

NEW TEACHER EVALUATION LEGISLATION HIGHLIGHTS

- New evaluation system is to be used for teachers and other certified staff
- The evaluation system must align with InTASC Model Core Teaching Standards with at least the following four domains of professional practice:
 - Learning environment
 - Planning and preparation
 - Instructional practice/Classroom strategies and behaviors
 - Professional responsibilities and collegiality, including collaborative practice and ethical behavior.
- Must include rubrics with a minimum of four levels of performance
- Must have classroom observations as a major component
- NJ DOE has recommended several models which meet all of the above criteria
- OCVTS District New Teacher Evaluation Advisory Committee selected:

THE THOUGHTFUL CLASSROOM TEACHER EFFECTIVENESS FRAMEWORK

<http://www.thoughtfulclassroom.com/index.php>

Overview

The Thoughtful Classroom Teacher Effectiveness Framework is a comprehensive system for observing, evaluating, and refining classroom practice. Designed in partnership with over 250 teachers and administrators, the ultimate goal of the Framework is to create a common language for talking about high-quality teaching and how classroom practice can be improved. Aligned to key themes in the Common Core and various state teaching standards, the Framework makes the work of aligning teacher evaluation with standards easier than ever before. Best of all, the Framework is organized visually to fit on one page.



HOW IS THE FRAMEWORK ORGANIZED?

The Framework is made up of ten dimensions organized into three components:

1. **The Four Cornerstones of Effective Teaching**
2. **The Five Episodes of Effective Instruction**
3. **Effective Professional Practice: Looking Beyond the Classroom**

Each instructional dimension:

- outlines a set of *observable teaching indicators* and relevant *student behaviors* associated with effective instruction.
- includes a four-point *rubric for conducting summative evaluations*.
- provides a simple *feedback protocol* to help administrators provide meaningful feedback to teachers.
- is guided by an "Essential Question" to help focus classroom observation.

The Four Cornerstones of Effective Teaching (Dimensions 1-4)

Around the Framework you will find the Four Cornerstones of Effective Teaching. These cornerstones represent the universal elements of quality instruction, whether in a kindergarten class, AP Physics lab, or anywhere in between. Without these four cornerstones in place, student learning will be compromised.

The Four Cornerstones:

1. Organization, Rules, and Procedures
2. Positive Relationships
3. Engagement and Enjoyment
4. A Culture of Thinking and Learning



The Five Episodes of Effective Instruction (Dimensions 5-9)

While there are clear and universal elements to good instruction, it is also true that good instruction tends to unfold in a series of distinct learning episodes. By synthesizing the best research on instructional design (Hunter, 1984; Marzano, 2007; Wiggins & McTighe, 2005), we've identified five critical episodes that increase the likelihood of deep learning. In these five episodes, teachers work towards distinct instructional purposes:

5. Preparing Students for New Learning
6. Presenting New Learning
7. Deepening and Reinforcing Learning
8. Applying Learning
9. Reflecting on and Celebrating Learning



Understanding these five episodes—and their driving purposes—is critical for both the teacher and the observer. Teachers use these episodes to design high-quality lessons and units. For classroom observations, these five episodes immediately orient the observer within the instructional sequence, ensuring that teachers and observers are “on the same page.”

Effective Professional Practice: Looking Beyond the Classroom (Dimension 10)

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

The evaluation rating scale will be novice, developing, proficient or expert. Rubric will be distributed during training.

The model requires one half day of training for teachers; and two and a half days of training for evaluators.