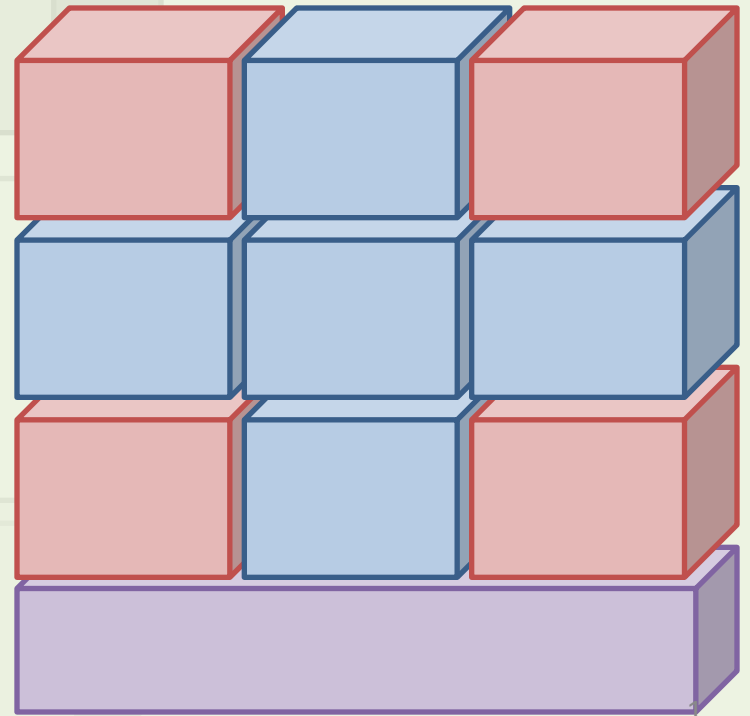


The Thoughtful Classroom Teacher Effectiveness Framework

An Introduction



What Does It Mean to Be Thoughtful?

Have you ever been accused of being thoughtful?

How would a thoughtful person go about

- Disciplining a child?
- Buying a gift for a friend?
- Solving a dispute with someone special?
- Planning a lesson?

How do these situations compare to someone who operates without a lot of thought?



What would a teacher evaluation framework that was designed to help educators become more thoughtful look like?



What makes the Framework both simple and deep?

Simple

Deep

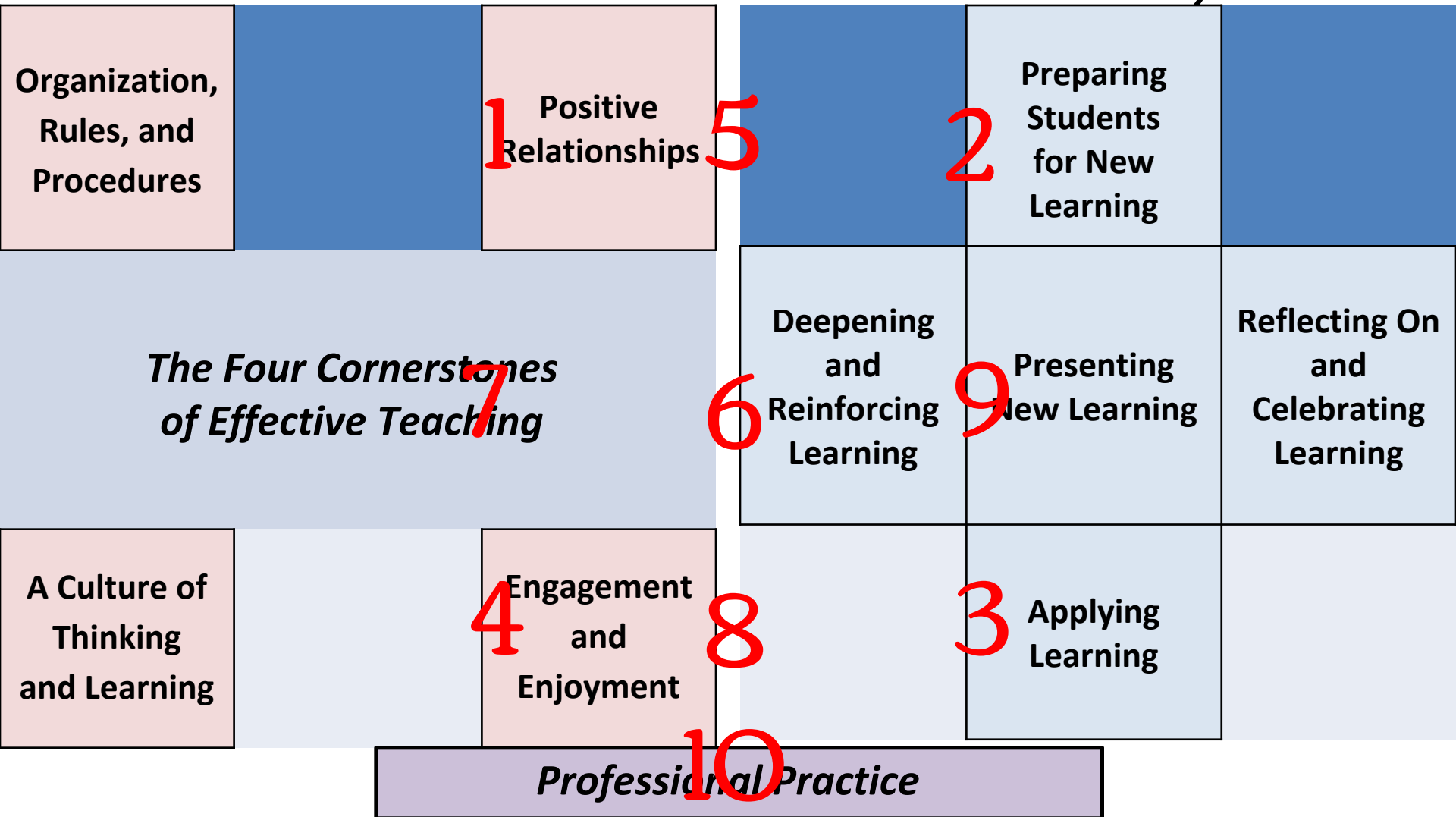
The Thoughtful Classroom Teacher Effectiveness Framework

What makes The Thoughtful Classroom
Teacher Effectiveness Framework *simple*?



3 Domains and 10 Dimensions

Instructional Design and Delivery



The Thoughtful Classroom Teacher Effectiveness Framework



3 Components

1. The Four Cornerstones of Effective Teaching
2. The Five Episodes of Effective Instruction
3. Effective Professional Practice

The Thoughtful Classroom

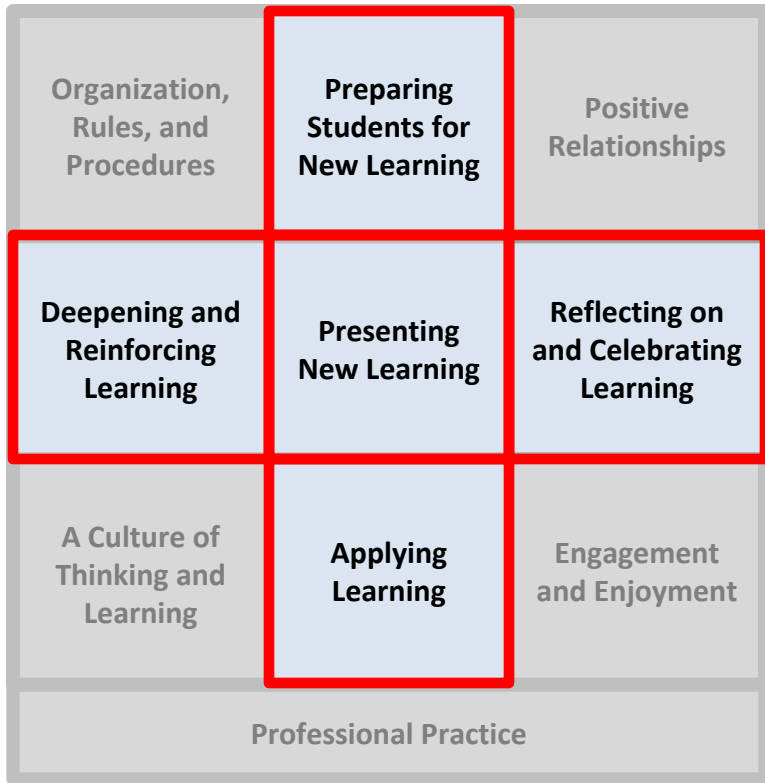
Teacher Effectiveness Framework



3 Components

- 1. The Four Cornerstones of Effective Teaching**
2. The Five Episodes of Effective Instruction
3. Effective Professional Practice

The Thoughtful Classroom Teacher Effectiveness Framework



3 Components

1. The Four Cornerstones of Effective Teaching
- 2. The Five Episodes of Effective Instruction**
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The Thoughtful Classroom Teacher Effectiveness Framework

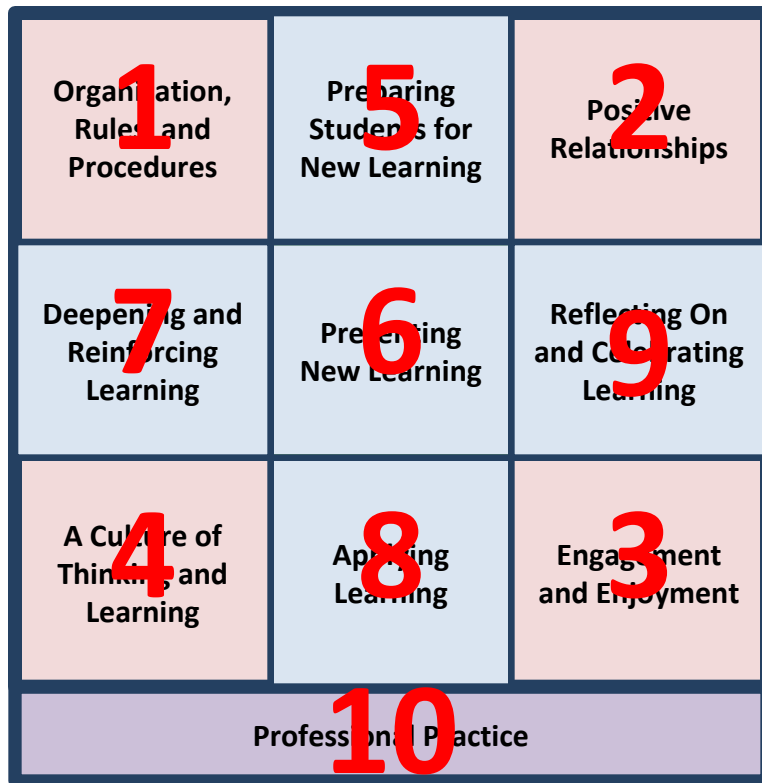
Organization, Rules, and Procedures	Preparing Students for New Learning	Positive Relationships
Deepening and Reinforcing Learning	Presenting New Learning	Reflecting On and Celebrating Learning
A Culture of Thinking and Learning	Applying Learning	Engagement and Enjoyment
Professional Practice		



3 Components

1. The Four Cornerstones of Effective Teaching
2. The Five Episodes of Effective Instruction
- 3. Effective Professional Practice**

The Thoughtful Classroom Teacher Effectiveness Framework



3 Components



10 Dimensions



1 Visually Organized
Framework

The Thoughtful Classroom Teacher Effectiveness Framework



3 Components



10 Dimensions



**1 Visually Organized
Framework**

Component One: The Four Cornerstones of Effective Teaching

(Dimensions 1-4)

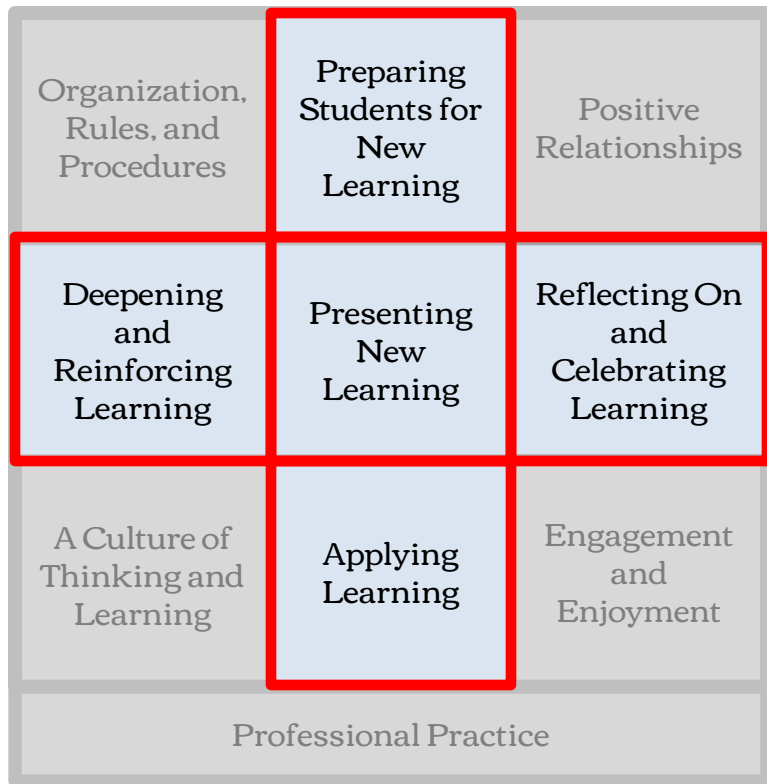


The Four Cornerstones of Effective Teaching

- **Universal elements of quality instruction**
- **Always relevant in any classroom**
- **Without the cornerstones in place in the classroom, student learning will be compromised**
- **Always part of a teacher's evaluation**

Component Two: The Five Episodes of Effective Instruction

(Dimensions 5-9)



The Five Episodes of Effective Instruction

- Good instruction unfolds in a series of learning episodes
- Teachers use these episodes to design high-quality lessons and units
- Ensures observer and teacher are on the “same page”
- Evaluations based on which episodes are observed

Component Three: Effective Professional Practice

(Dimension 10)

Organization, Rules, and Procedures	Preparing Students for New Learning	Positive Relationships
Deepening and Reinforcing Learning	Presenting New Learning	Reflecting On and Celebrating Learning
A Culture of Thinking and Learning	Applying Learning	Engagement and Enjoyment
Professional Practice		



Effective Professional Practice

- **Looking beyond the classroom**
- **Commitment to**
 - **Ongoing learning**
 - **The school community**
 - **Professionalism**
- **Always part of a teacher's evaluation**

The Thoughtful Classroom

Teacher Effectiveness Framework

What makes The Thoughtful Classroom
Teacher Effectiveness Framework *deep*?



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Teacher Effectiveness Framework

The Value of Essential Questions

- Each of the ten dimensions is driven by an essential question.
- These essential questions
 - Keep schools focused on what's important.
 - Promote school-wide inquiry.
 - Foster a common language for instruction and how to improve it.

The Thoughtful Classroom Teacher Effectiveness Framework

Organization, Rules, and Procedures

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

Preparing Students for New Learning

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

Positive Relationships

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

Deepening and Reinforcing Learning

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

Looking On and Celebrating Learning

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


A Culture of Thinking and Learning

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

Engagement and Enjoyment

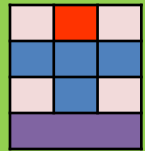
How do you motivate students to do their best work and inspire the love of learning?

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



Professional Practice

How committed are you to professional learning and contributing to the school community?

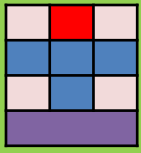


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Teacher Effectiveness Framework

Dimension 5: Preparing Students for New Learning

<p>5.1 Selecting relevant standards that are appropriate to the content and grade level [CC]</p> <p>5.2 “Unpacking” standards and turning them into clear and measurable learning goals and targets [CC]</p>	Planning
<p>5.3 Posing essential questions to guide learning and promote deep thinking</p> <p>5.4 Beginning lessons and units with engaging “hooks”—thought-provoking activities or questions that capture student interest and activate their prior knowledge [CC]</p> <p>5.5 Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content [CC]</p>	Instruction
<p>5.6 Assessing students’ background knowledge, skill levels, and interests relative to learning goals and targets</p> <p>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.) [CC]</p> <p>5.8 Encouraging students to establish personal learning goals and plans for achieving them</p>	Assessment

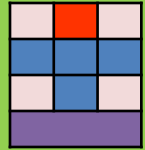


Observing Dimension Five: Preparing Students for New Learning

What did you observe?

- Evident
- Not evident
- Missed opportunity

What's your evidence?



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Teacher Effectiveness Framework

Dimension 5: Preparing Students for New Learning

Impact on Student Achievement

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.

The Thoughtful Classroom

Teacher Effectiveness Framework

Summative Evaluation Rubric

- 1 Novice:** *Minimal or no commitment to effective instruction.* Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.
- 2 Developing:** *Initial commitment to effective instruction.* The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased.
- 3 Proficient:** *Clear commitment to effective instruction.* The teacher applies relevant instructional practices that have a positive impact on student learning.
- 4 Expert:** *Strong commitment to effective instruction* that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.

Summative Evaluation Rubric

Every level of the rubric assesses three elements. For example:

(4) Expert

- Strong **commitment** to effective instruction that shows advanced expertise.
- The teacher applies **relevant instructional practices** and is able to adapt them to students' needs and particular learning situations.
- These practices have a consistently positive **impact on student learning**.

Preparing students
for New Learning

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

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

Deepening and Reinforcing
Learning

Presenting New Learning

Reflecting On and Celebrating
Learning

Each cornerstone has an essential question.

Look at the language of the questions.

What key words do the questions share?

Applying Learning

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

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

The Five Episodes of Effective Instruction

<p>Organization, Rules, and Procedures</p> <p>How do you organize your classroom to enhance learning and establish rules and procedures that clarify expectations?</p>	<p>Preparing Students for New Learning</p> <p>How do you establish your purpose, activate students' prior knowledge, and prepare students for learning?</p>	<p>Positive Relationships</p> <p>How do you build meaningful relationships with your students and among students to promote learning?</p>
<p>Deepening and Reinforcing Learning</p> <p>How do you help students solidify their understanding and practice new skills?</p>	<p>Presenting and Acquiring New Learning</p> <p>How do you present new information and provide opportunities for students to actively engage with content?</p>	<p>Reflecting On and Celebrating Learning</p> <p>How do you help students look back on their learning and refine their learning process?</p>
<p>A Culture of Thinking and Learning</p> <p>How do you develop a classroom culture that promotes serious learning and sophisticated forms of thinking?</p>	<p>Applying Learning</p> <p>How do students demonstrate their learning and what kinds of evidence do you collect to assess their progress?</p>	<p>Engagement and Enjoyment</p> <p>How do you motivate students to do their best work and inspire the love of learning?</p>