### The Simple and Deep Approach to Teacher Evaluation

#### The Thoughtful Classroom Teacher Effectiveness Framework™

<table>
<thead>
<tr>
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<th>Preparing Students for New Learning</th>
<th>Positive Relationships</th>
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### Professional Practice

How do you demonstrate commitment to professional learning and contribute to the school community?
“Many of the teacher evaluation frameworks we researched were overwhelmingly complex. What drew us to The Thoughtful Classroom Teacher Effectiveness Framework was how it cuts through the complexity, clarifying effective instruction and helping us navigate the teacher evaluation process.”

—Cindy Weber
Superintendent of Durand Area Schools, Michigan

Key Features of The Thoughtful Classroom Teacher Effectiveness Framework

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

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

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

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

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

• Aligned with the Common Core, InTASC Standards, and many states’ teaching standards

Introducing the Thoughtful Classroom Evaluation Suite

We are proud to be partners with K-12 Evaluation Solutions, a leader in educator evaluation software since 1994. With K-12 Evaluation Solutions, we’ve developed the Thoughtful Classroom Evaluation Suite, which allows educators to easily access all Thoughtful Classroom observation forms, protocols, and tools from any computer or mobile device. This fully customizable, web-based suite enables administrators to

• schedule and conduct classroom observations.

• manage and streamline the entire evaluation process.

• track progress and provide meaningful feedback to teachers.

• improve teacher effectiveness.

Introducing

The Thoughtful Classroom Teacher Effectiveness Framework

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

“The District Education Advisory Committee reviewed The Thoughtful Classroom Teacher Effectiveness Framework and immediately embraced it. This model is designed to build upon teachers’ strengths rather than finding fault. When the model was introduced to our staff, their criticism of teacher evaluation took a complete turnaround.”

—Laurie Schorno, President
Morris Plains Education Association, Morris Plains, NJ

The Framework is being used by schools and districts throughout the country—and around the world. Contact us to learn more about the Framework in your state!

800-962-4432 | questions@thoughtfulclassroom.com
What Are the Components of Effective Teaching?

Research and experience prove, beyond a shadow of a doubt, that classroom instruction has far more impact on student learning than any other factor. A study of the world’s top 25 school systems puts it this way: “The only way to improve outcomes is to improve instruction” (Barber & Mourshed, 2007). This is why the Framework places such a strong emphasis on classroom instruction—and how to enhance it. The Framework is made up of these three components:

I. The Cornerstones of Effective Classrooms

Around the Framework are four foundational dimensions (or “cornerstones”) that have been adapted from the preeminent research on teacher effectiveness. These are the four cornerstones:

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

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

II. Instructional Design and Delivery

While there are clear, universal elements to good instruction, it is also true that good instruction tends to unfold in a series of distinct learning episodes. By synthesizing the best research on instructional design, we’ve identified five critical episodes that increase the likelihood of deep learning. In these five episodes, teachers work towards distinct instructional purposes:

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

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

III. Professional Practice: Looking Beyond the Classroom

10. A comprehensive evaluation of teacher effectiveness involves more than classroom instruction. Evaluation in this dimension is based on three “commitments”:

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

“Keeping the Four Cornerstones in mind helps me to ensure that every lesson is engaging and meaningful to my students, while the Five Episodes have changed the nature of classroom observation in our school. Now, whenever we talk about instruction, we are really talking about the impact our instruction has on student learning.”
— Nathan Phillips-Frey, Reading Teacher (6th Grade), Amherst Middle School, Amherst, NY

Learning from Educators
At Silver Strong & Associates, we’ve been helping educators in their schools for nearly 40 years. Our approach to teacher evaluation insists that research is only half of the story. That’s why in designing, piloting, and refining The Thoughtful Classroom Teacher Effectiveness Framework, we worked directly with over 250 educators. Our goal was to make sure that the Framework

- respects the realities of classrooms and schools.
- alleviates “rubricitis”—or the feeling of being overwhelmed by too many rubrics that splinter instruction into too many pieces.

Each instructional dimension in the Framework includes...
- a driving Essential Question.
- clear and observable instructional practices.
- key student behaviors to look for.
- an evaluation rubric.

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

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

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

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

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

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

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

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

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

### 10. Professional Practice
How do you demonstrate commitment to professional learning and contribute to the school community?
Conducting Classroom Observations

Because there are several types of classroom observations—and because different observers have different ways of conducting classroom observations—we’ve worked with school leaders to design four different types of forms. All forms are available in both paper and web-based formats.

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

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

C The Essential Questions Form includes the essential questions for each of the nine instructional dimensions. Use these forms to observe multiple dimensions at once—from a “big-picture” perspective.

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

Observation Types

Formal observations are announced, typically include a pre- and post-observation conference, tend to last one full period, are written up by the observer, and count towards the teacher’s overall evaluation.

Informal observations can be announced or unannounced, and may or may not count towards the teacher’s final evaluation. Informal observations should be fairly regular and are meant to be friendly and formative in nature.

A Learning Walk is a more thoughtful approach to the traditional “walkthrough.” Learning Walks help both teachers and administrators discover a wealth of information about what’s happening in various classrooms around the school.
“Use of the Framework in our evaluation process has greatly enhanced quality discussions about instruction between administrators and teachers.”
— Kevin Shanley, Superintendent
Akron Central Schools, Akron, NY

Every Individual Dimension Form includes...

- **Clear, observable instructional practices**

Individual Dimension Form Five: Preparing Students for New Learning

**Essential Question:** How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?

**Which instructional indicators are evident?**

**REMEmber:** Quality instruction does not mean addressing all indicators.

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

**IMPACT on STUDENT LEARNING**

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

**Students...**

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

**FEEDBACK NOTES**

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

- Praise (Recognize positive teaching behaviors that enhance learning.)
- Pose (Ask questions that foster reflection on the teacher’s decisions and their impact.)
- Propose (Decide—collaboratively, if possible—how to improve practice.)

**ASSESSMENT RUBRIC**

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

- **(1) Novice** - Minimal or no commitment to this dimension
- **(2) Developing** - Initial commitment to this dimension
- **(3) Proficient** - Clear commitment to this dimension
- **(4) Expert** - Strong commitment to this dimension
With all of the rhetoric swirling around teacher evaluation, it can be easy to forget that the ultimate goal of teacher evaluation is to help teachers improve their practice.

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

**Professional Growth Process**

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

**Step 2:** Teachers develop professional learning goals, using three questions to guide them:
- **1. Classroom Practice:** What do I need to do in the classroom to achieve this goal?
- **2. Knowledge:** What do I need to learn to achieve this goal?
- **3. Resources:** What resources do I have at my disposal, and what resources might I need to seek out to achieve this goal?

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

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

“Numerous teachers have told me that the trainings, along with the application of the Framework, have made them more creative and more engaging, and have helped students meet the high expectations prevalent in the Common Core State Standards.”

—Kevin Hulbert, Principal
Keeseville Elementary School, Keeseville, NY
Targeted PD for Teachers

A key feature of The Thoughtful Classroom Teacher Effectiveness Framework is the way it allows schools to target professional development to each teacher’s particular needs and goals. Teachers and administrators can review classroom observation data and self-assessment data, identify dimensions of classroom instruction where growth is needed, and then select tools and strategies that correspond to each teacher’s specific needs.

Target Individual Teachers’ Professional Development Needs with Tools for Thoughtful Assessment

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

The tools in Tools for Thoughtful Assessment are directly aligned to the Five Episodes of Effective Instruction. To improve their practice in specific dimensions, teachers can easily select, and administrators can easily recommend, specific tools to address teachers’ needs.

Every tool is classroom-proven and easy to implement, allowing teachers to improve practice quickly.

Build All Teachers’ Instructional Capacity in All Dimensions with The Core Six and PLC Guides

(Published by ASCD)

The Core Six: Essential Strategies for Achieving Excellence with the Common Core focuses on six strategies that are “best bets” for developing Common Core and 21st century skills.

By mastering these six strategies, teachers develop their effectiveness in every instructional dimension of the Framework. More important, teachers who can implement “The Core Six” at a high level of effectiveness see better results in student achievement.

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

“We the teachers in my school absolutely love using The Thoughtful Classroom Framework! It provides them with an easy-to-use blueprint of what an effective lesson should look like. It is the most organized and meaningful evaluation tool I have ever seen. Our teachers constantly tell me how it helps them focus their instruction like never before.”

—Tom Colabufo, Principal
Woodland Elementary School, East Syracuse, NY

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

- Research-Based Tools and Strategies for Improving Instruction and Assessment
- Effective Lesson and Unit Design
- Math, Literacy, and the Common Core
- Building PLCs that Support Teachers
For forty years, Silver Strong & Associates has been helping schools help students succeed by offering the most personalized, hands-on approach to professional development. This comprehensive and collaborative brand of professional development continues with our Thoughtful Classroom Teacher Effectiveness Framework PD programs.

Core Leadership Training

Phase I: Learning the Framework
Get started with this two-day introduction to the Framework. School leaders will

- learn the dimensions, indicators, and rubrics in the Framework.
- use the Framework to conduct formal and informal observations and collect evidence of effective practice (using real classroom videos).
- compare their evaluations with those of other administrators to begin establishing inter-rater reliability.
- use each successive round of observation to refine their practice and calibrate their judgments.

Phase II: Applying the Framework
Learn how to implement the Framework across the school/district and build a culture that promotes learning and professional growth. During this two-day application session, school leaders will

- refine their observation skills and calibrate their evaluations using classroom videos.
- learn how to provide meaningful feedback to teachers.
- learn how to conduct powerful pre- and post-observation conferences with teachers.
- learn how to develop final evaluations of teacher effectiveness based on multiple measures.
- explore different formats for writing up final evaluations.
- learn how to promote teacher growth through the development of targeted professional growth plans.

“Last year, we were provided wonderful training both for administrators and for teachers to familiarize everyone with ‘The Thoughtful Classroom Teacher Effectiveness Framework.’ We all went into that training with the hope of understanding how this Framework would be best used for evaluation purposes; we all came out of the training realizing that the training really was a workshop on the characteristics of great teaching.”
—Kevin Hulbert, Principal
Keeseville Elementary School, Keeseville, NY

Customize Training to Meet Your PD Needs!
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Need additional training?
We offer a wealth of coaching and training options to help support your staff, including...

- Staff Orientation
- Inter-rater Reliability and Calibration Training
- Leadership Training and Coaching
- The “Three Ms” of Local Assessment: Meaningful, Manageable, Measurable
- Instructional Tools and Strategies
Implementing a teacher evaluation system can be a challenge. That’s why we’ve developed a range of options to help schools customize implementation to meet their needs and goals. Schools and districts planning to implement the Framework must choose one of the following options below:

**Option 1. Thoughtful Classroom Evaluation Suite** *(Web-Based)*


This web-based system uses K-12 Evaluation Solutions’ renowned STAGES platform to fully automate The Thoughtful Classroom Teacher Effectiveness Framework. Schedule and conduct classroom observations, use Thoughtful Classroom tools to provide meaningful feedback to teachers, and effectively manage the entire evaluation process from any computer or mobile device. All data is stored and managed digitally, enabling school leaders to generate comprehensive reports, develop summative evaluations based on multiple measures, and incorporate student assessment data. NOTE: This suite also includes two (2) complimentary print copies of The Thoughtful Classroom Teacher Effectiveness Framework Resource Guide for each school.

<table>
<thead>
<tr>
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<th>1-5</th>
<th>6-12</th>
<th>13-19</th>
<th>20+</th>
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<tr>
<td>TC Evaluation Suite Annual Fee (per school)</td>
<td>$1600</td>
<td>$1400</td>
<td>$1200</td>
<td>Call for pricing.</td>
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**Training and Technical Assistance Package**

The Thoughtful Classroom Evaluation Suite also includes a project management, coaching, and technical assistance package—provided by K-12 Evaluation Solutions—to ensure effective implementation across the district. This required package allows your district to customize the Thoughtful Classroom Evaluation Suite to meet your specifications. It also includes access to a dedicated project manager and up to six hours of web-based technology training for key personnel.

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<td>One-Time Fee (per district)</td>
<td>$1600</td>
<td>$2000</td>
<td>$2500</td>
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**Integrate the Thoughtful Classroom Framework into Your Current System**

The Thoughtful Classroom Teacher Effectiveness Framework is also available as a ready-to-use template through some of the top evaluation software providers, including:

- **GoObserve**
  - www.goknow.com/store
- **MyLearningPlan**
  - www.mylearningplan.com
- **School Improvement Network**
  - www.schoolimprovement.com
- **Netchemia**
  - www.netchemia.com

Contact us for details and licensing information: questions@thoughtfulclassroom.com.

**Option 2. Thoughtful Classroom Framework Print License** *(Pen and Paper)*

Print licensing is for schools that want to conduct classroom observations using paper forms. Schools that choose this option will be provided a license granting full permission to print all forms needed to implement the Framework, including: Quick Guides, all observation forms, pre- and post-observation conference forms, teacher self-assessment guides, and professional growth plans. NOTE: This option also includes two (2) complimentary print copies of The Thoughtful Classroom Teacher Effectiveness Framework Resource Guide for each school.

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

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

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

The Four Ps stand for

Provide evidence: Collect evidence that supports what you observed.
For example:
- “Standards were clear and posted as student-friendly learning targets.”
- “A hook was used to activate prior knowledge.”
- “The teacher used the Backwards Learning tool to help students understand what they needed to know and do by unit’s end.”

Praise: Recognize teaching behaviors that had a positive impact on student learning.
For example:
“Great hook! Using a ‘what if’ question really engaged students and got them to tap into their prior knowledge.”

Pose: Ask questions that foster reflection on the teacher’s decisions and their impact on student learning.
For example:
“I was really interested in how you used the Backwards Learning tool. What effect does it have on student focus and self-assessment over the week?”

Propose: Decide (collaboratively, if possible) how to improve the teacher’s practice.
For example:
“The targets were posted, but I think it’s important that all students really internalize these targets. You might try the 5-S Goal Sharing tool to accomplish this.”

“The Thoughtful Classroom Teacher Effectiveness Framework allows us to have a common language and understanding of effective teaching so that everybody in the district talks about good teaching in the same way. It has enhanced the conversations we have about classroom instruction and enabled us to focus on the formative development of our teachers.”
—Anthony Panella, Asst. Superintendent of Curriculum and Instruction, Amherst Central School District, Amherst, NY

The Framework also includes tools for
- leading powerful pre-observation conferences.
- conducting evidence-based classroom observations.
- getting the most out of post-observation conferences.
- developing written evaluations that promote learning.