

TGDS HANDBOOK

2016-17



Teacher Growth & Development System



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Teacher Growth and Development System (TGDS)

TGDS History & Development

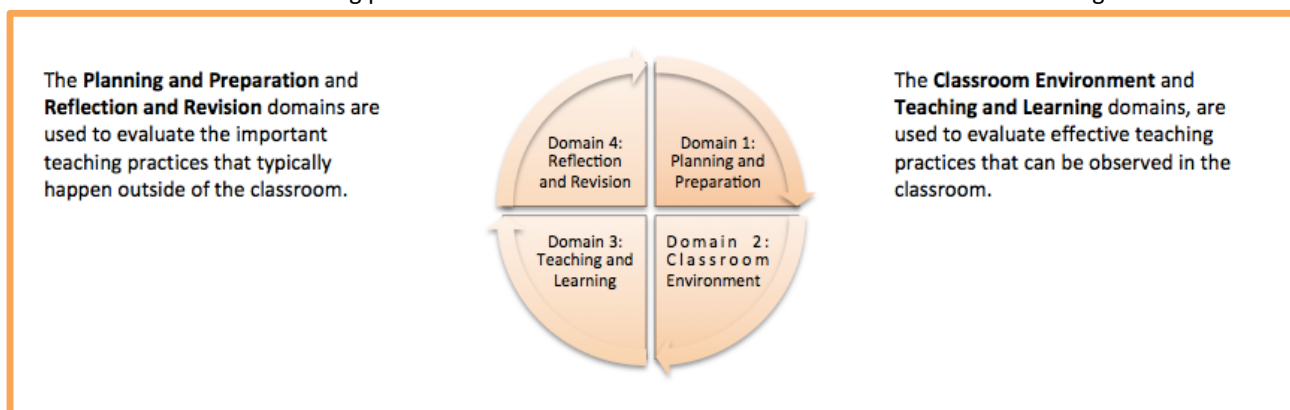
Launched in 2011, as an outgrowth of the Strategic Plan, the OUSD Effective Teaching Task Force developed a homegrown framework for effective teaching and a correlating evaluation system that pulls from local and national research. Both are grounded in the specific priorities, context and needs of Oakland's teachers and students. The resulting Oakland Effective Teaching Framework (OETF) and Teacher Growth and Development System (TGDS) were implemented at 2 schools in the 2013-2014 academic year. Early success encouraged OEA and OUSD to expand the pilot to 16 schools in the 2014-2015 school year. In 2015-16, the pilot expanded to include all schools in the district, and this pilot is continuing in 2016-17.

The TGDS Mission

TGDS is designed to support the continuous growth and development of teachers by building an asset focused evaluation system that empowers leaders, in and out of the classroom, to provide regular, consistent, evidenced-based feedback to the teachers that improves their practice for students.

The Foundation: Oakland Effective Teaching Framework (OETF)

The Oakland Effective Teaching Framework is the basis for all classroom observation and is used to provide feedback to teachers and evaluate teaching practice. The OETF is divided into four domains of effective teaching.



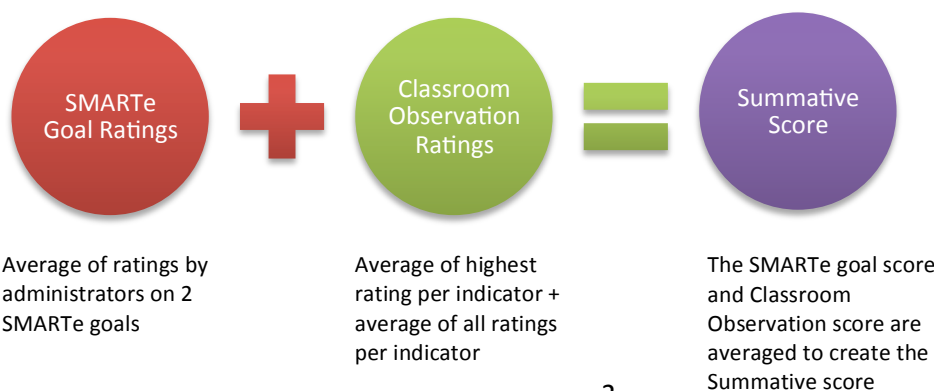
The framework provides four distinct levels of teaching performance (**Not Meeting, Developing, Effective, Exemplary**) that describe measurable teaching actions and provide a roadmap for improvement in teaching practice.

Goal Setting and Reflection

Goal setting and data collection is a core teacher practice that is supported through TGDS. Teachers set a year-long SMARTe goal for student achievement based on a site or district-approved assessment, and use the OETF to set a professional practice goal. Teachers monitor progress towards SMARTe goals, collecting evidence to demonstrate growth in these areas throughout the TGDS evaluation cycle. At the end of the year, teachers and administrators examine data to reflect on and assess progress towards the goal.

Summative Ratings:

The final evaluation score is composed of the ratings on the SMARTe goals combined with the ratings on OETF indicators over four observations.



Summative Score Ranges:

Not Meeting: 1-1.5
Developing: 1.6-2.6
Effective: 2.7-3.4
Exemplary: 3.5-4

OAKLAND EFFECTIVE TEACHING FRAMEWORK (OETF) 2016-2017

Domain 1: Plans and Prepares Rigorous Standards Aligned Lessons	
1A Plans a Clear Purpose for Learning	1A.1 Establishes standards-aligned content-language objectives
	1A.2 Establishes aligned criteria for mastery
1B Plans Meaningful and Equitable Instruction	1B.1 Plans meaningful tasks that require student ownership
	1B.2 Plans for student communication and collaboration
	1B.3 Plans support for equitable engagement and access for ALL for students
Domain 2: Builds a Supportive and Challenging Learning Environment	
2A Promotes an Environment of Respect and Rapport	2A.1 Builds a positive and respectful classroom community where ALL students are valued
	2A.2 Uses Culturally Responsive Teaching practices to ensure the cognitive and emotional development of all students.
2B Establishes a Culture for Learning	2B Builds a growth mindset-focused learning environment
2C Establishes Behavioral Expectations and Routines	2C Builds and maintains classroom routines that maximize learning time
Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students	
3A Establishes a Clear Purpose for Learning	3A Clearly communicates the content language objective and criteria for mastery
3B Engages Students in Meaningful Tasks	3B.1 Engages students in meaningful tasks that require student ownership
	3B.2 Uses instructional strategies to support equitable engagement and access for ALL students
	3C.1 Models and ensures use of academic language
3C Fosters Communication and Collaboration Skills	3C.2 Uses questioning strategies that require the use of evidence and elaboration
	3C.3 Develops student collaboration and communication
3D Assesses Student Learning	3D Monitors and supports student progress towards mastery of content-language objective
Domain 4: Reflects and Revises to Improve Student Outcomes	
4A Reflects and Revises to Improve Student Outcomes	4A Reflects on student outcomes to assess effectiveness and determine next steps

Domain 1: Plans and Prepares Rigorous Standards-Aligned Lessons*

1A Plans a Clear Purpose for Learning

Exemplary = ALL elements of Effective + at least ONE element of Exemplary			
Indicators	Not Meeting	Developing	Effective Exemplary
1A.1 Establishes standards aligned content-language objectives	Content-language objectives: - Are not measurable; listed as activities/agenda items rather than student learning outcomes. - Reflect low cognitive challenge that is not aligned to grade-level district standards. - Do not describe how students will use language to demonstrate content knowledge and/or skill aligned to the objective.	Content-language objectives: - Are somewhat measurable and/or the specific learning outcome for the lesson is unclear. - Reflect moderate cognitive challenge that is somewhat aligned to grade-level district standards. - Partially describe how students will use language forms and functions to demonstrate content knowledge and/or skill aligned to the objective.	Content-language objectives: - Are specific, clear, measurable and student-oriented. - Reflect significant cognitive challenge aligned to grade-level district standards.** - Describe clearly how students will use language forms and functions to demonstrate content knowledge and/or skill aligned to the objective. Content-language objectives: - Reflect application of significant content and skills in- and outside the classroom, through use of interdisciplinary curriculum, linked learning practices, authentic audience, etc. - Incorporates Social and Emotional Learning Standards (SEL) to support character and promote academic success.
Observable Evidence	- Objective(s) includes active verbs to name functions/purposes for learning and specifies target language necessary to complete the task (discuss, articulate, read, listen for). - Objective(s) articulates the academic language functions and skills that they need to master to fully participate in the lesson and meet the grade-level content standards (Inquiry, Compare/Contrast, Elaborate, Summary, Cause/Effect, Sequencing etc.). - Objective(s) includes clear connection to District instructional standards - Objective(s) demonstrate how Social and Emotional Learning standards are incorporated into criteria for success.		
Accommodations for Students with Disabilities	- Instructional outcomes may reference IEP goals, and/or alternative standards that address real-world life and adaptive functioning skills. - Instructional outcomes may be modified and/or adapted for individual students.		

**** District Standards** include Common Core State Standards, Next Generation Science Standards, English Language Development Standards, and Social Emotional Learning Standards (SEL)

Domain 1: Plans and Prepares Rigorous Standards-Aligned Lessons*

1A Plans a Clear Purpose for Learning

<i>Exemplary = ALL elements of Effective + at least ONE element of Exemplary</i>			
Indicators	Not Meeting	Developing	Effective Exemplary
1A.2 Establishes aligned criteria for mastery	- The teacher's instructional plans include limited or no criteria by which student learning will be assessed and/or plans assess activity completion rather than student learning. - The teacher's instructional plans include limited or no methods for communicating criteria for mastery of the content-language objective. - The teacher's instructional plans include limited or no plans for formative assessment aligned to content-language objective(s) OR plans may include formative assessment focused on activity completion rather than student learning.	- The teacher's instructional plans include criteria to assess levels of student learning that are vague or partially aligned with the content-language objective. - The teacher's instructional plans include methods for communicating criteria for mastery of the content-language objective that vaguely describe expectations for student success. - The teacher's instructional plans include formative assessments partially aligned to content-language objective that will yield generic data about student learning.	- The teacher's instructional plans include clear criteria to assess levels of student mastery of the content-language objective. - The teacher's plans for communicating criteria for mastery of the content-language objective clearly describe expectations for student success and may include models, rubrics, or tools to illustrate what success will look like. - The teacher's instructional plans include formative assessments aligned to the content-language objective(s) that can yield actionable data about student progress toward the short- and long-term content-language objectives.
Observable Evidence	- Instructional plan shows how the teacher will use assessment strategies and instruments appropriate to the learning outcomes being evaluated (conferring, oral/written presentation, performance rubric, questioning strategies, etc.). - Instructional plan provides opportunities for students to think about, discuss, or evaluate and monitor their progress towards content mastery. (SEL) - Instructional plan shows the use of rubrics and guidelines to evaluate work in progress. - Instructional plans include a clear plan to articulate content-language objective and criteria for mastery to and with students. - Instructional plans provide opportunities for students to self-review and/or peer review. (SEL)		
Accommodations for Students with Disabilities	- Students' IEPs and 504 accommodations are up-to-date and adequately address the criteria by which students' learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes. - Teacher's instructional plans reference IEP goals/504 accommodations, and/or alternative standards that address real-world life and adaptive functioning skills. - Teacher's instructional plans should be modified and/or adapted for individual students.		

Domain 1: Plans and Prepares Rigorous Standards-Aligned Lessons*

1B Plans Meaningful and Equitable Instruction

Exemplary = ALL elements of Effective + at least ONE element of Exemplary				
Indicators	Not Meeting	Developing	Effective	Exemplary
1B.1 Plans meaningful tasks that require student ownership	- Few or none of the tasks and materials are aligned to the content-language objective. - Tasks lack adequate structure and/or present few or no opportunities for students to apply challenging content and skills. - Tasks represent inappropriately low levels of DOK and require little to no justification/explanation of student thinking.	- Some of the tasks and materials are aligned to the content-language objective. - Tasks are structured to require students to spend some of the time applying challenging content and skills (reading, writing, discussing, analyzing, problem-solving etc.). - Tasks represent moderately appropriate levels of DOK and require some justification/explanation of student thinking.	- Most or all tasks and materials are aligned to the content-language objective. - Tasks are structured to require students to spend the majority of the time applying challenging content and skills (reading, writing, discussing, analyzing, problem-solving etc.). - Tasks represent appropriately high levels of DOK and consistently require students to justify/explain their thinking.	- Tasks and materials can be personalized for each student. - Teacher has designed choice or open selection for students in a way that meaningfully enhances student mastery.
Observable Evidence	- Tasks are aligned to the content language objective. - Tasks require students to engage in high-level analysis, explanation and/or written response to complex texts OR to solve problems for real-world scenarios or applications. - Tasks offer several ways for students to approach and demonstrate learning (i.e. different activities/questions/modes of expression or performance for students to choose from). (SEL) - Instructional plan facilitates students' use of available technologies to support and/or advance their learning and to explore important ideas. - Instructional plan allows a significant amount of time for students to practice, internalize, and apply content-specific learning strategies. - Tasks are framed to indicate their cognitive function.			
Accommodations for Students with Disabilities	- Students' IEPs and 504 accommodations are up to date and adequately address the criteria by which students' learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes. - Teacher's instructional plans reference IEP goals/504 accommodations and/or alternative standards that address real-world and adaptive functioning skills. - Teacher's instructional plans should be modified and/or adapted for individual students.			

Domain 1: Plans and Prepares Rigorous Standards-Aligned Lessons*

1B Plans Meaningful and Equitable Instruction

Exemplary = ALL elements of Effective + at least ONE element of Exemplary			
Indicators	Not Meeting	Developing	Effective Exemplary
1B.2 Plans for student communication and collaboration	- The teacher's instructional plans do not explicitly include academic language. - The teacher's instructional plans include limited questions/prompts OR questions are low level (basic recall) and do not support students in mastery of the content-language objective. - The teacher's instructional plans include limited or incidental groupings for student communication and collaboration, but the design and structures are not clear or only partially support the content-language objective.	- The teacher's instructional plans include explicit academic language but opportunities for students to practice/apply are vague. - The teacher's instructional plans include questions/prompts that require moderate level thinking and somewhat support students in mastery of the content-language objective. - The teacher's instructional plans include groupings for collaboration, but there is a mismatch between the structure and instructional objective/student needs, or the plans only partially support the content-language objective.	- The teacher's instructional plans include the structures for students to flexibly group themselves during the lesson to meet individual student needs. - The teacher's instructional plans position students as facilitators and developers of classroom discussions and/or collaborative structures to advance higher-level thinking and support mastery of the content-language objective.
Observable Evidence	- Role, duration, and accountability of tasks foster collaboration and communication. (SEL) - Instructional plan explicitly names opportunities for academic vocabulary to be used and supported. - Instructional plan includes cognitively challenging discussion opportunities that allow for teacher and student facilitation that support ALL learners. (SEL) - Instructional plan includes varied structures for student groupings for Academic Discussions that are designed to deepen learning. (SEL)		
Accommodations for Students with Disabilities	- Students' IEPs and 504 accommodations are up-to-date and adequately address the criteria by which students' learning will be assessed and measured to meet IEP goals, 504 accommodations and expected learning outcomes. - Teacher's instructional plans reference IEP goals/504 accommodations and/or alternative standards that address real-world and adaptive functioning skills. - Teacher's instructional plans should be modified and/or adapted for individual students.		

Domain 1: Plans and Prepares Rigorous Standards-Aligned Lessons***1B Plans Meaningful and Equitable Instruction**

<i>Exemplary = ALL elements of Effective + at least ONE element of Exemplary</i>			
Indicators	Not Meeting	Developing	Effective Exemplary
1B.3 Plans support for equitable engagement and access for ALL students	- The teacher's instructional plans show limited or no evidence of incorporating student interests, prior knowledge, and culturally responsive pedagogy into lesson content/design to engage students in learning. - The teacher's instructional plans are designed for the class as a whole, without differentiation to address student needs. - The teacher's instructional plans do not address common student misconceptions or provide strategies to support or correct misconceptions.	- The teacher's instructional plans superficially incorporate student interests, prior knowledge, and culturally responsive pedagogy into lesson content/design to engage students in learning. - The teacher's instructional plans indicate that the lesson will be superficially differentiated based on some knowledge of student need. - The teacher's instructional plans address common student misconceptions, but include limited strategies to address and correct misconceptions.	- The teacher's instructional plans incorporate student interests, prior knowledge, and culturally responsive pedagogy into lesson content/design to engage students in learning. - The teacher's instructional plans indicate that the lesson will be differentiated based on knowledge of students' academic readiness, academic language levels, diverse cultural backgrounds, and cognitive, social, emotional, and physical development. - The teacher's instructional plans anticipate student misconceptions and include strategies to support students to recognize and correct these misconceptions. - The teacher's instructional plans integrate connections to relevant, meaningful and real-life contexts, to provide opportunity for students to critically analyze bias, stereotyping, and assumptions. - The teacher's instructional plans provide an effective structure for students to uncover and correct their own misconceptions for deeper learning.
Observable Teaching Practices	- Instructional plan includes scaffolds and strategies for ELL and/or dependent learners that builds understanding of English learners' levels of language acquisition and teaches specific academic language in ways that engage students in accessing subject matter text and/or learning activities (including sentence frames, frontloading of vocabulary, content and language functions, small-group instruction). - Instructional plan is designed with a philosophical stance of Culturally Responsive Teaching (SEL) - Instructional plan includes consideration of students' prior knowledge, skills and interests from previous lesson with connection to Big Ideas/Unit Theme - Instructional plan includes modifications and scaffolds for students' individual cognitive, social and physical development that matches students' instruction with their pattern of abilities. (SEL) - Instructional plan includes scaffolds and strategies for EL and/or struggling students (including sentence frames, frontloading of vocabulary, content and language functions, small group instruction).		
Accommodations for Students with Disabilities	- The teacher's instructional plans include knowledge of individual students' instructional needs and ability based on IEP goals and/or 504 Plan Accommodations. - The teacher's instructional plans include specific and appropriate modifications to match individual students needs and/or goals. - Teacher's instructional plans may include student grouping that are teacher facilitated. - Teacher's instructional plans include strategies or structures that are carefully selected to support student output and generate student interaction aligned to learning targets. - The teacher's instructional plans include strategies to minimize behavioral distractions/disruptions and are designed to facilitate engagement and academic achievement		

Domain 2: Builds a Supportive and Challenging Learning Environment**2A Promotes an Environment of Respect and Rapport**

Exemplary = ALL elements of Effective + at least ONE element of Exemplary			
Indicators	Not Meeting	Developing	Effective Exemplary
2A.1 Builds a positive and respectful classroom community where all students are valued	- Teacher does not actively foster positivity or fosters minimal positivity through classroom movement, body language and/or eye contact and smiling, OR teacher may respond only to misbehavior. - Teacher reacts ineffectively to or ignores some inflammatory situations including put downs, biased comments, foul language, bullying, etc. - Patterns of classroom interactions between teacher/students and among students are mostly negative, inappropriate, or insensitive to students' ages, cultures, or developmental levels.	- Teacher partially creates positivity by inconsistently visiting areas of the classroom in a physically warm way and/or through eye contact and smiling with most students. - Teacher responds inconsistently to inflammatory situations including put downs, biased comments, foul language, bullying, etc. - Patterns of classroom interactions between teacher/students and among students are consistently positive and respectful of the diverse cultural norms and identities of all students.	- Teacher creates positivity by consistently visiting all areas of the classroom in a physically warm way and/or through eye contact and smiling with all students. - Teacher proactively addresses, through a variety of means, any inflammatory situation including put downs, biased comments, foul language, bullying, etc. - Interactions between teacher/student and among students are consistently positive and respectful of the diverse cultural norms and identities of all students. - Students demonstrate a high regard, respect, and trust in their teacher through open body posture, smiling, and laughter. - Interactions among students demonstrate a high regard and respect for one another reflecting genuine trust, caring and warmth modeled by the teacher.
Observable Teaching Practices	- Uses body language and nonverbal cues to acknowledge students individually and convey warmth and respect (SEL). - Uses proximity to convey concern and engagement with students' learning process as well as life outside of the classroom.		
Observable Student Behaviors	- Supports peers and offers assistance and encouragement (SEL). - Listens and focuses on teacher or peers when they are speaking (SEL). - Describes teacher as someone who knows them and is interested in them (when prompted) (SEL).		
Accommodations for Students with Disabilities	Student/student interaction may be limited. Teacher may need to incorporate additional scaffolds to support social skills and positive interactions between students.		

Domain 2: Builds a Supportive and Challenging Learning Environment				
2A Promotes an Environment of Respect and Rapport				
Indicators	Not Meeting	Developing	Effective	Exemplary
2A.2 Uses Culturally Responsive Pedagogy to ensure the cognitive and emotional development of all students.	• The teacher rarely acknowledges students' identities and perspectives. • The teacher rarely provides evidence of their awareness for students' community and culture. • The teacher rarely employs culturally responsive learning tools (e.g. story, song, movement, repetition, etc.) to assist students in processing new information, OR attempts are not grounded in rigorous content.	• The teacher inconsistently indicates acceptance of students' identities and perspectives. • The teacher provides limited/partial evidence of awareness of students' community and culture. • The teacher inconsistently employs culturally responsive learning tools (e.g. story, song, movement, repetition, etc.) to partially assist students in processing rigorous new content.	• The teacher consistently validates and affirms diverse student identities and perspectives. • The teacher provides consistent evidence of awareness of students' community and culture through lesson examples, mental models, discussion prompts, curricular resources, visuals and/or artifacts. • The teacher successfully employs culturally responsive learning tools (e.g. story, song, movement, repetition, etc.) to assist students in processing rigorous new content.	• Students also assume ownership of cultural competence in the classroom, validating and affirming the cultural identities and perspectives of others in and beyond their classroom. • Students cite (when prompted) feeling that their cultural background and day-to-day reality outside of the classroom inform the teacher's lessons and actions within the classroom.
	• Accepts different registers of language and explicitly teaches their appropriate use in different contexts (code-switching) (SEL). • Incorporates non-linguistic representations into lessons and encourages them from students as well. • Uses curriculum that describes historical and/or political events from a range of racial, ethnic, cultural, gender, and language perspectives. • Uses and provides access to a variety of multicultural materials (e.g., literature, resources, toys/games, artifacts, realia, current events) that reflect students' cultures and/or other cultures for students to learn about. • Knows what interests individual students and builds lessons than incorporate those specific student interests. • Addresses systems of power and privilege, even in mono-cultural classrooms, in a way that decreases bias and increases equity (SEL). • Uses ritual, recitation, repetition, and rhythm, among other strategies, to support students in processing new information. • Incorporates cultural learning tools of memory, patterns and puzzles, talk and word play, and perspectives to engage students. • Incorporates music into the lesson as background for student thinking or to indicate transition and movement time. • Notices and responds when specific students are not engaged in the lesson and finds ways to re-engage them.			
Observable Teaching Practices				
Observable Student Behaviors	• Make connections between curriculum and personal community and culture. • Describe classroom as a place where their cultural background or native language feels accepted (when prompted) (SEL). • Describe teacher as someone who knows and is interested in them (when prompted) (SEL). • Creates mnemonic devices to help them remember new content. • Utilizes non-linguistic representations of content in addition to linguistic representations.			
Accommodations for Students with Disabilities	• The teacher's instructional plans purposefully incorporate the culture of disability into lesson content/design, including accommodations based on IDEA (Individuals with Disabilities Education Act).			

Domain 2: Builds a Supportive and Challenging Learning Environment				
2B Establishes a Culture for Learning				
Indicators	Not Meeting	Developing	Effective	Exemplary
2B Builds a growth-mindset focused learning environment	- The teacher's words and actions provide little or no encouragement for effort, convey low expectations for students' ability and convey a negative attitude towards learning. Teacher provides little or no encouragement in the face of difficulty. - The learning environment provides a limited sense of safety for students to take risks, offer opinions or share alternate perspectives. - Social Emotional Learning instruction/strategies are minimal or lacking.	- The teacher's words and actions partially or selectively convey the value of learning and the belief in student ability. Teacher inconsistently provides encouragement in the face of difficulty. - The learning environment inconsistently promotes an atmosphere of safety for students to take risks, offer opinions, and share alternate perspectives. - Social Emotional Learning strategies are partially observable or are not integral to teaching and learning.	- The teacher's words and actions fully convey the value of learning, and the belief in student ability. Students are encouraged to persevere in producing high quality work. - The learning environment promotes a culture of safety for students to take risks, offer opinions, and share alternate perspectives. - Social Emotional Learning is explicitly taught and/or artifacts are observable and integral to teaching and learning.	- Students assume ownership of learning, support each other in taking risks and persist in the face of difficulty. - The teacher uses examples of students' past challenges and successes to build confidence and self-efficacy.
Observable Teaching Practices*	- Recognizes and celebrates student academic progress and process (e.g., round of applause, certification of success, parent notification). - Helps to build empathy towards classmates (through morning meeting or connecting to fictional characters). - Uses growth mindset language like "persevere" to describe the class's efforts to meet a challenging demand. - Acknowledges persistence verbally or by tracking visually (e.g., Marlene Castro's "persistence point" chart). - Provides experiences where teamwork and taking care of each other are learned, practiced, expected, and discussed. - Models having a growth mindset (e.g. "I don't understand that YET"). - The teacher uses personalized examples of past challenges that were successfully overcome to build student self-efficacy. - Values mistakes as essential components of the learning process and selectively shares his/her own learning vulnerabilities.			
Observable Student Behaviors*	- Most students engage in lesson or become engaged when prompted by teacher. - Articulates the counter-narrative to the negative self-talk they may experience - Relies on a song or mantra with a growth mindset message to keep focus (e.g., NAS' "I know I Can") - Reflect on their progress and process as learner. - Can articulate strategies they can use when they are challenged. - Ask for help when needed. - Can use accurate words to describe their emotions beyond "mad," "sad," or "glad."			
Accommodations for Students with Disabilities	- Students may have challenges understanding abstract concepts and perseverance of task. - Recognition of learning styles, preferred modalities, and multiple intelligences in fostering "ability awareness." - Teacher incorporates additional aids to support perseverance and social emotional learning (e.g., visual aids, tangible rewards systems, use of prompts/visual cues to get started, etc.) - Students/student interactions may include therapeutic supports that promote social emotional learning.			

* All observable teaching practices and student behaviors are exemplars of SEL

Domain 2: Builds a Supportive and Challenging Learning Environment				
2C Establishes Behavioral Expectations and Routines				
Indicators	Not Meeting	Developing	Effective	Exemplary
2C Builds and maintains classroom routines that maximize learning time	- Teacher's expectations for student behavior are minimal, lacking, or inappropriate (i.e. a mismatch between intention and impact of expectations.) - Students need frequent reminders of routines and procedures that are heavy with consequences and/or student misbehavior significantly detracts from overall learning. - Classroom procedural routines are minimal or lacking, resulting in most students disengaged from the learning tasks.	- The teacher sets appropriate expectations for student behavior but expectations are inconsistently communicated and/or applied. - Teacher acknowledges positive behaviors and inconsistently responds to disruptive behavior. Student misbehavior interferes with overall learning time. - Classroom procedural routines are somewhat effective, resulting in some students completing the task.	- The teacher consistently communicates high expectations for student behavior that support a learning community. - Teacher focuses on positive student behavior and purposefully recognizes positive behavior to reinforce expectations. - Classroom procedural routines are clear, effective, culturally responsive, and largely maximize allotted learning time.	- Students act as leaders in developing and maintaining classroom norms and procedural routines, which maximize instructional time. - Students have internalized norms, procedures and routines to maintain a supportive learning environment that builds on student strengths.
Observable Teaching Practices*	- There are visual reminders of classroom procedural and cognitive routines posted in the classroom. - Teacher verbally reflects back to students their progress in meeting behavioral expectations. - Teacher uses a consistent visual or audio signal for attention (e.g., call and response, bell, chime, hand signal, etc.) - Teacher elicits the help of students to enact classroom procedural routines wherever possible (e.g., passing out papers, checking homework, etc.). - Teacher redirects students by moving into close proximity and speaking to the individual rather than calling them out in front of other student - Positive narration is utilized. - Teacher utilizes a behavior modification and /or reinforcement system that builds student capacity to thrive in a collaborative classroom. - Teacher reinforces routines and expectations by grounding them in their learning purpose.			
Observable Student Behaviors*	- All students follow direction. - Students know the procedure for all classroom routines (e.g., using the bathroom, asking a question, getting supplies, etc.). - Students know which cognitive routines suit their learning needs and employ them regularly to incorporate new understandings. - Students are focused on the learning task. - Students support each other to abide by a shared set of expectations. - Students do not need reminders of routines and procedures and hold each other accountable to classroom rule			
Accommodations for Students with Disabilities	- Students may have varied skills in managing their own behavior. Evidence is present that teacher proactively addresses student behavior needs. - All transitions and routines are emphasized and taught through multiple repetitions and supported by graphic representation of behavior expectations. Transitions can trigger behaviors; however, teacher has supports in place to address these behaviors. - Behaviors are managed through inclusionary practices within the classroom rather than relying on outside interventions, save exceptional situations			

Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students**3A Establishes a Clear Purpose for Learning**

<i>Exemplary = ALL elements of Effective + at least ONE element of Exemplary</i>			
Indicators	Not Meeting	Developing	Effective Exemplary
3A Clearly communicates the content-language objective and criteria for mastery	- The content-language objective is not expressed during the lesson OR the objective is low quality*. - The teacher does not establish connections between the lesson's content-language objective, learning goals, and long-term learning objectives. - The teacher does not articulate criteria for successfully demonstrating mastery of the lesson's content-language objective(s), OR expectations are expressed as task completion.	- The teacher shares a content-language objective that meets some criteria for quality* with students. - The teacher makes vague connections between the lesson's content-language objective(s), learning goals, and long-term learning objectives. - The teacher partially expresses the criteria for successfully demonstrating mastery of the lesson's content-language objective(s) but expectations for work quality is somewhat vague.	- The teacher shares a quality content-language objective(s)* with students and refers to it throughout the lesson. - The teacher clearly communicates to students how the content-language objective(s)** is situated within the current learning to support mastery of long-term learning objectives. - The teacher clearly articulates the criteria for successfully demonstrating mastery of the lesson's content-language objective(s)** and provides models/exemplars/rubrics as appropriate. - Students are able to make meaning of the objective on their own. - Students make personal connections to new content and establish their own authentic purpose for learning.
Observable Teaching Practices	- The learning target is written on the board or is a part of projected presentation. - Teacher or student reads the learning target aloud. - Discusses the learning target and its significance, connecting it to previous lesson and/or big picture. - Uses a student model or creates a mock model to demonstrate the criteria for mastery. - Uses rubrics to communicate in writing the criteria for a given learning target or mastery assignment. - Presents visuals of content-language objective(s).		
Observable Student Behaviors	- Reads the learning target aloud to the class or to a partner. - Writes the learning target in their agenda or other graphic organizer. - Can articulate the significance of the learning target and its connection to the larger unit. - Can assess whether they met the learning target by the end of the period. - Describes the criteria for successfully mastering the learning target.		
Accommodations for Students with Disabilities	- Teacher may use multiple modes to communicate learning targets (e.g., oral expression, use of pictures, gestures, etc.). - Teacher supports students in articulating what they are learning. - Teacher develops varied criteria for mastery for individual students based on learning needs and clearly communicates criteria to individual students. - Learning targets can be individualized instead of whole group.		

*Refer to Indicator 1A.1 for a description of quality content-language objectives.

**When a content-language objective is not present, consider stated objective

Domain 3: Teachers to Ensure Ownership and Mastery for ALL Students**3B Engages Students in Meaningful Tasks**

Exemplary = ALL elements of Effective + at least ONE element of Exemplary			
Indicators	Not Meeting	Developing	Effective Exemplary
3B.1 Engages students in meaningful tasks that require student ownership	- At any point in the lesson, few students are actively and intellectually engaged, with the remaining students allowed to be passive or merely compliant. - Tasks have no clearly defined structure, and/or the teacher's pacing is so slow or rushed that most students do not have sufficient time for meaningful practice within the lesson. - Tasks lack appropriate cognitive challenge and do not require students to share their thinking in support of the content-language objective.	- At any point in the lesson, some students are actively and intellectually engaged, with the remaining students allowed to be passive or merely compliant. - Tasks have recognizable structure and allow some students sufficient time for meaningful practice. - Tasks represent moderate cognitive challenge and require students to state their thinking in support of the content-language objective.	- At any point in the lesson, most students are actively and intellectually engaged, with few students allowed to be passive or merely compliant. - Tasks have clear structure and allow most students sufficient time for meaningful practice (i.e. reading, writing, discussing, analyzing, problem-solving or applying concepts) in order to support mastery of the content-language objective.* - Tasks represent significant cognitive challenge and require students to justify their thinking in support of the content-language objective.*
Observable Teaching Practices	- Provides multiple reading sources and/or media for students to synthesize and identify themes across the artifacts. - Seeks out an authentic audience for given task (e.g., policy paper, letters to Congress, student anthology, digital stories, blogs, PSAs, etc.). - Provides sufficient time for all students to engage in productive struggle with content and develop deep understanding. (SEL) - Provides opportunities for students to transfer higher-level thinking from speaking and thinking aloud to writing, including: peer critiques, peer editing and online collaboration.		
Observable Student Behaviors	- Apply information inferred from text, facts and/or new data. - Provide reasoning behind their answers, regardless of whether answers are correct and typically before indicating if answers are correct or not. - Demonstrate the ability to apply skills or understanding in different contexts when presented with new, unfamiliar tasks.		
Accommodations for Students with Disabilities	- Instructional grouping arrangements are matched with student development and need (e.g., structure, role, duration, etc.). - Teacher scaffolds students' participation in-group work. Every student has a clear role and/or responsibility for producing something that shows his or her thinking.		

*When a content-language objective is not present, consider stated/written objective

Domain 3: Teachers to Ensure Ownership and Mastery for ALL Students

3B Engages Students in Meaningful Tasks

Exemplary = ALL elements of Effective + at least ONE element of Exemplary			
Indicators	Not Meeting	Developing	Effective Exemplary
3B.2 Uses instructional strategies to support equitable engagement and access for ALL students*	- The teacher does not modify/or extend instructional methods, content, lesson process and/or products to support students' needs. - The teacher does not surface or address students' challenges and misconceptions during the lesson. - Teacher's instructional practices do not engage most students.	- The teacher attempts to modify/extend instructional methods, content, lesson processes and/or products, but differentiation only superficially addresses students' needs and/or access to grade level content. - The teacher inconsistently addresses students' challenges and misconceptions during the lesson. - Teacher inconsistently uses instructional practices that motivate and engage some students.	- The teacher provides access to and/or extensions of grade-level content by effectively using instructional strategies, extensions, and/or scaffolds to address the diverse academic and linguistic needs of all students - The teacher supports all students in identifying how they learn best and by encouraging them to utilize strategies that support and are responsive to their individual needs.
Observable Teaching Practices	- Incorporates cultural learning tools of memory, patterns and puzzles, talk and word play, and perspectives to engage students. - Breaks content into small chunks that students can more easily integrate. - Employs learning games to assist with elaboration of new content (e.g., sorting activities, concentration-style matching). - Provides appropriate processing time (wait time). - Previews content to students with language needs or learning disabilities. - Provides language-based clues for ELL's: adopting slower speech, enunciating clearly, modeling with think-aloud, providing synonyms/antonyms for unknown vocabulary, etc. - Adjusts process through grouping (homogenously and heterogeneously academic proficiencies) and learning styles (e.g., auditory, kinesthetic, verbal) - Adjusts product by providing students multiple ways to demonstrate learning (e.g., acting out knowledge, using physical objects, using visuals). - Provides individualized academic supports to learn information or complete tasks, such as graphic organizers, manipulatives or online resources. - Utilizes various tools (e.g., technology/digital resources and assistive technology devices for students with disabilities) to meet students' learning needs.	- Records information in the format that best suits his/her need (for example, some students can be seen writing closed notes instead of free-form). - Starts a given task somewhere even if that starting point is different than the starting point for a peer. - Students use evidence and information from the text when responding, as well as acknowledging the perspectives of others. - Students use language frames for speaking and writing.	- In addition to typical differentiation, differentiation might also be needed for behavior, social and adaptive skills. - Modifies content, process, and product requirements based on the specific needs of a student's IEP (e.g., shortening the assignment, providing alternate prompts, providing evidence, etc.)
Observable Student Behaviors	- Incorporates cultural learning tools of memory, patterns and puzzles, talk and word play, and perspectives to engage students. - Breaks content into small chunks that students can more easily integrate. - Employs learning games to assist with elaboration of new content (e.g., sorting activities, concentration-style matching). - Provides appropriate processing time (wait time). - Previews content to students with language needs or learning disabilities. - Provides language-based clues for ELL's: adopting slower speech, enunciating clearly, modeling with think-aloud, providing synonyms/antonyms for unknown vocabulary, etc. - Adjusts process through grouping (homogenously and heterogeneously academic proficiencies) and learning styles (e.g., auditory, kinesthetic, verbal) - Adjusts product by providing students multiple ways to demonstrate learning (e.g., acting out knowledge, using physical objects, using visuals). - Provides individualized academic supports to learn information or complete tasks, such as graphic organizers, manipulatives or online resources. - Utilizes various tools (e.g., technology/digital resources and assistive technology devices for students with disabilities) to meet students' learning needs.	- Records information in the format that best suits his/her need (for example, some students can be seen writing closed notes instead of free-form). - Starts a given task somewhere even if that starting point is different than the starting point for a peer. - Students use evidence and information from the text when responding, as well as acknowledging the perspectives of others. - Students use language frames for speaking and writing.	- In addition to typical differentiation, differentiation might also be needed for behavior, social and adaptive skills. - Modifies content, process, and product requirements based on the specific needs of a student's IEP (e.g., shortening the assignment, providing alternate prompts, providing evidence, etc.)
Accommodations for Students with Disabilities	- Incorporates cultural learning tools of memory, patterns and puzzles, talk and word play, and perspectives to engage students. - Breaks content into small chunks that students can more easily integrate. - Employs learning games to assist with elaboration of new content (e.g., sorting activities, concentration-style matching). - Provides appropriate processing time (wait time). - Previews content to students with language needs or learning disabilities. - Provides language-based clues for ELL's: adopting slower speech, enunciating clearly, modeling with think-aloud, providing synonyms/antonyms for unknown vocabulary, etc. - Adjusts process through grouping (homogenously and heterogeneously academic proficiencies) and learning styles (e.g., auditory, kinesthetic, verbal) - Adjusts product by providing students multiple ways to demonstrate learning (e.g., acting out knowledge, using physical objects, using visuals). - Provides individualized academic supports to learn information or complete tasks, such as graphic organizers, manipulatives or online resources. - Utilizes various tools (e.g., technology/digital resources and assistive technology devices for students with disabilities) to meet students' learning needs.	- Records information in the format that best suits his/her need (for example, some students can be seen writing closed notes instead of free-form). - Starts a given task somewhere even if that starting point is different than the starting point for a peer. - Students use evidence and information from the text when responding, as well as acknowledging the perspectives of others. - Students use language frames for speaking and writing.	- In addition to typical differentiation, differentiation might also be needed for behavior, social and adaptive skills. - Modifies content, process, and product requirements based on the specific needs of a student's IEP (e.g., shortening the assignment, providing alternate prompts, providing evidence, etc.)

*All observable teaching practices and student behaviors are exemplars of SEL

Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students**3C Fosters Communication and Collaboration Skills**

Level of Performance			
Exemplary = ALL elements of Effective + at least ONE element of Exemplary			
Indicators	Not Meeting	Developing	Effective Exemplary
3C.1 Models and ensures use of academic language	• The teacher provides limited or no exposure to discipline-specific academic language. • The teacher provides limited or no support for the use of discipline-specific academic language. • Students rarely demonstrate an awareness of discipline specific academic language.	• The teacher provides some exposure to discipline-specific academic language. • The teacher inconsistently supports or requires the use of discipline-specific academic language. • Students demonstrate an inconsistent application of discipline specific academic language.	• The teacher provides consistent exposure and provides explicit instruction in discipline-specific academic language. • The teacher consistently supports and holds students accountable in practicing and applying discipline-specific academic language. • Students demonstrate a consistent application of discipline specific academic language. • Students independently apply and/or hold each other accountable for using discipline-specific academic language appropriately. • Students analyze or evaluate each others use of discipline-specific academic language.
Observable Teaching Practices	• Explicit modeling and naming of academic language. • Teacher rephrases student responses to include target academic language. • Teacher provides sentence frames for student response that include target academic language.		
Observable Student Behaviors	• During student interview, students can point to resources or explain new vocabulary words in their own words. • Without teacher prompting, students use academic language to complete task. • Students use academic language sentence frames. • Students engage in collaborative discussions and/or debates		
Accommodations for Students with Disabilities	• Academic language is matched to the learning target, academic content, and students' developmental levels. • Academic language can be expressed through multiple modes of communication including picture exchanges, gestures, sign language, expressions, eye gaze, etc. • Student production may be limited; interaction may be characterized by back and forth interaction with teacher rather than student interaction.		

Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students**3C Fosters Communication and Collaboration Skills**

Exemplary = ALL elements of Effective + at least ONE element of Exemplary			
Indicators	Not Meeting	Developing	Effective Exemplary
3C.2 Uses questioning strategies that require the use of evidence and elaboration	- The teacher poses questions/prompts that result in low-level thinking (e.g., recall, basic facts). - The teacher rarely holds students accountable for responses that cite evidence or provide a rationale for thinking. - Students are rarely required to go beyond brief or incomplete responses.	- The teacher poses questions/prompts that inconsistently advance higher-level thinking and only somewhat support students in mastery of the content-language objective. - The teacher inconsistently holds students accountable for responses that cite evidence or provide a rationale for thinking. - Students inconsistently respond in complete and elaborate responses, citing evidence and rationale for thinking.	- The teacher consistently poses questions/prompts that encourage diverse perspectives, advance higher-level thinking and support students in mastery of the content-language objective.* - The teacher consistently holds students accountable for complete and elaborate responses, citing evidence and rationale for thinking. - When responses are incomplete, the teacher consistently asks follow up questions that push students to provide evidence or provide a rationale for their thinking.
Observable Teaching Practices	- Teacher's questioning strategies encourage cognitively demanding thinking (Why? How?). - Teacher clarifies students' statements to have accountable talk (e.g. "tell us more about that"). - Questions using varied levels (e.g., Bloom's Taxonomy, Marzano's, Costa's) to assess all students' understanding. - Teacher responds to students neutrally but with interest.		
Observable Student Behaviors	- Students respond in complete and elaborate responses. - Student responses are relevant to the learning objective. - Students ask questions that deepen their understanding.		
Accommodations for Students with Disabilities	- The teacher poses questions/prompts that support student in expressing their thinking in increasingly complex ways. - Student production may be limited; interaction may be characterized by back and forth interaction with teacher rather than student interaction.		

*When a content-language objective is not present, consider stated/written objective

Domain 3: Teaches to Ensure Ownership and Mastery for ALL Students**3C Fosters Communication and Collaboration Skills**

Exemplary = ALL elements of Effective + at least ONE element of Exemplary			
Indicators	Not Meeting	Developing	Effective Exemplary
3C.3 Develops student collaboration and communication	- The teacher's expectations for communication and collaboration are unclear or do not explicitly include content or protocols. - The teacher rarely holds students accountable for neither equitable participation nor the content of their conversations and/or collaborative structures. - The teacher and students use limited or no discussion strategies and facilitation moves.	- The teacher's expectations regarding content and protocols for communication and collaboration are vague. - The teacher inconsistently holds students accountable for equitable participation and the content of their conversations and/or collaborative structures. - The teacher and students inconsistently use discussion strategies and facilitation moves to advance student expression or deepen content understanding, but there may be a mismatch between the structure and instructional objective/student needs.	- The teacher establishes clear expectations regarding content and protocols for communication and collaboration among students. - The teacher consistently holds students accountable for equitable participation and the content of their conversations and/or collaborative structures. - The teacher consistently uses a range of discussion strategies and facilitation moves to advance student expression and deepen content understanding.
Observable Teaching Practices*	- Allows sufficient think time and/or writing time before asking students to produce verbally or vice versa. - Delineates which member of a group is responsible for what component by using role cards or task sheets. - Has a routine for classroom grouping like "partner clocks." - Changes group size and structure depending on the activity (from pairs to trios to larger group) to ensure student voice. - Uses appropriate cueing and/or wait time that requires students to think through work, but not struggle to a level of frustration.		
Observable Student Behaviors*	- Says things like "I think...because..." - Asks peers, "Why do you think that?" "What makes you think that?" "Can you show me the evidence that makes you think this?" - Students ask each other clarifying questions and build off peers' ideas (I agree with...). - Explains when asked how the task might apply to the "real world." - Explains what his/her role is in the group and why it is important. - Utilizes native language to understand new concepts.		
Accommodations for Students with Disabilities	- Student production may be limited; interaction may be characterized by back-and-forth interaction with teacher rather than student interaction. - The teacher uses a range of strategies and structures to scaffold and develop students' communication skills. - The teacher uses facilitation moves (wait time, talk moves) to encourage student interaction. - Student production may be limited; interaction may be characterized by back and forth interaction with teacher rather than student interaction. - Classroom discussion is differentiated and allows all students to participate.		

**All observable teaching practices and student behaviors are exemplars of SEL*

Domain 3: Teachers to Ensure Ownership and Mastery for ALL Students**3D Assesses Student Learning**

Exemplary = ALL elements of Effective + at least ONE element of Exemplary			
Indicator	Not Meeting	Developing	Effective Exemplary
3D Monitors and supports student progress towards mastery of content-learning objective	- The teacher rarely uses formative assessments to determine progress toward the content-language objective and does not adjust instruction based on student-learning needs. - The teacher provides limited or no feedback to students or provides feedback that focuses only on compliance or completion of work. - Students rarely monitor their own work or provide feedback to peers regarding mastery of content learning objectives.	- The teacher inconsistently monitors and supports student progress towards content-language objective. Use of assessment is sporadic or teacher makes few adjustments to instruction based on assessment data. - The teacher provides general feedback that moderately supports student progress towards the content-language objective/criteria for mastery. - Students superficially monitor their own progress or provide feedback to peers regarding mastery of content learning objectives.	- The teacher consistently monitors and supports student progress towards the content-language objective** using varied formative assessments, and makes effective adjustments to instruction based on the data to address student-learning needs. - The teacher provides feedback throughout the lesson that is timely, specific, and helps students clearly identify next steps in achieving the content-language objective* and criteria for mastery. - The teacher provides students with structured opportunities to monitor their progress against the criteria for mastery and identify meaningful next steps to advance learning. - Students continuously monitor their own work against the criteria for mastery and establish next steps for advancing their own learning toward meeting criteria for mastery. - Students are able to provide respectful, accurate and actionable feedback for one another that advance learning.
Observable Teaching Practices*	- Provides multiple opportunities for students to demonstrate competency (online polling, exit tickets, 1-1 conferencing, performance tasks, etc.). - Has students elaborate using prompts, such as: "Tell me more about ____" or "How do you know that?" - Circulates throughout the room during the lesson to assess all students' understanding of objective(s); teacher may take notes on student progress. - Uses think-alouds to model how students could respond to the use of feedback. - Provides feedback by modeling corrections in the response to a student (i.e. recasting). - Provides opportunities for students to self-assess and peer-assess (e.g., with rubrics). - Uses data charts that reflect progress toward explicitly stated goals/objective(s) referenced during lesson. - One-on-one conferencing, small- or whole-group tasks that result in students receiving academically-focused descriptive feedback.		
Observable Student Behaviors	- Students monitor their own progress with a wall chart, in a notebook, online, etc. - Students communicate completion of the primary task using the identified language objective domain. - Students explain their thinking (metacognition).		
Accommodations for Students with Disabilities	- Varied formative assessments might include students explaining their thinking using their mode of communication, or teacher circulating the room checking on their work. - Teacher provides academic feedback within the context of the lesson, in addition to feedback that is specific to individual student goals and directly connected to IEP goals.		

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**When a content-language objective is not present, consider presented objective

Domain 4: Reflects and Revises to Improve Student Outcomes

4A Reflects and Revises to Improve Student Outcomes

Exemplary = ALL elements of Effective + at least ONE element of Exemplary			
Indicators	Not Meeting	Developing	Effective Exemplary
4A Reflects on student outcomes to assess effectiveness and determine next steps	- Teacher doesn't analyze student work to identify the extent to which the content-language objective was achieved. - The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson. - The teacher has no suggestions for what could be improved for next steps in subsequent lessons.	- Teacher attempts to analyze student work to identify the content-language objective was achieved. - The teacher accurately describes whether or not a lesson was effective but does not describe the extent to which it achieved its objective or its impact on student learning. - The teacher makes general suggestions about ways in which instruction can be improved.	- The teacher successfully analyzes student work to identify the extent to which the content-language objective was achieved. - The teacher makes an accurate assessment of a lesson's effectiveness and can provide evidence to support the judgment. - The teacher describes next steps to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried. - The teacher describes specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning. - The teacher makes plans to communicate to students the results of assessment in a way that is meaningful to students and advances their learning.
Observable Evidence	- Teacher presents student work in post-conference or analysis of student achievement based on concrete example in student work. - Teacher uses a variety of work samples from above to below standard to analyze patterns of student achievement. - Teacher addresses next steps in teaching practice as well as its potential impact on student achievement. - Teacher provides specific next steps for student group or individual students. - Teacher takes responsibility for student learning and discusses next steps in terms of teacher actions. - Teacher may use IEP goals in addition to content-language objectives to reflect on achievement or progress towards mastery.		
Accommodations for Students with Disabilities			

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TGDS 2016-17 Timeline

The purpose of TGDS is to provide an evaluation system that supports growth through effective use of goal setting, reflection, observation, and feedback. Our learning during 2015-16 was that TGDS is most effective in promoting teacher growth when observations are timely, the OETF and SMARTe goals are integrated into professional learning, and observers share a common vision for effective teaching across a site. The following timeline helps ensure a high-quality experience for teachers that help them develop their practice in order to better serve students.

In the 2016-2017 school year teachers and leaders are responsible for adhering to the TGDS pilot deadlines (*dates represent deadlines*):

August: School Leaders present professional learning focus and timeline aligned to OETF & evaluation cycle

September 2: Delivery of TGDS handbooks to ALL teachers on staff

September 19: Deadline for introduction to TGDS Evaluation process and standards (OETF) to teachers participating in evaluation pilot

September-December 16: Fall/Winter evaluation window for teachers in TGDS pilot: 1 long observation by administrator/1 short observation by Alternate Observer

September-October 14: SMARTe goal setting window for ALL teachers on staff including teachers participating in TGDS pilot

October 14: Deadline for SMARTe goal conference with teachers to review SMARTe goals (recommended for ALL teachers, required for teachers in TGDS pilot)

December 16: Complete all Long observations for teachers in TGDS evaluation pilot (Fall/winter Observation window closes); Ensure completion of Alternate Observer short observations

January 22: (Opt-in) Implement (optional) Student Survey

January 27: (Opt-in) Complete mid-year conference to review SMARTe goal progress and (optional) Domain 5 (Professional Responsibilities)

February 1-April 28: Spring evaluation window for teachers in TGDS pilot: 1 long observation by administrator/1 short observation by Alternate Observer

May 19: School Leader & teacher SMARTe goal rating deadline

May 25: Summative Conference deadline

At school discretion: Peer Observation opportunity for ALL teachers to receive feedback based on focus OETF indicator (timing determined by school site)

SMARTe Goal Guidance

Specific	What specifics will help you know you've reached your goal?
Measurable	What data will you use to measure progress?
Attainable	With the information, resources and time that you have, can you obtain the goal of your action plan as you desire?
Relevant	How is this goal relevant to you and your students?
Time Bound	When will you collect data? By when will you complete this goal?
Equity Focused	Does this goal support access and achievement for ALL students?

Student Outcome SMARTe Goals

SMARTe Goal Exemplar:

English Secondary
By May 15, 2016, 100% of all students will grow by at least one year on the SRI assessment. Students who are more than one year below grade level will grow by 1.5 years as measured by the SRI assessment.

Sentence Frame:

By _____ (date) _____ (percent of students) will grow _____ (amount of growth) on _____ (assessment.) _____ (subgroup) will grow _____ (amount of growth) on _____ (assessment.)
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Student Outcome Goal Scoring Rubric

No Evidence (0)	Inadequate Progress (1)	Approached Expectations (2)	Met Expectations (3)	Exceeded Expectations (4)
No evidence provided or not possible to assess.	Few (0 - 50% of goal) students met expected outcome	Some (50% - 80% of goal) students met expected outcome OR met one but not all components of the goal	Majority (80% - 100% of goal) of students met expected outcome	More than the target number of students met the expected outcome OR majority of students exceed the expected outcome

Professional Practice Goals

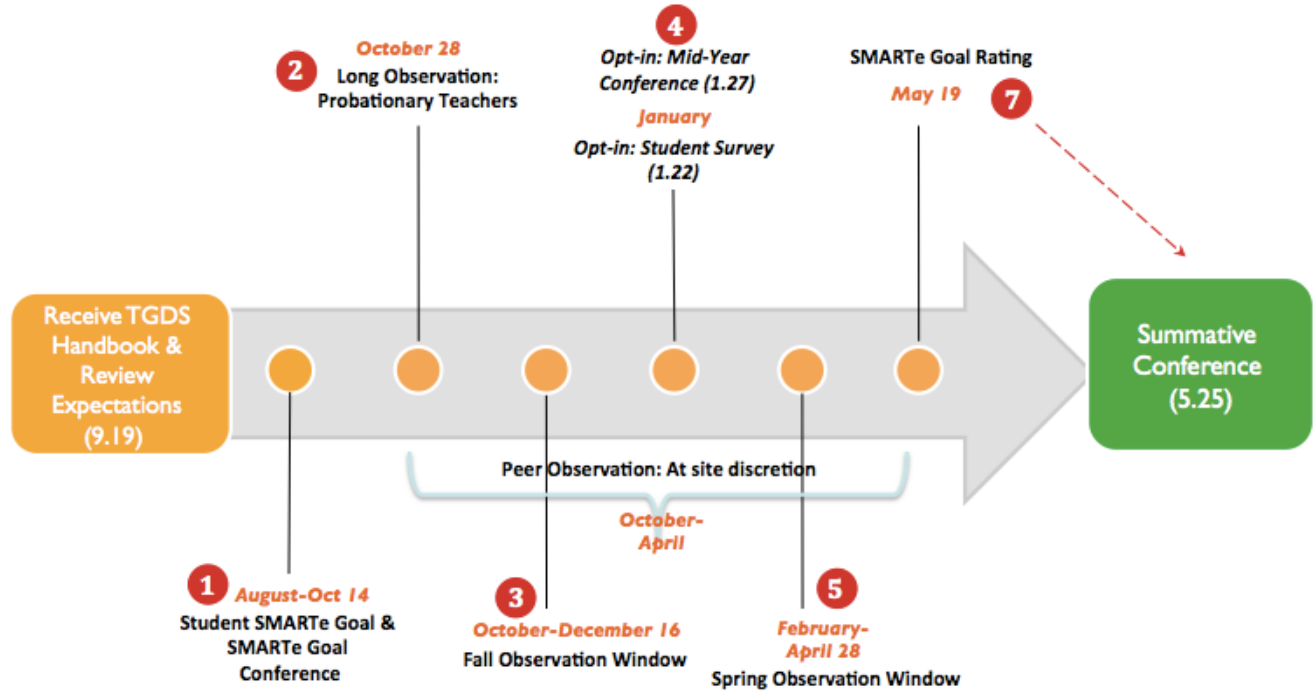
Indicator 2C
I will improve in establishing routines that maximize learning time (2C) by consistently communicating high expectations for student behavior and by recognizing positive behavior to reinforce expectations.

Sentence Frame:

I will improve in _____ (language of indicator) by _____ (names of specific classroom teaching practices/teacher observable actions as described in the OETF indicator.)
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Observation Requirements & Timeline

The TGDS timeline has been designed to provide teachers with regular feedback and opportunities for reflection to support growth in teaching practice. All observation types—long and short—are opportunities to collect evidence of practice on all OETF indicators. Long observations are conducted by certified administrators, and short observations are conducted by certified administrators and alternate observer.



Observation Cycle Timeline

Long Observation Cycle (minimum 5 days notice to teacher)		
Activity	Rated Domains	Timeline Requirements
Pre-Observation Conference	Domain 1	Lesson plan submitted by teacher to admin 24 hours before conference
Lesson Observation (30 minutes minimum)	Domain 2 Domain 3	Within 5 days of Pre-Conference
Teacher Reflection	Domain 4	Submitted by teacher 24 hours before Post-Observation Conference
Post-Observation Conference	Domain 4	Within 5 days of Lesson Observation

Short Observation Cycle (minimum 2 days notice to teacher)		
Activity	Rated Domains	Timeline
Lesson Observation (20 minutes minimum)	Domain 2 Domain 3	
Post-Observation Conference	Not rated	Within 5 days of Lesson Observation



Teacher Growth and Development System