

Teacher Effectiveness Framework

LUSD's New
Educator Evaluation Process

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Spring of 2013
Article 8

Both Parties Agree to
Develop a Mutually Agreed-
Upon Evaluation Tool Within
Two Years

The Development
Process Began
in Fall
of 2013

Finding Common Ground

What Do We Believe About
Teacher Accountability?

It should accomplish
collaborative problem-solving
and honest conversations about
student learning and
instructional practice.

It must provide opportunities
for teachers to collaboratively
examine, question, study,
experiment, implement,
evaluate, and grow.

We understood that teachers should not be the object of change; they should be active agents in their own learning.

We Believed That Mutual
Consensus Was
Foundational

So that...
Both Parties Win

Therefore, we looked for a new
Teacher Evaluation Framework
that would foster honest
conversations, co-inquiry, and
mutual growth and respect.

Agreed to a
Growth Model

Joint Team Attended SDCOE
and Learned About the
5 Dimensions
of
Teaching and Learning
Fink

Look inside ↴

STEPHEN FINK · ANNEKE MARKHOLT
FOREWORD BY JOHN BRANSFORD

LEADING for Instructional Improvement



*How Successful Leaders
Develop Teaching and
Learning Expertise*

kindle edition

Purpose	Lesson Purpose Connected to Standards & relate to a broader purpose or context
	Teaching Point articulates specific learning goals & understood by students
Student Engagement	Intellectual Work which embodies substantive intellectual engagement
	Engagement Strategies support rigorous and culturally relevant learning, encourage equitable and purposeful participation
	Talk embodies substantive and intellectual thinking, ways of communicating, and discipline-specific habits
Curriculum & Pedagogy	Curriculum and tasks are appropriately challenging & supportive, aligned with teaching point, & standards
	Teaching Approaches and Strategies support instructional purposes, & are consistent with pedagogical content knowledge
	Scaffolds for Learning utilize different instructional strategies to address individual learning needs
Assessment for Student Learning	Assessments for students to demonstrate learning
	Adjustments on instructional decisions or moves made in the moment to better support learning based on evidence of progress gleaned during lesson
Classroom Environment & Culture	Use of Physical Environment of resources and space to purposefully support and scaffold student learning
	Classroom Routines & Rituals that support learning
	Classroom Culture of discourse and interactions that reveal what is valued in the classroom

February of 2014
Researched Teacher
Effectiveness Framework
Developed by InTASC

Dimension	Subdimension
Planning	Plans to Address Learner Needs
	Plans Experiences to Support Learning
Learning Community	Safe and Respectful Learning Community
	Effective Classroom Management
Instructional Practices	Assess to Guide Teachers & Learners Decision Making
	Differentiates Instruction
	Ensures Mastery of Content
	Ensures Application of Content
Leading Professional Learning & Ethical Practice	Professional Learning
	Leadership & Ethics

June of 2014
LTA Negotiation Team and
District Administrators
Conducted Crosswalk of TEF
and 5 Dimensions

TEF Selected
&
The Teams Developed
the
Process

Walkthrough
the
TEF Manual

The Framework Attributes

4 Dimensions

10 Sub-Dimensions

25 Indicators

Educator Observable Evidence

Learner Observable Evidence

The Likert Scale

Distinguished

Proficient

Developing

Not Meeting Standard

Distinguished

Educator possesses mastery of technique, skill, and knowledge that is evident to such high degree that it sets the educator apart in a particular area. A distinguished rating is evidence that the educator possesses the competence to be a model for the identified area.

Proficient

Educator demonstrates effective knowledge or skill in a particular area. The educator demonstrates mastery of a particular technique or skill. A proficient rating is evidence that the educator executes instruction, technique, and skill with effectiveness in the identified area.

Developing

Educator is beginning to develop competence in identified technique or skill. A developing rating indicates the educator is growing in competence in instruction, technique, and skill in the identified area.

Not Meeting Standard

Educator does not demonstrate sufficient competency of the technique, skill, and knowledge in the identified area. A not meeting standard rating indicates a need for substantial growth in the identified area.

Step 1

Review the Evaluation Process:

1. All Documents
2. Likert Scale definitions
3. Timelines
4. Assign educator to complete the *Educator Self-Assessment Evaluation Worksheet*

This form is used to summarize ratings in preparation for the goal setting conference.

Educator: _____ Administrator: _____ School: _____

Distinguished														
Proficient														
Developing														
Not Meeting Standard														
	Plans to Address Learner Needs	Plans Experiences to Support Learning	Overall: Planning	Safe & Respectful Learning Community	Effective Classroom Management	Overall: Learning Community	Assess to Guide Teachers' and Learners' Decision Making	Differentiation	Mastery of Content	Application of Content	Overall: Instructional Practices	Professional Learning	Leadership and Ethics	Overall: Leading
	Planning		Learning Community			Instructional Practices				Leading Professional Learning & Ethical Practice				

- Record ratings on individual dimensions and standards.** In preparation for the goal setting conference, the teacher and the administrator shall independently complete the Teacher Evaluation Worksheet.
- Determine the overall rating for each dimension:** The overall rating is determined by averaging both the standards and the indicators for that dimension. The average of all will determine the overall rating for the dimension.
- Determine Goals:** The educator and the administrator shall identify a maximum of two goals in one or more dimensions. Form 2 (Educator Goal Setting Form) shall be completed by October 15 of the evaluation year. Every attempt will be made to reach mutual agreement. *

Educator Signature: _____ Administrator Signature: _____ Date: _____

(LC2) Dimension Two: Learning Community

Teacher Indicator: Teacher fosters exploration and appreciation of diverse cultures and communities.

Learner Indicator: Learners demonstrate an interest in other cultures and communities.

Rating	Teacher Observable Evidence	Learner Observable Evidence
Distinguished	Provides opportunities for learners to share and apply their cultural perspectives and experiences	Openly share connections between learning concepts and their own culture and experiences
	Fosters learners' independent exploration of diverse cultures and communities	
Proficient	Connects concepts to learners' interests, background knowledge, and real-world applications	Openly share cultural items or experiences
	Exhibits culturally responsive teaching by integrating learners' cultures into discussions (i.e., the history and current experiences of diverse groups), assignments (i.e., exploring family histories or sociocultural affiliations), resources and materials	Encourage peers to discuss their culture or community
	Designs learning experiences that facilitate learners' understanding of diverse cultures within and outside of the community	May be heard asking others about their language
	Encourages learners' use of their home language	
Developing	Assigns tasks that increase learners' awareness of other cultures; however, the focus is on cultural traditions (i.e., food, folklore, fun, and fashion)	Share cultural or community experiences when invited by the teacher
	Includes multiple perspectives in the presentation and discussion of content that include each learners' personal, family, and cultural experiences	Listen respectfully as others share their cultural or community experiences
	Allows learners to use their home language	
Not Meeting Standard	No evidence of culturally responsive teaching is present in the classroom or throughout the lesson	Rarely share cultural items or experiences
	No evidence of learners' culture, community, or background experience is represented in the classroom	Appear disinterested or respond negatively when others share cultural items, or experiences, or discuss their home or community life
	Discourages use of learners' home language	
Questions	Extended Questions	
<ol style="list-style-type: none"> 1. What ways have been most successful for you in connecting the skill or concept being taught to the students' personal cultural background knowledge? 2. What types of questions do you typically ask to understand what a student already knows about the skill or concept being taught? To understand how the student is making meaning of the skill or concept being taught? 3. How do you utilize students' experiences as a primary vehicle for teaching skills or concepts? 	<ol style="list-style-type: none"> 1. How have you thought about setting up independent learning opportunities for students? How do you help students to monitor their own growth through those opportunities? 2. How do you utilize students' own cultural metaphors to present content? What in the past has been challenging to you in doing this? 	

Educator: _____ Administrator: _____ School: _____

INSTRUCTIONS: This goal setting form shall be completed by the educator in collaboration with the administrator following the self-assessment process. Every attempt will be made to reach mutual agreement. *A maximum of two goals in one or more dimensions shall be established. (Due by October 15 of the evaluation year.)

Dimension	TEF Indicator Goal (Select one goal)	Key Strategies and Actions to Reach Goal (May select multiple strategies/actions)	Timeline for Progress	Evidence and Method to Illustrate Progress
<input type="checkbox"/> Planning <input type="checkbox"/> Learning Community <input type="checkbox"/> Instructional Practice <input type="checkbox"/> Professional Learning				
<input type="checkbox"/> Planning <input type="checkbox"/> Learning Community <input type="checkbox"/> Instructional Practice <input type="checkbox"/> Professional Learning				

Educator Signature: _____ Administrator Signature: _____ Date: _____

DIMENSION	SUBDIMENSION		TEACHER INDICATOR	LEARNER INDICATORS	Not Meeting Standard	Developing	Proficient	Distinguished
			For complete description, go to full document					
Planning	To Address Learner Needs	P-1	Formative and summative assessment used in planning					
		P-2	Plans for differentiation					
		P-3	Plans collaboratively					
	For Experiences to Support Learning	P-4	Sequences lesson to objective and assesses					
		P-5	Promotes critical thinking, cross content K & S					
		P-6	Promotes collaborative and self-directed learning					
Learning Community	Safe and Respectful Learning Community	LC-1	Nurtures supportive learning environment	Shows respect and owns quality of work				
		LC-2	Values and promotes diversity	Shows respect for cultural differences				
	Classroom Management	LC-3	Collaboratively establishes classroom procedures	Learns and follows classroom procedures				
		LC-4	Effective time management	Maximizes instructional time				
Instructional Practices	Assessment to Guide Teachers' and Learners' Decision Making	IP-1	Checks for understanding to plan next steps	Trusts teacher to ensure they learn				
		IP-2	Helps learners assess progress and determine quality work	Understands criteria for assessments/work				
		IP-3	Provides timely and constructive feedback	Uses relevant feedback to transform learning				
	Differentiates Instruction	IP-4	Modifies instruction and resources to meet needs of all	Feels included and supported				
		IP-5	Incorporates language development into instruction	Advances in language proficiency and content				
	Ensures Mastery of Content	IP-6	Connects prior and new knowledge	Articulates objectives and concepts				
		IP-7	Uses multiple modalities and structures to support learning	Readily access learning towards mastery				
	Ensures Application of Content	IP-8	Connects learning to standards progression	Can articulate progress through pathway				
		IP-9	Facilitates new ideas and solutions to complex issues	Critically think to seek solutions/new ideas				
		IP-10	Collaborates for student-driven learning	Create products/performances aligned to student interests				
		IP-11	Uses variety of instructional strategies for application	Students apply learning				
Leading Professional Learning & Ethical Practice	Professional Learning	PL-1	Engages in and implements ongoing learning					
		PL-2	Collaborates with stakeholders to ensure learner growth					
	Leadership & Ethics	PL-3	Behaves in an ethical and professional manner to develop a climate of trust and openness					
		PL-4	Serves in leadership roles					

Comments:

Lakeside Union School District: Mid-Year Progress in Achieving Indicator Goals **Step 4 Form 4**

Educator: _____ Administrator: _____ School: _____

The administrator determines in collaboration with the educator whether the teacher is making acceptable progress toward indicator goal(s) using Form 2.

Mark this category as **(Y) – Satisfactory Progress** or **(N) – Not Making Satisfactory Progress**

Dimension				Y	N	
(P)	(LC)	(IP)	(PL)			
Explanation:						
Accomplishments:						
Modified Strategies/ Actions <i>To be determined in collaboration with administrator and educator</i>						
Dimension				Y	N	
(P)	(LC)	(IP)	(PL)			
Explanation:						
Accomplishments:						
Modified Strategies/ Actions <i>To be determined in collaboration with administrator and educator</i>						

Educator Signature: _____

Administrator Signature: _____

Date: _____

Educator: _____ Administrator: _____ School: _____

The administrator determines in collaboration with the educator whether he/she has made acceptable progress toward indicator goal(s) identified in Step 2. If the educator has made satisfactory progress, no further action is required. If satisfactory progress has not been made, the educator shall be evaluated the following year. The administrator shall provide both an explanation and recommendations/accomplishments for both goals.

Dimension: (P) (LC) (IP) (PL)		Not Meeting Standard	Developing	Proficient	Distinguished
Goal #1: _____					
Explanation					
Recommendations/ Accomplishments					

Dimension: (P) (LC) (IP) (PL)		Not Meeting Standard	Developing	Proficient	Distinguished
Goal #2: _____					
Explanation					
Recommendations/ Accomplishments					

Educator: _____ Administrator: _____ School: _____

Distinguished														
Proficient														
Developing														
Not Meeting Standard														
	Plans to Address Learner Needs	Plans Experiences to Support Learning	Overall: Planning	Safe and Respectful Learning Community	Effective Classroom Management	Overall: Learning Community	Assess to Guide Teachers and Learners' Decision Making	Differentiation	Mastery of Content	Application of Content	Overall: Instructional Practices	Professional Learning	Leadership and Ethics	Overall: Leading
	Planning			Learning Community			Instructional Practices				Leading Professional Learning & Ethical Practice			

Summary	
Commendations	
Recommendations	

Educator Signature

Administrator Signature

Date

Edivation
PD 360

Anytime
Anywhere
Learning