



OVERVIEW

During today's session, participants explore the role of a teacher in supporting all students in accessing content and engaging in subject-matter-specific thinking/doing, in order to build student ownership and independence with targeted concepts and skills. Participants examine how 8 cultural forces play out differently in different classrooms and their impact on student engagement and learning. During the afternoon, participants continue to develop critical stances for instructional leadership (strength-based and inquiry) when engaging in inquiry cycles, including the role of an area of focus, pre-inquiry conference, and collecting and working from evidence with an equity lens.

LEARNING TARGETS

- Develop a vision for rubric indicators connected with rigorous intellectual work, engagement strategies and student talk.
- Further develop understanding of the inquiry cycle and the role of an area of focus and the pre-inquiry conference.
- Continue to develop critical stances for instructional leadership.
- Begin to develop skills for observing with an equity lens.
- Further develop skill sets for collecting and utilizing evidence: scripting, coding, noticing and wondering, sorting and giving feedback to teachers.

AGENDA (9 am - 4 pm)

- I. Welcome & Connect
- II. 5D+ Rubric for Instructional Growth and Teacher Evaluations - Student Engagement
- III. Developing Expertise: Equity Stance

Break (10:30-10:45)

- IV. 5D+ Inquiry Cycle: Who ~ What ~ How

Lunch (12-12:30)

- V. Case Study: Developing Skills for Collecting Evidence of Instructional Practice

Break (2-2:15)

- VI. Case Study: Developing Skills for Using Evidence of Instructional Practice
- VII. Prioritizing Time and Schedule
- VIII. Reflection & Next Steps

SE4: OPPORTUNITY AND SUPPORT FOR PARTICIPATION AND MEANING MAKING

- **Academic Background:** What students know and are able to do within a specific discipline.
- **Life Experience:** Recognition of the events or series of events that the student has participated in or lived through.
- **Culture:** A set of shared attitudes, values, and practices that characterizes a group.
- **Language:** Recognition of the development of a student's oral and written language(s), including academic vocabulary.

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SE4: OPPORTUNITY AND SUPPORT FOR PARTICIPATION AND MEANING MAKING



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RIGOROUS VS RUTHLESS



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SE3: CAPITALIZING ON STRENGTHS

- **Academic Background:** What students know and are able to do within a specific discipline.
- **Life Experience:** Recognition of the events or series of events that the student has participated in or lived through.
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SE4: OPPORTUNITY AND SUPPORT FOR PARTICIPATION AND MEANING MAKING



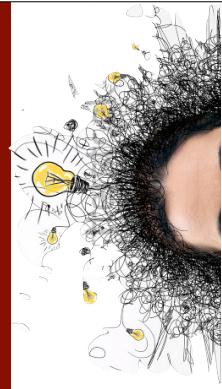
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SE4: OPPORTUNITY AND SUPPORT FOR PARTICIPATION AND MEANING MAKING



•Task

✓ How and where do I belong?

•Process

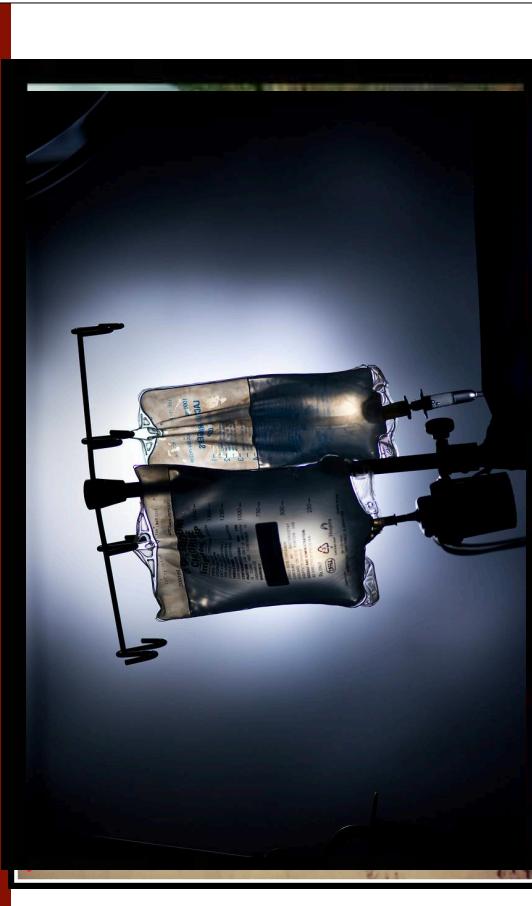
✓ What is my skill and/or current cognitive level with what I am being asked to do?

•Group Development

✓ What is in it for me in relation to choice, flexibility, and outcome?



SE4: OPPORTUNITY AND SUPPORT FOR PARTICIPATION AND MEANING MAKING



SE5: STUDENT TALK

Random Calling



Talk Moves

- repeating
- paraphrase, add-on, question
- silent signals
- change in thinking

VISIBLE THINKING ROUTINES

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RULE
10-2

TALKING STEMS

Balanced Talk

- Turn & Talk
- Start the Starter
- First-Turn-Last Turn
- Think-Pair-Share
- Think-Ink-Link
- Round-Robin Response
- Random Calling
- A/B/C partnerships
- Paired Verbal Fluency

Inquiry Cycle: Teacher and Principal Roles

	Teacher	Principal
Self-assess	The teacher looks at student work and assesses his/her practice using a rubric. The teacher considers his/her practice and what he/she wants to work on, connected to building and district initiatives.	The principal creates time and supports teachers with resources to self-assess.
Determine a Focus	Together, the teacher and principal engage in a pre-inquiry cycle conference, where they discuss the alignment between the teacher's area of focus and school goals. They also set instructional practice goals and student learning goals.	
Implement and Support	<p>Working with colleagues: Teachers work independently and collaboratively to study new practices and student work around their areas of focus. Structures may include PLCs, grade-level teams, or other structures that are currently part of building practice.</p> <p>Targeted feedback cycles: Teacher receives feedback around his/her area of focus. Teacher may engage in feedback cycles with colleagues.</p>	<p>Working with colleagues: The principal supports teachers to work collaboratively and independently by providing time and resources.</p> <p>Targeted feedback cycles: Principal observes and provides feedback around teacher's area of focus.</p>
Analyze Impact	<p>Together, teacher and principal engage in a post-inquiry cycle conference where they discuss what has been learned about the teacher's practice and how changes in the teacher's practice have had an impact on student learning. The teacher and principal do this by:</p> <ul style="list-style-type: none"> • Examining student and teacher data. • Analyzing the impact of the teacher's new practice on student learning as evidenced by the data. • Discussing teacher growth using an instructional rubric. • Deciding whether to continue the same inquiry or to identify a new area of focus. 	

How to Find the Right Data to Support Professional Goal Setting

by Joanna Michelson, August 20, 2015

As teachers return to their classrooms this fall, one question at the top of their minds is this: How do I know where my students' skills are, and how can I adjust my instructional practice to meet their needs?

Setting professional goals anchored to the needs of students — what we call "finding an area of focus" — is a difficult task. As we work with districts on establishing professional goal-setting processes, we often hear from teachers and principals that they are unsure about what kinds of formative assessments of students' learning they should use to set and assess their professional goals related to instructional practice. This is about our practice, this is about better serving our students through [focusing] our instructional practice.

Many ask us, "How can I set a goal in September when I don't know my students yet?" We argue that it is critical to start setting instructional goals early in the school year — as early as September — and that the assessment process begins right away. We can get to know our students quickly and use that information to guide teacher goal setting and the ongoing formative assessment process.

Below are a set of recommendations and an example that can help teachers and principals decide what kinds of information about students will be helpful to ground goal-setting and how to get it.

Defining "Area of Focus"

First, let's clarify the terminology. We define an area of focus or professional goal as "what a teacher chooses to work on based on the learning strengths and challenges of students in relationship to his or her instructional practice." Typically, an area of focus is something a teacher can productively work on for three to four months (1 inquiry cycle).

To clearly state a goal and make the link between student learning and teacher practice, we recommend using this sentence framework:

- **If my area of focus is _____ (instructional practice), the result will be _____ (in student learning).**

For instance:

- **If my area of focus is to develop my ability to facilitate whole-class mathematical discussion that includes student justification of their thinking, the result will be that students will be able to explain the strategy they used to solve a problem and describe why it works.**

In order to complete this sentence and articulate a goal, we take teachers through a series of steps. In this post, the focus will be the first step: what information about students is helpful to ground goal setting and how teachers and principals can get it.

Finding and Collecting the Right Data

Starting out, teachers should gather baseline formative assessment data in an area that is important in their grade levels and subject areas. This may mean, for example, reading comprehension of grade-level text, standards of mathematical practices, scientific inquiry processes, historical reasoning or academic discussion techniques aligned with speaking and listening standards.

But how do teachers collect this data? In addition to alignment with important grade-level content, we recommend that teachers design assessment tasks to administer during the first two weeks of school that will do the following:

1. Provide many possible entry points for students Allow students to demonstrate complex understanding of content
2. Provide a window into student thinking
3. Provide useful information to inform planning
4. May ask students to combine skills

Teachers don't have to reinvent the wheel here; in many cases, these can be assessment strategies they are already using. The box on the right lists some examples.

With all this theory in mind, let's look at an example of how one teacher we work with conducts formative assessment early in the year that helps shape her professional goal setting.

- On-demand writing samples
- Conferring notes or anecdotal notes
- Transcripts from (or videos of) classroom discussions
- Student notebooks full of their thoughts about an article or beginning thinking for a piece of writing
- Student lab notebooks with prompts asking students to design, record data and/or analyze results of an experiment
- Student notes in response to an important question about a time period and accompanying annotated primary sources
- Exit tickets with student reflections on the learning targets for the day
- Student solutions to a complex mathematical task and their written (or oral) explanations of how they reached those solutions

How It Works in Practice

Marlene is an eighth-grade social studies teacher. Her team is working to implement Common Core standards with a special focus on helping students read and comprehend grade-level social studies texts about American history (CCSS.RH.6-8.10) and to make sense of both primary and secondary sources on a topic (CCSS.RH.6-8.9).

Marlene wants her students to be able to read both primary and secondary sources about an important event in U.S. history — in this case, the "[Trail of Tears](#)," — and use both kinds of sources to develop understanding of what happened and how historians construct understanding from different perspectives. She ultimately wants her students to understand that historians use primary sources to interpret what happened in the past. She also wants to know if students know how to make their own graphic organizers to organize their thinking when they read several texts on a topic.

1. Monday (day 1): Marlene tells her students that on Wednesday they will be having a class discussion about what happened during the Trail of Tears and how different texts describe the event. On Monday, she distributes to students a short excerpt from the district's textbook describing the Trail of Tears. She asks students to independently read and take notes on the important ideas in the text. She asks them to write a brief summary of what they read. During this time, Marlene talks to individual students about what they are learning about the Trail of Tears and what they have decided to put in their summaries.
2. Tuesday (day 2): Marlene reminds the students about their task on Wednesday. She asks them to take out their notes from Monday and review what they wrote. She tells the students she will be giving them two primary sources today: two eyewitness accounts of the Trail of Tears. She asks them to design their own graphic organizers to organize their thinking and take notes. She asks students to read the two eyewitness accounts with the following questions in mind: What happened during the Trail of Tears? How do different texts describe the event? What similarities and differences do they notice? They are also expected to summarize each text and respond to the questions. During this time, Marlene confers with

individual students about the three texts and what they are learning about the Trail of Tears from these different perspectives.

3. Wednesday (day 3): Marlene informs her students they will now have a discussion about the different accounts of the Trail of Tears. She asks them to get out their notes and start their class discussion. Marlene asks a colleague to video the discussion, and she takes notes while students discuss. At the end of the discussion, she asks students to write a short reflection on how their ideas about the Trail of Tears changed as a result of the conversation. She then collects all the student notes, texts and graphic organizers.

Marlene now has the following sources of information:

- Student notes on one secondary source (textbook) and two primary sources on the same topic
- Student summaries of each text
- Student comparisons of the texts in their self-created graphic organizers
- A transcript and video of students discussing all three texts as a class
- Conferring notes and anecdotal notes

She can now analyze this data — alone or with a colleague or team — and then reflect on what she might be able to work on in her instructional practice to support her students, building on their strengths and developing an area of focus tied to the whole class or a subgroup.

Collecting Student Data Pays Off

Collecting student data to inform professional goal setting and yearlong planning is easier than it may seem. While Marlene took three days to conduct her formative assessment, teachers can also collect relevant and robust data in a single day. Teachers may also use assessments that are already created and available in their districts or schools — provided that the information will be descriptive enough to inform goal setting. The time spent early in the year will pay off as teachers focus their professional goal setting and launch their professional learning with a laser-like focus on students.

About the author: Dr. Joanna Michelson is a project director at the Center for Educational Leadership. She manages CEL's content area professional development and coach learning lines of services. She also provides direct support to teachers, coaches and school and district leaders in secondary literacy instruction and coaching. Prior to full-time work at CEL, Joanna has worked as a middle school language arts teacher, secondary literacy coach and as a consultant for CEL. She completed her doctoral degree at the College of Education at the University of Washington with a focus on coach learning from practice.

Connect	Extend	Challenge

Option 1:

1. Review the Vision Statements and Guiding Questions, underlining key words/phrases.
 2. Place a  next to the 3-4 vision statements that you feel are your greatest instructional strengths.
 3. Circle 3-4 Vision Statements or Guiding Questions that you would be interested in further exploring to grow your practice and impact earning.

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Option 2:

1. Review the Distinguished Level Performance Language in the 5D+ Rubric.
 2. Place a  next to the 3-5 indicators that you

3. Circle 3-5 Indicators that you would be interested in further exploring to grow your practice and impact learning.

CENTER for EDUCATIONAL LEADERSHIP

- 5D+ Rubric for Instructional Growth and Teacher Evaluation**
We know that teachers need time to reflect on their instruction and practice teaching for all students. Helping educators reflect on what they do well and what they can improve is at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation, a growth-oriented tool for improving instruction.

Opportunities for the SD Model for instructional Growth and Product Evaluation	
The SD Model for instructional Growth and Product Evaluation is based on the Learning Cycle and the Learning Environment.	The Learning Cycle is a process of learning that involves the student, teacher, and environment. The Learning Environment is the physical and social context in which the student learns. These two elements are interconnected and influence each other. The SD Model for instructional Growth and Product Evaluation is designed to facilitate the Learning Cycle and the Learning Environment. A feature of the SD Model for instructional Growth and Product Evaluation is its emphasis on the student's role as an active participant in the learning process. It also emphasizes the importance of the teacher's role in facilitating the student's learning and encouraging the student's participation in the learning process.
Opportunities for the SD Model for instructional Growth and Product Evaluation	The SD Model for instructional Growth and Product Evaluation offers several opportunities for growth and product evaluation. One opportunity is the use of the Learning Cycle and the Learning Environment to evaluate the student's learning. This can be done by observing the student's participation in the learning process and the quality of the student's work. Another opportunity is the use of the SD Model for instructional Growth and Product Evaluation to evaluate the teacher's teaching. This can be done by observing the teacher's role in facilitating the student's learning and encouraging the student's participation in the learning process. The SD Model for instructional Growth and Product Evaluation also provides opportunities for growth and product evaluation through its emphasis on the student's role as an active participant in the learning process. It also emphasizes the importance of the teacher's role in facilitating the student's learning and encouraging the student's participation in the learning process.
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Option 2:

1. Review the Distinguished Level Performance Language in the 5D+ Rubric.

2. Place a next to the 3-5 indicators that you feel are your greatest instructional strengths.

3. Circle 3-5 Indicators that you would be interested in further exploring to grow your practice and impact learning.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

We know that each category of indicators will lead to better instruction and greater learning for all students. We believe education is a growth cycle and every teacher is a growth leader.

Learning tools are at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation - a growth-oriented tool for improving instruction.

5D+ Rubric for Instructional Growth and Teacher Evaluation

We have developed a rubric to identify the quality of instruction we will need to support our students and grade partners for all students. We believe education is a growth cycle and every teacher is a growth leader.

Organization of the 5D+ Rubric

The 5D+ Rubric is organized around three main areas of focus: Learning and Learning Environment, Instruction, and Teacher Practice. These three areas are further divided into 12 categories. These categories are organized into three levels of performance: Distinguished, Standard, and Emerging. The Distinguished level is the highest level of performance and is the goal for all teachers. The Standard level is the minimum level of performance expected for all teachers. The Emerging level is the lowest level of performance and is the starting point for all teachers.

Resources and Support

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is designed to support teachers in their professional development. It includes resources and support for each category of indicators, as well as links to the documentation of teacher's performance at the school and district levels.

Scoring and Feedback

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is designed to be used as a formative assessment tool. It is intended to provide feedback to teachers on their performance and help them improve their practice.

Performance Levels

Performance levels are used to indicate the quality of instruction. There are three levels of performance: Distinguished, Standard, and Emerging. The Distinguished level is the highest level of performance and is the goal for all teachers. The Standard level is the minimum level of performance expected for all teachers. The Emerging level is the lowest level of performance and is the starting point for all teachers.

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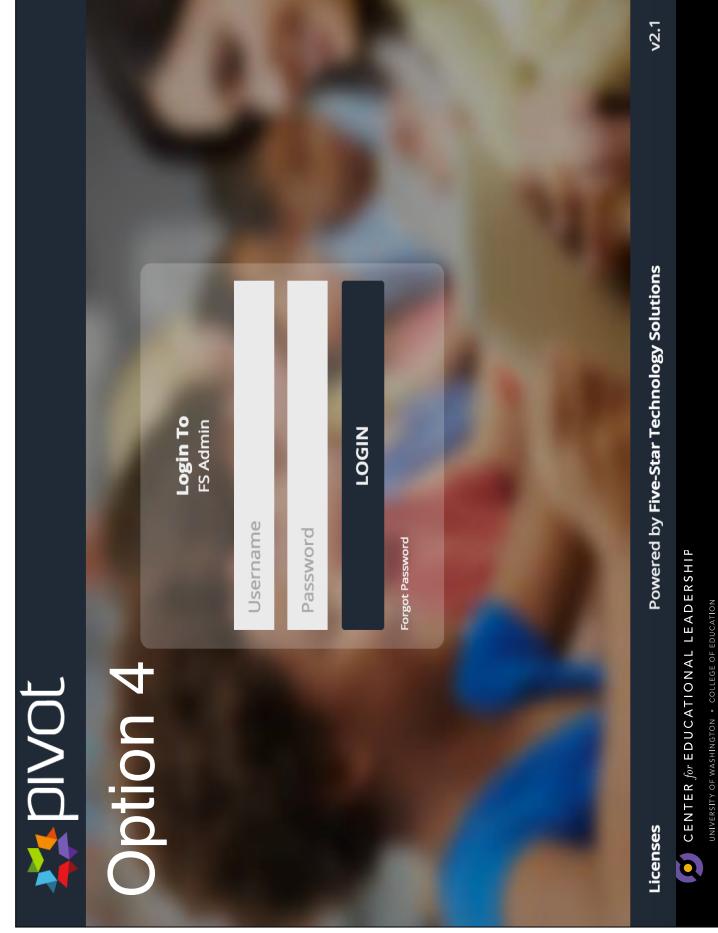
Option 3:

1. Read the Distinguished Level Performance Language of the Rubric for one indicator.
 2. Review the focus question, role of the teacher and role of the student for each indicator on document.
 3. Add your thinking to the boxes.
 4. **Highlight** tasks you intentionally engage as part of daily practice.
Circle tasks you occasionally engage as part of instructional practice.

 5. **6.** tasks you need to rarely or never engage and/or need to further explore.

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Option 4



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10-Year Market & Institutional Growth & Turnover Evolution	
Market Share	10-Year CAGR: 10.0% (2013-2023)
Market Value	10-Year CAGR: 10.0% (2013-2023)
Market Turnover	10-Year CAGR: 10.0% (2013-2023)
Institutional Share	10-Year CAGR: 10.0% (2013-2023)
Institutional Value	10-Year CAGR: 10.0% (2013-2023)
Institutional Turnover	10-Year CAGR: 10.0% (2013-2023)
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Market Turnover	10-Year CAGR: 10.0% (2013-2023)
Institutional Share	10-Year CAGR: 10.0% (2013-2023)
Institutional Value	10-Year CAGR: 10.0% (2013-2023)
Institutional Turnover	10-Year CAGR: 10.0% (2013-2023)

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Five-Star Technology Solutions

5.CEC — Classroom Environment & Culture

	Distinguished	Proficient	Basic	Unsatisfactory
5.CEC.1 - Classroom arrangement and resources			<input checked="" type="checkbox"/>	

Comments: I rearrange the classroom periodically each year. I always ensure that the arrangement is safe and that there is a convening space up front for all of the students to sit on the floor in front of the chart paper and other resources. Secondly, I make sure the desks are arranged so that all students are able to see the board, turn and talk easily, as well as work independently. I haven't been intentional about rearranging the room based on the purpose of the lesson. As previously stated I tend to think more about how I like to facilitate and came up with a few arrangements that would meet those needs. Students occasionally might move their desks, but typically only when I prompt them to do so.

In addition, students have all of their daily materials (paper, pen/pencils, scissors, highlighters, textbooks, workbooks, and writing journal) at their desks. I encourage and provide time for students during transitions to put all materials back where they belong (books and paper in desk, writing tools in their name tent on their desk). I have also been intentional about teaching them where all the resources are around the room and when it is appropriate to use each, including dictionaries, calculators, scissors, protractors, extra paper and writing utensils, laptops, etc.

5.CEC.2 - Learning Routines			<input checked="" type="checkbox"/>	
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Comments: I use reader, writer and math workshops on a regular basis. I frontload and check understanding of directions and tasks to ensure students are clear about expectations and procedures. I make sure throughout routines that all students have opportunities to engage in talk and the work. I have worked to get students to push each other more to ensure they feel accountable to each other for learning, but I don't consistently get to all students. When I do it is typically by conferring with some students and collecting their homework, which is typically a day or two after the lesson and not as helpful in making in the moment adjustments or understanding what each student needs. I need to explore additional routines to make students thinking visible, as well as getting students to be more active in sharing with me what they learned and where they want coaching.

5.CEC.3 - Use of Learning Time			<input checked="" type="checkbox"/>	
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Comments: I am pretty efficient as a teacher. I tend to teach "bell to bell." There isn't much loss of learning time each day, because I frontload directions/tasks and set clear expectations with students. However, I do find myself interrupting work regularly to prompt students to move using countdown strategies like 5-4-3-2-1 or in 30 seconds or 1 minute, or asking how much time do they need 1 min, 2 min, 3 mins with finger signals. I need to further develop my trust and skill in getting students to own their time by using the success criteria more intentionally to determine whether they have achieved the learning target, and when they need to transition to the next task vs me telling them.

Students also rarely have behavior issues in class. I have developed rapport with students and fostered a culture in class where there is a healthy respect for differences. My clear expectations and use of strategies that are appropriate to student learning needs contributes to my classroom running well. Once in awhile students "shhh" each other or ask each other what they should be doing, but for the most part I handle any misbehavior through proximity, redirection and side conversations in order to ensure I don't draw attention to individuals for misbehaving.

5.CEC.4 - Student Status		<input checked="" type="checkbox"/>		
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Comments: I learned early in teaching the best way to show your love for your students in by giving them time. I try to confer with each student each day about something. The use of "good things" at the beginning of each day that is part of our "Capturing Kids Hearts" school improvement initiative has worked well in my class. The 5-10 mins dedicated to this makes a world of difference. I still have a poster in the room that has examples of warm fuzzies and cold pricklies. When conferring with students, I tend to start with students who either struggle to get started and/or are more challenged academically. Each lesson I try to get one or more of my struggling students to share out to the whole class following a conferring session during which I rehearse what they are going to say. I also spend time writing personal notes to students for their birthdays and special events, as well as provide targeted feedback around what they can do to affirm what I want them to continue to do, and one or two things to work on next. Dropping the grade/points/check mark/generic label from papers has done a lot for learning in my class.

5.CEC.5 - Norms for Learning			<input checked="" type="checkbox"/>	
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Comments: Students do a good job honoring all the voices in the room. Rarely do I have students being unkind to each other. As indicated earlier, I need to extend students skills in collaboration and how to not only build on each other ideas without dialogue turning into group think. I think if I were to be more intentional about establishing norms with students, not just telling them my expectations, I could model how to come to consensus on ideas, as well as how to disagree or provide counter-arguments in a way that isn't offensive. In doing so, I believe our class discussions and collaborative work will become richer.

Formative Assessment of Student Learning Needs

- On the 3rd day of school, Pranee implemented a lesson in ELA to identify her students learning strengths and needs specific to the CCSS literacy standards to assist in determining her area to focus this year.
- Students were provided a 4th grade article from Time for Kids. Students were expected to independently read the article, and answer a series of short answer questions that assessed students comprehension, inference and analysis skills.
- Students were then put into groups of 4, provided a discussion prompt, as well as a specific close reading protocol to use while discussing the article.
- Following the discussion, students were tasked with writing a one paragraph response, in which each took a position, and provided reasons and evidence from the text to support their position statement.

Formative Assessment of Student Learning Needs

- During the small group discussion, Pranee kept track of who was able to follow the discussion protocol to contribute, stay on-task/topic, use language from the text, pose questions, and support the learning of others.
- After the lesson, Pranee formatively assessed each students short answer responses, as well as their writing to determine who was able to comprehend the text, make inferences, take a position, provide reasons, and cite relevant evidence to support their position.
- From this lesson Pranee learned the following about her students' learning needs:

Strengths:

- willingness to collaborate.
- following directions to complete the work
- basic comprehension of text
- taking a position and providing reasons

Struggles:

- talking about content and staying on topic.
- using academic language in discussion and writing.
- taking responsibility for their learning and often not even for their work.
- making inferences.

5D+	Strategies (students)	Activities (adults) District	Activities (adults) at Building
Context: Pranee has been teaching for 9 years. She takes advantage of all professional development opportunities and is well respected by leaders and colleagues. She is always asking for feedback that will help her improve.			
District Focus and Professional Development: Pranee's district has had a literacy initiative for many years (focused on readers/writers workshop).			
School Focus and Professional Development: Her school has a focus on increasing student ownership and participation in the classroom.			

5D+	Strategies (students)	Activities (adults) District	Activities (adults) at Building
SE2 SE5	Student Engagement <ul style="list-style-type: none"> Students take ownership of their learning to develop, test and refine their thinking. Student talk reflects discipline-specific habits of thinking and ways of communicating. 	<ul style="list-style-type: none"> Implement monthly instructional rounds specific to SE2, SE5, CEC2, and CEC5 (implement/monitor) Practice mock formative feedback cycles in monthly leadership meetings to strengthen skills in scripting, coding, noticing, wondering, analysis and feedback. (implement) Implement two 5D+ Inquiry Cycles and 4-6 observations with each teacher (implement/monitor) 	<ul style="list-style-type: none"> Facilitate monthly faculty meetings in buildings in relation to SE and CEC (implement) All staff 2 day training and support with Thinking Maps. (implement/monitor) PLC to unwrap standards, write learning targets, & success criteria for each unit. (implement/monitor) 25% of staff trained in Adaptive Schools (3 years all staff trained) (implement/monitor) ASCD article reads & focus groups in SE & CEC (implement) Learning Labs (all staff 2X per year) (implement) Implement data-dialogue surrounding student behavior supports (implement/monitor)
CEC2 CEC5	Classroom Environment and Culture <ul style="list-style-type: none"> Classroom systems and routines facilitate student responsibility, ownership and independence. Classroom norms encourage risk-taking, collaboration & respect for thinking. 	<ul style="list-style-type: none"> Dedicate two professional development days during winter and spring to EdCamp style sessions specific to SE and CEC. (implement) 5D+ training for administration and teacher leaders (implement) 	

pivot
5D+™ Teacher Evaluation Rubric

DATA WAREHOUSE CURRICULUM MAPPING INTERVENTIONS DAILY ASSESSMENTS EVALUATIONS

Colin Ripmaster Logout

Growth Plan Information

Growth Plan Name:	Area of Focus
Teacher:	Select a Teacher ▾
School Year:	2017-2018 ▾
Growth Plan General Comments:	Summarize...(Triangulate your Data Points) <ul style="list-style-type: none"> * Your district/building learning goals/areas of focus for the year. * The learning strengths/challenges of your students * Strengths and areas to focus from self-assessment
Start Date:	
End Date:	

Area Of Focus REMOVE

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3 ▾
Dimension	Purpose ▾
Indicator	1.P.1 Learning target(s) connected to standards ▾
Comments	Add 3-6 Indicators that will serve as an area of focus during the first inquiry cycle. (Inquiry Cycle are typically 12-18 weeks in length.) In the "Comment Box" include one or more of the following: 1) Articulate the 5D Vision Statement(s) and Guiding Question(s) to focus/inform Inquiry. 2) Describe present level of performance and desired growth/proficiency. 3) Describe what you need to focus within this indicator. 4) Explain why you want to work on this indicator.

Goal REMOVE

Start Date ⓘ	
End Date ⓘ	
Goal	Set specific student growth goal(s) that clearly state the intended impact of professional practice and targeted instruction on student learning. Include the following: * Measurable Goal Statements (2 or more) * Approach/model(s) to use for measuring student growth * Student growth and assessment data to use (2 or more) * Proportion of effectiveness rating (25% in 17-18 and 40% beginning in 18-19). * Success criteria (performance level descriptors for each effectiveness level).
Action Steps ⓘ	Teacher and/or evaluator identify a series of action steps needed to develop identified professional practice and achievement of student growth goals. Use the evaluation rubric, self-assessment, and previous evaluation to inform development of action plan, including any recommended/needed professional development, instructional support and/or coaching to achieve specific performance goals. Add as many action steps as necessary to improve practice and student achievement from present level of performance to targeted level in specific performance goals. Action 1 - Action 2 -
Evidence of Achievement ⓘ This section will be filled in by the Teacher after Growth Plan has been Approved.	

[ADD ANOTHER AREA OF FOCUS](#)[ADD ANOTHER GOAL](#)[CANCEL](#)[SAVE & FINISH LATER](#)[SAVE & APPROVE](#)

PIVOT 5D+™ Teacher Evaluation Rubric

DATA WAREHOUSE CURRICULUM MAPPING INTERVENTIONS DAILY ASSESSMENTS EVALUATIONS

Pranee CEL Logout

Growth Plan Information

Growth Plan Name:	Area of Focus
Teacher:	Pranee CEL
School Year:	2017-2018
Growth Plan General Comments:	<p>Our district has been working to align our curriculum with the CCSS. This year we have been much more intentional about how to implement the literacy standards with fidelity. More specifically, ensuring that instruction in reading, writing, speaking, listening, and language be an integrated and shared responsibility within the school not just in ELA, but across curriculum.</p> <p>In assessing my students strengths and needs, I have found that they are able to draft narratives to develop real and imagined experiences with well structured events, but struggle to re-look at their writing after initial drafting specific to revising and rewriting. My students tend to focus on editing when re-reading their own writing or revising with a partner. When working with me, they are seeking affirmation and/or limiting their revisions to what I say in isolation. They are not applying lessons regarding revision strategies independently or across tasks without my prompting.</p> <p>In self-assessing my practice, I find that I tend to manage the majority of routines, transitions, tasks, etc. in order to ensure students use their time well and behave appropriately. Unfortunately in doing so, students tend to look to me for all direction/input and don't take as much ownership for their learning and managing their behaviors.</p> <p>During this next inquiry cycle, I would like to focus on shifting the locus of control from me to students, including building their capacity to manage routines, transitions, and strategies they use to improve their writing.</p>
Start Date:	09/11/2017
End Date:	01/19/2018

Area Of Focus

REMOVE

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Classroom Environment & Culture
Indicator	5.CEC.2 Learning routines
Comments	I have established specific routines for discussion and collaboration, including turn and talks, think/pair/shares, four square, and different groupings of 2-4 students for purposes of getting students to talk in class. However, these discussions are typically teacher directed and students use them more out of compliance than to develop, test and refine their thinking specific to the learning target for each lesson.

Area Of Focus

REMOVE

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Classroom Environment & Culture
Indicator	5.CEC.3 Use of learning time
Comments	I find that I don't consistently front-load directions and expectations, nor check student understanding of tasks. Consequently, I find myself having to interject directions and/or move around the room to redirect students during small group and/or independent work time. In addition, I tend to tell students how and when to transition from one thing to the next.

Area Of Focus REMOVE

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Classroom Environment & Culture
Indicator	5.CEC.5 Norms for learning
Comments	I am intentional at the beginning of the year to communicate my expectations to students for learning and establish rules for how we are going to act in class. Students have been very responsive to these and tend to do as they are told. However, in self-assessing my practice I know that I haven't really put students in the position of establishing classroom norms that would encourage risk-taking and collaboration, as I always thought that was my job to establish. Given my emerging understanding from the last PD we had around norms for learning, I recognized that I needed to provide students the opportunity to establish the norms and then revisit them on a regular basis.

Area Of Focus REMOVE

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Student Engagement
Indicator	2.SE.2 Ownership of learning
Comments	Students have been very respectful and responsible this first semester. They want to "please" me and love affirmation for completing their work. On the other hand, they don't reflect on their own learning in relationship to the success criteria. They tend to come to me to determine if they are done. I want to push students beyond asking, "Is this good?" or "Am I done yet?" etc. to students being able to manage their own time and learning.

Area Of Focus REMOVE

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Professional Collaboration & Communication
Indicator	6.PCC.1 Collaboration with peers and administrators to improve student le...
Comments	We have regular opportunities to meet as a grade level. During this time we consistently share what we are doing in our own classrooms. However, we have not been as intentional about reciprocal accountability for our professional practice and student learning. As we work to implement CEL's teacher evaluation system with fidelity, we know that we need to be more intentional about how we use our collaborative time and support one another.

Goal (1) REMOVE

Start Date (1)	09/18/2017
End Date (1)	05/18/2018
<p>Grade Level Student Growth Goal (15% of Evaluation) Based on an item analysis of our state test results from the past three years and review of our local benchmark assessments, we have identified two writing standards to focus instruction during the first semester:</p> <ul style="list-style-type: none"> * CCSS.ELA-Literacy.W.4.4 Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. * CCSS.ELA-Literacy.W.4.5 With guidance and support from peers students will develop and strengthen writing as needed by planning, revising, and editing. <p>Students narrative writings will improve by 1 pt on the districts 6+1 Traits of Writing 4th Grade Rubric or in one area if a score of 4 is already achieved.</p>	

Students narrative writings will improve by 1 pt on the districts 6+1 Traits of Writing 4th Grade Rubric or in one area if a score of 4 is already achieved.

Success Criteria for rating effectiveness of this goal:

Goal

- HE - if 90-100% of students meet proficiency target
- E - if 75-89% of students meet proficiency target
- ME - if 60-74% of students meet proficiency target
- IE - if less than 50% of students meet proficiency target

Building Based Student Growth Goal (10% of Evaluation) using Student Growth Percentile (SGP) from Renaissance Star Reading Assessment from Fall Universal Screening to Spring Universal Screening.

The median growth percentile from the last three years of mid and end of year screenings will be averaged to calculate the average MGP for this goal.

Success Criteria for rating effectiveness of this goal:

- HE - if MGP falls between 75-99%
- E - if MGP falls between 50-74%
- ME - if MGP falls 25-49%
- IE - if MGP falls between 1-24%

Action 1 - Work with students to establish classroom norms for learning, display the written norms, refers to them prior to beginning group activities and when interacting with students.

Action 2 - Monitor transitions, social interactions and student behavior within and out of the classroom to facilitate student focus and independence, , as well as feedback on how well they are adhering/using the norms for learning.

Action 3 - Clearly communicate learning targets and success criteria for each lesson that are aligned to the CCSS ELA Literacy Standards.

Action 4 - Explicitly teach routines to students that push them to connect what they are doing to the learning target and/or success criteria and use the routine and success criteria their work/learning.

Action 5 - Use specific student led routines like Think / Puzzle / Explore, Connect / Extend / Challenge, readers and writers workshop, etc. to ensure all students have the opportunity to engage in quality talk that develops, tests and refines their thinking/learning/writing.

Action 6 - Communicate clear expectations to students for use of time and behavior during instructional time, prior to setting them loose independently to work individually or in small groups.

Action 7 - Help students distinguish between the purpose of revision and editing, more specifically when it is appropriate to use revision and when to edit writing.

Action 8 - Revisit the 6 + 1 Trait writing program from the lens of a reader and writer vs a grade/score, in order to get students to think about a bigger-picture revision process through attention to ideas, organization, voice, word choice, and more. The revision checklist includes items such as: the topic is narrow and manageable, the details support the idea, the order of details makes sense, the writing has an interesting beginning and ending.

Action 9 - Explicitly teach revision strategies for each trait of writing.

Action 10 - Use questioning strategies that push students to reflect on their knowledge and ways of thinking associated with the content and provide evidence to support their arguments and new ideas rather than merely the right answer.

Action 11 - Provide adequate time for processing, including use of wait time so all students are prepared to discuss their thinking/learning.

Action 12 - Participate in building sponsored instructional rounds regarding SE and CEC to learn from other teachers and contribute to my PLC.

Action 13 - Collaborates and engage in reflective inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. When appropriate provide leadership for work involving the CCSS math practice standards and required instructional shifts.

Evidence of Achievement

This section will be filled in by the Teacher after Growth Plan has been Approved.

[ADD ANOTHER AREA OF FOCUS](#)

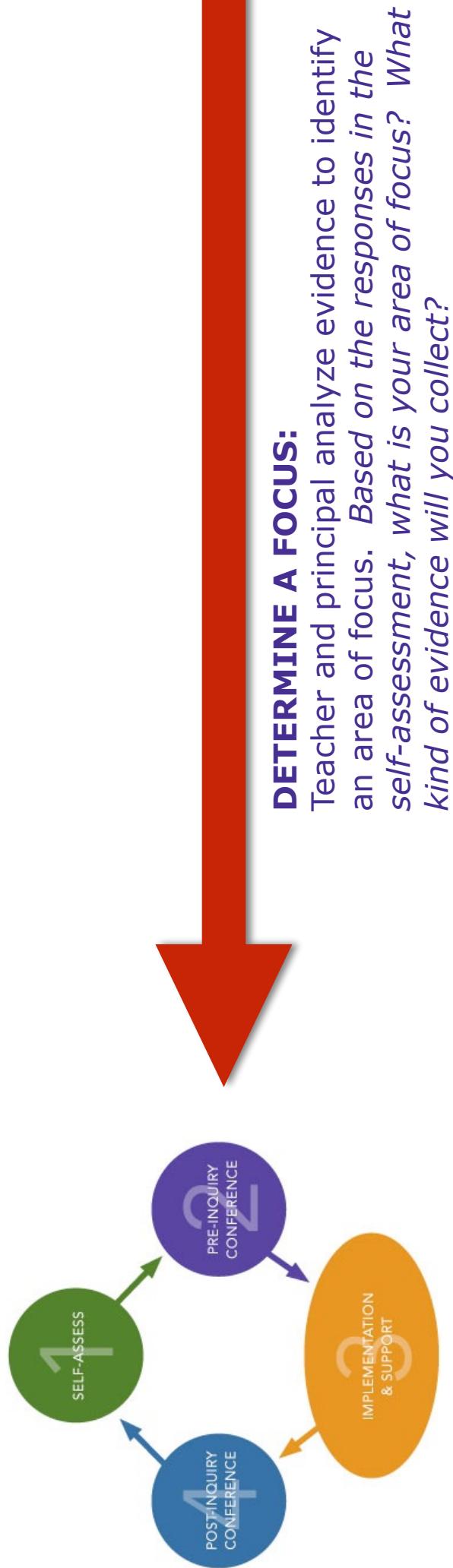
[ADD ANOTHER GOAL](#)

[CANCEL](#)

[DUPLICATE](#)

[SAVE & FINISH LATER](#)

[SAVE & REQUEST APPROVAL](#)



- Ensure Alignment
School improvement, student learning needs, and self assessment.
- Set Instructional Practice Goals
3-5 indicators (i.e., P1, SE1, CP3)
- Set Student Learning Goals
2 or more student growth goals (i.e., SMART Goals, SLO's)
- Action Plan
Specific steps to grow professional practice and impact student learning.

Inquiry Cycle: Pre-Inquiry Conference

Conversations with a teacher are situated within a cycle of teacher learning. Therefore, there are multiple types of conversations. The purpose of the pre-inquiry conference is to identify and confirm the teacher's area of focus, set instructional practice and student learning goals, and determine implementation and support.

Steps	Outline and Rationale	Questions, Stems and Frames
Set the context if needed.	Setting the context around the self-assessment process helps to make the purpose of the pre-inquiry conference transparent.	As you know, the way we're supporting teacher growth is changing. The purpose of this conversation is to... By the end of the conversation, I hope we will...
Ask teacher to share self-assessment.	By listening to the teacher's self-assessment, the principal can determine whether or not it is situated in the teacher's daily classroom practice, is observable and is connected to building and/or district goals.	What data did you use from your own practice and student learning to think about your potential area of focus? How does your potential area of focus connect to identified building and/or district initiatives? What aspects of the rubric helped inform your thinking about your potential area of focus?
Identify / confirm area of focus.	Teacher and principal determine an area of focus that will provide the opportunity for teachers to grow and for students to demonstrate success.	Tell me about what you want to focus on this cycle and why. Based on the evidence, how does focusing on _____ address _____? What about working on _____ would help your students with _____? Do you see any obstacles in your practice that might keep you from being successful in this area?
Create examples of observable evidence of teaching and learning within the teacher's reach for this cycle.	By discussing examples, the teacher and principal can ground the area of focus in a research-based vision of daily classroom practice.	What would _____ look like in your practice by the end of this cycle? What will students be doing and saying as a result of your learning in this cycle?
Determine changes in instruction.	By describing concrete instructional moves, the teacher will be able to set specific and achievable goals.	What will change in your instructional practice? Why do you think that change will improve your students' learning?

Steps	Outline and Rationale	Questions, Stems and Frames
Set student learning goals.	Setting student learning goals that clearly state what the teacher wants to accomplish in his/her practice with his/her students will help focus the learning opportunities for the teacher during professional development and feedback cycles with the principal.	What specific instructional practice goals can you set to support this change in practice? How will our work as a school help you with your instructional practice?
Determine steps of implementation and support for the teacher.	Teacher and principal identify a series of action steps to develop the instructional practice identified in the goals.	What do you need to learn in order to implement these shifts in practice? How will you learn about implementing these shifts in practice? Based on what you are saying, here are some possibilities...
Determine steps of implementation and support by the principal.	Teacher and principal identify specific steps the principal will take to support the teacher's learning (PLCs, PD, observing others, modeling, etc.).	What do you need the principal to do to support your learning? I can support this learning by ____.
Schedule formative feedback cycle.	Teacher and principal agree to when the formative feedback observations will take place.	Thinking about the steps you will take to learn ___, when does it make sense for me to come and collect observation data?

Observation for Pranee CEL

Staff Member	Pranee CEL (pranee@five-startech.com)	
Observer	Colin Ripmaster (cripmaster@colin5d.com)	
Observation Rubric	5D+ Teacher Evaluation Rubric	
Observation Type	Unannounced	
School Year	2015 - 2016 ▾	
Observation Start Date	11/23/2015 9:10am	
Observation Timer		
Area of Focus	2.SE.2: Ownership of Learning, 5.CEC.2: Learning Routines, 5.CEC.3: Use of Learning Time, 5.CEC.5: Norms for Learning	
Date/Time	Script	Code
11/23/2015 9:13:55am	Students are sitting on the floor as a group facing the teacher and chart paper that lists revision strategies. The title of the list chart is "Revision Reminders".	5.CEC.1
11/23/2015 9:15:57am	T - So this is what I want you to think about fourth grade. I want you to think about which of these strategies would you like to try... I also want you to think about it for a minute and why...why number two and not number four. T- Give me a thumbs up when you think you have one that you think will help improve the quality of your writing...ok to sit and think for a minute...this should be a big decision... Several Ss started putting their thumbs up right away. Ts - teacher gives about 15 seconds of wait time... T - Some of you might think you can do two of these, others aren't sure yet...waited a couple seconds and said...ok... identify someone to turn and talk to when I am done...one which of these will you want to try over the next few days and why?	5.CEC.2, 5.CEC.3, 2.SE.1, 2.SE.2, 2.SE.4
11/23/2015 9:16:20am	Teacher waits and gives students processing time...	5.CEC.3, 2.SE.2
11/23/2015 9:17:22am	OK...turn and talk with your partner and I am going to come around and listen to your conversations. Ss turn, face and talk with one another. The teacher listens in on one conversation between a pair of boys and then a second pair of boys. The teacher listens to the pair and looks to the chart paper. T- paraphrases what the pair says to each other.	5.CEC.1, 5.CEC.2, 5.CEC.3, 5.CEC.4, 5.CEC.5, 2.SE.2, 2.SE.3, 2.SE.4, 2.SE.5
11/23/2015 9:17:48am	T - OK, 4th grade grade if I can get you to turn around. I would love to hear some ideas of what you discussed with your partners. Students turned and faced the teacher. All but 4 hands went up immediately.	5.CEC.1, 5.CEC.4, 5.CEC.3
11/23/2015 9:19:19am	David called upon to share his idea about number 3 about who is telling the story; checking to make sure he doesn't switch point of view...teacher confirms check to make sure it stays in first person or second person from start to finish. T asks David if he thought of a partner who he could work with and help him to do this. Asked him not to say a name. Someone who could give him good feedback...need to think about that...not someone who will just say great story...need someone who will give good feedback....you know what you might want to think about this part or this part didn't quite make sense... Teacher asked for another volunteer that picked a different strategy. All but six hands went up immediately. T called on Michael. Michael says strategy number 2 because he gets lost in his stories quite a bit and it would help him remember what to change. T asks if the highlighting would be the reminder so he doesn't get lost or forget and M says yes. T says so you have to just remember and highlight. T asks how often he thinks he is going to have to highlight. M says a lot. T so you will likely need a highlighter. Do you know where to get a highlighter. The class looks to where the highlighters are and M says yes.	5.CEC.1, 5.CEC.2, 5.CEC.4, 5.CEC.5, 2.SE.3, 2.SE.4, 2.SE.5

11/23/2015 9:20:16am	Teacher asks for one more idea. Many hands go up and teacher calls on Tyson who says number four because he gets mixed up a lot of stuff in paragraphs. Allow to get fresh thoughts on paper quickly to add on to paragraph. T asks - so you think you could do that when you sit down to revise today with fresh eyes and he nods yes.	5.CEC.2, 2.SE.4, 2.SE.5
11/23/2015 9:21:14am	T- Nice work. I want you to really think about a strategy that will work for you. If a strategy doesn't work for you is it ok to change and try something else. Ss choral response yeah/yes. T says she is not expecting to see all of this today, but over time...so that when she conferences with you tomorrow or the next day or next Tuesday that she can see how things went, how she can help.	5.CEC.2, 5.CEC.4, 2.SE.2, 2.SE.4
11/23/2015 9:23:09am	T - So your work today, on your desk is a green sticky, and I want you to write on the green sticky the revision reminder you chose to use today, the revision reminder you are going to try to use over the next few days and keep this in your writer's notebook. It lets me know that you chose one and gives us something to talk about at our revision conference. So just keep this along side you as you continue to work on your story today.	5.CEC.1, 2.SE.2, 2.SE.3, 2.SE.4
11/23/2015 9:24:47am	T - What do you do when finished. Dylan says plan and start a new story. T - or you can go back into your current story and further revise. But if you have already revised you can start a new story. Mike asked if they could have more than 2. T - yes, but start with one and do a good job with 1, then go to a second. Maddie ask whether you can highlight and then go back to highlight to make sure... T - yes....ooo la la look at all the revision that went on today.	5.CEC.2, 5.CEC.3, 2.SE.1, 2.SE.2, 2.SE.4, 2.SE.5
11/23/2015 9:26:09am	T - turn and talk with one another about what you are going to do today....what's your plan. Teacher knelt down by a pair of girls and a second pair of boys with the green sticky note.	5.CEC.2, 5.CEC.3, 2.SE.2, 2.SE.4, 2.SE.5
11/23/2015 9:26:46am	T to whole class - when you are ready to go forth you are turning toward me. T waited a couple seconds and said thumbs up if you know what you are going to do. T - In about 1 minute I should see pencils going across papers or eyes re-reading your writing. If you are having conversations it is about the work.	5.CEC.3, 2.SE.4
11/23/2015 9:27:43am	Teacher looks to names on board and says, "today I would like to check in with Jaren, Rachel who is not here, Rebecca, Jason, and Emily B. So those people gather your writing and join me on the carpet. The rest of you go forth and produce quality writing." The other Ss transitioned to writers workshop at their desks.	5.CEC.1, 5.CEC.3, 2.SE.3, 2.SE.4
11/23/2015 9:28:45am	Video transitioned later into lesson. T - Emily I want to talk with you. T grabs her stool and locates it by Emily's desk. The other students are sitting at their desks in pairs working on revision or individually revising their papers.	5.CEC.1, 5.CEC.2, 5.CEC.4
11/23/2015 9:30:38am	T - OK so what I want to do is show you some things you have been working on that you haven't experienced. Do you like to write? Emily says yes. T - I like how you wrote about the cranes and the monkeys and the five... and things like that...while opening the writing journal. T asks Emily - what are you thinking about for your next story. Emily says the fish in the stream. T asks - Have you planned this story? Emily says yes and references writing journal.	5.CEC.3, 5.CEC.4, 2.SE.1, 2.SE.2, 2.SE.3, 2.SE.4, 2.SE.5
11/23/2015 9:31:29am	T turns to S across from Emily and redirects to get back on track. T returns to speaking with Emily.	5.CEC.3
11/23/2015 9:32:39am	T - one of the things we have been working is how to take each one of these thoughts and stretch it out into a paragraph. So by the end of your story you would have 1, 2, 3, 4, 5 paragraphs...pointing to the sentences on the page. So tell me about ...	2.SE.1
11/23/2015 9:33:11am	T prompts the other students to return to their home base in 5-4-3-2-1 . Ss transition with Ts prompting.	5.CEC.3

11/23/2015 9:34:36am	T returns to conferencing with Emily who is writing on her plan. T- then we branch out to three ways your character might try to solve this problem. What do you think is the first way? Emily - they searched in the water a long time. T - we put that along the top here...To make the story interesting we typically say the first strategy didn't work so why didn't searching in the water work? Emily - they didn't watch and look for big splashes in the water and stuff...	2.SE.1, 2.SE.2, 2.SE.3, 2.SE.4, 2.SE.5
11/23/2015 9:35:14am	Video transitioned to end of the lesson. Ss are back at their desks and the teacher is at the front of the room.	5.CEC.1
11/23/2015 9:36:10am	T - OK writers come back together, put your pencil down, finish your writing....I am interested in getting some reminders today and things to think about for tomorrow. Is there anything that came up in workshop today that we need to consider tomorrow?	5.CEC.1, 5.CEC.3, 2.SE.1
11/23/2015 9:38:20am	T - Who hasn't shared something yet. I want to hear from somebody who hasn't been able to share yet..Riley, what do you want to share? Riley - When I was sharing my story to a partner we kind of realized that the story was too long. T - you helped me realize that as well. Just reading a chunk vs a whole story. Who else? Michael - Reading aloud, because when I read to myself I don't find the errors that I miss. T - so can you tell us about something you actually found? M when I was reading aloud I found that I forgot like three words and he said it didn't make sense. T who else? Maddie - I had a lot and there was a part I couldn't fit in. So as I did the whole story too long so I didn't tell the whole part, I just said three weeks later. T - sometimes as writers we don't tell the whole story we use something called sweeps of time, three weeks later...time goes by but we don't explain what happens.	5.CEC.2, 5.CEC.4, 5.CEC.5, 2.SE.1, 2.SE.2, 2.SE.3, 2.SE.4, 2.SE.5
11/23/2015 9:40:21am	T - So what I would like you to do right now, at this point I would like to review some of these tomorrow. You know what my homework is tonight, if there is a part of your story you would like feedback, note that in the margins of the paper so that you say Mrs. Poagline I would like you to ... I need help with this..., write me a little note if there is something you would like me to take a look at and that helps me to focus at 9 o'clock at night when I am looking at your writing. S - what do I do if I don't have anything for you to comment. T - just leave blank and I will enjoy it just the way it is.	5.CEC.1, 5.CEC.2, 2.SE.2, 2.SE.3, 2.SE.4
11/23/2015 9:41:21am	Ss write notes on paper and one S comments. T - nice work today. I can't wait to take a look at your writing with my glass....my cup of hot cocoa and read your writing. When you feel you're ready, you can put your writing in your basket and you can put things back where you borrowed it.	5.CEC.1, 5.CEC.2, 5.CEC.3, 2.SE.2
11/23/2015 9:41:36am	Ss put things away. Dictionaries on bookshelf, papers in basket, highlighters in bin, pencils/pens and scissors in table tents, trash in trash can.	5.CEC.1

SAMPLE NOTICINGS/WONDERINGS:

- I noticed you used thumbs up for thinking time and checking for directions.
- I noticed you listened to two pairs during 1st Turn and Talk. I wonder what you were listening for during the turn and talk?
- I noticed you called on 4 boys and 1 girl during the opening mini-lesson. I wonder how you determined which students to call upon?
- I noticed you front loaded what to do when students were done revising. While you were working with Emily you prompted students to return to independent work and used a 5-4-3-2-1 routine. I wonder what led you to prompt the students to transition to independent work?
- I noticed that you had students write down the specific strategy they were going to use for revising today and to select a partner that would be constructive in helping to revise their narrative. You then asked students to identify in their paper where they used the strategy and what feedback they wanted specific to the revision. I wonder what their revisions and notes indicated about their growth as writers? How will you use this formative assessment in upcoming lessons?
- I noticed you asked students to think about who would be a good partner to work with on their revisions, but not say it aloud. Then allowed them the choice of who they would work. I wonder if everyone had a partner and how this worked to support student learning of today's target?
- I noticed that all students had the opportunity to turn and talk, work with a partner and share out during both the opening and closing mini-lessons. Students were honest about strategies they selected, why they selected the strategy, and how it assisted them in revising their writing. I wonder what you have done to promote public risk-taking and accountability for learning?

CAN do...	VERGE of...	FAR from...
The classroom was safe and supportive whole class, small group and individual work around revision.	Some Ss moved to work with partners.	Ss rearranging desks for revision conversations.
Ss had writing journal, pencils, highlighters, & sticky note; T told Ss what to do with sticky note, Ss knew where to go to get materials, & T provided time at end to put things away.		
Students supported the learning of others during turn and talk routine – listening and waiting while others were thinking; and revision conversations.		
T communicated expectation during writers workshop, provides Ss tool & opportunity to share strategy S used, how S used it, and where S needs feedback. T collected work and sticky notes for review that night.	Some Ss returned to seats w/out prompting to revise paper. Getting all Ss to manage Transition w/out prompting.	Ss referencing Success Criteria to determine when completed with work and learning
Ss transitions w/T prompting w/little to no loss of learning time.		
T is subtle in redirecting off-task behavior.	Ss assist in managing behavior	
T to S and S to S interactions are positive and supportive of one another.		
Ss are willing to take risks and share their strengths, challenges, learning specific to their writing and why.	Posting and referencing norms when communicating expectations.	Ss referencing norms when working with each other and reminding each other of the norms when needed.

Pranee, thank you for the opportunity to observe your writing lesson. You clearly communicated your expectations, engaged students in a routine that held them accountable for their work, and learning. As a result, students were able to select and use one or more of the revision reminders to reread their narrative and make effective changes, in order to ensure high quality writing from the beginning to middle to end. You front loaded directions and checked students understanding of what to do when completed with revision conversations to maximize learning time and encourage students to take more ownership of their learning. Some students transitioned from revision conversations to revising their papers individually without prompting. Others transitioned with your prompting.

As you work to grow your practice around use of learning time and student ownership of learning, please continue to front-load directions and tasks, as well as provide all students the opportunity to manage these transitions. In today's lesson rather than prompting out loud to all, it would've benefited students who hadn't transitioned to be asked what they were supposed to do when completed with conversations. With this subtler approach you won't interrupt the learning of those who did what was expected, nor condition students who hadn't to wait for your prompting. In fact they will more likely begin transitioning on their own in the future.

Growth Plan Information

Teacher Name:	Jess Griffin
Growth Plan Name:	Copy of Area of Focus
School Year:	2017-2018
Status:	Approved Growth Plan by Colin Ripmaster on 01/08/2017 12:20pm
	My district has had a math initiative for two years focused on the CCSS math practice standards, more specifically on getting students to talk and think in discipline-specific ways.
Comments:	<p>My formative assessment of students indicate they are able to solve math problems, but struggle to model and explain their thinking beyond the formula and/or right answer.</p> <p>Given our district focus, student learning needs, and self-assessment of my practice in SE and CEC, I have chosen to work on increasing student engagement in my classroom, specifically through increasing student-to-student talk and having students justify their thinking using mathematical language.</p>
Start Date:	01/08/2018
End Date:	05/18/2018

Area Of Focus

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Student Engagement
Indicator	Opportunity and support for participation and meaning making (SE4)
Comments	<p>VS - Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. GQ - What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? GQ - Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? GQ - Where is the locus of control over learning in the classroom?</p>

Area Of Focus

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Student Engagement
Indicator	Student talk SE5
Comments	<p>VS - Student talk reflects discipline specific habits of thinking and ways of communicating. GQ - What does student talk reveal about the nature of students' thinking? GQ - What specific strategies and structures are in place to facilitate participation and meaning-making by all students? GQ - Do all students have access to participation in the work of the group? Why / why not? How is participation distributed?</p>

Area Of Focus

Rubric	5D+™ Rubric for Instructional Growth and Teacher Evaluation v.3
Dimension	Classroom Environment & Culture
Indicator	Learning routines CEC2
Comments	VS - Classroom Routines and Rituals - Classroom systems and routines facilitate student responsibility, ownership and independence. GQ - How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?

Goal

Start Date 09/11/2017

End Date 05/18/2018

Students will make a 10% increase in their NWEA MAP score in each quarter for Algebra 1. (5%)

On local benchmark assessments, all students will show proficiency level growth of 1 level or remain in the advanced level. (10%)

All students will be able to model, write, explain and solve an expression (10%):

- * interpret the structure of expressions
- * write expressions in equivalent forms to solve problems
- * use polynomial identities to solve problems
- * solve equations and inequalities with one variable
- * solve systems of equations
- * represent and solve equations and inequalities graphically

My student growth rating will be the following based on the aggregate of these three student growth measures:

- * HE if 90-100% of students meet proficiency on aggregate of measures
- * E if 75-89% of students meet proficiency on aggregate of measures
- * ME if 60-74% of students meet proficiency on aggregate of measures
- * IE if less than 50% of students meet proficiency aggregate of measures

Action 1 - Define the discipline specific habits and skills to target within the lesson (i.e., students think and act like mathematicians) and provide students daily opportunity to engage in discussion and other collaborative routines for learning with an emphasis on the standard of mathematical practice. (SE4, SE5 and CEC2)

Action 2 - Clearly communicate learning targets for each lesson that is aligned to the CCSS in Math.

Action 3 - Intentionally teach students each of the following math practice standards and embed one or more in each math lesson: Make sense of problems and persevere in solving them: reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning, in order for students to develop, test and refine their thinking. (SE4 and SE5)

Action Steps	<p>Action 5 - Use specific student led visible thinking routines like Think / Puzzle / Explore, Connect / Extend / Challenge, Stoplight (Can do, verge of, far from) to ensure all students have the opportunity and support to engage in quality talk and make their thinking and learning visible. (SE4, SE5, and CEC2)</p> <p>Action 6 - Use questioning strategies that push students to reflect on their knowledge and ways of thinking associated with the content and provide evidence to support their arguments and new ideas rather than merely the right answer. (SE5)</p> <p>Action 7 - Clarify expectations and adjust support as needed during the lesson to ensure each and every student has opportunity and support to meaningfully participate. (SE4)</p> <p>Action 8 - Clearly communicate and reinforce expectation of students to respond to questions in complete sentences, provide reasons and/citing evidence to support their thinking. (SE4, SE5, CEC2)</p> <p>Action 9 - Provide opportunities for students to press their thinking (e.g. ways of thinking, claims, evidence, reasoning.) and monitor conversations/responses (from small group and partner talk) to determine who I ask to share with the whole class? (i.e., no one, 1 person, multiple people, in what order and for what purpose. (SE4, SE5, CEC2)</p> <p>Action 10 - Collaborates and engage in reflective inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. When appropriate provide leadership for work involving the CCSS math practice standards and required instructional shifts.</p>
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NOTICING & WONDERING

I notice... I wonder ...

Noticing: Name Evidence

You/Students (**observable evidence**).

This resulted/impacted/led to (**specific result**).

**Evidence-Based
Noticing**

**Evidence-Based
Wondering**
followed by an

OR

Noticing & Wondering

You/Students (observable evidence**)**.

- *What did reveal about...?*
- *What did you (learn/thing) when (you/they) ...?*
- *How did inform your decision to...?*
- *How did align/connect with your ...?*
- *How do you/did you make decisions about ... ?*
- *What is your vision for ... ?*
- *How do you typically ... ?*

REVISING Noticings & Wonderings

SAMPLE	REVISION
I noticed that you talked the entire observation time. What are some strategies you could have used to engage student talk?	-
I feel like you did a good job adjusting your lesson based on student responses. Next time you might want to use some type of documentation tool to track responses.	
You used a ton of content vocabulary and students were totally engaged with the language. What else could you have done to encourage collaborative talk (small group and whole group)?	
I like how you introduced to lesson with your learning target. Why did you decide to have the students write it in their journals vs having them turn and talk about it?	
You praised students throughout the lesson and used positive reinforcement to reengage learners. Why are you still using behavior charts and awards for the entire class?	



SORT: Analyzing Evidence

Planning Formative Feedback

CAN do...	VERGE of...	FAR from...
There is evidence that the practice is in place (with intention).	There is evidence of the practice in place (with intention) but it may not be as effective as it needs to be.	There isn't evidence of the practice in place (with intention)



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FORMAL OBSERVATION & FEEDBACK

OPENING

An appreciation

- Hi Roberta
- Thanks for the opportunity...
- Thanks for your continued dedication to...
- Always appreciate...



EVIDENCE & AFFIRMATION (3-5 statements)

You/Students (observable evidence).

This resulted/impacted/led to (specific result).

NEXT STEPS (1-3 ideas)

Identify 1-3 next steps specific to the individuals areas of focus as well as their will/skill, level of proximal development, and personal learning style.

- As you work to grow your practice...
- Some things you might want to consider...
- Something you will want to consider is...
- Something you will want to do...

CLOSING

A special thanks!

- Thanks for all that you do!
- Looking forward to hearing about your successes!
- You've got this!
- Thanks for your continued dedication!
- In appreciation/collaboration
- Your partner in learning

Teaching Points for Feedback

<p>Low Skill, High Will</p> <p>Provide Feedback to GUIDE thinking</p> <ul style="list-style-type: none"> • 3 ideas to explore are... • Some things you might want to consider... (name examples) • As you continue to... 	<p>High Skill, High Will</p> <p>Provide Feedback to EMPOWER</p> <ul style="list-style-type: none"> • As you work to grow your practice... • Use a guiding question from the framework that is connected to their area(s) of focus...
<p>Low Skill, Low Will</p> <p>Provide EXPLICIT & DIRECT feedback</p> <ul style="list-style-type: none"> • Something I expect to see/hear... I will check in with you in the coming days. • Something you will need to do... • Something you will want to do... 	<p>High Skill, Low Will</p> <p>Provide Feedback to MOTIVATE</p> <ul style="list-style-type: none"> • Something I might see/hear as evidence during the next observation... • Something you will want to consider is... • Knowing your area of focus is... and your students need... work to



4 SUPPORT FUNCTIONS

- **Calibrator**
 - What is your current state?
What is your desired state?
 - Where do you see yourself now and where do you want to be?
 - What will success look and sound like?
- **Coach**
 - Pause
 - Paraphrase
 - Question
 - Would you like to brainstorm a few ideas?
 - Would you like to start or do you want me to start?
- **Collaborator**
 - Would you like a few ideas?
 - You might consider ...
 - It is important to ...
 - Here is one way to think about that...
- **Consult**
 - Would you like a few ideas?
 - You might consider ...
 - It is important to ...
 - Here is one way to think about that...