Framework for Evaluation & Professional Growth

Comprehensive Assessment

**Kaneal Alexander
Director, Teacher Evaluation
kaneal.alexander@tn.gov
615-532-1635**

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FRAMEWORK FOR EVALUATION & PROFESSIONAL GROWTH

WORKSHOP MANUAL

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

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

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, 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.

INDICATOR C: Performs professional responsibilities efficiently and effectively.

VI.   COMMUNICATION

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

Comprehensive Assessment & Professional Growth

- o 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:

- o Review prior evaluations.

- o 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.

- o Probe any areas of the planning process (Planning Information Record) for clarification or depth.

- o 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).

- o 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).

- o Provide feedback for the entire observation process (planning, observation, reflecting) on the Appraisal Record.

- o Review the Educator Information Record.

- o Complete the Comprehensive Assessment-Summative Report.

- o Discuss the performance levels identified on the Summative Report and identify areas(s) for the Future Growth Plan.

COMPREHENSIVE ASSESSMENT & PROFESSIONAL GROWTH
Teacher and Evaluator Activities

Teacher Activities:

- Data sources
- Planning Information Record
- Reflecting Information Record
- Educator Information Record
- Future Growth Plan

Evaluator Activities:

- Review evaluations
- Orient teacher to the evaluation process
- Clarification
- Record notes
- Look for evidence of the teacher and reflective practitioner
- Provide feedback
- Review the Educator Information Record
- Complete Comprehensive Assessment-Summative Report
- Discuss the performance levels identified

Comprehensive Assessment
&
Professional Growth

Instrument
Section

SELF-ASSESSMENT
(Worksheet)

Educator's Name: _____

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.

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

Areas of Strength*

Specific Reason for Selecting*

1. Domain
Indicator

2. Domain
Indicator

3. Domain
Indicator

Areas to Strengthen (Areas for Growth)*	Reason for Selecting
1. Domain Indicator	
2. Domain Indicator	
3. Domain **Indicator**	

*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

_____ **The unit goal(s)) is/are consistent with the curriculum.**

_____ **The goal(s) is/are appropriate for these students.**

_____ **Strategies contextualizing the unit goal(s) for these students are included.**

_____ **Ongoing learner understanding is assessed.**

_____ **The assessment of learner understanding relates to the stated goal(s) of the unit.**

LESSON PLAN

COMMENTS

_____ **The goal(s))/objectives is/are clear in terms of student learning and behavior.**

_____ **The goal(s)) objective(s) is/are appropriate for students at this point in their learning.**

_____ **The plan explains how student progress toward the achievement of the goal(s)/objectives will be measured.**

_____ **The lesson plan contains strategies for demonstrating the relevance and importance of the learning.**

_____ **The lesson plan provides for connections to past and future learning.**

_____ **The instructional procedures consider variety in the task structures.**

_____ **The instructional procedures provide the student practice/review which contains application of the learning and authentic practice.**

_____ **The instructional strategies provide the opportunity for thinking beyond recall.**

LESSON PLAN   COMMENTS

_____ Alternative and/or supplemental
       activities for additional practice
       are included in the plan as
       appropriate.

_____ The plan demonstrates intent to
       promote learner involvement.

_____ The material and media for the
       lesson are listed.

_____ An explanation is provided for how
       the material and media will be
       used.

_____ The material and media are
       appropriate for the students and
       the learning.

_____ The plan contains specific
       procedures to monitor the level of
       student understanding during the
       lesson.

_____ The plan contains a description of
       the organization of student
       learning (classroom structure,
       facility arrangement, centers, etc.)

_____   _____
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'S NAME: _____   **OBSERVATION NO:** _____

DATE: _____

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 3 students and provide their objectives. **IA**

2. What specific data 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**

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 AND PROFESSIONAL GROWTH

OBSERVATION NOTES

COVER SHEET

EDUCATOR NAME: _____

EVALUATOR/OBSERVER NAME: _____

OBSERVATION DATE: ____/____/____   **Class/Session Start Time:** _____

Class/Session End Time: _____

Number of students _____

Date of Observation _____ Page _____ of _____ pages

Teacher Name: _____

Time AM/PM	Classroom Events

COMPREHENSIVE ASSESSMENT
REFLECTING INFORMATION RECORD

EDUCATOR NAME: _____ **OBSERVATION NO:** _____

DATE: _____

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. **IIIC**

2. Provide the data/information that you have used to determine your students' progress toward this lessons' 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**

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	**AREAS TO STRENGTHEN**
(Must include at least one)	**(Must include at least one)**

Domain _____
    Indicator _____
    Statement _____
Evidence

Domain _____
    Indicator _____
    Statement _____
Evidence

Domain _____
    Indicator _____
    Statement _____
Evidence

Domain _____
    Indicator _____
    Statement _____

Domain _____
    Indicator _____
    Statement _____
Evidence

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/Observer/Date

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

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).** IIIA, IIIC.

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

3. Domain V: Professional Growth

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 Activities 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/2nd Year Educator	1 indicator in each domain **above Level A** in Domains I-IV **All** indicators at **Level A** in Domains V & VI	All indicator(s) at **Level A or at indicator(s) below Level A** in a domain within Domains I-VI An indicator(s) **below Level A** in a domain within Domains V & VI **Expectation: No more than 2 domains be identified as "Required Areas to Strengthen."**
Third-Year Apprentice/Advancement to a Professional License	All indicators at **Level B**	An indicator(s) **below Level B** **Requirement: Advancement to a professional License allows no more than 2 domains identified as "Required Areas to Strengthen."**
Professional License and/or Highly Qualified*	No indicators below **Level B** At least 1 indicator in each domain at **Level C**	An indicator(s) **below Level B** A domain in which no indicator is at Level C **Expectation: No more than 1 domain be identified as a "Required Area to Strengthen."**

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

COMPREHENSIVE ASSESSMENT – SUMMATIVE REPORT

EDUCATOR NAME: _____ SCHOOL NAME: _____

SS# _____ Teacher #: _____

DOMAIN I: Planning Indicators	Unsatisfactory	Performance Level A Developing	Performance Level B Proficient	Performance Level C Advanced
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.	_____	_____	_____	_____

DOMAIN II: Teaching Strategies Indicators	Unsatisfactory	Performance Level A Developing	Performance Level B Proficient	Performance Level C Advanced
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.	_____	_____	_____	_____
	_____	_____	_____	_____

DOMAIN III: Assessment and Evaluation Indicator	Unsatisfactory	Performance Level A Developing	Performance Level B Proficient	Performance Level C Advanced
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.	_____	_____	_____	_____

DOMAIN IV: Learning Environment Indicators	Unsatisfactory	Performance Level A Developing	Performance Level B Proficient	Performance Level C Advanced
A. Creates a classroom culture that develops student intellectual capacity in the content area.	_____	_____	_____	_____
B. Manages Classroom resource effectively.	_____	_____	_____	_____

DOMAIN V: Professional Growth Indicators	Unsatisfactory	Performance Level A Developing	Performance Level B Proficient	Performance Level C Advanced
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

DOMAN 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 _____ Required and/or _____ 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 of Growth): State the Domain/Indicator or Competence. [Should relate directly to the Comprehensive Assessment-Summative Report]

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

Action Plan: Describe the action 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 Plan0?

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

Rating Scale

Advanced

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

Proficient

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

Developing

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.

Bloom's Taxonomy*

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

Knowledge: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, nam 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, estimat 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, rel 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 i 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

HOW TO ACCESS
THE FRAMEWORK FOR EVALUATION
AND PROFESSIONAL GROWTH
LINK TO THE STATE'S WEBSITE

Go to:
www.tennessee.gov/education/frameval/
Scroll down to the bottom of the page and click on Framework for Evaluation and Professional Growth.
The first page consist of the
Frequently Asked Questions.
Scroll down to the second page to view the list of:
Manuals and Instrument Section

OR
You may also access the Manuals by scrolling down to the bottom of the first page of the Frequently Asked Questions.
Go to the last question,
"How can I access the Framework for Evaluation Training Manuals?"
Click on the link to the particular manual you need.

SUGGESSTION:
Save these manuals to your c:\drive for convenience and future use.