Appendix B:

Teacher Self-Assessment Guide

The Thoughtful Classroom Teacher Effectiveness Framework

Teacher Self-Assessment Guide

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 them for learning?	**Positive Relationships** How do you build deep and meaningful relationships with your students and among students?
Deepening Learning How do you help students solidify their understanding and practice new skills?	**Presenting New Learning** How do you present new information and provide opportunities for students to actively engage with content?	**Helping Students Reflect on and Celebrate 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 culture that promotes serious learning and sophisticated forms of thinking?	**Applying Learning** How do students demonstrate their learning and what kinds of evidence do you collect to assess their progress?	**Engagement and Enjoyment** How do you motivate students to do their best work and inspire the love of learning?

NEW YORK STATE

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The Thoughtful Classroom Teacher Effectiveness Framework

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This section provides teachers with an overview of how The Thoughtful Classroom Teacher Effectiveness Framework is organized and its foundation in current research.

Self-Assessment and Reflection Forms 3

Teachers use these forms—one for each dimension—to self-assess their effectiveness for various indicators on a 1-4 rating scale. After self-assessing their effectiveness using these indicators, teachers will have an opportunity to reflect on their practice, collect evidence, and generate ideas to improve their planning and implementation.

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The Thoughtful Classroom Teacher Effectiveness Framework

OVERVIEW & WHERE THIS MODEL COMES FROM

Overview

This framework provides teachers and administrators with a comprehensive system for assessing, discussing, and refining classroom practice. It synthesizes the insights from a wide body of research on instructional design and teacher-effectiveness models. It is ideal for use as a self-assessment tool by teachers and as a supervision/observation tool by administrators.

The ultimate goal of this framework is to create a common language for talking about what constitutes high-quality teaching and how classroom practice can be improved. This framework allows for assessment according to nine dimensions of teaching and outlines a set of specific and observable teaching behaviors within each dimension. Each behavior can be assessed quantitatively using the rating scale that precedes each series of questions.

In addition, this framework provides room for comments and notes within each dimension, allowing for deeper and more nuanced assessments.

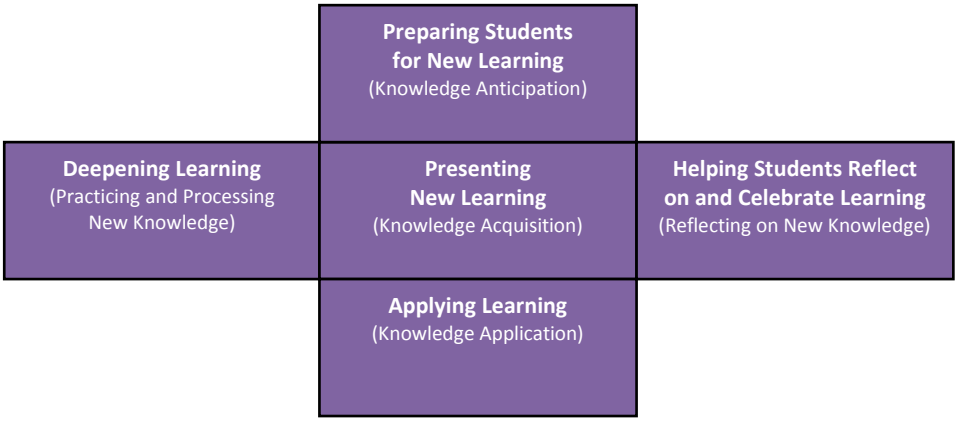
Where This Model Comes From

This model is made up of two components:

I. Instructional Design and Delivery
II. "Cornerstones" of Effective Teaching

Component One: Instructional Design and Delivery – At the heart of this framework is a "knowledge construction" model synthesizing the best research on instructional design, including

- Madeline Hunter's classic "Elements of Lesson Design" (1984).
- Grant Wiggins and Jay McTighe's *Understanding by Design* (2005).
- Robert Marzano's *The Art and Science of Teaching* (2007).
- A wide body of research into how schools can prepare students for 21st-century careers, global citizenship, and the demands of the "knowledge-based" economy.



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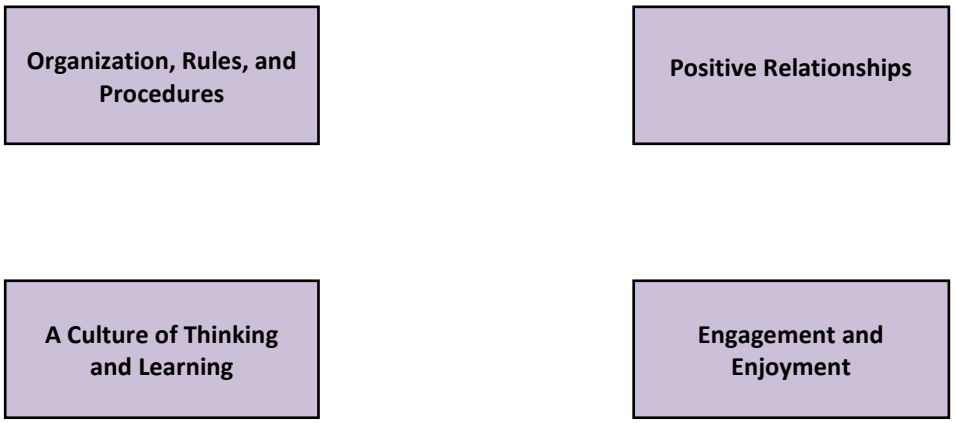
Component Two: The Four Cornerstones of Effective Teaching – Around the framework are four foundational elements that support teaching and learning, adapted from the pre-eminent teacher-effectiveness models, including

- Charlotte Danielson's *Enhancing Professional Practice* (2007).
- Robert Marzano's *The Art and Science of Teaching* (2007).
- Robert Marzano, Tony Frontier, and David Livingston's *Effective Supervision: Supporting the Art and Science of Teaching* (2011).
- Jon Saphier, Mary Ann Haley-Speca, and Robert Gower's *The Skillful Teacher* (2008).
- Pamela Tucker and James Stronge's *Linking Teacher Evaluation and Student Learning* (2005).



Components One and Two Combine to Create a Complete Framework with Nine Dimensions

Organization, Rules, and Procedures	**Preparing Students for New Learning** (Knowledge Anticipation)	**Positive Relationships**
Deepening Learning (Practicing and Processing New Knowledge)	**Presenting New Learning** (Knowledge Acquisition)	**Helping Students Reflect on and Celebrate Learning** (Reflecting on New Knowledge)
A Culture of Thinking and Learning	**Applying Learning** (Knowledge Application)	**Engagement and Enjoyment**

Looking Beyond the Classroom

In addition to the nine dimensions presented above, this framework also includes a tenth dimension for assessment. This tenth dimension addresses the important non-instructional responsibilities of teachers, including their commitment to ongoing learning, leadership, and the school community.

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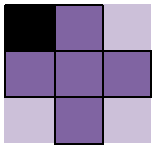

Cornerstone

DIMENSION ONE: ORGANIZATION, RULES, AND PROCEDURES

Overview

Our first cornerstone of effective teaching has to do with the rules, procedures, classroom policies, and organizational decisions that underlie effective classroom management. Obviously, such elements of classroom management are highlighted extensively in all the major research on teacher effectiveness including Robert Marzano's *The Art and Science of Teaching* (2007) and *What Works in Schools* (2003), Charlotte Danielson's *Enhancing Professional Practice* (2007), and Jon Saphier, Mary Ann Haley-Speca, and Robert Gower's *The Skillful Teacher* (2008).

Using these models to guide our thinking, we developed self-assessment questions to help you think about the organization, rules, and procedures in your classroom.

Use the following 1-4 rating scale to respond to each of the questions on the next page.

1	***Novice –*** I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
2	***Developing –*** I do this in my classroom, but only notice positive effects on student learning sometimes.
3	***Proficient –*** I do this well and notice consistent positive effects on student learning.
4	***Expert –*** I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
NA	***Not Applicable –*** This does not apply to my work in school.

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Instructional Indicators

How would you rate yourself at…

1.1 Organizing classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet your overall goals and objectives?

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

1.2 Keeping the flow of activities in the classroom moving smoothly?

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

1.3 Establishing a manageable set of classroom rules and procedures and communicating with students about them regularly (e.g., posting them, modeling them, explaining the rationale behind them, discussing their applications in the classroom, and refining them as needed)?

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

1.4 Providing clear directions for classroom tasks using a variety of modalities (e.g., verbal, visual, physical demonstration) and checking to make sure students understand their roles and responsibilities?

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

1.5 Developing an effective plan for managing student behavior that includes positive consequences, negative consequences, and an appropriate level of home involvement?

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

1.6 Managing non-instructional duties (e.g., taking attendance, distributing materials and take-home notices, lunch counts) with minimal disruption to classroom learning?

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

1.7 Working effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, aides, student teachers)?

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

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…

- ☐ Show respect for each other and the classroom.
- ☐ Have access to necessary supplies and resources.
- ☐ Understand classroom rules and procedures and follow them.
- ☐ Make good use of their time.
- ☐ Know what to do (self-directed).
- ☐ Take responsibility for their own learning.
- ☐ Have a positive attitude.
- ☐ Use conflict-resolution techniques when there is a disagreement.

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DIMENSION ONE: ORGANIZATION, RULES, AND PROCEDURES

Teacher Self-Assessment & Reflection

Evidence of your commitment to this dimension…

Ideas for improving planning…

Ideas for improving implementation…

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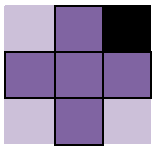

Cornerstone

DIMENSION TWO: POSITIVE RELATIONSHIPS

Overview

Positive relationships are the heart of successful teaching and learning, whether those relationships are defined in terms of "respect and rapport" (Danielson, 2007), "effective relationships" (Marzano, 2007), or "personal relationship building" (Saphier, Haley-Speca, & Gower, 2008). In designing the self-assessment questions for this—the most personal of all the cornerstones—we synthesized the major research on classroom relationships while adding a dash of our own work in helping schools differentiate instruction and assessment. Why differentiation here? Well, by allowing all students to experience success through differentiation, we lay the groundwork for positive interaction throughout the classroom.

Use the following 1-4 rating scale to respond to each of the questions on the next page.

1	***Novice –*** I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
2	***Developing –*** I do this in my classroom, but only notice positive effects on student learning sometimes.
3	***Proficient –*** I do this well and notice consistent positive effects on student learning.
4	***Expert –*** I see this as a strength of mine: I can adapt it to fit my students' needs and notice consistent and significant positive results in student achievement.
NA	***Not Applicable –*** This does not apply to my work in school.

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Instructional Indicators

How would you rate yourself at…

2.1 Maintaining a positive and "with it" demeanor that shows students you care about what's going on in the classroom and are committed to the idea that "we're all in this together?"

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

2.2 Getting to know your students and incorporating their interests, aspirations, and backgrounds into the curriculum?

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

2.3 Differentiating instruction and assessment so students of all styles and ability levels can experience the joys of success?

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

2.4 Building a classroom community that insists on respect and mutual support for each student's learning and provides opportunities for students to become familiar with each other?

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

2.5 Designing learning experiences that call for high levels of collaboration, discussion, and interaction among students?

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

2.6 Maintaining an open and appropriate level of communication with students and the home?

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

2.7 Showing you care about your students as individuals?

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

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…

- ☐ Are respectful of each other and the teacher.
- ☐ Collaborate with each other.
- ☐ Participate in whole-class and small-group discussions.
- ☐ Feel that "We're all in this together."
- ☐ Display empathy.
- ☐ Share their feelings.
- ☐ Resolve conflicts.
- ☐ Have a voice.

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Teacher Self-Assessment & Reflection

Evidence of your commitment to this dimension…

Ideas for improving planning…

Ideas for improving implementation…

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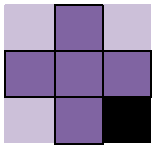

Cornerstone
DIMENSION THREE: ENGAGEMENT AND ENJOYMENT

Overview

For this cornerstone of effective teaching, we draw on four current lines of research:

- Robert Marzano's (2007) meta-analytic research into the factors affecting student engagement;
- Robert Marzano and Debra Pickering's (2010) research into what makes classrooms engaging;
- Charlotte Danielson's (2007) framework for engaging students in learning; and
- Our own research investigating the core motivational drives that influence students' level of commitment in the classroom (Silver & Perini, 2010b).

From this body of research, we extracted key principles and identified a set of questions for teacher self-assessment.

However, if we have one quibble with the major literature on teacher effectiveness, it's that words like "joy" and "pleasure" are so hard to find. Perhaps this is a symptom of a bottom-line mentality that can make it all too easy to forget that few things will snuff out learning as well as a joyless classroom. And so we deliberately set out to expand the meaning of classroom engagement by including self-assessment questions about things like inspiring passion for learning and the capacity of the classroom to surprise and delight students.

Use the following 1-4 rating scale to respond to each of the questions on the next page.

1	***Novice –*** I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
2	***Developing –*** I do this in my classroom, but only notice positive effects on student learning sometimes.
3	***Proficient –*** I do this well and notice consistent positive effects on student learning.
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NA	***Not Applicable –*** This does not apply to my work in school.

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Instructional Indicators

How would you rate yourself at…

3.1 Engaging students in diverse forms of thinking (e.g., practical, analytical, creative, exploring feelings and values)?

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

3.2 Using key "motivational levers" like controversy, choice, and competition to increase students' commitment to learning?

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

3.3 Employing a wide variety of tools and strategies to keep your teaching fresh and keep your students excited and on-task?

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

3.4 Communicating and maintaining a passion for teaching, learning, and quality work throughout your lessons and units?

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

3.5 Tapping into the power of "selfhood": encouraging students to pursue their own interests, make their own choices, develop their own perspectives, and express their values and dreams?

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

3.6 Creating a classroom environment that has the capacity to surprise and delight (e.g., through enthusiasm, humor, novelty, color, movement)?

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

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…

- ☐ Are energetic and enthusiastic.
- ☐ Display effort.
- ☐ Enjoy themselves in the classroom.
- ☐ Express their own interests, ideas, and insights.
- ☐ Are on-task and motivated.
- ☐ Stretch their minds with different forms of thinking.

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DIMENSION THREE: ENGAGEMENT AND ENJOYMENT

Teacher Self-Assessment & Reflection

Evidence of your commitment to this dimension…

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Ideas for improving implementation…

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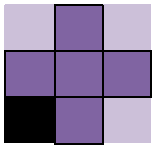

Cornerstone
DIMENSION FOUR: A CULTURE OF THINKING AND LEARNING

Overview

In *Enhancing Professional Practice*, Charlotte Danielson (2007) explains the importance of classroom culture.

> Classrooms without a culture for learning are characterized by an atmosphere where no one—teacher or students—cares about the content to be learned… On the other hand, classrooms with a culture for learning are cognitively busy places. Students have clearly accepted the notion that important outcomes can be achieved only by hard work, and they invest energy in their activities and assignments, persevering to overcome temporary setbacks. (p. 67)

This cornerstone rests solidly on Danielson's work in defining the criteria by which a culture of learning should be evaluated. But also notice the insertion of the word "thinking" into this cornerstone's title—A Culture of Thinking and Learning. Placing a more significant emphasis on thinking led us to draw on a number of other research bases as we developed this set of self-assessment questions, including

- Art Costa and Bena Kallick's (2008, 2009) Habits of Mind framework for increasing the power of student thinking;
- Richard Strong, Harvey Silver, and Matthew Perini's (2001) work on increasing the level of rigor in classrooms; and
- Research demonstrating the value of teaching students how to use classroom strategies as thinking and learning tools (Brown, Pressley, Van Meter, & Schuder, 1996).

Use the following 1-4 rating scale to respond to each of the questions on the next page.

1	***Novice –*** I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
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Instructional Indicators

How would you rate yourself at…

4.1 Challenging students' minds with rigorous texts and content and equipping them with the skills they need to handle rigorous content?

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

4.2 Engaging students in higher-order thinking challenges (e.g., inquiry, investigation, problem-based learning, action research projects)?

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

4.3 Encouraging and challenging students to support their written and spoken ideas with evidence?

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

4.4 Probing, extending, and clarifying student responses using effective questioning techniques?

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

4.5 Encouraging discussion, dialogue, and debate around important ideas?

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

4.6 Requiring students to use critical academic vocabulary in their speaking and writing?

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

4.7 Using technology as a tool for fostering critical thinking, creative expression, and problem solving?

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

4.8 Teaching students how to use strategies on their own, as tools and frameworks for thinking and learning (e.g., moving from using Compare & Contrast to teaching students how to conduct their own comparative analyses)?

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

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…

- ☐ Use different forms of critical thinking.
- ☐ Show curiosity.
- ☐ Use thinking and learning strategies.
- ☐ Support their thinking with evidence.
- ☐ Use academic vocabulary.
- ☐ Ask meaningful questions.
- ☐ Challenge themselves.
- ☐ Apply technology in meaningful ways.
- ☐ Exhibit habits of mind to work through problems.

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DIMENSION FOUR: A CULTURE OF THINKING AND LEARNING

Teacher Self-Assessment & Reflection

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Ideas for improving planning…

Ideas for improving implementation…

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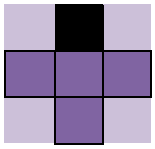

Instructional Design

DIMENSION FIVE: PREPARING STUDENTS FOR NEW LEARNING (Knowledge Anticipation)

Overview

The first thing students need to do to build their knowledge is to get ready for it. Thus, knowledge anticipation typically marks the beginning of the unit and "primes the engine" for serious learning. Knowledge anticipation experiences help students call up what they already know about the topic of the unit and connect that background knowledge to the content to come. Knowledge anticipation is also a time to introduce the essential questions that will drive the unit, explain expectations, describe the products and tasks that students will be asked to create, help students pre-assess their skills and understanding, and encourage students to identify their personal interests related to the content.

Source: From *Classroom Curriculum Design: How Strategic Units Improve Instruction and Engage Students in Meaningful Learning* (p. 80), by H. F. Silver & M. J. Perini, 2010a, Ho-Ho-Kus, NJ: Thoughtful Education Press. © 2010 Thoughtful Education Press.

Use the following 1-4 rating scale to respond to each of the questions on the next page.

1	***Novice –*** I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.
2	***Developing –*** I do this in my classroom, but only notice positive effects on student learning sometimes.
3	***Proficient –*** I do this well and notice consistent positive effects on student learning.
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DIMENSION FIVE: PREPARING STUDENTS FOR NEW LEARNING

Instructional Indicators

How would you rate yourself at…

5.1 Selecting relevant standards that are appropriate to your content and grade level?

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

5.2 "Unpacking" standards and turning them into clear learning goals and targets?

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

5.3 Using essential questions to guide learning and promote deep thinking?

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

5.4 Beginning lessons and units with engaging "hooks"—thought-provoking activities or questions that capture student interest and activate their prior knowledge?

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

5.5 Assessing students' background knowledge, skill levels, and interests relative to learning goals and targets?

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

5.6 Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content?

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

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.)?

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

5.8 Encouraging students to establish personal learning goals and plans for achieving them?

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

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 own knowledge of vocabulary.
- ☐ Call up their prior knowledge.
- ☐ Generate questions about content or personal goals.
- ☐ Understand the plan for learning.

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DIMENSION FIVE: PREPARING STUDENTS FOR NEW LEARNING

Teacher Self-Assessment & Reflection

Evidence of your commitment to this dimension…

Ideas for improving planning…

Ideas for improving implementation…

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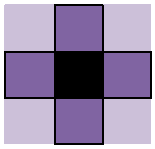

Instructional Design

DIMENSION SIX: PRESENTING NEW LEARNING (Knowledge Acquisition)

Overview

Knowledge needs to come from somewhere, whether that somewhere is a text, article, film, lecture, lab, demonstration, interview, Internet research, or as is most likely, a combination of sources. But knowledge acquisition requires more than raw information; it requires tools and strategies for accessing, collecting, organizing, and comprehending new information. As unit designers, we need to ask ourselves not only "Where will the information come from?" but also "What kinds of notemaking tools, visual organizers, and inquiry techniques will my students use to make sense of this new information?"

Source: From *Classroom Curriculum Design: How Strategic Units Improve Instruction and Engage Students in Meaningful Learning* (p. 80), by H. F. Silver & M. J. Perini, 2010a, Ho-Ho-Kus, NJ: Thoughtful Education Press. © 2010 Thoughtful Education Press.

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Instructional Indicators

How would you rate yourself at…

6.1 Designing lessons and units around the way the content is organized (e.g., topic-subtopic, cycle, procedural, comparison, etc.) and breaking the content up into manageable "chunks?"

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

6.2 Incorporating multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge?

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

6.3 Demonstrating high-quality communication skills (e.g., expressive language, rich vocabulary, proper use)?

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

6.4 Using a variety of presentation techniques (e.g., visuals, drama, stories, use of imagery, etc.) to make lessons vivid and memorable? (*presenting declarative information*)

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

6.5 Using modeling and think-alouds to help students understand the thinking skills, processes, and procedures they'll need to master? (*presenting procedural information*)

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

6.6 Using a variety of questions and response techniques (e.g., signaling, surveying, whiteboard-response systems, Think-Pair-Share, provisional writing) to check for understanding in real time?

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

6.7 Making use of outside resources (e.g., field trips, guest speakers from community, interactive technology) to make learning authentic?

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

6.8 Helping students assemble big ideas and important details through notemaking, summarizing, graphic organizers, and/or other forms of linguistic and nonlinguistic representation?

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

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…

- ☐ Actively process new content (e.g., notes, questions, provisional writing).
- ☐ Are able to identify big ideas and important details.
- ☐ Communicate about their learning.
- ☐ Can answer questions about their learning.
- ☐ Raise their own questions.
- ☐ Can summarize what they've learned.
- ☐ Make connections to real world.

NOTES

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Teacher Self-Assessment & Reflection

Evidence of your commitment to this dimension…

Ideas for improving planning…

Ideas for improving implementation…

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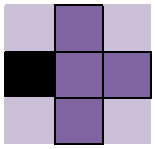

Instructional Design

DIMENSION SEVEN: DEEPENING LEARNING (Practicing and Processing New Knowledge)

Overview

This phase of knowledge construction has two distinct parts, but each serves the same purpose of deepening students' knowledge. Let's start with practice. Practice pertains to the procedural side of knowledge—to the skills and procedures that we expect students to master during our unit. Often, teachers will use modeling and coaching sessions to help students develop a solid skill base, then use guided practice sessions and feedback to foster independence in applying these skills.

The other half, or part, in this phase of knowledge construction relates to processing declarative knowledge. Declarative knowledge is information. During the knowledge acquisition phase, students collect and make sense of information. Now they need to make meaning of it, to turn it into knowledge that they own and are ready to apply. This goal of moving students from superficial to deep understanding can be accomplished through discussion and debate, questioning techniques, analytical strategies such as Compare & Contrast, and creative thinking strategies like Metaphorical Expression, among others.

Source: From *Classroom Curriculum Design: How Strategic Units Improve Instruction and Engage Students in Meaningful Learning* (p. 81), by H. F. Silver & M. J. Perini, 2010a, Ho-Ho-Kus, NJ: Thoughtful Education Press. © 2010 Thoughtful Education Press.

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Instructional Indicators

How would you rate yourself at…

7.1 Identifying critical junctures in the learning sequence, establishing targets that students must achieve at each juncture, and using a variety of formative assessment activities to help students assess their progress toward the targets?

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

7.2 Engaging students in regular content-based writing that helps them clarify their thinking and deepen their understanding?

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

7.3 Building in periodic review and guided practice opportunities to help students master key skills and content?

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

7.4 Providing clear and descriptive feedback to help students refine their use of key skills and/or deepen their comprehension?

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

7.5 Using heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.)?

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

7.6 Providing a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance practice and learning?

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

7.7 Providing students opportunities to process new knowledge deeply through questions, discussion, and critical thinking activities?

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

7.8 Assigning purposeful and grade-appropriate homework for students to practice and reinforce learning?

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

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… **NOTES**

- ☐ Are able to distinguish between what they know, don't know, and what they need to work on.
- ☐ Practice and rehearse.
- ☐ Use writing and thinking strategies.
- ☐ Display effort.
- ☐ Coach each other.
- ☐ Use feedback (what they see, hear) to assess and modify their performance.
- ☐ Think critically—synthesize and discuss ideas, give explanations, make new hypotheses.

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Teacher Self-Assessment & Reflection

Evidence of your commitment to this dimension…

Ideas for improving planning…

Ideas for improving implementation…

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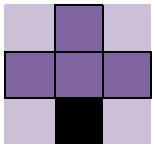

Instructional Design

DIMENSION EIGHT: APPLYING LEARNING (Knowledge Application)

Overview

Once students have acquired, practiced, and processed new knowledge, they need to put it to use by creating a product that demonstrates what they've learned. It should come as no surprise then, that the knowledge application phase is when summative assessment takes place. Two important, and sometimes forgotten, elements of knowledge application are self-assessment and planning. In planning their products, students need to ask themselves questions like: "What do I need to know? What do I need to be able to do? What does success look like and how will I achieve it?" Students' self-assessment and planning skills are greatly enhanced when students have the opportunity to see examples of first-rate products and when the teacher models the process of creating them.

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Instructional Indicators

How would you rate yourself at…

8.1 Aligning your summative assessments with learning goals and targets?

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

8.2 Designing culminating assessments that require students to transfer their learning in meaningful ways?

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

8.3 Designing tasks around the kinds of writing required for college and career readiness (argument, informative/explanatory, narrative)?

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

8.4 Engaging students in research projects that capture student interest and have relevance in the world beyond the classroom?

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

8.5 Challenging students to present their findings and defend their ideas?

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

8.6 Equipping students with the planning, thinking, and self-assessment skills they need to analyze and address task demands?

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

8.7 Making sure students understand what's expected of them (e.g., examining rubrics, checklists, models of exemplary work, etc.) and providing feedback as they work?

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

8.8 Differentiating assessment tasks so that students can show what they know in different ways?

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

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…

- ☐ Plan out their work.
- ☐ Analyze and revise their own work to improve its quality.
- ☐ Incorporate feedback into their revisions.
- ☐ Use rubrics and checklists.
- ☐ Develop meaningful products.
- ☐ Present and explain their work.
- ☐ Take pride in their work.

NOTES

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Teacher Self-Assessment & Reflection

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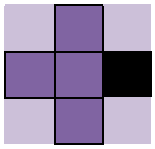

Instructional Design

DIMENSION NINE: HELPING STUDENTS REFLECT ON AND CELEBRATE LEARNING (Reflecting on New Knowledge)

Overview

Deep learning requires both intimacy and distance. The previous four phases are all about intimacy. They bring students closer and closer to what they're learning as they acquire, practice, process, and apply that learning. Reflection, on the other hand, encourages students to step back from the profusion of details, concepts, procedures, skills, and tasks to take a long view of their learning. By allowing students to survey their learning from a broader vantage point, we give them the opportunity to form generalizations, make personal connections, and ask their own questions about what they have learned. There are many tools and activities you can use to reap the benefits of reflection, including What? So What? Now What? (What did you learn? What does it mean to you? What will you do with this learning?), Reflective Writing Prompts, and Four-Style Reflection.

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DIMENSION NINE: HELPING STUDENTS REFLECT ON AND CELEBRATE LEARNING

Instructional Indicators

How would you rate yourself at…

9.1 Celebrating student learning and achievement?

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

9.2 Providing students with opportunities to look back on the content so they can make generalizations, develop new insights, and/or formulate questions?

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

9.3 Helping students reflect on their own learning process to identify what they did well and where they'd like to improve?

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

9.4 Creating an environment that takes metacognition—or thinking about thinking—seriously?

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

9.5 Helping students review learning goals and targets, assess their level of achievement, and "close the gap" when goals are unmet?

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

9.6 Working with students to set future performance goals?

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

IMPACT ON STUDENT LEARNING

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Students…

- ☐ Take a step back to see the big picture.
- ☐ Ask questions.
- ☐ Talk about their own learning process.
- ☐ Talk about the content.
- ☐ Make meaningful connections and generalizations.
- ☐ Look back at their learning goals to assess their effort and achievement.
- ☐ Set new goals for themselves.
- ☐ Compare their performance with Previous performances.

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DIMENSION NINE: HELPING STUDENTS REFLECT ON AND CELEBRATE LEARNING

Teacher Self-Assessment & Reflection

Evidence of your commitment to this dimension…

Ideas for improving planning…

Ideas for improving implementation…

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Dimension Ten: Professional Practice

A full self-assessment means looking beyond the classroom. Below are some indicators to help you think about your commitment to professional learning and your contributions to the school community.

Commitment to Professional Growth

Signs of commitment include… **Notes**

10.1 Self-assessing and working to improve his or her own classroom practice.

10.2 Developing and implementing a professional growth plan.

10.3 Seeking out professional development and continuous learning opportunities.

10.4 Working with colleagues to improve practice throughout the building as part of a professional learning community.

How would you rate your commitment to professional growth?

☐**Novice** (Minimal or No Commitment) ☐**Developing** (Initial Commitment) ☐**Proficient** (Clear Commitment) ☐ **Expert** (Strong Commitment)

Commitment to School Community

Signs of commitment include… **Notes**

10.5 Maintaining open communication with the entire school community (e.g., administrators, teachers, parents, students).

10.6 Assuming appropriate leadership roles (e.g., mentor, instructional coach, teacher-leader).

10.7 Helping maintain and build a positive school culture (e.g., through athletic coaching, volunteerism, and other forms of non-required participation or contribution).

How would you rate your commitment to the school community?

☐**Novice** (Minimal or No Commitment) ☐**Developing** (Initial Commitment) ☐**Proficient** (Clear Commitment) ☐ **Expert** (Strong Commitment)

Commitment to Professionalism

Signs of commitment include… **Notes**

10.8 Maintaining a high level of professionalism at all times.

10.9 Becoming aware of and adhering to legal responsibilities and current educational policies of the school, district, and state.

How would you rate your commitment to professionalism?

☐**Novice** (Minimal or No Commitment) ☐**Developing** (Initial Commitment) ☐**Proficient** (Clear Commitment) ☐ **Expert** (Strong Commitment)

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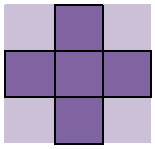

The Thoughtful Classroom Teacher Effectiveness Framework

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