of Evidence:	• Formal and informal observation • Gifted Service Plan (GSP) • Resource requests • Formative and summative data • Meeting minutes and agendas • Home visits • Reflection • Master schedule • Parent trainings • Individual Education Plan (IEP) • Communication logs • Technology outreach • Individual Learning Plan (ILP)
Notes:	

Domain: Student Growth	**The teacher contributes to student academic growth and overall school success.**
Standard (KY Teacher Standard):	**4.1 Contributes to overall school success and the academic growth of all students, regardless of demographics (e.g., socioeconomic status, ethnicity, gender, disability, prior achievement).**
Continuum of Sample Developing and Accomplished Descriptors[2]:	• Multiple measures indicate progress toward reducing student achievement gaps, but falls short of collaboratively established goals • Multiple measures indicate student growth but growth does not meet the collaboratively established goal • Monitors multiple measures of student growth or achievement to assess and validate adequate progress towards goals • Creates a sense of shared ownership of the overall school's success and promotes a culture of collaboration • Develops and implements school programs or initiatives based on student growth data that contribute to overall school success • Multiple measures validate a sustained pattern of goal attainment in student performance, growth, or closing of achievement gaps • Multiple measures validate a reduction in collaboratively established classroom student achievement gap goals
Sample Ineffective Descriptors[3]:	• Data does not indicate a pattern of reducing achievement gaps • Demonstrates a pattern of no student growth and/or failed student achievement
Sample Exemplary Descriptors[4]:	• Multiple measures validate student academic growth or achievement that meets or exceeds collaboratively established goals
Possible Sources of Evidence:	• Formative and summative assessment results • Student work samples • Program reviews • Interim benchmark assessments • Disaggregated data • Goal and progress documentation • IEP, ILP, GSP • College readiness • Graduation rates • Student growth percentiles • Dropout rates • End-of-course exams • State assessments • Norm-referenced tests • Meeting minutes • Survey data
Notes:	

RESEARCH BASE FOR TEACHER EFFECTIVENESS FRAMEWORK

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APPENDIX B

Chapter 6 Article – "Why Self-Reflection?"

Chapter 8 Article – "The View from the Seats"

"WHY SELF-REFLECTION?"

Fostering Reflection
Lana M. Danielson

Great teachers know when to make decisions quickly and when to step back and reflect.

Teachers face a myriad of daily choices: how to organize classrooms and curriculums, how to interpret students' behaviors, how to protect learning time, and so forth. Many choices involve matters so routine that a teacher can make and implement decisions automatically. Teachers make other decisions in the midst of an evolving situation after quickly reviewing the situation and recalling what has worked in similar scenarios. But teaching also involves complex choices about difficult problems that, if left unaddressed, often escalate. A different type of thinking is needed to address such choices. Tough choices call for teachers to engage in sophisticated reflection—including self-reflection.

Expert teachers adjust their thinking to accommodate the level of reflection a situation calls for. Their teaching is characterized by an intentional competence that enables them to identify and replicate best practice, refine serendipitous practice, and avoid inferior practice. Because of their ability to reflect, great teachers know not only *what* to do, but also why. Research (Constantino & De Lorenzo, 2001; Danielson & McGreal, 2000; Glickman, 2002; Lambert, 2003) substantiates the role of reflection in teachers' professional growth. A disposition toward reflection—and a good sense of when the teacher needs to step back and think deeply—should be part of all teachers' repertoires. How can we nurture this habit of mind?

Understanding Reflective Thinking

Reflective thinking in teaching is associated with the work of Dewey (1933, 1938), who suggested that reflection begins with a dilemma. Effective teachers suspend making conclusions about a dilemma in order to gather information, study the problem, gain new knowledge, and come to a sound decision. This deliberate contemplation brings about new learning.

In the 1970s, Lortie (1975) described how failing to reflect on teaching decisions leads to teaching by imitation rather than intentionality. People who enter the profession have already gone through 16 years of "apprenticeship of observation" as students themselves and have developed preconceived ideas of what teaching is through having watched others do it. They may sense *what* teachers do but have no grasp of *why* they do it. Other researchers (Clift, Houston, & Pugach, 1990; Hargreaves & Fullan, 1992) have reinforced how important it is for teachers to examine their own beliefs about their classroom practices.

Four Modes of Thinking

To understand the complexity of reflection, consider the four modes of thinking Grimmett proposed: technological, situational, deliberate, and dialectical (Danielson, 1992; Grimmett, Erickson, Mackinnon, & Riecken, 1990). I see these modes in a hierarchy from the lower-level reflection useful for making routine decisions to the higher-level reflection needed for complex dilemmas.

Each mode requires an increasing degree of conscious analysis and data seeking. Expert teachers adapt their reflective thinking to the situation, recognizing when each level of thought is sufficient to address a concern and when they need to move to the next mode.

The following teacher journal entries (drawn from my research) show examples of a teacher using each mode of thinking, sometimes inappropriately (Danielson, 1992).

Technological (or Formulaic) Thinking

Technological or formulaic thinking is based on prepackaged knowledge from an external source. It relies on practices that have proven efficient and effective. For example, teachers might adopt general policies and rules that are part of a school culture. In deciding how to teach a concept, curriculum teams might adopt standardized instructional procedures they believe will result in greater student learning.

Formulaic thinking works for many routine decisions: how a classroom teacher takes attendance, transitions students from subject to subject, implements emergency drills, and so on. As long as routines function effectively, there is no need to change them. Likewise, there may be instructional practices that demand that the teacher follows a prescribed set of steps.

The following scenario, however, shows a teacher relying on formulaic thinking to make decisions when a more reflective style would suit her purpose better. Mary[1] is a novice teacher who has been given a plethora of curriculum materials. She shared her approach to lesson planning:

> When I start working on a unit, I just gather resource materials and start taking notes. I do outlines and headings
> of all the areas . . . [students] need to know about. I have here a whole stack of notes and things; it's not broken
> down into specific lessons. I see how far I get with it and how they handle it. When I thought about today's lesson,
> I was thinking about reviewing what I had already covered to jog their memories. I also try to highlight some
> realistic examples that they would find interesting and that would draw them in more, as attention getters.
> . . . I'm still dealing with the issue of how to get kids to respond to questions that I know they know the answers to.

Mary was conscientious in providing her students information she thought they needed to know and she used teaching techniques she had seen described in research articles: activating prior knowledge, including relevant examples, and asking questions. However, Mary's comments indicate that she didn't fully understand *why* these techniques might work or *how* she might use them more effectively.

For example, Mary reviewed the previous day's lesson "to jog their memories" but she didn't explicitly tie this material to the new lesson so students would see the connection. She asked questions she knew her students could answer, implying that she was thinking of questioning as another "attention-getting" technique rather than a strategy to ignite thinking. Mary's words indicate that she was not skilled at determining how to engage students actively in their own learning. By applying rules and procedures identified with good teaching in a formulaic way, Mary used her knowledge to direct, but not inform, her teaching.

Situational Thinking

When teachers make decisions using situational thinking, they focus only on information embedded in a specific context at a specific time, such as student behavior they are observing in the moment. They reflect quickly and act on a problem immediately. A teacher's day is full of appropriate opportunities for situational thinking. For example, when a student's behavior is off-task, the teacher might use a low level of intervention such as eye contact to remind the student to focus on work.

But situational thinking doesn't look beyond the surface to consider root causes of problems. If a teacher is unable to look beyond the realities of the immediate, frustrating situation, situational thinking can lead to spinning one's wheels rather than to quick reflection that halts a problem in its tracks.

In the following scenario, Teresa expresses frustration about make-up work and late assignments:

> Already many students have missed days so that they have make-up work. With all the responsibilities teachers
> have, worrying about make-up work is a real problem. Renee [Teresa's mentor] always tries to write down the
> things we do in class on a slip of paper for absent students so they have a list of what they missed for the class, but

it just seems impossible to keep up with it. First of all, you have to mark in the grade book so that you remember they were gone, and then you have to remember that their assignment will probably not be on time again. . . . If parents realized this, they would be less likely to pull their children out for such trivial reasons as a vacation.

Teresa's mode of thinking is situational. She identified the problem of student absences by listing its immediately observable effects. She attributes all absences to "trivial" family activities and concludes that parents need better judgment. Although she does mention the effect absences have on students' learning, she doesn't explore alternatives for addressing the problem, focusing more on the teacher's burden. Teresa needs to ask different questions that might lead to better results. In short, she needs a higher level of reflection.

Deliberate Thinking

With deliberate thinking, an educator purposefully seeks more information than the immediate context provides by, for example, revisiting theory, talking with colleagues, interviewing students or reviewing student records. The goal is to learn more to better understand the dilemma.

One of Beth's students resisted participating in class. Tony attended class regularly but sat removed from his peers and said little. Yet he did not appear shy, and Beth learned that he was quite verbal in other classes.

In thinking about what was going on with Tony, Beth looked beyond his immediate, irritating resistance. She listened to information from another teacher and considered her own teaching behaviors in a new light:

Today I was working with this group on a short story. Every time I asked Tony a question, I'd get "I don't know." When my eyes left him, I guess he grinned at another kid. After about three rounds of this, Jane [Beth's mentor] took him to the hall to talk with him. After much prodding, he finally blurted out "She treats us like we're stupid! I know those dumb vocabulary words, and the stories we read are stupid 3rd grade stories."

When Jane told me what Tony said, I felt awful. I kept thinking, "If I treat kids like they're stupid, that defeats my purpose." . . . This situation brings up the larger question. What do you do in a class [where] there are about five kids with average skills, about four who have low skills, and then about three who are simply behavior problems?

Beth did not blame Tony for being in a class that didn't challenge him. She generated possible reasons for Tony's conduct and comments. And she used his behavior as a prompt to assess her teaching and the ways she might be contributing to a less than ideal learning environment. Instead of becoming defensive or deciding that Tony's placement in a remedial class was the explanation for his stonewalling, she asked herself questions that led to new insights.

Although the scenarios discussed so far have highlighted problems, reflection is also a powerful way for teachers to understand why some kinds of instruction work so they can replicate them. If Beth's probing into how Tony was doing had shown he was actually making progress, deliberate thinking might have validated her current practices. However, when deliberate thinking generates more questions or indicates a change is needed, move to a higher level of reflection.

Dialectical Thinking

The dialectical mode builds on deliberate thinking to gain understanding of a situation and generate solutions. The greater a teacher's ability to suspend judgment and the broader the repertoire of pedagogical strategies, the more flexible dialectical thinking will be.

In the following scenario, Emily identifies a weakness in her instructional repertoire—her conferencing skills with student writers:

In discussing each student's goals, I had a difficult time with eye contact. I was so nervous that I was forcing myself to look at [the students], and they started to get nervous and fidgety. Second, I talked so fast that there was no

way they could have understood, but they pretended. The blank look and questioning eyes were a dead giveaway . . . so one of my goals is to improve one-on-one dialogues.

In thinking about her first writing conferences, Emily employed situational thinking to describe the experience and identify weaknesses. Later, she engaged in deliberate thinking to gather information that would help her refine her skills. Talking with more experienced teachers and rereading texts on writers workshop process helped her plan for the next conferences. A few weeks later, Emily wrote:

I held miniconferences with my kids. We went over their journal entries, and I concentrated on praise. I searched for originality in my comments to each student, and it really was easier than before. I found myself asking more than telling, which is a much better approach and much more meaningful to them.

Dialectical thinking is characterized by a change in how the thinker conceptualizes a particular episode that results in new teaching behaviors. Emily used dialectical thinking to transform her teaching, implementing changes that brought about more productive writing conferences.

Refining the Skill of Reflection

All teachers can develop habits of mind conducive to effective decision making. Reflection is a skill that is best fostered with colleagues. Coworkers who demonstrate expertise in posing and solving problems often prove to be good mentors. They usually have the ability to listen analytically—focusing on key information that helps clarify what needs to be explored—and they have expanded repertoires of options.

Mentors should pose questions that lead their colleagues to ask productive questions themselves, to consider other sources of information that might provide additional insight, and to generate their own possible solutions. If the colleagues collaborate in drafting a plan for implementing change and formally schedule follow-up discussions, this will encourage the less experienced teacher to self-monitor and reflect further.

Another way to help teachers become better at reflection is to create study groups that introduce teachers to these four modes of thinking and explore which aspects of teaching call for each mode. Discussions and role-plays can help teachers see which routine decisions can be made through technological or situational thinking and which may require the deliberate or dialectical modes. Identifying when different kinds of thinking are appropriate helps teachers use their time and mental energies wisely.

Finally, to foster higher levels of reflection, encourage teachers to ask themselves questions about their classroom practice. Prompts like the following promote frequent reflection:

- What worked in this lesson? How do I know?

- What would I do the same or differently if I could reteach this lesson? Why?

- What root cause might be prompting or perpetuating this student behavior?

- What do I believe about how students learn? How does this belief influence my instruction?

- What data do I need to make an informed decision about this problem?

- Is this the most efficient way to accomplish this task?

The four modes of thinking enable teachers to connect reflection to practical classroom applications. When the modes are used appropriately, they also help educators understand their own practice and, ultimately, foster the intentional competence necessary for accomplished teaching.

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Endnote to the Article

[1] All names in this article are pseudonyms.

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"THE VIEW FROM THE SEATS"

By Tracy Crow

As school districts create systems to identify, monitor, and assess teacher effectiveness, they consider a variety of sources, including observations of teaching practices and analysis of student assessments. A new voice — student perceptions — has emerged as a valuable source of information. In many districts, leaders are collecting data from a range of stakeholders that includes students, parents, and educators to gather their perceptions of school culture, classroom conditions, and teaching effectiveness.

District leaders are excited about adding this dimension of data analysis to provide a clearer picture of what's working in schools. "Having these data will enable us to truly differentiate learning so we can support every single teacher along the effectiveness spectrum," says Monica Jordan, coordinator of reflective practice in the department of teacher talent and effectiveness for Memphis (Tenn.) City Schools. While having stakeholder data was always important to the district, Jordan says that involvement in the Measures of Effective Teaching project, funded by the Bill & Melinda Gates Foundation, had expanded the district's interest in the use of this type of information. In 2011-12, every teacher in the district has access to this data as part of the evaluation system.

Memphis City Schools is working with the Tripod Project to develop this aspect of its evaluation system. Administered by Cambridge Education, the Tripod Project is a consortium of schools and districts with a shared interest in raising achievement for all students, while narrowing gaps among students from different racial, ethnic, and social class backgrounds. The project uses stakeholder surveys to generate reports to inform school improvement as well as teacher evaluation systems through a partnership with Measures of Effective Teaching Project. Led by Ron Ferguson, senior lecturer in education and public policy and director of the Achievement Gap Initiative at Harvard University, and Rob Ramsdell, vice president of Cambridge Education, the Tripod Project has administered and refined surveys over the last 10 years and provided reporting mechanisms and support for the use of the data. As this work has evolved, Ferguson and his research team have developed a framework that describes not only student engagement but also a set of classroom learning conditions that influence it. The classroom learning conditions in the framework have evolved to become what is called the Seven C's (see table on p. 26). The project has been a central component of the Measures of Effective Teaching Project.

A key concept underlying the Seven C's framework is the instructional tripod of content knowledge, pedagogical skill, and relationships, from which the organization takes its name. This tripod emphasizes the range of factors at work in the classroom, and the Seven C's further delineate the classroom conditions, teacher actions, and implications for students.

Seeking student input isn't limited to the work of the Tripod Project. Many systems have collected climate data from students for years, and there are recent examples of large-scale data collection efforts to inform school improvement planning. New York City Schools, for example, uses stakeholder surveys to gain a fuller picture of student learning experiences. Educators, parents, and students respond to surveys with questions that address the kinds of learning dimensions that are also covered in the Seven C's framework. For example, students are asked if educators in their school treat students with respect, if they feel safe, and if teachers connect learning to life outside the classroom. Rhode Island schools administer stakeholder surveys to students along with parents and educators. Topics include instructional methods, school safety and discipline, resource availability, and teacher expectations.

Data from the Tripod Project, however, are available at the classroom level. "The same students experience very different things in different classrooms," Ramsdell says. Those different experiences are often the result of specific teacher actions. The data that come from these surveys illuminate in detail what teachers are doing — or not doing.

WHY STUDENT ENGAGEMENT MATTERS

Based on his analysis of years of data, Ferguson says students are generally happier, more hard-working and more satisfied with their achievements in classrooms that rate higher on the Seven C's. "We started the Tripod framework with a focus on student engagement and then added an emphasis on instruction. The Gates project has focused on our Seven C's measures of instruction,"

Ferguson says. "We had added a focus on the quality of instruction because we wanted to see what produced student engagement."

Ferguson posits that when teachers teach effectively, student learning improves for two reasons. First, if teachers are explaining concepts more clearly, students will better understand the content and do better on tests. Second, if teachers are teaching more effectively on all seven dimensions of the framework, students are going to be more engaged in what's happening in the classroom. "Through the engagement, they're going to do the work that leads to more learning," he says.

With a focus on engagement, "we're making the point that we care," Ferguson says. That caring goes beyond test scores. While some teaching strategies may improve test performance, they may not contribute to longer-term learning. "Most of us as parents would sacrifice a few points on a test in exchange for more happiness," he says. "We want to build a love of learning, not just maximize the score of the next test coming up."

Test scores do improve, however. Information collected as part of the Measures of Effective Teaching research shows alignment between classes scoring at high percentiles and teachers receiving high ratings on selected statements tied to the Seven C's framework from the students in those classes (see table at left.) For example, 50% of students in 25th-percentile classes agree with the statement, "My teacher explains difficult things clearly," while 79% of students in 75th-percentile classes agree (Measures of Effective Teaching Project, 2010).

Jordan explains the value she sees in the framework, both for understanding what boosts student achievement and how teachers can improve their practices. When she sees the bulk of students responding that they experience particularly high levels of the challenge and control elements, for example, she knows from other data that those students are also high-achieving. With these elements, she says, "the teacher has control over the class and presses the student to keep trying." Given the correlation between high achievement and control and challenge, Jordan says it makes sense to offer professional learning that makes explicit to teachers the moves that prompt students to perceive that classrooms are challenging and under control. "Those moves can't be invisible to the teacher. They have to be very obvious," she says.

The problem is that such professional learning can't be one-size-fits-all. Since the district can't provide one-to-one coaching for every teacher, it will turn to other solutions, including bud-in-ear coaching that allows remote observers to remind teachers precisely what teacher moves create the most impact for students.

LEARNING FROM THE DATA

Using such data for professional learning at the individual level has not yet been systematic or widespread, according to Ramsdell. "We have lots of schools and districts that have used our services over the years. I'd characterize them as early adopters, usually spearheaded by a champion in the district who has a real passion for including student voice in school improvement efforts." Only recently have districts begun to include this data in professional learning planning and teacher evaluation systems.

As the Tripod Project becomes a part of teacher evaluation and accountability systems, educators' perceptions are bound to change. "It's getting a very different kind of attention," Ramsdell says. "Because of results from the Measures of Effective Teaching initiative, there's a different kind of credibility assigned to the surveys. They are being used much more systematically and seriously than in the past."

Teachers have told Ramsdell that this data coming directly from students is enticing in some ways. Teachers realize that they have immediate control over the actions that contribute to students' perceptions and experiences, whereas they may not feel that same level of control related to other measures of their effectiveness. Ferguson has seen similar reactions and says he hopes that teachers' response to the data opens the door for more professional learning. "At least some folks on our research team think that having teachers see their results is going to give them a greater incentive to tune into professional development supports, and I think that's probably right," he says. He wants to make sure that teachers get the message that these are all dimensions on which they can improve.

"Just like we want teachers to address students with an 'I'm going to support you, I believe in you, I'm not going to let you fail' approach, we need to address teachers with that same attitude," Ferguson says. "Everybody in the building is a learner. None of us is fully realized in terms of our potential and we're going to work together to help each of us to reach our potential."

Ferguson's hope is that schools and districts can use this data as an improvement tool, and that school and district leaders find ways to make clear to educators that the purpose of such tools is not punitive. Ideally, districts would say, "'We're not going to judge you or judge what your potential might be based on any measure that we've taken today. We will use the measure we took today in order to get a better understanding of what we need to work on,'" Ferguson says.

HOW STUDENTS RESPONDED		
Percentage of secondary students agreeing with selected statements. *Includes students in classes scoring at the 25th and 75th percentile. (From among 2,985 classrooms, each with at least five students reporting.)*		
7 C'S FRAMEWORK	**25th percentile**	**75th percentile**
1. CARE: My teacher in this class makes me feel that he or she really cares about me.	40	73
2. CONTROL: Our class stays busy and doesn't waste time.	36	69
3. CLARIFY: My teacher explains difficult things clearly.	50	79
4. CHALLENGE: My teacher wants me to explain my answers — why I think what I think.	59	83
5. CAPTIVATE: My teacher makes learning enjoyable.	33	72
6. CONFER: My teacher wants us to share our thoughts.	47	79
7. CONSOLIDATE: My teacher takes the time to summarize what we learn each day.	38	67

ALIGNING PRACTICES WITH PERCEPTIONS

Students aren't the only ones to offer their perceptions through these surveys. The Tripod Project also surveys teachers, and matching what teachers say about their practices and their students with what their students say is revealing. Some of the teachers' answers demonstrate how comfortable they are teaching the lower-performing students in their classes. For example, questions address whether teachers call on high achievers more than they call on low achievers, or whether they think it slows down a class too much to encourage low achievers to ask questions.

"They can answer those on a scale of 1-5, and they don't tend to answer in the extremes," Ferguson says. The difference among teacher responses "tells you something about their sensibilities and their attitudes about the kids," he says.

What Ferguson calls the "give-up index" is a scale that signals to Ferguson and his researchers that a teacher is giving up on the low achiever in class. "When you look at how a teacher's rating on the give-up index correlates with how the students have rated the teacher, there's a clear relationship," he says. "When you put all this together, you get an image of a social environment where the feedback effects operate in both directions. What the teacher is doing affects how the student is responding and how the student is responding is affecting what the teacher is doing." While he believes that what teachers are saying about their students' behaviors is fairly accurate, the teachers probably don't realize that their own practices are causing at least some of the student behaviors that they are observing.

To help build teachers' capacity to reach and engage students, the team at Tripod is working with Robert Pianta, dean of the Curry School of Education at the University of Virginia, to share a library of videos of teaching practices. Professional learning will be organized around educators viewing and discussing teaching examples. Observing one another in classrooms is another strategy for examining practice.

Another useful learning strategy is a discussion protocol Ferguson and his team use called "Teaching the hard stuff" to engage educators in exploring specific aspects of their instructional practices. Teachers work together over the course of a school year,

bringing assignments on which students struggled, accompanied by both strong and weak examples of related student work. Together the group examines the student work. Their conversations are organized around two headings — feasibility and focus. As they discuss feasibility, teachers consider if success was feasible for the students who didn't do well. For example, was the vocabulary confusing, or were there concepts that the teacher didn't make clear? As they consider focus, they talk about whether students were paying attention, wondering whether the teacher made the content sufficiently interesting or tied it to the world outside the classroom.

Such discussions are always valuable learning experiences, Ferguson says. "When I sit with teachers who go through this exercise, they virtually always get up from the table with a different understanding of their students and their students' work," he says. They walk away with clear ideas about what they need to do next.

However, even when schools know the value of teachers spending time together this way, they don't always make it happen, just as they don't create enough opportunities for teachers to observe one another in classrooms. "People have been talking about that for at least the last 10 to15 years," Ferguson says, yet such peer-to-peer observations are not as commonplace as they should be. *The MetLife Survey of the American Teacher: Collaborating for Student Success* reports that of all collaborative activities, teachers observing one another and providing feedback is the least common (MetLife, 2010, p. 18).

PRESSURE FOR PROFESSIONAL LEARNING

In spite of the acknowledged value of such collaborative learning practices, they haven't been happening as often as they should, but Ferguson thinks that will change as the pressure to strengthen teaching mounts. He believes that the accountability environment surrounding teaching will encourage more teachers to engage in this kind of learning.

In 2005, Ferguson asked teachers to respond to a survey about the last professional development they had experienced that had little or no impact on teaching or learning (Ferguson, 2006). Among the reasons checked most often was that teachers were not held accountable for doing it. These were environments where teachers knew almost with certainty that they wouldn't be monitored, according to Ferguson. That lack of implementation is "just not going to work anymore," he says. Effective application — of the Seven C's or any new initiative — is going to require some kind of monitoring. Instructional leadership will get us there, Ferguson says.

His research into exemplary high schools (Ferguson, Hackman, Hanna, & Ballantine, 2010) highlights the importance of leadership in moving schools through successful change. "I suspect there are a lot of people in leadership positions who have never seen a truly exemplary school, and they doubt that it could happen," Ferguson says. He believes that schools that make positive improvements sometimes do it before the people involved believe it can happen. "They did it because some people at the top said, 'Look, we're doing this,' and then people were surprised when they got great results," he says. Such educators learned to get great results over time and then expectations arose as a consequence of success.

Ultimately, the success didn't come because these educators believed in their students, Ferguson says. Rather, they believed in their kids because they succeeded, and they succeeded because of the social and political conditions in the school that pushed them to do things they weren't doing before.

While some educators have been resistant to have the tough conversations that can lead to change, others are excited to embrace this new source of information. Ferguson remembers a particularly influential teacher last year who asked to see his classroom-level reports. Previously, the school shared building-level reports that showed trends and patterns without identifying specific teachers. When the teacher realized how valuable the information was, he insisted that every teacher needed to see their results whether they wanted to or not. He realized that "it made absolutely no sense for teachers not to get their results," Ferguson says. Teachers responded with enthusiasm, telling the assistant principal this was the most valuable feedback they had ever received due to its immediacy and authenticity.

One challenge is to make sure that school leaders prepare teachers to look at their results and consider their impact appropriately. Ramsdell stresses that this is just one source of data among many. Jordan agrees. In Memphis, district leaders are helping teachers

understand the big picture that any feedback is valuable, and the context for these data is important. Ferguson's work is "what gives us permission to ask students for their perceptions," she says, so it is important to give teachers experiences that help them understand why these data are valid. They are taking these steps slowly. When Memphis schools started the Measures of Effective Teaching project, the district inundated teachers with the research behind it, and it was a "fire-hydrant experience," Jordan says. As all teachers are exposed to student perception data, district leaders are introducing the information about Seven C's more slowly, with the intention that as teachers spend more time on the data, the learning about what it means will become more complex to support their evolving understanding.

The Tripod Project's origins tie the use of this data to professional learning and school improvement purposes, and Ramsdell and Ferguson are eager to see that emphasis continue. "I would like to see places using these kinds of tools for two, three, four years focused mainly on professional learning and only eventually start to use it to make judgments that have consequences for people's careers," Ferguson says. "If people use and honor this information, it gives them a number of ideas on dimensions along which they can get better."

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