

## How to Assess Professional Practice: Looking Beyond the Classroom

A comprehensive evaluation of teacher effectiveness includes looking beyond the classroom. Below are three sets of indicators to help guide your assessment of the teacher's commitment to professional growth, the school community, and professionalism. Use the four-point rubric within each set to assess the teacher's commitment to professional practice.

### 10 | Professional Practice

*How committed is the teacher to professional learning and contributing to the school community?*

#### Commitment to Professional Growth

- 10.1 Self-assesses and works to improve classroom practice
- 10.2 Develops and implements a professional growth plan
- 10.3 Seeks out professional development and continuous learning opportunities
- 10.4 Works with colleagues to improve practice throughout the building

**(1) Novice:** The teacher is reluctant or resistant to professional growth.  
**(2) Developing:** The teacher has made an initial commitment to professional growth and applies new learning in the classroom.  
**(3) Proficient:** The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.  
**(4) Expert:** The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school.

#### Commitment to the School Community

- 10.5 Maintains open communication with the entire school community
- 10.6 Assumes appropriate leadership roles
- 10.7 Maintains and builds a positive school culture

**(1) Novice:** The teacher is not contributing to the school community beyond his or her classroom.  
**(2) Developing:** The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.  
**(3) Proficient:** The teacher is a regular and active contributor to the school community.  
**(4) Expert:** The teacher contributes to the school community consistently and with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.

#### Commitment to Professionalism

- 10.8 Maintains a high level of professionalism at all times
- 10.9 Adheres to legal responsibilities and current educational policies

**(1) Novice:** The teacher needs to be reminded of school rules and has little to no awareness of larger educational policy (e.g., state and national initiatives).  
**(2) Developing:** The teacher generally follows school rules but has only a basic awareness of educational policy beyond the school walls.  
**(3) Proficient:** The teacher adheres to school rules and is generally aware of major changes in educational policy.  
**(4) Expert:** The teacher is a committed professional who follows and promotes school rules. The teacher understands the purpose of educational policies and how they affect classroom practice and the educational community.



## How to Develop a Comprehensive Evaluation Using Multiple Measures

The best and most reliable evaluations of teacher effectiveness are based on multiple measures. Based on your school's or district's plan, decide how much each measure will be weighted by assigning it a percentage value. (Note: Total weighting should equal 100%.)

I. Instructional Practice (Dimensions 1-9)	___ x ___ % = ___
II. Professional Practice (Dimension 10)	___ x ___ % = ___
III. Student Performance Data	
A. Standardized Test Data	___ x ___ % = ___
B. Local Assessments	___ x ___ % = ___
C. Other	___ x ___ % = ___
IV. Student Feedback/Surveys	___ x ___ % = ___
V. Other Measure	___ x ___ % = ___
<b>TOTAL</b>	<b>100% = ___</b>

Based on your district or state guidelines, use the information from the comprehensive evaluation to determine the teacher's overall level of effectiveness. If your district or state has not yet defined specific levels of effectiveness, you can use an adapted version of the Framework rubric. See inside panel for full rubric.

**(1) Novice      (2) Developing      (3) Proficient      (4) Expert**

## References

Barber, M., & Mourshed, M. (2007, September). *How the world's best-performing school systems come out on top*. New York: McKinsey & Company.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: ASCD.

Hunter, M. (1984). Knowing, teaching, and supervising. In P. Hosford (Ed.), *Using what we know about teaching* (pp. 169-192). Alexandria, VA: ASCD.

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Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: ASCD.

Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The skillful teacher: Building your teaching skills* (6th ed.). Acton, MA: Research for Better Teaching.

Stronge, J. H. (2010). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence*. Larchmont, NY: Eye on Education.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

## Training & Implementation

### Core Leadership Training

*In this training, participants 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 evaluations with those of other administrators to begin establishing inter-rater reliability.
- Use each successive round of observation to refine practice and calibrate judgments.
- Learn how to provide meaningful feedback to teachers.
- Learn how to conduct powerful pre- and post-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.

Contact us for more details or to set up a free consultation!



### Supplemental Coaching & Training

Additionally, Silver Strong & Associates offers a host of training and coaching services to help schools implement a successful teacher evaluation process, including **foundation training**, on-site **coaching**, and the development of **teacher-leadership cadres**. For a description of these services, please visit: [ThoughtfulClassroom.com/TEServices](http://ThoughtfulClassroom.com/TEServices)

### Digital Implementation

In order to fully automate the teacher evaluation process, improve data management, and target professional development to teachers' needs, Silver Strong & Associates is proud to announce that we have developed partnerships with a number of technology providers.

The Framework is fully automated using STAGES software developed by:



The Framework can also be powered by:



ColinR@MichiganPrincipals.org



[www.MyLearningPlan.com](http://www.MyLearningPlan.com)



[www.SchoolImprovement.com](http://www.SchoolImprovement.com)



[www.Netchemia.com](http://www.Netchemia.com)



## THE THOUGHTFUL CLASSROOM TEACHER EFFECTIVENESS FRAMEWORK

### Overview

The Thoughtful Classroom Teacher Effectiveness Framework is a comprehensive system for observing, evaluating, and refining classroom practice. It synthesizes a wide body of research on instructional design and teacher effectiveness, as well as insight from over 250 teachers and administrators from around the country.

The ultimate goal of the Framework is to create a common language for talking about high-quality teaching and how classroom practice can be improved. The Framework allows for assessment according to ten dimensions of teaching, outlining a set of **observable teaching indicators** within each dimension and relevant **student behaviors** associated with effective instruction. It also includes **rubrics for developing summative evaluations**, along with a set of **protocols** to help school leaders provide **meaningful feedback** to teachers and conduct powerful **pre- and post-observation conferences**.

### What Are the Components of Effective Teaching?

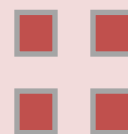
Research and experience prove, beyond a shadow of a doubt, that classroom instruction has far more impact on student learning than any other factor. A study of the world's top 25 school systems puts it this way: "The only way to improve outcomes is to improve instruction" (Barber & Mourshed, 2007). This is why two of the three Framework components focus directly on classroom instruction.

#### COMPONENT ONE

##### Four Cornerstones of Effective Teaching (Dimensions 1, 2, 3, & 4)

Around the Framework are four foundational dimensions that have been adapted from the preeminent teacher-effectiveness models (Danielson, 2007; Marzano, 2007; Marzano, Frontier, & Livingston, 2011; Saphier, Haley-Speca, & Gower, 2008; Stronge, 2010). These are the four dimensions:

- 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.

#### COMPONENT THREE

##### Looking Beyond the Classroom

##### Effective Professional Practice (Dimension 10)

- 10 The Framework also includes a tenth dimension focused on professional practice, which addresses important non-instructional responsibilities, including the teacher's commitment to **ongoing learning**, **professionalism**, and **the school community**.

#### COMPONENT TWO

##### Five Episodes of Effective Instruction (Dimensions 5, 6, 7, 8, & 9)

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 (Hunter, 1984; Marzano, 2007; Wiggins & McTighe, 2005), 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.

