

## **Appendix A:**

### **Administrator's Observation Guide**

# The Thoughtful Classroom Teacher Effectiveness Framework

## Administrator's Observation Guide

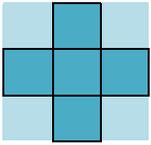
<p><b>Organization, Rules, and Procedures</b></p> <p>How do you organize your classroom to enhance learning and establish rules and procedures that clarify expectations?</p>	<p><b>Preparing Students for New Learning</b></p> <p>How do you establish your purpose, activate students prior knowledge, and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

NEW YORK STATE

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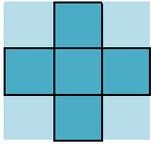




# The Thoughtful Classroom Teacher Effectiveness Framework

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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.

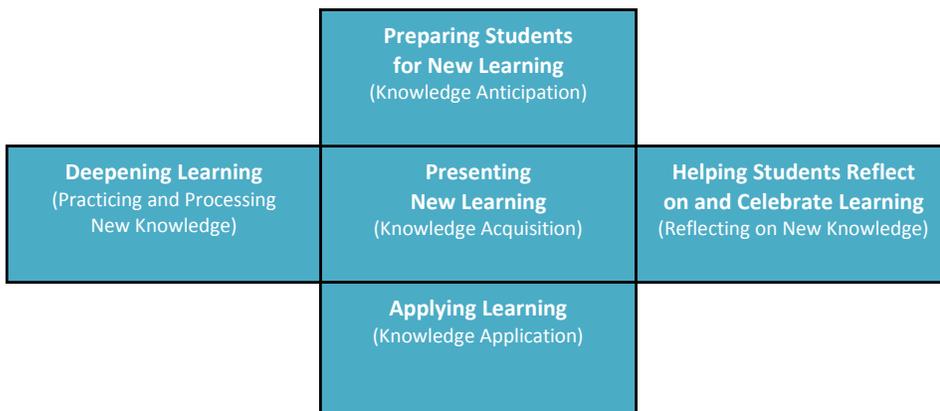
### Where This Model Comes From

This model is made up of two components:

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

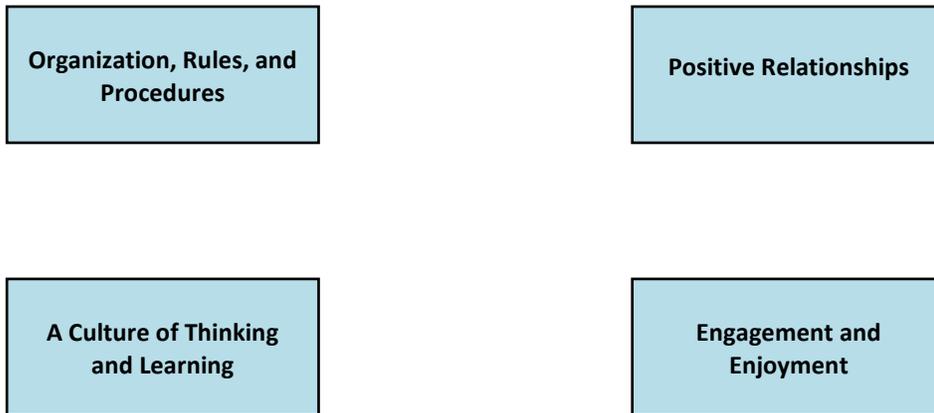
**Component One: Instructional Design and Delivery** – At the heart of this framework is a “knowledge construction” model synthesizing the best research on instructional design, including

- 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 21<sup>st</sup>-century careers, global citizenship, and the demands of the “knowledge-based” economy.



**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**

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

**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.

## Pre-Observation Form

*Directions: Use this form to conduct an interview with the teacher prior to the observation.*

Date	Teacher	Class
<b>Unit/Lesson (Name &amp; Topic)</b>		

### Learning Goals

What do you want your students to know, understand, do, or be like as a result of your instruction?

### What will you do to prepare students for new learning?

- What will you do to establish your purpose?
- What will you do to assess and activate students' prior knowledge?

### What will you do to present new learning?

- What will you do to present new information?
- What will you do to provide opportunities for students to actively engage with content?
- What will you do to check for understanding while presenting—and after presenting—new information?

## Pre-Observation Form (continued)

### What will you do to deepen learning?

- What will you do to help students solidify their understanding?
- What will you do to help students practice and check their grasp of the new content?
- What will you do to help students who have not achieved the learning goals? Or who have exceeded the achievement and need further challenge?

### What will you do to apply learning?

- What will you do to have students demonstrate their learning?
- What will you do to collect evidence to assess student progress?
- What criteria will you use to evaluate student progress?

### What will you do to help students reflect on and celebrate their learning?

- What will you do to help students look back on their learning?
- What will you do to help students refine their learning process?

### What do you hope to learn from this observation?

- What questions do you have about your lesson design and delivery?
- What data would you like me to collect during the lesson to help you better reflect on your practice?

## Post-Observation Form

*Directions: Use this form to guide the reflection process with the teacher after the observation.*

Date	Teacher	Class
<b>Unit/Lesson (Name &amp; Topic)</b>		

### Review

- What did you and your students do during the lesson?
- What changes did you make during the lesson that deviated from your lesson design?

### Reactions

- What are your personal reactions to the lesson?
- What do you feel went well? What caused you some concern?
- How do you feel your students reacted to the lesson? What caused them to feel this way?

## Post-Observation Form (Continued)

### Reasons

- What caused you, if at all, to modify your plans during the lesson?
- What caused you to feel the way you did during the lesson?
- Why do you think the lesson went well? Where do you think it could have gone better?
- What were the results of the lesson? What did students learn? Why do you believe this is so?

### Rethink

- What would you do differently next time?
- What have you learned from this lesson and observation?
- How will this interaction influence your teaching in the future?

## Observation Forms

**Directions:** Before the observation begins, use this header page to record general information and identify the dimensions you'll be observing. Then, locate the forms for your chosen dimensions in the observation forms that follow (pages 8-17). Use the observation forms to help you assess the teacher's practice and its impact on student learning.

Date	Teacher	Class
<b>Unit/Lesson (Name &amp; Topic)</b>		

### What are the relevant dimensions to be observed?

#### Cornerstones

- Organization, Rules, and Procedures
- A Culture of Thinking and Learning
- Engagement and Enjoyment
- Positive Relationships

#### Instructional Design

- Preparing Students for New Learning
- Presenting New Learning
- Deepening Learning
- Applying Learning
- Helping Students Reflect on and Celebrate Learning

#### Looking Beyond the Classroom

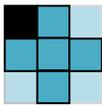
- Professional Practice

### Which instructional indicators are evident?

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

During your classroom observation, use the following forms to identify which instructional indicators are being addressed. To deepen your observation notes and help you develop more meaningful feedback on the teacher's classroom practice, we recommend using these simple marks:

- Evident** – If it was evident that the teacher addressed an indicator, place a checkmark in the box.
- Not Evident** – If it was not evident that the teacher addressed an indicator, leave the box blank.
- Missed Opportunity** – If you did not observe the teacher addressing an indicator but think that an opportunity was missed to address it, circle the blank box.



## Observing Dimension One: Organization, Rules, and Procedures

### Which instructional indicators are evident?

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

- 1.1: Organizing classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives
- 1.2: Keeping the flow of activities in the classroom moving smoothly
- 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)
- 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
- 1.5: Developing an effective plan for managing student behavior that includes positive consequences, negative consequences, and an appropriate level of home involvement
- 1.6: Managing non-instructional duties (e.g., taking attendance, distributing materials and take-home notices, lunch counts) with minimal disruption to classroom learning
- 1.7: Working effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, aides, student teachers)

### 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.

### FEEDBACK ON PRACTICE

**EVIDENCE** of teacher's commitment to this dimension...

**FEEDBACK** suggestions and ideas...

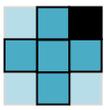
*Praise*

*Probe*

*Propose*

### ASSESSMENT

- 1 Novice:** *Minimal or no commitment to this dimension.* The practices are not being used or need reconsideration because they are not having their intended effects on student learning.
- 2 Developing:** *Initial commitment to this dimension.* 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 this dimension.* The teacher applies relevant instructional practices that have a positive impact on student learning.
- 4 Expert:** *Strong commitment to this dimension 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.



## Observing Dimension Two: Positive Relationships

### Which instructional indicators are evident?

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

- 2.1: Maintaining a positive and “with it” demeanor that shows students their teacher cares about what’s going on in the classroom and is committed to the idea that “we’re all in this together”
- 2.2: Getting to know students and incorporating their interests, aspirations, and backgrounds into the curriculum
- 2.3: Differentiating instruction and assessment so students of all styles and ability levels can experience the joys of success
- 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
- 2.5: Designing learning experiences that call for high levels of collaboration, discussion, and interaction among students
- 2.6: Maintaining an open and appropriate level of communication with students and the home
- 2.7: Showing care and concern for students as individuals

### 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.

### FEEDBACK ON PRACTICE

**EVIDENCE** of teacher’s commitment to this dimension...

**FEEDBACK suggestions and ideas...**

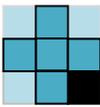
*Praise*

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## Observing Dimension Three: Engagement and Enjoyment

### Which instructional indicators are evident?

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

- 3.1: Engaging students in diverse forms of thinking (e.g., practical, analytical, creative, exploring feelings and values)
- 3.2: Using key “motivational levers” like controversy, choice, and competition to increase students’ commitment to learning
- 3.3: Employing a wide variety of tools and strategies to keep teaching fresh and keep students excited and on-task
- 3.4: Communicating and maintaining a passion for teaching, learning, and quality work throughout lessons and units
- 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
- 3.6: Creating a classroom environment that has the capacity to surprise and delight (e.g., through enthusiasm, humor, novelty, color, movement)

### 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.

### FEEDBACK ON PRACTICE

#### EVIDENCE of teacher’s commitment to this dimension...

#### FEEDBACK suggestions and ideas...

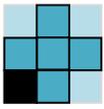
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## Observing Dimension Four: A Culture of Thinking and Learning

### Which instructional indicators are evident?

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

- 4.1: Challenging students' minds with rigorous texts and content and equipping them with the skills they need to handle rigorous content
- 4.2: Engaging students in extended, higher-order thinking challenges (e.g., inquiry, investigation, problem-based learning, action research projects)
- 4.3: Encouraging and challenging students to support their written and spoken ideas with evidence
- 4.4: Probing, extending, and clarifying student responses using effective questioning techniques
- 4.5: Encouraging discussion, dialogue, and debate around important ideas
- 4.6: Requiring students to use critical academic vocabulary in their speaking and writing
- 4.7: Using technology as a tool for fostering critical thinking, creative expression, and problem solving
- 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)

### 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.

### FEEDBACK ON PRACTICE

**EVIDENCE** of teacher's commitment to this dimension...

**FEEDBACK suggestions and ideas...**

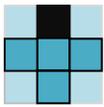
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- 4 Expert:** *Strong commitment to this dimension that shows advanced expertise.* The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently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



## Observing Dimension Five: Preparing Students for New 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 learning goals and targets
- 5.3: Using 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: Assessing students’ background knowledge, skill levels, and interests relative to learning goals and targets
- 5.6: Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content
- 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 establish 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 own knowledge of vocabulary.
- Call up their prior knowledge.
- Generate questions about content or personal goals.
- Understand the plan for learning.

### FEEDBACK ON PRACTICE

EVIDENCE of teacher’s commitment to this dimension...

FEEDBACK suggestions and ideas...

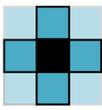
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- 4 **Expert:** *Strong commitment to this dimension that shows advanced expertise.* The teacher applies relevant instructional practices and is able to adapt them to students’ needs and particular learning situations. These practices have a consistently positive impact on student learning.



## Observing Dimension Six: Presenting New Learning

### Which instructional indicators are evident?

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

- 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”
- 6.2: Incorporating multiple sources of information, including multimedia resources, into lessons to help students acquire new knowledge
- 6.3: Demonstrating high-quality communication skills (e.g., expressive language, rich vocabulary, proper use)
- 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*)
- 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*)
- 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
- 6.7: Making use of outside resources (e.g., field trips, guest speakers from community, interactive technology) to make learning authentic
- 6.8: Helping students assemble big ideas and important details through notemaking, summarizing, graphic organizers, and/or other forms of linguistic and nonlinguistic representation

### 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 the real world.

### FEEDBACK ON PRACTICE

EVIDENCE of teacher's commitment to this dimension...

FEEDBACK suggestions and ideas...

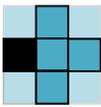
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## Observing Dimension Seven: Deepening Learning

### Which instructional indicators are evident?

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

- 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
- 7.2: Engaging students in regular content-based writing that helps them clarify their thinking and deepen their understanding
- 7.3: Building in periodic review and guided practice opportunities to help students master key skills and content
- 7.4: Providing clear and descriptive feedback to help students refine their use of key skills and/or deepen their comprehension
- 7.5: Using heterogeneous and homogeneous groups to maximize student learning (e.g., grouping students according to ability levels, interests, learning styles, etc.)
- 7.6: Providing a wide variety of resources (e.g., manipulatives, models, learning centers, multimedia) to enhance practice and learning
- 7.7: Providing students opportunities to process new knowledge deeply through questions, discussion, and critical thinking activities
- 7.8: Assigning purposeful and grade-appropriate homework for students to practice and reinforce learning

### 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 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.

### FEEDBACK ON PRACTICE

EVIDENCE of teacher's commitment to this dimension...

FEEDBACK suggestions and ideas...

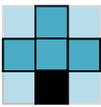
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## Observing Dimension Eight: Applying Learning

### Which instructional indicators are evident?

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

- 8.1: Aligning summative assessments with learning goals and targets
- 8.2: Designing culminating assessments that require students to transfer their learning in meaningful ways
- 8.3: Designing tasks around the kind of writing required for college and career readiness (argument, informative/explanatory, narrative)
- 8.4: Engaging students in research projects that capture student interest and have relevance in the world beyond the classroom
- 8.5: Challenging students to present their findings and defend their ideas
- 8.6: Equipping students with the planning, thinking, and self-assessment skills they need to analyze and address task demands
- 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
- 8.8: Differentiating assessment tasks so that students can show what they know in different ways

### 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.

### FEEDBACK ON PRACTICE

EVIDENCE of teacher's commitment to this dimension...

FEEDBACK suggestions and ideas...

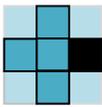
*Praise*

*Probe*

*Propose*

### ASSESSMENT

- 1 Novice:** *Minimal or no commitment to this dimension.* The practices are not being used or need reconsideration because they are not having their intended effects on student learning.
- 2 Developing:** *Initial commitment to this dimension.* 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 this dimension.* The teacher applies relevant instructional practices that have a positive impact on student learning.
- 4 Expert:** *Strong commitment to this dimension 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.



## Observing Dimension Nine: Helping Students Reflect on and Celebrate Learning

### Which instructional indicators are evident?

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

- 9.1: Celebrating student learning and achievement
- 9.2: Providing students with opportunities to look back on the content so they can make generalizations, develop new insights, and/or formulate questions
- 9.3: Helping students reflect on their own learning process to identify what they did well and where they'd like to improve
- 9.4: Creating an environment that takes metacognition—or thinking about thinking—seriously
- 9.5: Helping students review learning goals and targets, assess their level of achievement, and “close the gap” when goals are unmet
- 9.6: Working with students to set future performance goals

### 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...

- 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.

### FEEDBACK ON PRACTICE

**EVIDENCE** of teacher's commitment to this dimension...

**FEEDBACK suggestions and ideas...**

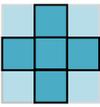
*Praise*

*Probe*

*Propose*

### ASSESSMENT

- 1 Novice:** *Minimal or no commitment to this dimension.* The practices are not being used or need reconsideration because they are not having their intended effects on student learning.
- 2 Developing:** *Initial commitment to this dimension.* 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 this dimension.* The teacher applies relevant instructional practices that have a positive impact on student learning.
- 4 Expert:** *Strong commitment to this dimension 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.



## Observing Dimension Ten: Professional Practice

*A full assessment means looking beyond the classroom. Below are some indicators to help guide your observation of a teacher's commitment to professional learning and his or her contributions to the school community.*

### Commitment to Professional Growth

#### **Signs of commitment include...**

- 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.

**Notes**

#### **How would you rate this teacher's commitment to professional growth?**

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

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### Commitment to School Community

#### **Signs of commitment include...**

- 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).

**Notes**

#### **How would you rate this teacher's commitment to the school community?**

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

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### Commitment to Professionalism

#### **Signs of commitment include...**

- 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.

**Notes**

#### **How would you rate this teacher's commitment to professionalism?**

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