

Framework for Evaluation & Professional Growth

Comprehensive Assessment



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Our vision is that all children enter school ready to learn and become fluent readers, learn challenging subject matter, access information, and solve problems. Teachers are highly qualified, hold high expectations for all students, and use multiple teaching strategies and technologies to ensure that all students learn. Teachers and school leaders have opportunities to grow professionally to continuously improve their practice enabling them to meet the diverse learning needs of all students. Schools, students, families and communities form partnerships to improve the learning experiences of all students. A variety of assessments and measures are used to monitor and improve student learning. Funding is appropriate to ensure that students have the resources to accomplish high levels of learning and are prepared for postsecondary education, work and citizenship.

Goals, Strategies and Measures as Part of the Nine Key Result Areas

Area: 5. Teacher Education and Professional Growth

Goal: The teaching profession will attract qualified individuals who complete strong professional preparation programs and continue to grow professionally.

Current Status: Good teachers make a difference. The improvements made in teacher preparation and licensure over the last decade provides a good start. Teachers must remain active, involved learners. Professionals must be focused on improving practice to increase student learning. However, teacher shortages are developing in some teaching areas, geographic locations, and areas with high priority schools. The number of minorities graduating and entering teaching is improving but is still too low. While the teaching force is stable with a low 8% turnover rate overall, Tennessee loses almost half of its new teachers in the first five years. Tennessee's most pressing needs are beginning teacher support programs and expanded professional development opportunities consistent with Board policy to support the other strategies in the Master Plan.

- Strategies:**
1. Implement strategies to ensure that all new and experienced teachers are highly qualified, consistent with state and federal requirements. Address teacher shortages by promoting the development of a diverse highly educated workforce. Reduce teacher shortages in specified teaching fields, high poverty schools, and among minority candidates. To improve teacher recruitment and retention.
 - a. Increase scholarships and forgivable loans to attract the best and brightest to teaching.
 - b. Increase the number of minority teachers by expanding the successful Minority Teaching Education Grant Program to universities.
 - c. Provide more opportunities for persons seeking to enter teaching as a second career.
 - d. Promote the use of the state online jobs clearinghouse to facilitate placement of qualified teachers in every school.
 - e. Expand the beginning teacher mentoring program to improve new teacher performance, improve student learning, and reduce teacher attrition. Require mentor programs to be research based. Evaluate the effectiveness of existing teacher mentoring programs.
 2. Provide incentives and financial support to Tennessee teachers who seek voluntary national certification evaluation by the National Board for Professional Teaching Standards (NBPTS). Provide an annual salary bonus to teachers who achieve NBPTS certification.
 3. Work with the Tennessee P-16 Council, a collaborative of education stakeholders from pre-school through higher education (P-16) and the private sector, to encourage the use of best classroom practices to improve student learning (see KRA3).

4. Provide professional development, consistent with the Board's Professional Development Policy and federal requirements, including introduction to new knowledge and skills, development of content area expertise, periodic follow-up to enhance understanding, feedback on performance, and strategies to further improve student learning. Target professional development funds at strategic objectives.
5. Strengthen teacher preparation and development by building partnerships between higher education and local schools, implementing professional development schools, and recruiting minority teachers to the profession. Implement performance based evaluation of teacher candidates and approval of teacher education institutions consistent with NCATE standards. Provide data to teacher preparation institutions on the effect of their graduates on student learning.
6. Support the efforts of higher education teacher preparation programs to follow graduates into the profession. Assess program completers' abilities to transfer program knowledge and skills into successful classroom practice. Use information to continually improve pre-service teacher education programs.
7. Evaluate the implementation of the Framework for Evaluation and Professional Growth approved in 2004. Provide follow up to ensure consistency of application and quality of professional growth plans. Gather feedback and revise framework as necessary.
8. Implement strategies to ensure that all paraprofessionals are qualified, consistent with federal requirements. Work with higher education in developing online support.

Measures:

1. Increase percentage of classes taught by highly qualified teachers in the aggregate and in high poverty schools.
2. Increased percentage of paraprofessionals who are qualified.
3. Increased percentage of teachers who receive high quality professional development, consistent with Board policy.
4. Improved rates of placement in Tennessee and retention of recent teacher education graduates.
5. Increase in minority teacher education graduates and minorities entering teaching.
6. Improved results on Praxis assessments of teacher candidates.
7. Increase in number of teachers who achieve National Board Certification.

What the Framework does for...

Districts:

- Encourages collaboration across schools through a common language and common training.
- Provides a positive context in which to evaluate teachers.

Policymakers:

- Provides a common language around which conversations about teacher excellence occurs with stakeholders.
- Provides a basis on which policies related to teacher quality can build.
- Defines publicly the statewide expectations for teacher performance.
- Enables data collection on teacher performance within domains and indicators.
- References a common research base around which state policy makers can dialogue with other states about issues relating to teacher quality.

Domains and Criteria for Performance

There are six domains within the Framework for Evaluation and Professional Growth:

- Planning
- Teaching strategies
- Assessment and evaluation
- Learning environment
- Professional growth
- Communication

Within each domain, indicators identify the expected teacher behaviors and characteristics. Each indicator is further defined through criteria that are directly aligned with three performance levels: developing, proficient, and advanced. The performance levels are designed to provide clear, observable behaviors that define teacher behavior specific to the criteria and indicator, within each domain. For each indicator, data sources that must be used by the evaluator and observer are listed.

FRAMEWORK FOR EVALUATION & PROFESSIONAL GROWTH

WORKSHOP MANUAL

SECTION ONE Framework for Evaluation and Professional Growth

SECTION TWO Overview

SECTION THREE Domain One
Domain Two
Domain Three
Domain Four
Domain Five
Domain Six

SECTION FOUR The Forms and Scoring Procedures

Includes:

- **Self-Assessment**
Discussion/Review of Previously Collected Information

- **Unit Plan/Lesson Plan***

- **Observation Process***
Planning Information Record
Classroom Notes
Reflecting Information Record
Appraisal Record

- **Educator Information Record**

- **Summative Process**
Analysis of Data
Identification of Performance Levels
Sharing of Evaluation Results

- **Future Growth Plan**

**Reference local requirements*

Framework for Evaluation and Professional Growth

Overview

The *Framework for Evaluation and Professional Growth* is a research based, public description of a teacher's performance in areas validated as critical to effective teaching.

The framework provides descriptors for the complex act of teaching to allow evaluators and observers to make reasonable and fair decisions about teacher performance in the classroom. This framework provides 44 criteria clustered in six domains. These criteria are documented through both empirical and theoretical research as having a positive impact on student learning.

The domains include all aspects of teaching, beginning with planning, and including criteria that indirectly impact students. While teaching (Domain Two) is recognized as the primary responsibility of a teacher, the behaviors in the other domains are the infrastructure for instruction. Each domain can be studied as an independent variable related to student learning; however, the framework is synergistic in its design to ensure a comprehensive view of the characteristics, knowledge, and skill of an effective teacher.

The *Framework for Evaluation and Professional Growth* provides three essential elements for developing and sustaining highly qualified and highly effective teachers:

1. A common language for analyzing and evaluating teaching performance.
2. Research validated practices to inform teaching performance.
3. Clear indicators of performance for self-assessment, objective feedback, and the development of an individual professional growth plan.

Specifically for teachers, the Framework:

- Provides a professional growth continuum as they transition from entry level to experienced educators;
- Defines clear levels of expectations to become knowledgeable and skilled practitioners.
- Increases opportunities for teachers to study one domain, analyze and reflect on their practice, making adjustments as needed.
- Enables teachers to self-assess on discrete indicators and behaviors.

Specifically for administrators, the Framework:

- Defines what teachers should know and be able to do.
- Guides the process of examining evidence in all areas related to teacher and learner, planning, teaching, assessment and evaluation, learning environment, professional development, and communication.
- Provides administrators with concise measurable criteria for decision making and feedback.
- Enables administrators to assist teachers in defining discrete indicators that need improvement.

- Tennessee State Department of Education

Comprehensive Evaluation: Domains and Indicators

The following areas will be used to assess teaching performance:

I. PLANNING

INDICATOR A: Establishes appropriate instructional goals and objectives.

INDICATOR B: Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community.

INDICATOR C: Adapts instructional opportunities for diverse learners.

II. TEACHING STRATEGIES

INDICATOR A: Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area.

INDICATOR B: Uses research based classroom strategies that are grounded in higher order thinking, problem solving, and real world connections for all students.

III. ASSESSMENT & EVALUATION

INDICATOR A: Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.

INDICATOR B: Communicates student achievement and progress to students, their parents, and appropriate others.

INDICATOR C: Reflects on teaching practice through careful examination of classroom evaluation and assessments.

IV. LEARNING ENVIRONMENT

INDICATOR A: Creates a classroom culture that develops student intellectual capacity in the content area.

INDICATOR B: Manages classroom resources effectively.

V. PROFESSIONAL GROWTH

INDICATOR A: Collaborates with colleagues and appropriate others.

INDICATOR B: Engages in high quality, ongoing professional development as defined by the Tennessee State Board of Education Professional Development Policy to strengthen knowledge and skill in the content of the teaching assignment.

INDICATOR C: Performs professional responsibilities efficiently and effectively.

VI. COMMUNICATION

INDICATOR A: Communicates clearly and correctly with students, parents and other stakeholders.

DOMAIN ONE: *PLANNING*

Performance Standards

Domain One: Planning

INDICATOR A:

Establishes appropriate instructional goals and objectives

1. Selects goals and objectives aligned with the Tennessee Academic content standards and state assessments.
2. Gives instructional priority to content goals and objectives that have been identified as high stakes assessment items.
3. Identifies goals and objectives that include the key concepts of the content area and are developmentally appropriate for all students.
4. Includes goals and objectives that emphasize higher order thinking skills appropriate to the content area and the students.

Data Sources:

Educator Information Record
Planning Information Records
Classroom Observations
Reflecting Information Records

Rubric for Performance Standards

Domain One: Planning

PERFORMANCE LEVEL A

1. The textbook and the curriculum drive goals and objectives with some attention to students' needs and achievement.
2. Alignment with academic content standards and state performance indicators are incidental.
3. Goals and objectives are taken from the textbook with minimal attention to students' developmental levels.
4. Recall and comprehension are the primary levels of understanding in the planning of goals and objectives.

PERFORMANCE LEVEL B

1. Goals and objectives are generally determined by the assessment and evaluation of the class as a whole.
2. Attempts are made to align goals and objectives with academic content standards and state performance indicators.
3. The teacher focuses on key concepts of the content with some attention to a developmental sequence of goals appropriate for all students.
4. Goals and objectives for students to engage in higher levels of thinking are planned occasionally.

PERFORMANCE LEVEL C

1. Instructional goals and objectives are clearly aligned. And referenced to the content standards and state performance indicators.
2. Decisions regarding the breadth, depth, and sequencing of the content are made using the academic content standards with the prioritization of the state performance indicators.
3. A logical, clear, and appropriate connection exists between the goals and objectives and the developmental characteristics of all students. Goals and objectives are differentiated based on developmental levels of students.
4. Goals and objectives provide for deliberate skill development in the higher order thinking processes.

Performance Standards

Domain One: Planning

INDICATOR B:

Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community.

1. Uses state performance indicators and multiple classroom assessments within the content to obtain information about students, their achievement, and uses this information to design and deliver appropriate instruction.
2. Plans and designs instruction and evaluation aligned with state academic content standards and state performance indicators that are developmentally appropriate for all students.
3. Selects research based strategies, methods, activities, and materials validated as sound practice within the content area.
4. Plans student evaluation and assessments that will allow all students ample opportunity to demonstrate what they have learned on the identified content goals and objectives.
5. Designs instruction to cause students to integrate content knowledge, skills, and inquiry across content areas.
6. Designs instruction that utilizes materials, human and community resources, and technology in ways appropriate to the content area.
7. Includes instructional experiences relevant to students, real life, and student career pathways.

Data Sources:

Educator Information Record
Planning Information

Rubric for Performance Standards

Domain One Planning

PERFORMANCE LEVEL A

1. Methods and activities that relate to the textbook are the primary guide for instructional planning.
2. Some consideration is given to student developmental levels.
3. Materials and methods are selected based on their relevance to instructional objectives and textbook.
4. Student assessments and evaluations are generally designed for the whole class in an objective format for ease of scoring.
5. Learning experiences provide opportunities for the integration of knowledge and skills from related subject areas.
6. Materials and technology are chosen based on their relevance to the textbook. Community resources are not evidenced.
7. The teacher plans activities for students that are related to careers.

PERFORMANCE LEVEL B

1. The teacher designs whole class instruction using classroom assessment data.
2. Plans reflect developmental needs in short term learning but may not show connections to end of year indicators or benchmarks.
3. There is some evidence of methods, activities, and materials that are research based.
4. Student assessments and evaluations are generally designed in varied formats for the whole class, including but not limited to, multiple choice, matching, short answer, and essay.
5. Plans include carefully designed learning experiences that require the integration of knowledge and skills from related subject areas.
6. Materials and technology are chosen based on their relevance to the topic and support the achievement of goals and objectives. Community resources are occasionally used.
7. The teacher plans activities for students that are related to career pathways and are relevant to real life.

PERFORMANCE LEVEL C

1. The teacher designs instructional plans and evaluations based on state and classroom assessments.
2. Instructional plans are aligned with state academic content standards and state assessments with developmental needs of students identified within the instructional plan.
3. The teacher develops instructional plans that include research based strategies, methods, activities, and materials that are age appropriate and aligned with content standards.
4. Student assessments and evaluations are aligned to the goals and objectives and provide ample opportunity for students to demonstrate what they know.
5. In addition to Performance Level B, the teacher designs inquiry assessments that require complex, higher order thinking across the content areas.
6. Materials and technology are carefully selected to facilitate, extend, and enrich student learning and achievement within the content area. Community resources are included in ways that are respectful of the community culture.
7. Curricular goals, students' experiences, and real life career choices are clearly imbedded within the instructional plans.

Performance Standards

Domain One: Planning

Indicator C:

Adapts instructional opportunities for diverse learners.

1. Uses aggregated and disaggregated data from state assessments, and classroom formal and informal assessments to identify the diverse needs of students as a whole class, as groups, and as individuals.
2. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner.
3. Plans and designs evaluations and assessments for diverse students.

Data Sources:

Educator Information Records
Planning Information Records
Classroom Observations
Reflecting Information Records.

Rubric for Performance Standards

Domain One: Planning

PERFORMANCE LEVEL A

1. Physical adaptations are the primary consideration when designing content instruction for student learning.
2. Strategies and materials are selected for diverse group learning styles. Cognitive needs are addressed as they arise in the classroom. Modifications as directed on students' IEPs are implemented.
3. Diverse learners are administered the same assessments and evaluations as the whole class with extra time allotted to students identified as having special needs.

PERFORMANCE LEVEL B

1. Aggregated and disaggregated assessment data are used in the planning process to design lessons that accommodate group differences.
2. Differentiated content assignments are planned for students as appropriate. Recommendations on IEPs are correctly interpreted and appropriately implemented.
3. Classroom assessments and evaluations are adapted for use with diverse learners.

PERFORMANCE LEVEL C

1. Aggregated and disaggregated state assessment data are supplemented with classroom assessments to design instruction to meet the diverse needs of all students.
2. Plans are specifically designed to meet the needs for the whole class and all student groups. Learning experiences, as necessary, are tailored for individuals. IEPs are correctly interpreted and implemented to the fullest extent possible.
3. Classroom evaluations and assessments are specifically designed to meet the needs of diverse learners.

Research Brief – Domain One: Planning

Student achievement improves when learning goals and objectives are clearly defined, displayed prominently, and have an articulated relationship to instructional activities, and student assessments (Behr & Bachelor, Cohen, 1995; Deal & Peterson, 1993; Hallinger & Heck, 1996; Levine & Lopzotte, 1990; Sammons, Hillman, & Mortimore, 1995; Good & Brophy, 1986).

Instructional goals must be clearly stated and unambiguously related to student learning, rather than consisting of activities. Goals and objectives must be balanced as appropriate between different types of learning such as knowledge and skills and teachers must determine which are most suitable for their students. Knowledgeable teachers know which concepts are essential and which are peripheral. Attention to the developmental appropriateness of content is critical to planning and preparation, and to asking the appropriate questions, and providing feedback in ways that are appropriate to the student without overwhelming them (Danielson, 1996).

Understanding the developmental context of the subject matter enables teachers to construct instructional goals appropriate to students with special needs. Teachers can observe important patterns of development of students within a content area; these patterns are particularly important in science and mathematics at all levels, and literature and social sciences at the high school level (Danielson, 1996).

Teachers who ensure that students are actively focused on educational goals make more progress on these goals (Anderson & Walberg, 1994; Frederick & Walberg, 1980; Walberg & Frederick, 1992).

High student academic performance is associated with focus on higher order thinking skills and engaging in hands on learning (Wenglinsky, 2001).

Teachers must understand the content to be learned, the structure of the discipline of which that content is apart, and the methods of inquiry unique to the discipline. Teachers must be aware of the connections among different divisions within the discipline, i.e., writing to literature (Danielson, 1996).

Excellent teachers monitor their students carefully. Such monitoring provides plenty of information about individual student achievements and challenges, and also provides a great deal of information about the effectiveness, appropriateness, and appeal of the curriculum (Danielson, 1996).

Student performance is enhanced when teachers integrate workplace readiness skills into content area instruction and select work place problems to illustrate how academic skills are applied in real world settings. Students show better academic performance when the relevance of learning material is shown by how it relates to other courses and to workplace applications. (Black, 1997 Casey, et al., 1995; Cotton, 1993; Gregson, 1992; Hull, 1993; Joyner, 1996; Meyer & Newman, 1986; Parnell, 1994; Stemmer, Brown & Smith, 1992).

Carl Rogers and Jerome Freiberg (1994) talk about significant meaningful experiential learning that has a strong component of self discovery, real life experience, which encouraged the coming together of cognitive and the affective.

Student learning is enhanced when community members provide content related instruction through presentation, and serve as an information resource. (Beck & Murphy, 1996; Carey & Farris, 1996; Cawelti, 1997; Cotton, 1991; Diez & Moon, 1990; Griffith, 1996; Keith, et al., 1996; Murphy, 1996, Sanders, 1996; Yap & Enoki, 1995).

Assessment should reflect and become an integral part of good instruction. The most powerful assessment activities are ingredients of good instruction. Teachers need a rich repertoire of assessment strategies to draw from in designing sensitive appropriate evaluation *activities* for particular curriculum areas. Assessment should work in partnership with teaching and learning. Teachers are being expected to learn to use a repertoire of assessment strategies in conjunction with their teaching; indeed; these assessment strategies are integrated into teaching and learning within the classroom. Assessments should strive to interconnect teaching, ongoing learning and student development. Sometimes the interweaving of assessment' and teaching and learning may appear invisible; other times it will be more apparent but never detached and overshadowing (Tierney & Readence, 2001).

Haberman (1995) reported a longitudinal study of characteristics of effective urban. Teachers (Star teachers) documented in interviews over a 35 year period. These characteristics included having a sense of the big picture of teaching the long term goals and their relationship to daily practice, teacher efficacy bearing the primary responsibility for sparking students' desire to learn... strong rapport with students, expecting and understanding the range of differences in students.

Scholars have investigated the relationship between one's culture and the kinds of cognitive skills one develops and have postulated a correlation between culture and cognition (Hale, 1986). Havighurst (date) writes that within a complex society social classes and ethnic groups are the two major ecological structures that produce diversity in human style and development. Training to help in addressing the needs of particular populations of students (e.g., limited English proficiency, ethnic *minorities*, and students with special needs) had a significant impact on student performance (Wenglinsky, 2001).

Ruddell (1997), Au (1998), Moll (1998) and Ladson-Billings (1994) provided evidence that elementary instruction is sensitive to student culture. The literature agrees about the need for teachers to have a deep understanding of the subjects they teach so that they can create the multiple representations necessary to address the diversity of prior experiences and understandings present in their classrooms (McDiarmid, 1989).

Pressley and his colleagues (1998) found significant differences in 10 fourth and fifth grade classrooms and concluded that *variation* in instructional materials and programs was one characteristic of teacher effectiveness.

DOMAIN TWO:
TEACHING STRATEGIES

Performance Standards

Domain Two: Teaching Strategies

INDICATOR A:

Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area.

1. Presents the content correctly in a logical, coherent fashion, building on content previously mastered and connecting to content to be learned in the future.
2. Paces the presentation of concepts appropriately to build students' capacity for critical thinking, problem solving, and clarifies when students misunderstand.
3. Uses questioning techniques appropriate to the content and structures activities that require students to use higher order thinking.
4. Facilitates students in constructing their own understanding of the content in large group, small group, and independent settings, and provides specific, corrective feedback relevant to the task.
5. Assures that students have ample opportunity to explore, respond, and extend their thinking through technology, as appropriate to the content area.

Data Sources:

Classroom Observations
Reflecting Information Records

Rubric for Performance Standards

Domain Two: Teaching Strategies

PERFORMANCE LEVEL A

1. Students are provided access to definitions, examples, and explanations. Information given to students may have a few inconsistencies or errors.
2. The appropriateness of the pacing and the clarity of the presentation vary. Clarification occurs only when students ask questions.
3. Instructional activities, including questioning, primarily focus upon literal recall.
4. Instruction primarily occurs with the whole class, with general, nonspecific feedback from the teacher.
5. The use of technology is treated as a separate class or separate skill.

PERFORMANCE LEVEL B

1. The content is presented correctly. Definitions, examples, and explanations are chosen to encourage student understanding of concepts.
2. Content is presented with connections to students' previous learning and the pacing is determined by the difficulty of the material.
3. The teacher uses some activities and questioning that cause higher order thinking.
4. Students are provided opportunities for small group interaction to make the subject matter meaningful, with feedback focused on the whole class.
5. Technology is used as a supplement to the lesson in the classroom, but is not imbedded in the lesson.

PERFORMANCE LEVEL C

1. The teacher conveys the content correctly with coherence and precision, communicating key concepts linked to students' prior understanding and future learning.
2. The lesson is paced appropriately with multiple representations and explanations of the content to assure students' understanding.
3. Activities, including higher order questioning, are used to develop higher order thinking processes.

4. The role of the teacher varies in the instructional process (i.e. instructor, facilitator, coach, audience) according to the content and purposes of instruction and the needs of students; feedback is immediate and specific.
5. Technology to facilitate student learning is integrated into the lesson.

Performance Standards
Domain Two: Teaching Strategies

INDICATOR B:

Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students.

1. Emphasizes student ownership of learning through connecting the content and content standards to employability and/or postsecondary education.
2. Promotes positive intellectual interactions among students and teacher through instructional experiences that result in student investigation of theories, facts, and options related to the content areas.
3. Provides opportunities for students to learn and challenge each other through planned, cooperative peer interaction.
4. Communicates the content of students through research based methods, activities, and materials specific to the content that are differentiated for diverse learners.

Data Sources:

Planning Information Records
Classroom Observations
Reflecting Information Records

Rubric for Performance Standards
Domain Two: Teaching Strategies

PERFORMANCE LEVEL A

1. Students are provided with activities that are related to the content but may not be connected to real world experiences.
2. The methods and activities used by the teacher emphasize recall and rote drill without attention to the development of higher order thinking processes.
3. The classroom is teacher-centered with minimum student participation. Student activities are completed independently as silent seatwork.
4. Students are provided with activities from the textbook, specific to the content but are not differentiated for varied needs or learning styles.

PERFORMANCE LEVEL B

1. Practice and review activities reinforce students' learning through linkages with other learning. Developing employability skills is emphasized as important for all grade levels.
2. Methods and activities center on recall, comprehension, and application of the content, with some attention to higher order thinking processes.
3. Students are encouraged to interact with the teacher and other students through planned activities for sharing knowledge and developing perspectives.
4. The teacher uses some strategies that are research based and there is evidence of attempts to differentiate instruction for diverse learners.

PERFORMANCE LEVEL C

1. The teacher relates the content to students' prior knowledge, experiences, and backgrounds through strategies that foster student ownership of the work. Emphasis is given to dependability, positive disposition toward work, cooperation, adaptability, and self-discipline.
2. The teacher creates instructional scenarios that focus on developing higher order thinking skills

required in the modern workplace such as problem-solving and decision-making.

3. In addition to Performance Level B, the teacher organizes and monitors differentiated, independent, and group work that allows for full and varied participation of all students.
4. The teacher provides differentiated tasks to meet the varied learning styles and needs of students. An understanding of the concepts, tools of inquiry, and structures of the discipline is evidenced through research-based strategies that support the standards and promote student engagement.

Research Brief – Domain Two: Teaching Strategies

Quality instruction occurs when a teacher has a cognitive command of the subject matter, structures information logically for students, monitors performance, and provides immediate feedback during lessons (Stevenson and Stigler, 1992).

The term content includes far more than factual information. It includes all aspects of a subject: concepts, principles, relationships, methods of inquiry, and outstanding issues. Teachers who know their subjects know how to ask the right questions and how to handle conceptual development. A teacher's knowledge of content and pedagogy is reflected in an awareness of common student misconceptions and how these should be handled (Danielson, 1996).

Good teachers have a thorough understanding of the curriculum, that includes knowing what methods and materials can be used to complement essential concepts. Knowledge of content and pedagogy are appropriately different for teachers of different levels. The balance between content and pedagogy at different levels is critical; i.e. the content of reading does not change but the pedagogy does whereas in an area like science both the content and pedagogy change. Through deep knowledge of content the teacher knows how to transform the instructional design into a sequence of activities and exercises that make it accessible to students (Danielson, 1996).

Students taught by teachers with greater verbal ability learn more and show more academic success than those taught by teachers with lower verbal skills (Stronge, 2002; Darling Hammond, 2000, 2001; Fordham, 1999; Haycock, 2000; NCES, 1992; Rowan, Chang, & Miller, 1997; Wengllinsky, 2000).

Students perform better when teachers ask focused questions, provide immediate feedback, and engage students in discussion and review of content (Bielefeldt, 1990; Brophy & Good, 1986; Evertson & Harris, 1992; Levine & Lezotte, 1990; Martens & Kelly, 1993; Orchard, 1996; Wang, Haertel, & Walberg, 1993-94, Gottfried & Gottfried, 1991; Sammons, Hillman, & Mortimore, 1995; McCarthy, Webb, & Hancock, 1995).

Student performance improves when teachers use validated strategies to develop higherorder thinking skills, and select problems and activities well matched to the content (Bennett, 1991; Ellis & Worthington, 1994; Fraenkel, 1995; Kushman, 1997; Slavin, 1994; Wang, Haertel, & Walberg, 1993-94, Metcalf & Cruickshank, 1991; Bangert-Drowns & Bankert, 1990; Barba & Mcerchant, 1990; Baum, 1990; Fields, 1995; Hoek, van den Eeden, & Terwel, 1997; Levine & Ornstein, 1993; Linmark, et al, 1996; Snapp & Glover, 1990).

Teachers who value student thinking structure their classrooms to give students time to think, problems that are worthy of thinking about, and other students with whom to think (Hyde, Bizar, 1989).

Students learn better when teachers form instructional groups that fit students' academic needs, i.e., using whole group instruction when introducing new concepts and skills, small groups as needed for individual achievement and heterogeneous cooperative learning groups for group and individual accountability (Evans, 1996; Fielding & Pearson, 1994; Fuchs, et al, 1996; Glatthorn, 1989; Madden, et al., 1993; Slavin, 1987, 1988, 1989; 91, 1994, 1996; Stevens & Slavin, 1995; Walberg, 1995)

Excellent teachers monitor their students carefully. Such monitoring provides plenty of information about individual student achievements and challenges, and also about the effectiveness, appropriateness, and appeal of the curriculum.

Frequent use of collaborative, task-oriented groups place students at the heart of the learning process, not at the periphery (Wood, 1993).

Studies on self-monitoring and problem solving suggest that teachers can help students acquire the skills through modeling by the teacher, followed by ample practice (Davey, 1983). Think-aloud-modeling the cognitive process of reading comprehension. *Journal of Reading* 27: 4447.

Student performance improves when teachers use effective questioning techniques to build higher order thinking skills (Atwood & Wilen, 1991; Barnette, et al., 1995; Brophy & Good, 1986; Ellis, 1993; Makin, 1996; Mansfield, 1996; Osman & Hannafin, 1994; Slavin, 1994).

Thomas and Barksdale-Ladd (1995) interviewed and observed nine classroom teachers, grades one through five, who were nominated as outstanding. Their analysis include nine common beliefs, among which were the children learning from other children in cooperative environments, observing students to determine what needs to be taught, and that ownership is part of learning and choice leads to ownership.

Student performance is enhanced when teachers integrate workplace readiness skills into content area instruction and select work place problems to illustrate how academic skills are applied in real world settings. Students show better academic performance when the relevance of learning material is shown by how it relates to other courses and to workplace applications (Black, 1997 Casey, et al., 1995; Cotton, 1993; Gregson, 1992; Hull, 1993; Joyner, 1996; Meyer & Newman, 1986; Parnell, 1994; Stemmer, Brown & Smith, 1992).

Teachers who emphasize the importance of learning, and communicate enthusiasm for their content have students who achieve better (Agne, Greenwood, & Miller, 1994; Brigham, 1991; Brophy, 1988; Levine & Lezotte, 1995; Martens & Kelly, 1993; Zigarelli, 1996).

DOMAIN THREE:
ASSESSMENT & EVALUATION

Performance Standards
Domain Three: Assessment and Evaluation

INDICATOR A:

Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.

1. Aligns classroom assessments with state performance indicators and grade level accomplishments.
2. Uses multiple evaluations and assessments to evaluate student mastery of content and to inform instruction for the class as a whole, as individuals, and within diverse groups.

Data Sources:

Educator Information Record
Planning Information Records
Classroom Observations,
Reflecting Information Records
Educator Conferences

Rubric for Performance Standards
Domain Two: Assessment and Evaluation

PERFORMANCE LEVEL A

1. Classroom assessment is used to document student achievement and to measure student learning at the end of units of study. Alignment with state performance indicators is not evidenced.
2. Student mastery of content is determined through teacher-developed tests for the class as a whole.

PERFORMANCE LEVEL B

1. Classroom and state assessments are used to make instructional decisions in the course of study, but are not aligned with each other.
2. Teacher developed tests and state assessments are used to determine mastery of content for the class as a whole and for diverse groups.

PERFORMANCE LEVEL C

1. Classroom assessments are aligned with state performance indicators and grade level accomplishments, with students provided classroom assessment items written in formats similar to state assessment items.
2. Multiple classroom evaluations and assessments and formal state assessments provide ample and varied opportunity for all students to demonstrate what they know. Ongoing assessment is systematically used to inform the content instruction and provide feedback to all students.

Performance Standards

Domain Three: Assessment and Evaluation

INDICATOR B:

Communicates student achievement and progress to students, their parents, and appropriate others.

1. Uses state assessment data for communicating student achievement in the content area to students, parents and other stakeholders.
2. Maintains correct and useful records of student work within the content area and communicates student performance correctly and responsibly to students, parents, and other stakeholders, with prompt and useful feedback given to students.

Data Sources:

Planning Information Records
Classroom Observations
Reflecting Information Records

Rubric for Performance Standards

Domain Three: Assessment and Evaluation

PERFORMANCE LEVEL A

1. Timely reports about student performance on state assessments are provided to students, parents, and appropriate others at required intervals.
2. The teacher accurately maintains required records of student work and performance, and students are provided general feedback. Parents are notified as required.

PERFORMANCE LEVEL B

1. In addition to Performance Level A, students are informed regularly in the classroom regarding their mastery of student performance indicators.
2. The teacher maintains accurate, current records of student work, and parents are informed on a timely basis of a student's achievement through systematic communication procedures.

PERFORMANCE LEVEL C

1. In addition to Performance level B the teacher completes an item analysis on state and classroom assessments to determine specific areas for further instruction.
2. In addition to Performance level B, the teacher has data accessible upon request and refines communication strategies to assure that parent and student feedback will effect a change.

Performance Standards
Domain Three: Assessment and Evaluation

INDICATOR C:

Reflects on teaching practice through careful examination of classroom evaluation and assessments.

1. Uses state and national academic content standards, curriculum guides, and state assessment outcomes as a framework for reflection.
2. Analyzes state academic content standards and state performance indicators to assure that standards have been taught to the level of understanding assessed by the standard.
3. Reflects on strategies, methods, materials, and activities used in instruction and seeks feedback from colleagues.
4. Demonstrates efficacy with struggling students and diverse groups.

Data Sources:

Planning Information Records
Classroom Observations
Reflecting Information Records

Rubric for Performance Standards
Domain Three: Assessment and Evaluation

PERFORMANCE LEVEL A

1. Reflections are about lesson in general, with no framework evident for context.
2. There is no evidence that content standards have been analyzed.
3. The educator's reflections include an accurate description of classroom behaviors including sequence of events and teacher behaviors.
4. The teacher tends to blame poor student performance on factors outside the classroom.

PERFORMANCE LEVEL B

1. The educator uses classroom assessments and evaluations as a framework for examining teaching practices.
2. The concepts and thinking processes required in the content standards are examined for the class as a whole.
3. The teacher occasionally seeks feedback from colleagues regarding materials, methods, and activities.
4. Some attention is given to strategies, methods, activities and materials as a catalyst for student engagement with the academic content standards.

PERFORMANCE LEVEL C

1. The teacher reflects about group and individual performance using goals and objectives developed from academic content standards and state performance indicators.
2. The concepts and thinking processes of content standards are examined to determine if they were presented in varied formats that would meet the needs of all students.
3. The teacher constantly interacts with colleagues, seeking feedback and suggestions for materials and methods and activities to accommodate all students.
4. The teacher reviews instruction to determine what additional interventions can be implemented to assist struggling students.

Research Brief – Domain Three: Assessment and Evaluation

The OECD study showed that, in a dozen economically advanced countries, achievement test scores accurately predict per-capita gross domestic product and individual earnings, life expectancy and participation in civic and community activities (Walberg).

Teachers show their knowledge through the design of assessments (Danielson, 1996).

Items on the test must match the curriculum that is taught (Williams, 1996).

Student achievement is better when teachers monitor student progress closely through routine assessment procedures and align classroom assessments of student performance with the written curriculum and actual instruction (Cohen, SA, 1994; Costa & Kallick, 1992; Guskey, 1994; Kershaw & McCaslin, 1995; O'Conner, 1995; Sammons, Hillman, & Mortimore, 1995; Stiggirts, 1991, 1995; Walbert, Paschal, & Weinstein, 1985).

Student achievement improves when learning goals and objectives have an articulated relationship to instructional activities and student assessments (Behr. & Bachelor, Cohen, 1995; Deal & Peterson, 1993; Hallinger & Heck, 1996; Levine & Lezotte, 1990; Sammons, Hillman, & Mortimore, 1995, Good & Brophy, 1986).

Assessment is closely related to instruction and subject matter knowledge. Knowledgeable teachers know how to apply and integrate assessment with the subject matter (Williams, 1996).

Very good teachers are quite conscious of the decisions they make. Good teachers are reflective practitioners (Schon, 1983).

DOMAIN FOUR:
LEARNING ENVIRONMENT

Performance Standards
Domain Four: Learning Environment

INDICATOR A:

Creates a classroom culture that develops student intellectual capacity in the content area.

1. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students.
2. Establishes clear classroom standards and expectations for behavior that emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher.
3. Establishes clear classroom standards and expectations for achievement that focus upon content knowledge, engagement in purposeful learning, high academic performance, and ownership of learning.

Data Sources:

Classroom Observations
Reflecting Information Records
Educator Conferences

Rubric for Performance Standards
Domain Four: Learning Environment

PERFORMANCE LEVEL A

1. The teacher demonstrates a positive disposition toward the content area, but high expectations for all students are not verbalized.
2. Expectations for student behavior are inconsistent. When inappropriate behavior is recognized, the teacher demonstrates knowledge of reasonable and acceptable management techniques.
3. Students are held accountable for completing assignments, and participating in classroom discussions.

PERFORMANCE LEVEL B

1. The teacher displays a positive disposition toward the content and sometimes verbalizes the belief that all students can be successful.
2. The teacher uses classroom management techniques that encourage student self-control and self-discipline. Appropriate strategies are used to deescalate potential conflicts. When inappropriate behavior is recognized, the teacher demonstrates knowledge of reasonable and acceptable management techniques.
3. In addition to Performance Level A, purposeful, challenging, learning interactions are generally evident. Norms for academic discussions and individual and cooperative work are established.

PERFORMANCE LEVEL C

1. The teacher is enthusiastic about the content and regularly voices high expectations for all students.
2. Student work is displayed on the classroom walls and students work independently and cooperatively in purposeful learning activities. Students and teacher engage in purposeful communication and mutual respect for ideas is apparent. When disruptions or inappropriate behaviors do occur, the teacher demonstrates respect to the students while restoring classroom order.

3. In addition to Performance Level B, students are encouraged to experiment with new ideas and ways of learning. Expectations for student interactions, academic discussions, and individual and group responsibilities are explicit.

Performance Standards
Domain Four: Learning Environment

INDICATOR B:

Manages classroom resources effectively.

1. Creates a classroom environment that organizes and manages time, space, facilities, and other resources for maximum engagement of students in the content.
2. Demonstrates flexibility in restructuring time, space, facilities, and other resources as the situation demands.

Data Sources:

Planning Information Records
Classroom Observations
Reflecting Information Records
Educator Conferences

Rubric for Performance Standards
Domain Four: Learning Environment

PERFORMANCE LEVEL A

1. Class time is generally used for instructional purposes; however, attention to administrative and management duties sometimes distracts from the learning process.
2. Instructional assistants' time, when available, is used appropriately. Flexibility may not be demonstrated when unexpected situations require reorganization or reallocation of classroom resources.

PERFORMANCE LEVEL B

1. Class time is spent in teaching and learning with minimal attention to administrative duties.
2. Classroom resources are accessible to students to support learning in the content. Flexibility is demonstrated as situations demand that classroom processes and instructional procedures be modified.

PERFORMANCE LEVEL C

1. In addition to Performance Level B, the resources of time, space, and attention are appropriately managed to provide equitable opportunity for students to engage in learning the content.
2. The teacher effectively modifies classroom processes and instructional procedures as the situation demands. Classroom resources are readily available to students to facilitate efficient and effective learning of content. Routines are established for handling non-instructional matters quickly and efficiently.

Research Brief – Domain Four: Learning Environment

Thomas and Barksdale-Ladd (1995) interviewed and observed nine classroom teachers, grades one through five, who were nominated as outstanding. Their analysis include nine common beliefs, among which were the children learning from other children in cooperative environments, observing students to determine what needs to be taught, and that ownership is part of learning and choice leads to ownership.

Students need teachers who know not only their subject but also how to encourage, how to motivate and how to respond positively. They must impart real praise based on achievement, not empty, perfunctory words.

George Wood in *Schools that Work* (1993) describes the most promising schools and classrooms around the country as having exciting, stimulating and rigorous learning communities with the walls filled with varied examples of student work and writing.

DOMAIN FIVE:
PROFESSIONAL GROWTH

Performance Standards
Domain Five: Professional Growth

INDICATOR A:

Collaborates with colleagues and appropriate others.

1. Is able to articulate clearly the purpose, scope, and outcome of each collaboration.
2. Works with colleagues to assure student integration of learning across the curriculum.
3. Participates in school wide activities that are supportive of school improvement in the building.

Rubric for Performance Standards
Domain Five: Professional Growth

PERFORMANCE LEVEL A

1. The teacher participates in collaborative activities but may not know the purpose or outcome of collaboration.
2. The teacher occasionally consults with colleagues to plan content integration across the curriculum.
3. The teacher attends school wide school improvement meetings.

PERFORMANCE LEVEL B

1. The teacher explains the purpose, scope, and outcome of each collaboration.
2. The teacher consults with colleagues and appropriate others to develop cooperative partnerships that support student integration of content.
3. The teacher engages in collaborative activities with colleagues that support school improvement.

PERFORMANCE LEVEL C

1. The teacher can recognize and identify situations where collaboration with others will build capacity to improve student achievement.
2. Insights and experiences resulting from professional development are shared with colleagues to enhance content integration across the curriculum.
3. The teacher mentors entry year teachers and provides leadership for school wide activities that promote school improvement.

Data Sources:

Educator Information Record
Evaluator Data
Growth Plan

Performance Standards
Domain Five: Professional Growth

INDICATOR B:

Engages in high-quality, on-going professional development as defined by the Tennessee State Board of Education Professional Development Policy to strengthen knowledge and skill in the content of the teaching assignment.

1. Uses data and self-assessments to develop a professional development plan that articulates teaching strengths and identifies priorities for growth within at least one content area of the teaching assignment.
2. Implements the professional development plan within a mutually agreed upon time period.
3. Participates actively in high-quality professional development related to the content area and practices new learning with colleagues and/or cognitive coach.

Data Sources:

Educator Information Record
Evaluator Data
Growth Plan

Rubric for Performance Standards
Domain Five: Professional Growth

PERFORMANCE LEVEL A

1. The teacher can identify general performance levels and can prioritize areas for future growth.
2. The teacher provides evidence of a professional growth plan with a beginning and completion time stated.
3. The teacher provides evidence of continual participation in professional growth opportunities.

PERFORMANCE LEVEL B

1. A self-assessment is completed using data from multiple sources. The teacher uses the self-assessment to prioritize goals for professional growth.
2. Professional growth activities reflect steady programs toward the identified priorities for growth with a continuum for participation stated in the professional development plan.
3. Professional growth experiences are in varied formats, including, but not limited to, self-study, study groups, conference.

PERFORMANCE LEVEL C

1. In addition to Performance Levels B, the teacher selects professional growth opportunities that expand teacher knowledge and skill, improve student achievement, and introduces research-based emerging professional practices.
2. In addition to Performance Level B, the teacher demonstrates leadership by actively sharing learning with colleagues and seeking and giving feedback.
3. In addition to Performance Level B, the teacher uses state and classroom assessments, lesson plans, and evaluations to document positive change in teaching practice.

Performance Standards
Domain Five: Professional Growth

INDICATOR C:

Performs professional responsibilities efficiently and effectively.

1. Engages in dialogue with students, colleagues, parents, administrators and stakeholders and consistently demonstrates respect, accessibility, and expertise.
2. Performs assigned duties in a timely manner with a professional disposition.
3. Keeps accurate records related to instructional and non-instructional responsibilities.

Data Sources:
Evaluator Data

Rubric for Performance Standards
Domain Five: Professional Growth

PERFORMANCE LEVEL A

1. The teacher adheres to school/system policies and procedures.
2. The teacher is on time for class, meetings, and other scheduled activities.
3. Records are accurately maintained and complete.

PERFORMANCE LEVEL B

1. In addition to Performance Level A, the teacher understands and implements policies and procedures related to student rights and teacher responsibilities.
2. A satisfactory record of attendance and punctuality is maintained with assigned task and responsibilities that are deemed as helpful to the school, colleagues, or students.
3. Records are complete, accurate and current.

PERFORMANCE LEVEL C

1. In addition to the responsibilities at Performance Level A and B, the teacher shares new understandings of policies and procedures with colleagues.
2. In addition to Performance Level B, the teacher often takes on extra responsibilities recognized as helpful to the school, colleagues, and /or students.
3. Records are complete, accurate, and current and the teacher maintains the privacy of students and confidentiality of information except when confidentiality would harm the child.

Research Brief – Domain Five: Professional Growth

Given the overwhelming evidence that well-designed staff development, fully integrated with effective school improvement practices, can increase student learning (Cohen and Hill, 2001; Consortium for Policy Research in Education, 2000; Elmore and Burney, 1999; Joyce and Calhoun, 1996; Joyce and Showers, 2002; Loucks-Horsely, et al., 1998; Schmoker, 1996; Supovitz, Mayer and Kahle, 2000), the NSDC now states that the purpose of staff development is increased student achievement (NSDC, 2001).

Student achievement most frequently results from the collective focus of schools on specific student learning outcomes (Elmore, 2002; Fullan, 2001; Joyce and Showers, 2002; Schmoker, 1996; Slavin, et al., 1996).

The focus of professional development should be on instruction and curriculum. The model selected for staff development should directly address student achievement in an 'academic area and should have a research base (evidence of improved student achievement across settings, across time, and for all students). (Bransford, Brown and Cocking, 1999; Calhoun, 1994; Kennedy, 1990, 1999; Joyce and Showers, 2002; Schmoker, 1996; Slavin and Fashola, 1998).

Data analysis must inform and guide the professional development. (Joyce and Calhoun, 1996; . Joyce and Showers, 2002; Slavin, 1996).

Teachers and principals should be involved in training and in providing follow-up. Research is clear that when increased student achievement is the goal, it is the collective efforts of educators that accomplish these goals. (Elmore, 2000; Joyce and Calhoun, 1996; Joyce and Showers, 2002; Newmann and Wehlage, 1995; Rosenholtz, 19~9; Slavin, 1996; Wallace et air, 1984, 1990).

Goals focusing on student learning provide the direction for staff development efforts. The desired teacher behaviors and the desired student performance should be clearly described. (Bemhardt, 1998; Rosenholtz, 1989; Schmoker, 1996).

Intensive professional development must be provided through presentations of information and theory about the instructional strategy and multiple demonstrations modeling the use of the strategy and opportunities to practice using the.. instructional strategy demonstrated. Professional development is sustained over time. Professional development activities should occur until data indicate that the teachers are implementing the strategy accurately. (Joyce and Showers, 1983, 2002; NSDC, 2001; Odden, et aI., 2002; Wallace, LeMahieu, and Bickel, 1990).

Collaboration is built in, with opportunities for teachers to work together on a regular basis. Adequate time is provided for workshop experiences and workplace supports. (Fullan and Hargreaves, 1991; Lieberman and Miller, 1996; Little, 1997; Rosenholtz, 1989; Showers, 1982, 1984, 1985; Showers and Joyce, 1996; Showers, Joyce and Bennett, 1987).

DOMAIN SIX: *COMMUNICATION*

Performance Standards
Domain Six: Communication

INDICATOR A:

Communicates clearly and correctly with students, parents, and other stakeholders.

1. Uses effective and correct verbal and nonverbal language appropriate to the audience and models effective communication strategies through questioning, listening, clarifying, and restating.
2. Communicates subject matter clearly and correctly, verbally and written, in a style easily understood by stakeholders in the education community.

Data Sources:

Classroom Observations
Evaluator Data
Educator Information Record

Rubric for Performance Standards
Domain Six: Communication

PERFORMANCE LEVEL A

1. Clear communication is evidenced by appropriate grammar and the logical organization of information. The teacher speaks clearly, using vocabulary appropriate to the level of the audience.
2. The teacher uses vocabulary that reflects knowledge of the content. Written information is organized, with correct grammar and vocabulary appropriate to the level of the audience.

PERFORMANCE LEVEL B

1. Appropriate grammar and word choice are used for the clear and concise exchange of information. The teacher models effective communication strategies through questioning, listening, clarifying, and restating.
2. An appropriate volume and pace are used to communicate the content for the specific audience. Written information is logically organized and complete for the intended purpose and audience, with correct grammar and mechanics.

PERFORMANCE LEVEL C

1. In addition to Performance Level B, the teacher models effective communication strategies with students, parents, and other stakeholders in conveying ideas and information, question, clarifying, and restating. The teacher understands the cultural dimensions of communication and responds appropriately.
2. In addition to Performance Level A and B, the teacher communicates with parents, counselors, and teachers of other classes, for the purpose of developing cooperative partnerships in support of student learning. Written information is structured for clear and concise communication with the identified audience. The reader's experience, perspectives, and skills are considered when composing written documents. The teacher uses a variety of tools to enrich communication opportunities.

Research Brief – Domain Six: Communication

Effective teachers engage in dialogue with students, parents, and administrators, and consistently demonstrate respect, accessibility, and expertise (Strange, 2002).

Effective teachers write constructive, grammatically correct communications and write appropriately for the intended audience (Stronge; 2002).

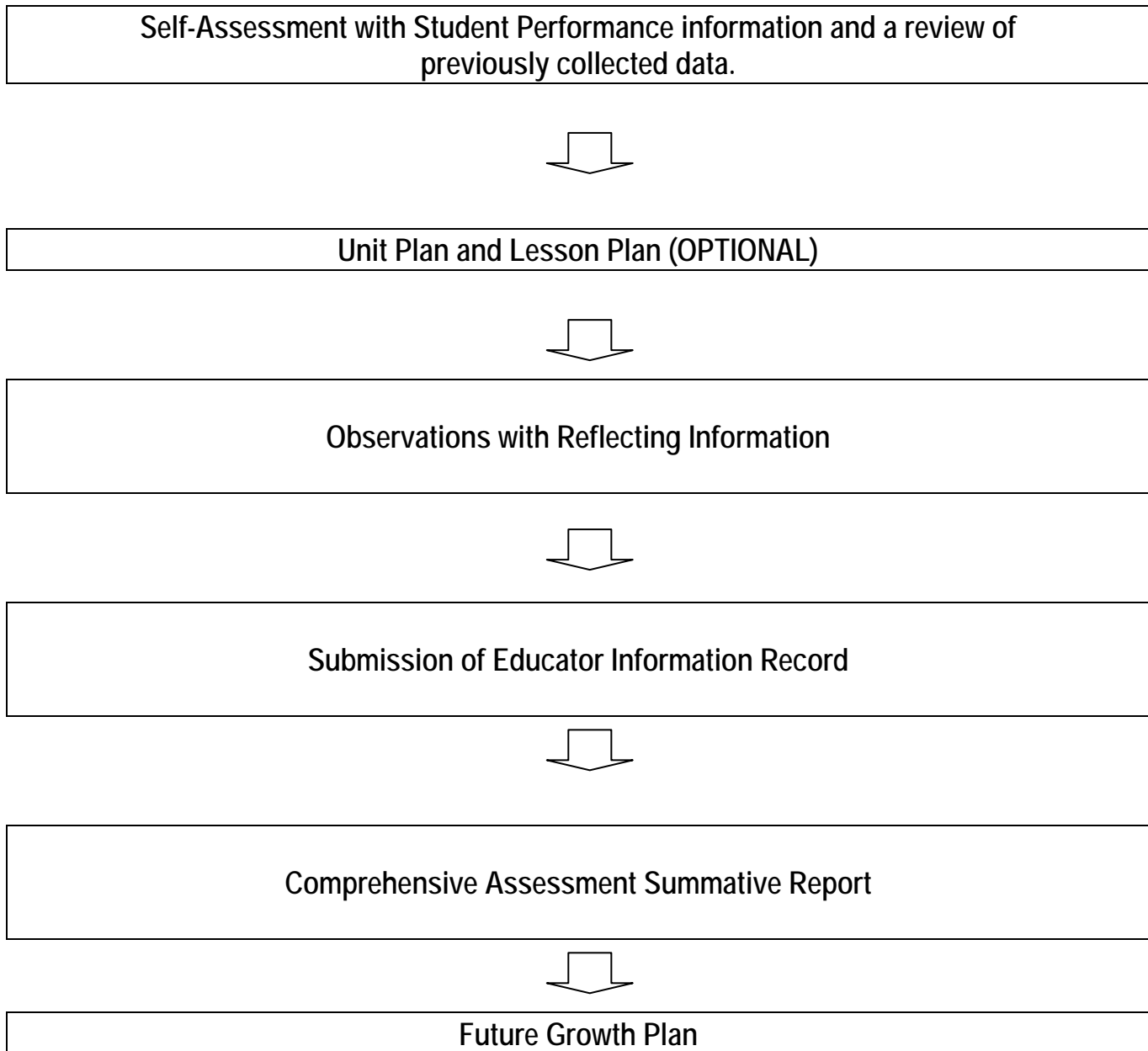
Effective communication enhances the learning environment through the development of relationships between the parents and schools. In a comprehensive review of the research related to the impact of parental involvement on student success, Henderson and Berla (1995) concluded as a significant finding that students do better when their parents are involved, regardless of the educational level, socioeconomic status, ethnicity, or race. Moreover, the performance of students increases in increments equivalent to the participation of the parents.

Comprehensive Assessment & Professional Growth

Introduction

Comprehensive Assessment is the required form of evaluation for apprentice educators. This component is a comprehensive review of the educator's performance and effectiveness with students. This component will be used to make decisions regarding initial Licensure.

Additionally, school systems may require that all non-tenured personnel be evaluated using the Comprehensive Assessment and Professional Growth component. Even though an educator may be professionally licensed, it is advisable to use this comprehensive assessment to gather a complete profile prior to making tenure decisions. School systems should make these decisions according to system needs as well as individual educator needs. Comprehensive Assessment may also be used with Professionally Licensed educators.



Teacher and Evaluator Activities

Target Group: the required assessment component for Apprentice teachers and it may be required for all non-tenured personnel. If the system desires, it is also suitable for experienced teachers who request/require structured input from an administrator. This model provides a comprehensive picture of the educator's performance and effectiveness with students, as well as a focus for future growth.

Teacher Activities:

- Use a variety of data sources to complete a Self-Assessment. Three areas of strength and three areas of growth are identified, based on Performance Standards and evidence of student performance collected through a variety of assessment techniques.
- Complete a Planning Information Record for each announced/unannounced observation. This will include information about the teacher's decision-making process for this group of students, how student data was used to design this lesson and what data will be gathered to identify this lesson's effectiveness.
- Complete a Reflecting Information Record after each observation. Links will be established between effective teacher behaviors and the actual data gathered to assess student learning.
- Compile work samples in the Educator Information Record and submit prior to the last observation. This provides an opportunity to document non-observable behaviors in the areas of assessment and professional growth.
- Develop a Future Growth Plan to be implemented after the evaluation process is complete. The depth of this plan may depend on the evaluation cycle and whether the plan is allowed to exist over more than one evaluation period.

Evaluator Activities:

- Review prior evaluations.
- Orient the teacher to the evaluation process and have input into the discussion of strengths, area for growth and identification of areas for refinement during the evaluation process.
- Probe any areas of the planning process (Planning Information Record) for clarification or depth.
- Record notes regarding the events/facts of all classroom observations (at least three observations for 1st and 2nd year apprentice-at least two observations for 3rd year apprentice and professionally licensed).
- Look for evidence of the teacher as reflective practitioner who can analyze student performance data in relations to his/her own classroom behaviors (Reflecting Information Record).
- Provide feedback for the entire observation process (planning, observation, reflecting) on the Appraisal Record.
- Review the Educator Information Record.
- Complete the Comprehensive Assessment-Summative Report.
- Discuss the performance levels identified on the Summative Report and identify areas(s) for the Future Growth Plan.

Comprehensive Assessment & Professional Growth

INSTRUMENT SECTION

SELF-ASSESSMENT

EDUCATOR NAME: _____ Date: _____

Self-Assessment:

Using the appropriate Performance Standards and corresponding rubrics for your job assignment, reflect upon the level of competency you have exhibited in each of these areas. Write out the specific Domain (Competence) and Indicator in the appropriate area.

Identify three areas of strength and three areas which you would like to strengthen [area(s) for growth] and be prepared to discuss your reasons for selecting these.
Please use this worksheet to organize your information.

Areas of Strength*	Specific Reasons for Selecting (Evidence)
<p>1. Domain (Competence) _____ Indicator _____</p>	<p>1.</p>
<p>2. Domain (Competence) _____ Indicator _____</p>	<p>2.</p>
<p>3. Domain (Competence) _____ Indicator _____</p>	<p>3.</p>

**Use the appropriate Performance Standards to identify and list areas of strength.*

Areas to Strengthen [Area(s) for Growth]*	Specific Reason for Selecting (Evidence)
<p>1. Domain (Competence) _____</p> <p>Indicator _____</p>	<p>1.</p>
<p>2. Domain (Competence) _____</p> <p>Indicator _____</p>	<p>2.</p>
<p>3. Domain (Competence) _____</p> <p>Indicator _____</p>	<p>3.</p>

**Use the appropriate Performance Standards to identify and list areas to strengthen.*

Analysis of Unit Plan and Lesson Plan

EDUCATOR NAME: _____

SCHOOL: _____

UNIT PLAN	COMMENTS
<p>_____ The unit goal(s) is/are consistent with the curriculum</p> <p>_____ The goal(s) is/are appropriate for these students.</p> <p>_____ Strategies contextualizing the unit goal(s) for these students are included.</p> <p>_____ Ongoing learner understanding is assessed throughout the unit.</p> <p>_____ The assessment of learner understanding relates to the stated goals(s) of the unit.</p>	
LESSON PLAN	COMMENTS
<p>_____ The goals(s)/objectives(s) is/are clear in terms of student learning and behavior.</p> <p>_____ The goals(s)/objectives(s) is/are appropriate for students at this point in their learning.</p> <p>_____ The plan explains how student progress toward the achievement of the goals(s)/objectives(s) will be measured.</p> <p>_____ The lesson plan contains strategies for demonstrating the relevance and importance of the learning.</p> <p>_____ The lesson plan provides for connections to past and future learning.</p> <p>_____ The instructional procedures consider variety in task structures.</p> <p>_____ The instructional procedures provide for student practice/review which contains application of the learning and authentic practice.</p> <p>_____ The instructional strategies provide the opportunity for thinking beyond recall.</p>	

LESSON PLAN	COMMENTS
<p>_____ Alternative and/or supplemental activities for additional practice are included in the plan as appropriate.</p> <p>_____ The plan demonstrates intent to promote learner involvement.</p> <p>_____ The material and media for the lesson are listed.</p> <p>_____ An explanation is provided for how the material and media will be used.</p> <p>_____ The material and media are appropriate for the students and the learning.</p> <p>_____ The plan contains specific procedures to monitor the level of student understanding during the lesson.</p> <p>_____ The plan contains a description of the organization of student learning (classroom structure, facility arrangement, centers, etc.).</p>	

Educator/Date

Evaluator/Date

Educator’s signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

**COMPREHENSIVE ASSESSMENT
PLANNING INFORMATION RECORD**

EDUCATOR NAME: _____

OBSERVATION NO: _____

DATE: _____

Educator completes this form for each formal observation (announced/unannounced); however, the evaluator may need to discuss the contents of this form for clarification purposes. Educators retain the right to make instructional decisions/changes during the observation.

1. What state curriculum standard (Grade Level Expectation (GLE – K-8) or Course Level Expectation (CLE-9-12), performance indicator, or accomplishment is the objective for this lesson? In the event that students are working on individual objectives, choose 2 or 3 students and provide their objectives. **IA**

2. What specific data (pre-test) have you gathered about your students' current abilities in relation to this objective/these objectives, and how have you used that information in the design of this lesson? **IB, IC**

3. What teaching strategies will you use to teach this lesson? **IB, IIA, IIB**

4. How will you assess student learning? Identify specific data. **IB, IC, IIIA, IIIC**

5. How will you determine the students' retention and ongoing application of learning from this lesson? **IIIA.**

6. Explain any special situation(s) of which the evaluator might need to be aware?

FRAMEWORK FOR EVALUATION & PROFESSIONAL GROWTH

OBSERVATION NOTES COVER SHEET

EDUCATOR NAME: _____

EVALUATOR/OBSERVER NAME: _____

Observation Date: ___/___/___

Number of Students: _____

Class/Session Start Time: _____

Class/Session End Time: _____

**COMPREHENSIVE ASSESSMENT
REFLECTING INFORMATION RECORD**

EDUCATOR NAME: _____

OBSERVATION NUMBER: _____

OBSERVATION DATE: _____

DATE REVIEWED: _____

Educator completes this form for each formal observation; however, the evaluator/observer and the educator are to discuss the contents of this form.

1. As you reflect on the lesson, how did it actually unfold as compared to what you had anticipated happening as you did your planning? **IC**

2. Provide the data/information (post-test) that you have used to determine your student(s) progress toward this lesson's goals. Include individual and group information. **IIIA and IIIC.**

3. How will you use your students' performance today as you envision the next step for these students in learning? **IIIC and Planning domain.**

4. If you were to teach this lesson again to these students, what changes would you make? **IIIC.**

5. As you reflect over this lesson, what ideas or insights are you discovering about your teaching? **IIIC and VB.**

COMPREHENSIVE ASSESSMENT APPRAISAL RECORD

EDUCATOR NAME: _____ PURPOSE _____

This form is to be completed after each observation cycle (planning, observation, reflection). Feedback regarding areas not included in the observation process such as the Educator Information Record may be included.

Feedback regarding Performance Standards

AREAS OF STRENGTH

*(Must include at least one)**

Domain _____

Indicator _____

Statement: (Specific Evidence)

Domain _____

Indicator _____

Statement: (Specific Evidence)

Domain: _____

Indicator _____

Statement: (Specific Evidence)

AREAS TO STRENGTHEN

*(Must include at least one)**

Domain _____

Indicator _____

Statement: (Specific Evidence)

Domain

Indicator _____

Statement: (Specific Evidence)

Domain _____

Indicator _____

Statement: (Specific Evidence)

Educator comments regarding the educator's evaluation to this point: (Attach additional sheets if necessary).

The signatures below indicate that the above information has been shared and discussed.

Educator/Date

Evaluator/Observer/Date

*For Observation Purpose Only

COMPREHENSIVE ASSESSMENT EDUCATOR INFORMATION RECORD

EDUCATOR NAME: _____ SCHOOL NAME: _____

The purpose of this record is to gather a sampling of information regarding the assessment and Evaluation and Professional Growth Domains. The evaluator may ask for further clarification of this information. You may record information on these pages or reproduce them exactly as they appear.

Domain III: Assessment and Evaluation

1. Provide two examples of pre/post-instructional data for a class of students. If applicable, use state mandated tests as one example. Describe the amount of student progress exhibited and how your conclusions were used to make instructional decisions. (In analyzing TVAAS data, observable trends should be described. Classroom examples should be more specific. You may attach copies of the assessments). **III A, III C.**

Pre-Instructional Data	Post-Instructional Data	Conclusions
1.		
2.		

2. How do you communicate student achievement and progress to students, parents, and appropriate others? Describe and/or provide examples. **IIIB.**

Domain V: Professional Growth

3. A collaboration is defined as an intellectual endeavor where two or more educators share with each other and gain professional knowledge from each other. Discuss two relevant examples of collaborative professional development you have participated in within the last five years. **VA.**

Collaborative Activity and Date	Purpose of Collaboration	Results of the Collaboration

4. Use the chart provided below to provide information regarding 2 of your most useful professional growth opportunities. Include a description of your application of this professional growth in your classroom as well as information regarding any professional leadership with colleagues which might have resulted from your growth. **VB.**

Professional Development Activity and Date	Application and Leadership which have resulted from the Professional Development Activity

Scoring Standards: Comprehensive Assessment

An "unsatisfactory" rating in at least one indicator within a domain will result in that domain being identified as a "Required Area to Strengthen."

Current Status	Expectation	Criteria for marking a domain as a "Required Area to Strengthen".
First-Year/Second-Year Educator	<ul style="list-style-type: none"> • 1 indicator in each domain above Level A in Domains I-IV • All indicators at Level A in Domains V & VI 	<ul style="list-style-type: none"> • All indicators at Level A or an indicator(s) below Level A in a domain within Domains I-IV • An indicator(s) below Level A in a domain within Domains V & VI <p>Expectation: No more than 2 domains be identified as "Required Areas to Strengthen."</p>
Third-Year Apprentice/Advancement to a Professional License	<ul style="list-style-type: none"> • All indicators at Level B 	<ul style="list-style-type: none"> • An indicator(s) below Level B <p>Requirement: Advancement to a Professional License allows no more than 2 domains identified as "Required Areas to Strengthen."</p>
Professional License And/or Highly Qualified*	<ul style="list-style-type: none"> • No indicators below Level B • At least 1 indicator in each domain at Level C 	<ul style="list-style-type: none"> • An indicator(s) below Level B • A domain in which no indicator is at Level C <p>Expectation: No more than 1 domain be identified as a "Required Area to Strengthen."</p>

* An educator using this evaluation for Highly Qualified status may use this evaluation as one of his/her required evaluations.

COMPREHENSIVE ASSESSMENT – SUMMATIVE REPORT

EDUCATOR NAME: _____ SCHOOL NAME: _____

Teacher #: _____

	Unsatisfactory	Performance Level A Developing	Performance Level B Proficient	Performance Level C Advanced
_____ Required Area to Strengthen				
DOMAIN I: Planning Indicators				
A. Establishes appropriate instructional goals and objectives.	_____	_____	_____	_____
B. Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community.	_____	_____	_____	_____
C. Adapts instructional opportunities for diverse learners.	_____	_____	_____	_____
_____ Required Area to Strengthen				
DOMAIN II: Teaching Strategies Indicators				
A. Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area	_____	_____	_____	_____
B. Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students.	_____	_____	_____	_____
_____ Required Area to Strengthen				
DOMAIN III: Assessment and Evaluation Indicator				
A. Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.	_____	_____	_____	_____
B. Communicates student achievement and progress to students, their parents, and appropriate others.	_____	_____	_____	_____
C. Reflects on teaching practice through careful examination of classroom evaluation and assessments.	_____	_____	_____	_____
_____ Required Area to Strengthen				
DOMAIN IV: Learning Environment Indicators				
A. Creates a classroom culture that develops student intellectual capacity in the content area.	_____	_____	_____	_____
B. Manages Classroom resource effectively.	_____	_____	_____	_____
_____ Required Area to Strengthen				
DOMAIN V: Professional Growth Indicators				
A. Collaborates with colleagues and appropriate others.	_____	_____	_____	_____
B. Engages in high-quality, on-going professional development as defined by the Tennessee State Board of Education Professional Development Policy to strengthen knowledge and skill in the content of the teaching assignment.	_____	_____	_____	_____
C. Performs professional responsibilities efficiently and effectively.	_____	_____	_____	_____
_____ Required Area to Strengthen				

DOMAIN VI: Communication Indicator	Unsatisfactory	Performance Level A Developing	Performance Level B Proficient	Performance Level C Advanced
				_____ Required Area to Strengthen
A. Communicates clearly and correctly with students, parents, and appropriate stakeholders	_____	_____	_____	_____

Current License: _____

Purpose for Evaluation: _____ (1) Required _____ (2) Requested _____ and/or (3) Highly Qualified in _____

Number of Domains Identified as Required Areas to Strengthen: _____

Evaluation: (See Scoring Standards) _____ Satisfactory _____ Unsatisfactory

DOMAINS/INDICATORS OF STRENGTH: (one or more)

DOMAINS/INDICATORS TO STRENGTHEN: (one or more)

COMMENTS (Educator):

The signatures below verify that the Comprehensive Assessment-Summative Report has been discussed with the educator.

Educator/Date

Evaluator/Date

**COMPREHENSIVE ASSESSMENT
FUTURE GROWTH PLAN**

EDUCATOR NAME: _____ SCHOOL NAME: _____

Area to be Strengthened (Area for Growth): *State the Domain/Indicator [Should relate directly to the Comprehensive Assessment-Summative Report or to Special Groups/Library Media Summative]*

Professional Growth Goal(s) of this Plan: *State your professional growth goal(s) in measurable or observable terms.*

Action Plan: *Describe the actions you plan to take to accomplish this goal, including timelines for completion of each action. (What will you do to increase your knowledge in accomplishing your professional growth goal(s)?) (What resources or support do you anticipate needing from your building level and/or district supervisors to fulfill your Future Growth Plan)?*

The Professional Growth Plan stated above has been reviewed and is appropriate for implementation beginning _____ and ending _____
Month/Year Month/Year

Educator/Date

Evaluator/Date

Describe the impact on your instruction and student performance from the aforementioned action plan.

I verify that I personally engaged in these activities.

I have reviewed the above plan.

Educator/Date

Evaluator/Date

Structure and Format of Classroom Notes

1. Abbreviations may be used when taking notes. Common abbreviations include “S” for student, “Ss” for students, “OH” for overhead and “T” for teacher.
2. Notes may contain descriptions as opposed to exact quotes.
3. Notes should be as factual as possible. Avoid using terms such as “good monitoring.” Instead, capture a fact(s) about the technique used which made the monitoring effective.
4. Do not feel pressured to write down everything that everyone says and does. You are taking notes regarding the essence of what you are observing and its effectiveness with the students. **The Planning and Reflecting Information** include the identification of student data from the class, will complete the profile.
5. Remind yourself to record the time of transitions during the class.
6. You may use either the Observation Notes Instrument or any type of lined paper. Make sure you include the identifying information on or at the beginning of your notes.

Notes from Classroom Observation: Guidelines

Notes are taken during classroom observations for the purpose of providing formative feedback to the educator. These notes will serve as part of the record for the class. The information provided by the educator on the Planning Information Record and the Reflecting Information Record as well as the Appraisal Record complete the official record.

As you observe and make notes during a classroom lesson, information about the following areas will become obvious:

Sequential Flow of the Lesson (Planning Domain)

When reviewing your notes, you will be able to recall the sequence of the major events and transitions. This information will be used as you assess the logic and completeness of the instructional plan for the stated objective(s) and this class of students.

Strategies and Activities: Content and Practice (Teaching Strategies Domain)

In your reflection on the strategies and activities used in the class, you will want to know the methods used with students to convey information and their effectiveness in helping students understand. **(IIA)**

Additionally, your notes will reflect the manner in which these strategies provide for practice which support the development of the thinking processes and relate to real life. The notes will reflect the students' involvement in the learning. **(IIB)**

Materials/Media and the Use (Planning and Teaching Strategies Domains)

Your notes will contain materials/media used during the class and the way they were used to support the learning. If handouts are used, obtain a copy and staple to your notes. You will find it helpful to have access to the text or other materials that are used during the class itself.

Evidence of Student Learning (Evaluation Domain)

As the class progresses, you will note evidence of the degree of student learning. This may be done through description of student success with activities, capturing student verbal responses, number of hands raised indicating understanding, students' success with completing group work, etc.

Learning Environment (Domain IV)

During the class, you will take notes regarding techniques used to manage students, resources including time, and the facility. Your notes will reflect the effectiveness of these techniques in supporting learning.

Evaluating Teacher Performance

1. Summarize accurately the evidence cited in data sources and scripted in classroom observation.
2. Assure sufficient quantity of data to support a judgment.
3. Link specific evidence to each criterion and gets to the heart of the criterion.
4. Avoid bias or personal opinion, or coaching; do not use "I think" or "I feel."
5. Assure that the summary supports the rating.

Tennessee Framework for Evaluation and Professional Growth Rating Scale

Advanced = C

The teacher has mastered the criteria and has become a highly effective teacher with respect to these skills. .

Proficient = B

The teacher has mastered the rudiments of the criteria and is expected to improve considerably with experience or professional growth.

Developing = A

The teacher clearly has not mastered the basic requirements of the criterion and may not meet one or more of the criteria. .

Unsatisfactory.

The teacher exhibits unsatisfactory performance and does not show evidence of the capacity or motivation for improvement.

Clarifying Questions

Ask questions to:

- *Obtain more information*
- *Seek a clearer understanding of the teacher's reasoning*
- *Determine connections among ideas*
- *Select a focus*

Clarifying Questions Include

- *Would you tell me a little more about. . . ?*
- *Let me see if I understand. . .*
- *I'd like to hear more about. . . .*
- *Could you give me an example of. . . ?*
- *Tell me what you mean when you say. . . ?*
- *Tell me how that is similar (or different) from. . . . ?*
- *To what extent. . . ?*

Jean Piaget: Stages of Cognitive Development

Sensorimotor stage. Birth to about two years old. The infant uses senses and motor abilities to understand the world, beginning with reflexes and ending with complex combinations of sensorimotor skills.

Preoperational stage. Two to about seven years old. Now the child has mental representations and is able to pretend. The child is quite egocentric during this stage, seeing things pretty much from one point of view, his own!

Concrete operations stage. Seven years to about eleven years. The word, operations, refers to logical operations or principles we use when solving problems. In this stage, the child not only uses symbols representationally, but also can manipulate those symbols logically. The stage begins with progressive decentering. By six or seven, most children develop the ability to **conserve** number, length, and liquid volume. **Conservation** refers to the idea that a quantity remains the same despite changes in appearance.

Formal operations stage. Twelve years through adulthood. Children enter the formal operations stage. They become increasingly competent at adult-style thinking, which involves using logical operations, and using them in the abstract, rather than the concrete.

Piaget, J. (1932). *The Moral Judgment of the Child*.

Piaget & Inhelder. (1958). *The Growth of Logical Thinking from Childhood to Adolescence*.

Bloom's Taxonomy*

Benjamin Bloom created this taxonomy for categorizing questions that occur frequently in educational settings. The taxonomy provides a useful structure for categorizing content standards and assessment items.

Knowledge: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.

- observation and recall of information
- knowledge of dates, events, places
- knowledge of major ideas
- mastery of subject matter

Comprehension: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

- understanding information
- grasp meaning
- translate knowledge into new context
- interpret facts, compare, contrast
- order, group, infer causes
- predict consequences

Application: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

- use information
- use methods, concepts, theories in new situations
- solve problems using required skills or knowledge

Analyze, separate, order, explain, connect, classify, arrange, divide, compare~ select, explain, infer

- seeing patterns
- organization of parts
- recognition of hidden meanings
- identification of components

Synthesis: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite

- use old ideas to create new ones
- generalize from given facts
- relate knowledge from several areas
- predict, draw conclusions

Evaluation: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

- compare and discriminate between ideas
- assess value of theories, presentations
- make choices based on reasoned argument
- verify value of evidence
- recognize subjectivity

Comprehensive Assessment & Professional Growth

SAMPLES

Name That Domain

In front of each statement below, name the domain that relates to the statement.

1. _____ Children talking drives me crazy; I absolutely insist on total silence in my class.
2. _____ "If Johnny just sleeps and keeps his mouth shut, I'm happy".
3. _____ "With small children, I can't stay after school for a study group. Is there something online I can do for professional development?"
4. _____ "Mrs. Anderson, would you be willing to observe my classroom on Thursday, third period? I am trying a new vocabulary strategy and I'd like your feedback."
5. _____ Primary children cannot do higher order thinking. I never do more than literal level with them.
6. _____ Mrs. Jones send the following note home with her students, "Your invited to the parent literacy night."
7. _____ Mrs. Smith told Mrs. Jones that only the best student work should be displayed.
8. _____ Mrs. Lincoln's students each have a portfolio file in which they place their class work.
9. _____ "My best lessons are never planned, " said Mr. Bailey.
10. _____ "Thank goodness for test software with the text. I never have to write my own tests".
11. _____ "Well, I had his brother two years ago. That whole family is slow."
12. _____ "I have a whole file of worksheets that I have worked years to develop."
13. _____ "Sam's IEP really helped me in meeting his instructional needs."
14. _____ "Mr. Jenkins, do you have any high interest books that might help Julie with her reading fluency?"
15. _____ " Joey, during independent reading time, I'd like for you and me to read together."
16. _____ "I am not paid enough to spend my summer taking workshops".
17. _____ "Linda can do the regular textbook exercises; she is just too lazy to do them."
18. _____ "Mary, could you bring your vocabulary words to my desk and read them to me?"
19. _____ "Mr. Lutz, my TCAP scores suggest my students are not doing as well in mathematics as they should. Can you meet with me to discuss this?"
20. _____ I don't understand what a state performance indicator is."

Comprehensive Assessment Inclusions

The Comprehensive Assessment Includes:

- Self-Assessment
- Discussion/Review of Previously Collected Information
- Unit Plan/Lesson Plan*
- Observation Process*
- Planning Information Record
- Classroom Notes
- Reflecting Information Record
- Appraisal Record
- Educator Information Record
- Summative Process
- Analysis of Data
- Identification of Performance Levels
- Sharing of Evaluation Results
- Future Growth Plan

**Reference local requirements*

Comprehensive Assessment

PLANNING INFORMATION RECORD

School ABC Grade/Subject Kindergarten

Educator Name Don Kindergarten Observation Number: _____

SSN 000-00-0000 Date April 2005

Educator completes this form for each formal observation; however, the evaluator may need to discuss the contents of this form for clarification purposes. Educators retain the right to make instructional decisions/changes during the observation.

1. What state curriculum standard, performance indicator, or accomplishment is the objective for this lesson? In the event that students are working on individual objectives, choose 2 or 4 students and provide their objectives. IA

Identification of coins and their values is an introductory and developmental skill for kindergarten students according to the State of Tennessee Curriculum Guide.

2. What specific data have you gathered about your student's current abilities in relation to this objective/these objectives, and how have you used that information in the design of this lesson? IB

I realized that the students have prerequisite skills in sorting and recognizing what's alike and not alike. Six have some knowledge of eight numbers, such as what a 1 is or what a 5 is. They all know the vocabulary they'll need, such as thickness. For five of them, this lesson may appear to be too easy because they know the penny and nickel, but the emphasis of the lesson will be on the thought process of sorting which will be the same format that I'll use when we include other silver coins. They have to be mature enough to be able to "hang on to" their money until lunch. I think they are mature enough to begin to manage money at school I've motivated them by telling them they can bring 15 cents to buy ice cream when they can identify the coins.

3. What teaching strategies will you use to teach this lesson? IIB IIIA, IIIB

I will begin on the rug with pretending I can't remember what I am to teach. I will have a bag of objects to use in making comparisons. We'll discuss shape, color, face, back, and value of the coin; then, we'll identify the objects bag and make choices as to most like and penny or nickel. I will use flip charts at front of the room. Some students will come up and make choices. The chart will also be used to give directions for the worksheet that will be done at the tables as individual work. After the worksheet is finished, I will check responses and then we may do a crayon rubbing.

4. How will you assess student learning? Identify specific data. IB, IC, IIIA

Through the lesson, students will make choices verbally and nonverbally. They will answer questions and support their answers. I'll check their independent worksheet to determine the success. In hearing support for their answers, I'll be able to learn their thought process – for example, identifying examples of thinking on the different levels.

5. How will you determine the students' retention and ongoing application of learning from this lesson? IIIA

As I introduce additional coins, the students will apply knowledge from today's lesson to future lessons. We will review every Friday for 20 minutes from past learning.

6. Explain any special situation(s) of which the evaluator might need to be aware.

This is my first year teaching kindergarten. I know I need to work on management techniques with this age child and also on the curriculum – especially how to assess for prior learning levels.

Comprehensive Assessment APPRAISAL RECORD

The following is not meant to be “the one and only correct” Appraisal Record for Don Kindergarten. This represents one possibility.

School ABC

Grade/Subject Kindergarten

Educator Name Don Kindergarten

Appraisal of Classroom Observation

SSN 000-00-0000

Date April 2005

This form is to be completed after each observation cycle (planning, observation, reflection). Feedback regarding areas not included in the observation processed such as the Educator Information Record may be included.

Feedback regarding performance Standards:

AREAS OF STRENGTH
(Must include at least one)

DOMAIN III

Indicator C: Reflects to teaching practice through careful examination of classroom evaluation and assessments.

Statement:

Don has demonstrated the ability and willingness to reflect accurately on the effectiveness of his teaching based on classroom data.

DOMAIN II

Indicator B

Statement:

DOMAIN

Indicator

Statement

AREAS TO STRENGTHEN
(Must include at least one)

DOMAIN I

Indicator B: Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community.

Statement:

As addressed in Don’s reflection, the design of the lesson may not have been developmentally appropriate for all of these students. Assessing prior learning as indicated on Don’s Planning Information Record will provide additional information on which to design the instruction.

DOMAIN IV

Indicator A

Statement:

DOMAIN

Indicator

Statement

Educator comments regarding the educator’s evaluation to this point: (Attach additional sheets if necessary.)

The signatures below indicate that the above information has been shared and discussed.

Educator/Date

Evaluator or Observer/Date

Comprehensive Assessment

REFLECTING INFORMATION RECORD

School: ABC

Grade/Subject: Kindergarten

Educator Name: Don Kindergarten

Observation Number: _____

SSN: 000-00-0000

Date: _____

1. As you reflect on the lesson, how did it actually unfold as compared to what you had anticipated happening as you did your planning? IIC

It was very similar except I did not have time for the crayon rubbing.

2. Provide the data/information that you have used to determine your students' progress toward this lesson's goals. Include individual and group information. IIIA, IIC

In listening to the students' responses and in reviewing the worksheets, all of the students could distinguish a penny from a nickel; however, their verbal responses at the end did indicate lack of understanding. Their attention at this point had exhausted as they were tired and ready to move on to other things.

3. How will you use your students' performance today as you envision the next step for these students in learning? IIC and Planning Domain.

I'll review the penny and nickel tomorrow and see if verbal responses are better. If not, I'll adjust and spend more time on the review. If their responses indicate they know the penny and nickel, I'll introduce the dime and quarter. By the end of tomorrow, all should be able to identify penny, nickel, dime and quarter. At this point, we will begin to concentrate more on the value of the money.

4. If you were to teach this lesson again to these students, what changes would you make? IIC

The motivational piece at the beginning was too long and the students got "antsy". Also the dime on the workbook page confused them. I mistakenly misspelled nickel. I had two cards and threw the correct one away and kept the incorrect one. Also, I would adjust the sorting activity. I did not feel that I connected the process to the identification of the coins. I would probably add the use of manipulatives (real money or play money). Each table/group would have a basket of money and each student would choose a penny and a nickel. During the sorting, students could hold up a penny or nickel rather than using the "thumbs up" methods for additional assessment of each student.

5. As you reflect over this lesson, what ideas or insights are you discovering about your teaching? IIC

Specifically, what is expected of students, behaviorally and academically, at this age? What is "fun" in learning and how much is appropriate? I need feedback and guidance regarding classroom management for this age group

Educator completes this form for each formal observation; however; the evaluator/observer and the educator are to discuss the contents of this form. Signature indicates the information below has been shared and discussed.

Educator

Evaluator

Date Discussed

Original – Primary Evaluator, Copy – Educator, Copy – Secondary Evaluator, HR – EVAL – 221 (09/04)

COMPREHENSIVE ASSESSMENT FUTURE GROWTH PLAN

EDUCATOR NAME: Anna Assessment

SCHOOL NAME:

Area to be Strengthened (Area for Growth): State the Performance Standard. (Should relate directly to the Comprehensive Assessment – Summative Report)

III. Assessment and Evaluation

Indicator A: Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.

Professional Growth Goal(s) of this Plan: State your professional growth goals(s) in measurable or observable terms.

I will examine performance tasks and portfolios as alternative assessments and develop/implement an assessment tool using rubrics for scoring in my physics class.

Action Plan: Describe the actions you plan to take to accomplish this goal, including timelines for completion of each action. (What will you do to increase your knowledge in accomplishing your professional growth goal(s)?)

Research articles from professional literature regarding performance tasks and portfolios. (Summer and early Fall)

Talk with colleagues to identify resources for classroom application of portfolio assessment and performance tasks. Examine instruments, rubrics, and experiences with these assessments. (Fall)

Apply at attend a one-day workshop offered in August entitled Assessment Alternatives: An introduction.

Develop criteria and scoring rubrics (Winter)

Implement a “mini” portfolio project including performance tasks with one class for the final 6 weeks. Use this information to plan for portfolio assessment as an assessment tool starting the following school year.

The Professional Growth Plan stated above has been reviewed and is appropriate for Implementation beginning with the school year _____

Educator's Signature

Date

Evaluator's Signature

Date

Describe the impact on your instruction and student performance from the aforementioned action plan.

I verify that I personally engaged in these activities.

Educator's Signature

Date

Evaluator's Signature

Date

