



Silver Strong & Associates

Supplemental Information for the NYSED Teacher and Principal Practice Rubric Providers (RFQ # 15-004)

## **Appendix A**

### TCTEF Individual Dimension Forms

*SOURCE: The Thoughtful Classroom Teacher Effectiveness Framework Resource Guide*



**Silver Strong & Associates**  
Thoughtful Education Press

227 First Street, Ho-Ho-Kus, NJ 07423

Phone: 800.962.4432 or 201.652.1155

Fax: 201.652.1127

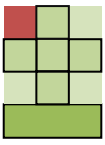
Website: [www.ThoughtfulClassroom.com](http://www.ThoughtfulClassroom.com)

Email: [questions@thoughtfulclassroom.com](mailto:questions@thoughtfulclassroom.com)

© 2012 by Silver Strong & Associates. All rights reserved. No part of this book or its associated print or online content may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without the prior written permission of the publisher.

Printed in the United States of America

ISBN: 978-1-58284-190-8



## Individual Dimension Form One: Organization, Rules, and Procedures

**Essential Question:** How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?

### 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 and follow classroom rules and procedures.
- 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 NOTES

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

**Praise** (Recognize positive teaching behaviors that enhance learning.)

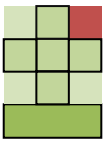
**Pose** (Ask questions that foster reflection on the teacher's decisions and their impact.)

**Propose** (Decide—collaboratively, if possible—on how to improve practice.)

### ASSESSMENT RUBRIC

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

- (1) Novice** – Minimal or no commitment to this dimension
- (2) Developing** – Initial commitment to this dimension
- (3) Proficient** – Clear commitment to this dimension
- (4) Expert** – Strong commitment to this dimension



## Individual Dimension Form Two: Positive Relationships

**Essential Question:** How does the teacher build meaningful relationships with the students and among students to promote learning?

### 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 NOTES

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

**Praise** (Recognize positive teaching behaviors that enhance learning.)

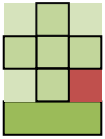
**Pose** (Ask questions that foster reflection on the teacher’s decisions and their impact.)

**Propose** (Decide—collaboratively, if possible—on how to improve practice.)

### ASSESSMENT RUBRIC

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

- (1) Novice** – Minimal or no commitment to this dimension
- (2) Developing** – Initial commitment to this dimension
- (3) Proficient** – Clear commitment to this dimension
- (4) Expert** – Strong commitment to this dimension



## Individual Dimension Form Three: Engagement and Enjoyment

**Essential Question:** How does the teacher motivate students to do their best work and inspire the love of learning?

### 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, competition, challenge, and creativity to increase students’ commitment to learning
- 3.3:** Maintaining a high level of student excitement and on-task behavior using a wide variety of tools and strategies
- 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 inspire 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 NOTES

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

**Praise** (Recognize positive teaching behaviors that enhance learning.)

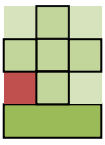
**Pose** (Ask questions that foster reflection on the teacher’s decisions and their impact.)

**Propose** (Decide—collaboratively, if possible—on how to improve practice.)

### ASSESSMENT RUBRIC

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

- (1) Novice** – Minimal or no commitment to this dimension
- (2) Developing** – Initial commitment to this dimension
- (3) Proficient** – Clear commitment to this dimension
- (4) Expert** – Strong commitment to this dimension



## Individual Dimension Form Four: A Culture of Thinking and Learning

**Essential Question:** How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

### 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 and recognition 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 NOTES

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

**Praise** (Recognize positive teaching behaviors that enhance learning.)

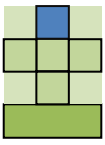
**Pose** (Ask questions that foster reflection on the teacher's decisions and their impact.)

**Propose** (Decide—collaboratively, if possible—on how to improve practice.)

### ASSESSMENT RUBRIC

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

- (1) Novice** – Minimal or no commitment to this dimension
- (2) Developing** – Initial commitment to this dimension
- (3) Proficient** – Clear commitment to this dimension
- (4) Expert** – Strong commitment to this dimension



## Individual Dimension Form Five: Preparing Students for New Learning

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

### Which instructional indicators are evident?

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

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

### IMPACT ON STUDENT LEARNING

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

Students...

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

### FEEDBACK NOTES

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

**Praise** (Recognize positive teaching behaviors that enhance learning.)

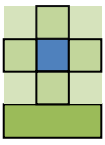
**Pose** (Ask questions that foster reflection on the teacher's decisions and their impact.)

**Propose** (Decide—collaboratively, if possible—on how to improve practice.)

### ASSESSMENT RUBRIC

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

- (1) Novice** – Minimal or no commitment to this dimension
- (2) Developing** – Initial commitment to this dimension
- (3) Proficient** – Clear commitment to this dimension
- (4) Expert** – Strong commitment to this dimension



## Individual Dimension Form Six: Presenting New Learning

**Essential Question:** How does the teacher present new information and provide opportunities for students to actively engage with content?

### 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 meaningful “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 note making, 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 NOTES

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

**Praise** *(Recognize positive teaching behaviors that enhance learning.)*

**Pose** *(Ask questions that foster reflection on the teacher’s decisions and their impact.)*

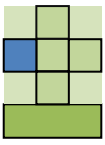
**Propose** *(Decide—collaboratively, if possible—on how to improve practice.)*

### ASSESSMENT RUBRIC

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

- (1) Novice** – Minimal or no commitment to this dimension
- (2) Developing** – Initial commitment to this dimension
- (3) Proficient** – Clear commitment to this dimension
- (4) Expert** – Strong commitment to this dimension





## Individual Dimension Form Seven: Deepening and Reinforcing Learning

**Essential Question:** How does the teacher help students solidify their understanding and practice new skills?

### 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 NOTES

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

**Praise** (Recognize positive teaching behaviors that enhance learning.)

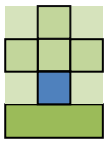
**Pose** (Ask questions that foster reflection on the teacher's decisions and their impact.)

**Propose** (Decide—collaboratively, if possible—on how to improve practice.)

### ASSESSMENT RUBRIC

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

- (1) Novice** – Minimal or no commitment to this dimension
- (2) Developing** – Initial commitment to this dimension
- (3) Proficient** – Clear commitment to this dimension
- (4) Expert** – Strong commitment to this dimension



## Individual Dimension Form Eight: Applying Learning

**Essential Question:** How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?

### 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:** Developing tasks around the kinds 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 NOTES

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

**Praise** (Recognize positive teaching behaviors that enhance learning.)

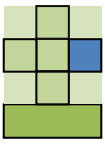
**Pose** (Ask questions that foster reflection on the teacher's decisions and their impact.)

**Propose** (Decide—collaboratively, if possible—on how to improve practice.)

### ASSESSMENT RUBRIC

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

- (1) Novice** – Minimal or no commitment to this dimension
- (2) Developing** – Initial commitment to this dimension
- (3) Proficient** – Clear commitment to this dimension
- (4) Expert** – Strong commitment to this dimension



## Individual Dimension Form Nine: Reflecting on and Celebrating Learning

**Essential Question:** How does the teacher help students look back on their learning and refine their learning process?

### 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 NOTES

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

**Praise** (Recognize positive teaching behaviors that enhance learning.)

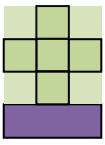
**Pose** (Ask questions that foster reflection on the teacher's decisions and their impact.)

**Propose** (Decide—collaboratively, if possible—on how to improve practice.)

### ASSESSMENT RUBRIC

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

- (1) Novice** – Minimal or no commitment to this dimension
- (2) Developing** – Initial commitment to this dimension
- (3) Proficient** – Clear commitment to this dimension
- (4) Expert** – Strong commitment to this dimension



## Assessing Dimension Ten: Professional Practice

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

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

### 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.

**(1) Novice:** The teacher is reluctant or resistant to professional growth.

**(2) Developing:** The teacher has made an initial commitment to professional growth and applies new learning in the classroom.

**(3) Proficient:** The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.

**(4) Expert:** The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school.

Notes...

### Commitment to the 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).

**(1) Novice:** The teacher is not contributing to the school community beyond his or her classroom.

**(2) Developing:** The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.

**(3) Proficient:** The teacher is a regular and active contributor to the school community.

**(4) Expert:** The teacher contributes to the school community consistently and with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.

Notes...

### 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.

**(1) Novice:** The teacher needs to be reminded of school rules and has little to no awareness of larger educational policy (e.g., state and national initiatives).

**(2) Developing:** The teacher generally follows school rules but has only a basic awareness of educational policy beyond the school walls.

**(3) Proficient:** The teacher adheres to school rules and is generally aware of major changes in educational policy.

**(4) Expert:** The teacher is a committed professional who follows and promotes school rules. The teacher understands the purpose of educational policies and how they affect classroom practice and the educational community.

Notes...