

The Thoughtful Classroom Teacher Effectiveness Framework



By Lowlette and Laura

Framework Overview

- A comprehensive system for assessing, discussing, and refining classroom practice.
- Synthesizes the insights from a wide body of research on instructional design and teacher-effectiveness models.
- Ideal for use as a self-assessment tool by teachers and as a supervision/observation tool by administrators.
- Created by Dr. Harvey Silver

Goal

To create a common language for talking about what constitutes high-quality teaching and how classroom practice can be improved.



Assessment

- Ten dimensions of teaching
- Outlines a set of observable teaching indicators
- Relevant student behaviors
- Rubrics
- Protocols
- Meaningful feedback

Components of Effective Teaching

1. “Cornerstones” of Effective Teaching*

1. Looking Beyond the Classroom - Professional Practice

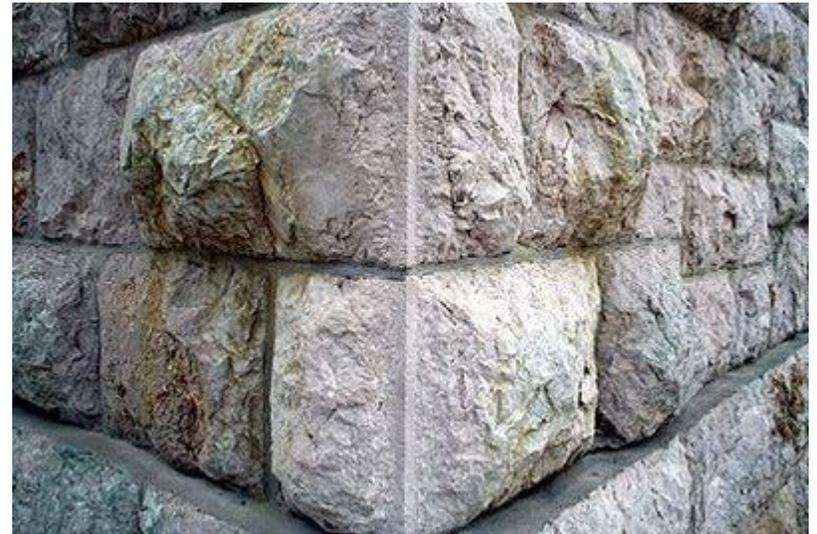
**focus directly on classroom instruction*

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

The Four Cornerstones of Effective Teaching

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

“Universal” elements of quality instruction, without which student learning will be compromised.



Adapted from preeminent teacher-effectiveness models, such as Marzano, Danielson, etc.

The Five Episodes of Effective Instruction Design and Delivery

5. Preparing Students for New Learning (*Knowledge Anticipation*)
6. Presenting New Learning (*Knowledge Acquisition*)
7. Deepening and Reinforcing Learning (*Practicing and Processing New Knowledge*)
8. Applying Learning (*Knowledge Application*)
9. Reflecting on and Celebrating Learning (*Reflecting on New Knowledge*)

Synthesized from the best research on instruction design from Hunter, Marzano, Wiggins & McTighe

Looking Beyond the Classroom: Effective Professional Practice

- The tenth dimension
- Addresses the important non-instructional responsibilities of teachers, including commitment to....
 - ongoing learning,
 - professionalism,
 - and the school community.



Collecting Evidence

- *Formal observations* - announced, extended period of time, includes pre- and post conferences
- *Informal observations* - unannounced, shorter, more frequent
- *Focused* - select dimensions to focus on during observation
- *Recording form* - online template or paper form
- *Simple marks* - evident, not evident, missed opportunity
- *Anecdotal* - collect anecdotal notes as well



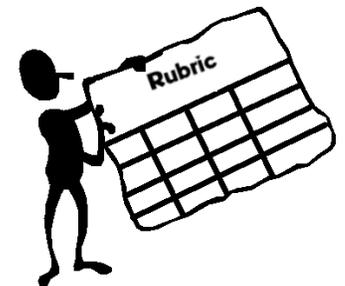
Meaningful Feedback - the Four “Ps”

- **Provide** evidence to support what you observed
- **Praise** positive teaching behaviors that enhance learning
- **Pose** questions that foster reflection
- **Propose** (collaboratively, if possible) how to improve the teacher’s practice.



A Four-Point Rubric

- 1) *Novice*** - minimal or no commitment to effective instruction
- 2) *Developing*** - initial commitment to effective instruction, but needs further refinement.
- 3) *Proficient*** - clear commitment to effective instruction.
- 4) *Expert*** - strong commitment that shows advanced expertise.



Comprehensive Evaluation Using Multiple “Weighted” Measures

- I. Instructional Practice (Dimensions 1-9) ____ x ____ % =

- II. Professional Practice (Dimension 10) ____ x ____ % =

- III. Student Performance Data (standardized test data,
local assessments, other) ____ x ____ % = _____
- IV. Student Feedback/Surveys ____ x ____ % = _____
- V. Other ____ x ____ % = _____