



OVERVIEW

During today's session, participants learn a criterion scoring methodology to determine an indicator, dimension and overall 5D+ rating by examining observation and "conversation" evidence from 4 classroom observations to assess a teachers practice leading to a summative rating, and how to aggregate with Student Growth and Assessment data to derive a final summative effectiveness rating. Participants further develop understanding of the 5D+ inquiry cycle while applying critical stances for instructional leadership (equity, strength-based and inquiry) in end-of-year inquiry cycle conversations to post-conference evaluation and determine areas of focus for the coming year.

LEARNING TARGETS

- Further develop understanding of the 5D+ inquiry cycle and area of focus nesting within end-of-year inquiry conference and PD implications
- Continue to develop critical stances: strengths-based stance, inquiry stance, and working from evidence.
- Learn how to assess observation and conversation data leading to a summative rating.

AGENDA (9 am - 4 pm)

I. Welcome & Connect

II. Learning from Text

- 5D+ Scoring Matrix national Guidelines
- Guidelines for Summative Scoring
- Analysis of Evidence: Calibration Reminders
- Michigan Requirements for Summative Evaluation

Break (10:30-10:45)

III. Criterion Scoring (Purpose)

Lunch (12-12:30)

IV. Criterion Scoring (Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning and Classroom Environment and Culture)

Break (2-2:15)

V. Final Summative Evaluation

VI. End-of-Year Inquiry Conference / Areas of Focus and IDP's for less than Effective

VII. Reflection & Next Steps

Norms of Collaboration

- 1. Pausing.** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.
- 2. Paraphrasing.** Using a paraphrase starter that is comfortable for you – *So ...* or *As you are ...* or *You're thinking ...* – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.
- 3. Posing Questions.** Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, *What might be some conjectures you are exploring?* Use focusing questions such as, *Which students, specifically?* or *What might be an example of that?* to increase the clarity and precision of group members' thinking. Inquire into others' ideas before advocating one's own.
- 4. Putting ideas on the table.** Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: *Here is one idea ...* or *One thought I have is ...* or *Here is a possible approach ...* or *Another consideration might be ...*
- 5. Paying attention to self and others.** Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying *and* how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.
- 6. Presuming positive intentions.** Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.
- 7. Pursuing a balance between advocacy and inquiry.** Pursuing and maintaining a balance between advocating for a position and inquiring about one's own and others' positions assists the group in becoming a learning organization.

5D+™ Scoring Matrix National Guidelines

Research indicates that teachers are the most important factor influencing student learning inside the school. The purpose of evaluation of certificated classroom teachers is to acknowledge the critical importance of teacher quality in impacting student growth and to support professional learning as the underpinning of the new evaluation system. Principals, in consultation with classroom teachers, identify particular areas in which the professional performance is distinguished, proficient, basic, or unsatisfactory and particular areas in which the classroom teacher needs to improve his/her performance. The evaluation must include an assessment of each dimension using the 5D+ Teacher Evaluation Rubric. Dimension scores must be determined by an analysis of evidence. The following guiding principles may serve to inform district practice in determining dimension scores.

Guiding Principles

1. The primary goal of any system of teacher evaluation is to promote teacher and student learning.
2. Accurate teacher evaluation requires trained observers, using a research-based instructional framework, who make accurate assessments of practice based on evidence.
3. The value of accurate assessments of practice is to shape the conversations that lead to improved practice.
4. Embedded in the 5D+ teacher evaluation process is a system for growth in teaching practice.
5. Summative scoring using the four-level rating system of teaching practice plays a minor role in the growth of teaching practice through formative evaluation.
6. Reliability and validity of the instructional framework relies on implementation of the full framework rather than individual indicators. While school administrators must adhere to the requirements to derive a dimension score, administrators who want to impact teacher and student learning should put most of their energy into those parts of the evaluation process that can yield real benefits for teachers and students: accurate assessment of practice on the instructional framework, and the use of that information to promote professional learning.
7. It is imperative to remain in the formative mindset until the final summative rating is determined.

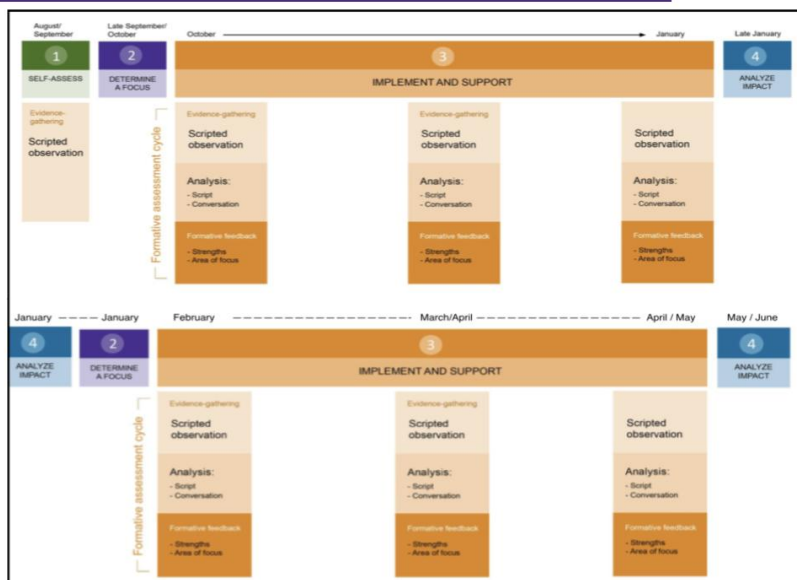
General Rules for Utilizing a Scoring Matrix

1. Gather formative evidence from observed practice, for example: coded script, answers to wonderings, trends, student work, notes from formative conversations with teachers, teachers' self-assessment.
2. Make a determination for each indicator based upon the preponderance of evidence from multiple observations and its probable truth/accuracy, not the amount of evidence.
3. Enter the score for each indicator in the matrix.
4. If the dimension score is not clear, use the guiding questions below to reflect on the evidence in order to determine an informed professional judgment about what the dimension level score should be.

Sample Guiding Questions

- What else do I need to see or consider to make a final decision. What is available to me?
- What is the distribution of evidence over time?
- Has there been demonstrated and consistent improvement? If there was growth, was the growth sustained?
- What would be the tipping point? If I consistently saw "X", I would feel confident that the performance is *Basic*. If I consistently saw "Y", I would feel confident that the performance is *Proficient*.
- What is the essence of the indicator? Go back and find the key words in the framework/rubric. What does the evidence tell you about the evaluatee's performance and growth with regards to this essential aspect of the indicators?
- Is this evaluatee more *Basic* than s/he is *Proficient*, or more *Proficient* than s/he is *Basic* in this indicator? What is the evidence based in the framework/rubric to support your decision?

5D+ Inquiry Process



FORMATIVE FEEDBACK CYCLE

Steps for Collecting & Analyzing Evidence

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Each teacher is expected to be observed 4-6 times per year, in order for an evaluator to have adequate evidence to determine indicator scores for a summative evaluation of professional practice. Each observation should be approximately 15 minutes in length.

Specific steps for collecting and analyzing evidence and providing formative feedback for each observation are as follows:

SCRIPT

Collect specific and descriptive evidence.

- The purpose of scripting is to create a data log/running record of what the teacher said and did, what students said/did, classroom layout/postings on the walls, etc.; all connected to the instructional core.
- The data log should be judgment and interpretation free – so that when the teacher looks at the log, there is no defensiveness, just agreement, “the script is an accurate description of what occurred while you were in the classroom.”

CODE

Align evidence from script to specific indicators that will be evaluated.

- The purpose of coding is to identify and label evidence of practice for each rubric indicator. When an observer finds an example of an indicator, s/he writes that indicator code (i.e., CEC1) next to the script that is evidence of that indicator.

NOTE: Observers do NOT try to determine a teacher's score. It is not fair to the teacher, and not strong research-based practice to score a teacher based on one 15 minute observation.

NOTICE/WONDER

Identify/highlight evidence and pose questions related to a teacher's area of focus.

- The purpose of noticings/wonderings is to initiate (serve as the basis of) conversation with a teacher around their area of focus, in order to collect additional evidence needed for formative feedback.
- A teacher may respond to noticing / wonderings verbally or electronically.

ANALYZE

Sort evidence of practice into three categories: What the teacher “can do”, what s/he is on the “verge of,” and what s/he is “far from.”

- The purpose of analyzing evidence is to identify a teacher's zone of proximal development in preparation to provide formative feedback.
 - Can do - There is evidence that the practice is in place (with intention).
 - Verge of - There is evidence of the practice in place (with intention), but it may not be as effective as it needs to be.
 - Far from - There isn't evidence of the practice in place (with intention).

FEEDBACK

Provide teacher formative feedback.

- The purpose of formative feedback is to recognize/affirm practices in place based on what the teacher “Can do” from across the rubric and provide short-term coaching points based on what the teacher is on the “Verges of” being able to do specific to the teacher's area of focus.

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Continuous Improvement

Current State

Informed by Evidence

- Observation and Conversation Evidence
- Artifacts of Learning

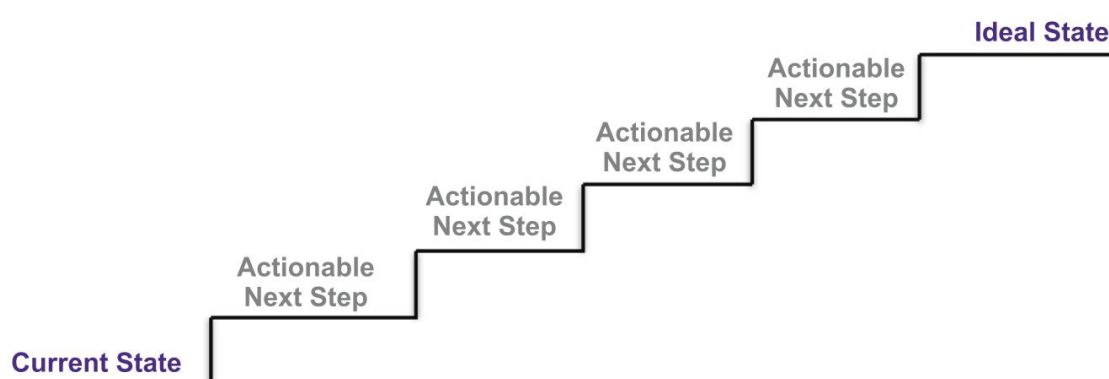
Intentional Practice

- Observation & Feedback
- Coaching & Support
- Learning

Ideal State

Informed by:

- Content Standards
- 5D Instructional Framework



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Guidelines for Summative Scoring

- Read the rubric indicator before scoring. After analyzing the evidence, use the *5D+™ Analysis of Evidence: Calibration Reminders* document if needed for clarity.
- Score based on the evidence from multiple observations. You should be able to point to the evidence across your scripts to support the alignment of evidence to a performance level in the 5D+ rubric.
- Start at Basic. Move to Proficient if there is evidence to support all parts of the Basic performance level. Move to Distinguished if there is evidence to support all parts of the Proficient performance level. The performance level is distinguished if there is evidence to support all parts of the performance level.
- As much as possible, utilize chunks of coded script as opposed to individual phrases or sentences. Chunks are more likely to provide the context needed to accurately assess.
- The teacher's area of focus and the school's professional development focus should inform your thinking about whether you are looking for preponderance of evidence or growth over time.
- Scoring by preponderance of evidence is primarily for scoring indicators that were not directly connected to the area of focus during the year's inquiry cycles.
- Scoring by growth over time is primarily for scoring indicators that were directly part of the area of focus during the year's inquiry cycles. Growth over time utilizes the same principles as standards based grading.
- Process one indicator at a time. Stay focused on the content of one indicator. Do not include content from other indicators to determine a performance level.
- Sometimes a lack of evidence is evidence.
- Wonderings for summative scoring purposes may be different than wonderings for feedback purposes. For example, there is no evidence in any observation that learning needs based on life experiences are being utilized; you don't need to wonder about this for summative scoring purposes, but you may ask for feedback purposes.
- When you are unsure about the alignment of evidence to a performance level, return to your coding and look at a broader chunk of script. Does increasing or deepening the context change where the body of evidence lies on the performance level continuum?
- Consider missed opportunities when thinking about where a body of evidence lies on the performance level continuum.
- The data set for a teacher applies to that teacher only. Do not use a teacher's data set to determine another teacher's performance level.

5D+™ Evaluation Process

Analysis of Evidence: Calibration Reminders

Generic Rater Reliability Reminders

- Always use the 5 Dimensions of Teaching and Learning™ instructional framework and the 5D+ Teacher Evaluation Rubric in tandem. The framework is the vision; the rubric informs the next steps a teacher may take to get to the vision.
- Identify your bias. Take steps to reduce the influence of your bias on your analysis of evidence and scoring. (Ground yourself in the framework and rubric; if you find your bias influencing you, ask yourself what else it could be.)
- Be clear about who and/or what the indicator is focused on. Pay attention to words like *teacher*, *student*, *and*, *or* and the placement of commas.
- Don't merge dimensions and indicators. Be sure the evidence you are considering is aligned with the indicator you are scoring. Use the framework card with your rubric numbers on it to help ensure your evidence aligns.
- Don't double ding! Use unsatisfactory evidence for one indicator only.
- Teachers develop students' independence in the learning behaviors described in the rubric. Typically, at the basic performance level, the student learning behavior is heavily teacher dependent; at the proficient performance level, the student learning behavior is prompted by the teacher; at the distinguished performance level, the student learning behavior is demonstrated without prompting from the teacher. Developmental appropriateness should be considered in each indicator. Student self-assessment will look and sound different in kindergarten and twelfth grade.
- High cognitive demand for students on an IEP is determined by the grade level described in the IEP.
- Always apply the *reasonable* standard. The rubric should not be used to penalize teachers for circumstances beyond their control, such as working in a shared space or with more complex students. Example 1: Do the arrangement of the classroom, the resources in the classroom, and the wall space reflect the learning for the current unit of study? If a classroom is used by one teacher, the answer to this question will be different than if multiple teachers share the same space. Example 2: Talk for a non-verbal student with an IEP requires that the reasonable standard be applied. How does this student communicate? How is the teacher supporting the growth in communication skills of this student? The evaluator and teacher should agree to goals that match the basic, proficient and distinguished performance levels in rigor appropriate to the IEP. Example 3: Self-reliance for an English Language Learner may depend on the student's language proficiency. What are the academic and linguistic needs of this student? What can a student reasonably be expected to accomplish on their own? What is the trajectory for the development of their self-reliance?

Purpose P1

Scoring Reminders

- Pay attention to: frequency words, and, or, teacher, student
- Consider Preponderance of Evidence and Growth Over Time.

- **Start at Basic.** Is there evidence across multiple observations to support all parts of the **Basic** performance level?
 - If no, rate **Unsatisfactory**
 - If yes, move to Proficient.
- Is there evidence across multiple observations to support all parts of the **Proficient** performance level?
 - If no, rate **Basic**
 - If yes, move to Distinguished.
- Is there evidence across multiple observations to support all parts of the **Distinguished** performance level?
 - If no, rate **Proficient**
 - If yes, rate to **Distinguished**.

Purpose		Unsatisfactory	Basic	Proficient	Distinguished
P1	Learning target(s) connected to standards	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.

Lesson 1 Standards and Learning Target

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
- "LT for today is to deepen understanding of the Outsiders by participating in a Socratic Seminar."

Lesson 3 Standards and Learning Targets

- CCSS.ELA-LITERACY.W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Learning Target**
- Understand the importance of organizing an argument into a standard format.
 - Understand how to write an argument, claim, thesis in standard format.

Lesson 2 Standards and Learning Targets

- CCSS.ELA-LITERACY.RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision
- CCSS.ELA-LITERACY.SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Lesson 4 Standards and Learning Targets

- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
 - RI.8.9. Analyze how two or more texts address these or similar topics in order to build knowledge or to compare the approaches the authors take.
- Learning Target**
- Understand why Dr. King is in Birmingham.

- Which lessons are based on Grade Level Standards?
- Which lessons have learning targets? Are they aligned to the standards?
- Consider Preponderance of Evidence and Growth Over Time.

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Purpose P4

Scoring Reminders

- Pay attention to: frequency words, and, or, teacher, student
- Consider Preponderance of Evidence and Growth Over Time.

- **Start at Basic.** Is there evidence across multiple observations to support all parts of the **Basic** performance level?
 - If no, rate **Unsatisfactory**
 - If yes, move to Proficient.
- Is there evidence across multiple observations to support all parts of the **Proficient** performance level?
 - If no, rate **Basic**
 - If yes, move to Distinguished.
- Is there evidence across multiple observations to support all parts of the **Distinguished** performance level?
 - If no, rate **Proficient**
 - If yes, rate to **Distinguished**.

P4	Communication of learning target(s)			
	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.

Lesson 1:

Purpose - Communication of learning target(s)

[LT and SC are projected on screen] T reads - LT for today is "to deepen understanding of the Outsiders by participating in a Socratic Seminar." SC for today, "you are going to share your thinking using relevant textual evidence, listen to and build upon the ideas of others to further collective understanding, writing a reflective response explaining how your thinking deepened because Seminar."

Lesson 3:

Purpose - Communication of learning target(s)

Okay, here we go. I'm asking you to write a thesis. LT, SC & CCSS on smartboard - 1 1/2 min LT for today. You're going to understand the importance of organizing an argument into a standard format. What does that mean? Okay, understand the importance of organizing an argument into a standard format. I'm asking you to write a thesis. You're going to be able to understand how to write that argument, your claim, a thesis. Success Criteria - you're going to have a working thesis by the end of the period, okay? And you're going to complete the parameter exit slip, and actually, the exit slip is in Swift (Learning management system) and is under the discussion category in Swift.

I want the learning target into my daily point and am sure to verbalize the learning target when the learning target slide is on the screen. Today I wasn't able to get back to the learning target at the end of the lesson. I try to each day. I actually get to it about the time, if I am lucky. I ask the students to paraphrase the common core state standard each day. I try to stress that paraphrasing is not dumbing down the standard and that the learning target is based on the standard.

Lesson 2:

Purpose - Communication of learning target(s)

No Scripting

Lesson 4:

Purpose - Communication of learning target(s)

I want to tell you what our learning targets are today. We're going to understand why Dr. King is in Birmingham. That's one of the first things we're going to do. He had justification for being in Birmingham but why is he there? We're going to look at that and you're going to understand the Birmingham ordinances of 1955. That's where we're going to spend our time today - looking at the ordinances and doing something with them and that something with them is apply your knowledge of the ordinances by creating a Thesis. This is Now poster.

Remember yesterday when I told you this was going to make you mad? Okay, this - are you starting to get an understanding why Dr. King was in Birmingham? Mmm. So far, we've only been through a few of these. I want you, in your groups, just to come up with one word to describe these ordinances. In your group, talk about it. 30 seconds. One word to describe these ordinances.

- Which lessons does the teacher communicate the LT? How?
- Which lessons does the teacher check understanding of what the learning targets are for each lesson?
- Consider Preponderance of Evidence and Growth Over Time.

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SUMMATIVE SCORING

State Requirements & 5D+ Procedures



PROFESSIONAL PRACTICE (Evaluation Rubric)

Beginning with the 2024-2025 school year, 80% of the annual year-end evaluation shall be based on professional practice, as measured by the 5D+ Rubric for Instructional Growth and Teacher Evaluation.

Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory, basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice.

The following procedure is used to determine a professional practice rating:

- a. **Determine an Indicator Score:** (Process one indicator at a time.)
 1. *Select "Start Evaluation" for an individual teacher in Pivot.*
 2. Read the rubric performance language beginning with the first indicator within the dimension.
 3. Examine formative evidence from observed practice that is coded for the indicator, including scripts, pictures, videos, responses to "noticings" and "wonderings" and other conversations, as well as artifacts, products and/or results of classroom practice.
 4. Determine a rating for the indicator based upon the preponderance of evidence, consideration of growth over time, and its probable truth/accuracy, not solely the amount of evidence. Evaluators should be able to point to the evidence or lack of evidence across observation scripts to support the alignment of evidence to a performance level in the 5D+ rubric using the following protocol:
 - a. Start at Basic. Is there evidence to support all parts of the Basic performance level? If no, rate Unsatisfactory. If yes, move to Proficient.
 - b. Is there evidence to support all parts of the Proficient performance level? If no, rate Basic. If yes, move to Distinguished.
 - c. Is there evidence to support all parts of the Distinguished performance level? If no, rate Proficient. If yes, rate Distinguished.
 5. Repeat for each of the remaining indicators in the dimension
- b. **Determine a Dimension Rating:** Examine all indicator scores within a dimension, consider the key ideas of the dimension, and determine a dimension score based on the preponderance of evidence using the holistic rubric. *Select the performance level in Pivot for the Dimension Rating.*
- c. **Repeat part A and B for all Dimensions**
- d. **Determine a 5D+ Summative Rating:** Examine all of the dimension ratings, and derive a preliminary professional practice rating based on the preponderance of evidence at the Dimension Level using the holistic rubric. *Select the performance level in Pivot for the overall 5D+ Rubric rating.*

5D+ HOLISTIC Rubric			
DEFINITIONS & DESCRIPTIONS			
<p>EVIDENCE refers to the data and insights collected through direct observation, including scripts, pictures, videos, responses to "noticings" and "wonderings" and other conversations. It also refers to any artifacts, products and/or results of classroom practice that demonstrates the knowledge and skills of the educator with respect to the 5D+ Rubric for Instructional Growth and Teacher Evaluation.</p> <p>OBSERVATION refers to the systematic collection of evidence for the purpose of both formative feedback and teacher growth, and examination of evidence over time against the instructional framework and 5D+ Rubric for purposes of year end evaluation.</p> <p>EVALUATION refers to the comprehensive analysis of evidence, derived from multiple observations, to determine a rating of teacher performance. The process considers preponderance of evidence and growth and development of over time.</p>			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Evidence (or the lack of evidence) of professional practice indicates the teacher lacks understanding and/or commitment to the key concepts and underlying indicators within the dimension(s) and/or the expected practices are rarely or never present. This level of practice is ineffective and/or inefficient and may represent practice that is harmful to student learning, the professional learning environment, or individual teaching practice. This level requires immediate intervention for the teacher to acquire the knowledge and skills necessary for student learning to improve.	Evidence of professional practice indicates the teacher is developing understanding of the knowledge and skills of the indicators required to practice within the dimension(s), but performance is inconsistent over a period of time due to lack of experience, expertise and/or commitment. This level may be considered minimally competent for teachers early in their careers, but insufficient for more experienced teachers. This level of practice requires further support for the teacher to adopt the knowledge and skills necessary for student learning to improve within lessons and across disciplines/preps.	Evidence of professional practice indicates the teacher has a thorough understanding of the knowledge and skills of the indicators required to practice within the dimension(s), and performance is consistent over a period of time. This level is reflective of a successful, accomplished, and effective teacher. This level of practice is strengthened and expanded through purposeful and collaborative learning with colleagues, self-reflection and professional development, including coaching to assimilate the key ideas and underlying concepts daily within and across lessons and disciplines/preps.	Evidence of professional practice indicates the teacher has expertise with the knowledge and skills of the indicators within the dimension(s), and performance is consistent within and across lessons. To achieve this dimension rating, the majority of indicators within the dimension must be rated distinguished. This level of practice is reflective of ongoing, self-reflection, demonstrated expertise, and commitment to all students' learning, challenging professional growth, and collaborative practice. This level of practice is strengthened and expanded as the teacher adapts the key ideas and underlying concepts daily within and across lessons and disciplines/preps in order to differentiate instruction to capitalize on student strengths.

5D+ HOLISTIC Rubric

DEFINITIONS & DESCRIPTIONS



Michigan Association of
Secondary School Principals

EVIDENCE refers to the data and insights collected through direct observation, including scripts, pictures, videos, responses to "noticings" and "wonderings" and other conversations. It also refers to any artifacts, products and/or results of classroom practice that demonstrates the knowledge and skills of the educator with respect to the 5D+ Rubric for Instructional Growth and Teacher Evaluation.

OBSERVATION refers to the systematic collection of evidence for the purpose of both formative feedback and teacher growth, and examination of evidence over time against the instructional framework and 5D+ Rubric for purposes of year end evaluation.

EVALUATION refers to the comprehensive analysis of evidence, derived from multiple observations, to determine a rating of teacher performance. The process considers preponderance of evidence and growth and development of over time.

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Evidence (or the lack of evidence) of professional practice indicates the teacher lacks understanding and/or commitment to the key concepts and underlying indicators within the dimension(s) and/or the expected practices are rarely or never present. This level of practice is ineffective and/or inefficient and may represent practice that is harmful to student learning, the professional learning environment, or individual teaching practice. This level of practice requires immediate intervention for the teacher to acquire the knowledge and skills necessary for student learning to improve.	Evidence of professional practice indicates the teacher is developing understanding of the knowledge and skills of the indicators required to practice within the dimension(s), but performance is inconsistent over a period of time due to lack of experience, expertise and/or commitment. This level of practice is reflective of a developing educator who has not demonstrated competence expected of effective teachers. This level of practice requires further support for the teacher to adopt the knowledge and skills necessary for student learning to improve within lessons and across disciplines/preps.	Evidence of professional practice indicates the teacher has a thorough understanding of the knowledge and skills of the indicators required to practice within the dimension(s), and performance is consistent over a period of time. This level is reflective of a successful, accomplished, and effective teacher. This level of practice is strengthened and expanded through purposeful and collaborative learning with colleagues, self-reflection and professional development, including coaching to assimilate the key ideas and underlying concepts daily within and across lessons and disciplines/preps.	Evidence of professional practice indicates the teacher has expertise with the knowledge and skills of the indicators within the dimension(s), and performance is consistent within and across lessons. To achieve this dimension rating, the majority of indicators within the dimension must be rated distinguished. This level of practice is reflective of ongoing, self reflection, demonstrated expertise, and commitment to all students' learning, challenging professional growth, and collaborative practice. This level of practice is strengthened and expanded as the teacher adapts the key ideas and underlying concepts daily within and across lessons and disciplines/preps by nurturing cultures of rigorous teaching, learning and leading.

FINAL SUMMATIVE EFFECTIVENESS RATING

- a. Aggregate the student growth and assessment data (40%) and professional practice (60%) ratings:
1. Select "Start Final Summative Evaluation" for an individual teacher in Pivot.
 2. Enter the Final Professional Practice Rating: (1) Unsatisfactory, (2) Basic, (3) Proficient, or (4) Distinguished.
Note: If the professional practice rating was changed based on consideration of 1248 factors, note reason for increase or decrease of rating in the "Comment" text box below the Professional Practice rating.
 3. Enter the Student Growth and Assessment Data Rating(s): (1) Unsatisfactory, (2) Basic, (3) Proficient, or (4) Distinguished.

- b. Determine a Final Summative Evaluation rating based on the following scoring bands:

NEEDING SUPPORT	DEVELOPING	EFFECTIVE	
1.0 - 1.49	1.5 - 2.49	2.5 - 4.0	

- c. Select the Final Summative Rating in Pivot:
1. Select the performance level from the drop down menu in Pivot.
 2. Enter specific performance goals and any recommended professional development, instructional support and/or coaching to achieve performance goals in the comment box

COMPLETION OF FINAL SUMMATIVE EVALUATION

The Final Summative Evaluation is to be signed by the teacher and the evaluator and placed in the individual teacher's personnel file. The teacher's signature signifies they have read and been provided an opportunity to review the evaluation with their evaluator. It does not signify agreement with the ratings of the evaluation. A teacher may attach a letter of reaction to the evaluation within ten school days of receiving the evaluation.

NOTE: Michigan law requires that evaluators draft an IDP for the next school year for a teacher rated less than effective. This IDP must include specific performance goals and any recommended professional development, instructional support and/or coaching to achieve performance goals.

5D+™ Summative Evaluation

CODE	INDICATOR	Indicator Rating	Dimension Rating
PURPOSE dimension			
P1	Learning target(s) connected to standards		
P2	Lessons connected to previous and future lessons, broader purpose and transferable skill		
P3	Design of performance task		
P4	Communication of learning target(s)		
P5	Success criteria		
STUDENT ENGAGEMENT dimension			
SE1	Quality of questioning		
SE2	Ownership of learning		
SE3	Capitalizing on students’ strengths		
SE4	Opportunity and support for participation and meaning making		
SE5	Student talk		
CURRICULUM & PEDAGOGY dimension			
CP1	Alignment of instructional materials and tasks		
CP2	Teacher knowledge of content		
CP3	Discipline-specific teaching approaches		
CP4	Differentiated instruction for students		
CP5	Use of scaffolds		

CODE	INDICATOR	Indicator Rating	Dimension Rating
ASSESSMENT FOR STUDENT LEARNING dimension			
A1	Student self-assessment		
A2	Student use of formative assessments over time		
A3	Quality of formative assessment methods		
A4	Teacher use of formative assessments		
A5	Collection systems for formative assessment data		
CLASSROOM ENVIRONMENT & CULTURE dimension			
CEC1	Classroom arrangement and resources		
CEC2	Learning routines		
CEC3	Use of learning time		
CEC4	Student status		
CEC5	Norms for learning		

Key Concepts for Each Dimension

in the 5 Dimension of Teaching and Learning™ (5D™) Instructional Framework

Purpose

Planning: Designs and aligns the components to:

Standards (Common Core State Standards - CCSS)

- Link to broader purpose and transferable skill.
- Previous and future lessons.

Learning Target and Teaching Points

- Learning target linked to standards.
- Measurable.
- Teaching points linked to knowledge of students' learning needs (academic background, life experiences, culture and language).

Instruction: throughout the lesson:

- Ensures students understand the purpose.
- Provides opportunities for students to reflect upon their learning in relation to the success criteria.

Student Engagement

Intellectual Work

- Reflects thinking and work of the discipline and CCSS.
- Student-owned.

Engagement Strategies

- Support equitable access and expectation that all participate.
- Capitalize on students' academic background, life experiences, culture and language.

Talk

- Opportunities for students to develop, test, and refine their thinking.

Curriculum & Pedagogy

Curriculum

- Based on key concepts and knowledge of a discipline.
- Instructional materials are appropriately challenging and supportive for all students.

Teaching Approaches and/or Strategies

- Support all students in accessing content and engaging in subject-matter-specific thinking/doing.

Scaffolds for Learning

- Build towards student independence with targeted concepts/skills.

Assessment for Student Learning

Assessment

- All students have opportunities to demonstrate learning.
- The teacher has a system to gather and record assessment information.
- Variety of ways to collect assessment data.
- All students have self-assessment opportunities.

Adjustments

- Instructional decisions reflect use of data.
- Targeted feedback to students.

Classroom Environment & Culture

Use of Physical Environment

- Set up to promote and scaffold independence and ownership.

Classroom Routines and Rituals

- Promote community, equity and accountability for learning.

Classroom Culture

- Based upon relationships that promote high expectations and inclusivity while reducing issues of status.
- Promote risk-taking and collaboration

Sample Success Criteria by Statistical Model



Status Approach

Improvement Model

Ineffective	Minimally	Effective	Highly Effective
Negative % change	0% to 1.4% change	1.5 to 2.4% change	2.5% change or greater

Performance Index Model

Ineffective	Minimally	Effective	Highly Effective
0 to 49 points	50 to 64 points	54 to 79 points	80 to 100 points

Growth Approach

Simple Growth Model

Ineffective	Minimally	Effective	Highly Effective
Fewer than 60% of students meet growth targets	60 to 74% of students meet growth targets	75 to 89% of students meet growth targets	90% or more of students meet growth targets

Student Growth Percentile

Ineffective	Minimally	Effective	Highly Effective
19.5 or less*	19.6 to 39.5*	39.6 to 59.5*	59.6 or greater*

*Mean SGP

Growth to Proficiency Model

Proficiency			Growth
65-100%	35-64%	35-64%	
High proficiency Low growth Effective (3)	High proficiency Moderate growth Effective (3)	High proficiency High growth Highly Effective (4)	
Moderate proficiency Low growth Minimally Effective (2)	Moderate proficiency Low growth Effective (3)	Moderate proficiency High growth Effective (3)	20+ pts
Low proficiency Low growth Ineffective (1)	Low proficiency Moderate growth Minimally Effective (2)	Low proficiency High growth Effective (3)	
0-9 pts	10-19 pts	20+ pts	

Student Learning Objectives

Exceeded	All or almost all students met the target(s) and many students exceeded the target(s). A substantial number of students surpassed the overall level of attainment established by the target(s).
Met	All or almost all students met the target(s). The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).
Nearly Met	Many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. It's clear students fell short of the level of attainment established.
Not Met	If a substantial proportion of students did not meet the target(s) or the results do not fit the description of "Nearly Met" the SLO was not met. This category also applies when results are missing, incomplete, or unreliable.

Exceeds - 4	At least 65% of students meet or exceed growth target.
Met - 3	50-64% of students meet or exceed growth target.
Nearly Met - 2	35-49% of students meet or exceed growth target.
Not Met - 1	Less than 35% of students meet or exceed growth target.

Summative Evaluation

Shifting from Compliance & Judgement to Reflective Growth

Are you looking for ways to foster collaborative dialogue during the final teacher evaluation process versus an environment of contention, anxiety, rating and judgement? If so, keep reading, thinking, and analyzing what you might do to make this a reality. Having the title of "administrator" is an honor that can be perceived as a partnership alongside teachers or a position of perceived hierarchy and judgement.

When we ask for, and value various perspectives, all stakeholders grow in their thinking, practice, and efficacy. When we evaluate and judge, thinking and action is often compliance driven and disrupts growth and self-directedness. Calibration and collaboration are essential when one wishes to develop shared ownership, shared understanding, and intrinsic motivation. In this white-paper we share a way to move evaluation into a collaborative process with a goal of shared ownership, while cultivating an environment of self-directed learning.

Let's engage in thinking surrounding summative evaluations and the ways you can strategically support the thinking of others by building efficacy through authentic conversations about professional practice and its impact on student learning from the lens of a partner vs evaluator.

A FLEXIBLE CALIBRATION FRAMEWORK

PROCESS	WHAT	HOW
SETTING the STAGE	Reflection is essential for growth and collaborative conversations are essential for gaining new perspectives. By providing the space for a teacher to self-assess he/she is entering the conversation with a belief of where his/her practice lives within the evaluation tool.	<ul style="list-style-type: none"> • Invite teacher to meet with you for an end-of-year inquiry conversation. Within the communication explain the what, why, and how of calibration process. • TEACHER Open and Review Growth Plan, Within the evidence of achievement, respond to the following prompts providing reasons and evidence to support your thinking <ul style="list-style-type: none"> • How has my professional practice grown? • What impact has it had on student learning? • What might I focus in the next cycle of inquiry? Open the trends tab and run report "Evidence by Indicator" for current school year. <ul style="list-style-type: none"> • Based on the evidence and knowledge of own practice, self-evaluate on all indicators (a paper copy can be used and is often easiest) within a single dimension. • Circle where daily practice lives within each indicator (row) of the rubric and be prepared to speak to the evidence that supports the claim. • Consider the key ideas in the dimension and determine overall proficiency using the holistic rubric for the dimension rating. • ADMINISTRATOR Start an evaluation. <ul style="list-style-type: none"> • Based on the preponderance of evidence and consideration of growth over time, rate each indicator for a single dimension. • Considering the key ideas in the dimension rate the dimension using the holistic rubric.

COLLABORATIVE CONVERSATION	<p>Effective leaders seek first to understand by suspending judgement and waiting to draw final conclusions until they have gathered the information needed to make sound decisions. If rushing into the mode of consultation, one is often communicating based on personal biases and through a “fix-it” mentality.</p>	<ul style="list-style-type: none"> • Administrator begins with a question; “When thinking about student learning and your intentional teaching, ... How did it go this year in comparison to how you hoped it would go? What are some areas of strength that you are proud? What were some challenges you encountered?” • Teacher and administrator take out the 5D+ and holistic rubrics, taking a look at one of the dimensions at a time. “Where do you see your practice in relation to the dimension of _____?” Both are looking for similarities and differences; if there are differences, choose to inquire, agree, disagree, or add-on to thinking—always seeing to understand verse to be heard. • Teacher and administrator look at each of the indicators. “Where do you see your practice in relation to the rubric/indicator language?”. Again listening and looking for similarities and differences. • Ask teacher to document the indicator(s) where there were discrepancies (these discrepancies might become the new focus areas for the next year). <p>REMEMBER...</p> <ul style="list-style-type: none"> -Pose a question before adding personal thinking; LISTEN and QUESTION more than TALKING and CONSULTING; It's about them and their thinking. -If there are differences of opinion go back to the indicator language as well as the evidence. Ask what makes you say that? What else might it be? What is the frequency of that practice? (Daily, weekly, monthly, isolated to specific unit or discipline. Etc.)
PRIORITIZING & COMMITTING	<p>Prioritization and reflection are essential for success, as is a commitment to next steps. The goal within this segment is to leave the individual feeling resourceful, validated, and ready to take action.</p>	<ul style="list-style-type: none"> • The teacher and the administrator prioritize areas of focus (perhaps the ones where there were discrepancies, and determine which of the 3-5 areas will be focused upon first, during the next school year. • Conclude by asking the following questions: <ul style="list-style-type: none"> -“How will you maintain your focus?” -“What supports or resources are needed to meet your goals?” -“In what ways did our conversation support or validate your thinking as a professional?” <p>REMEMBER...</p> <ul style="list-style-type: none"> -It's less about the rating and more about the conversation and a commitment to continued growth. -Think about the long-term goals when entering the conversation and then choose your behaviors that will get you there.

As you think about your leadership and the ways to build a collaborative learning environment through the evaluation process, begin by thinking about your ultimate goal. If your goal is to build trust, thinking, and self-directed learning, calibration is necessary. By engaging others in reflection, and purposeful interactions, reciprocal learning and ownership will result.

Knowing that you are a professional committed to your personal growth, remember that MASSP has several options and opportunities that are sure to support you and engage the thinking of those you work and learn beside. Whatever the case, know that MASSP is here as a thought partner with the goal of ensuring your leadership success

Inquiry Cycle: Year-end Post-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 year-end post-inquiry conference is to examine the teacher's action steps, and summatively discuss teacher growth and its impact on student learning using your teacher evaluation rubric.

Steps	Outline and Rationale	Questions, Stems and Frames
Set the context if needed.	Setting the context around the action steps helps to make the purpose of the mid-year post-inquiry conference transparent.	<p>The purpose of this meeting is to engage in a conversation about your area of focus which included _____ and your students' learning as evidenced by _____.</p> <p>By the end of this conversation, I hope we will be prepared to summatively score the rubric for your final evaluation. This summative scoring will hopefully document your growth as a teacher over this school year. We may also have ideas about what you will work on for the rest of this school year and next academic year.</p>
Teacher and principal reflect on the teacher's area of focus. Principal shares examples of observable evidence and asks the teacher to share his/her thinking and reflections about his/her area of focus.	<p>The principal listens to the teacher's thinking to assess how the area of focus played out in daily classroom instructional practice and impacted student learning.</p> <p>The principal and teacher examine samples of evidence to validate teacher's strengths and help shape possible next steps.</p> <p>By grounding the strengths and possible next steps in your instructional framework and using evidence of observed instructional practice and what the students did as a result, teachers and principals get more comfortable with evidence-based conversations.</p>	<p>As our school/district continues to understand and implement instructional practices aligned with the Common Core State Standards and our instructional framework, you have been focusing on...</p> <p>I have observed you a number of times in both your classroom and your PLC and I have noticed the following strengths...</p> <p>I'd like you to reflect on your examples of observable evidence from our pre-inquiry conference connected to your area of focus:</p> <ul style="list-style-type: none"> • Based on the evidence, how did focusing on _____ address _____? • What about working on _____ helped your students with _____? • What evidence do you have that working on _____ helped your students to do _____?

Steps	Outline and Rationale	Questions, Stems and Frames
		<p>What did _____ look like by the end of this cycle in your practice?</p> <p>What were students doing and saying as a result of your learning in this cycle?</p> <p>Based on your learning from the previous cycle, should your area of focus change or should it remain the same? Why?</p>
<p>Note: This is the end of the second inquiry cycle and we are now beginning a summative conversation about your teaching practice and impact on student learning over the course of this school year.</p>		
Review and score evidence by indicator.	<p>By discussing evidence for each indicator, the teacher and principal can have a conversation about daily classroom practice and where it sits on the rubric.</p> <p>This conversation can occur in multiple ways: the teacher can score and send it to the principal; the teacher and principal can score together; the teacher and principal can agree to target parts of the rubric to discuss; or the principal can score the rubric and send it to the teacher prior to a conversation.</p>	<p>We just summed up our learning from the second cycle and are about to begin our summative conversation.</p> <p>I observed ____ in your classroom _____ times and believe that is evidence of the ____ performance level because _____.</p> <p>What evidence from these scripts aligns with indicator _____? What performance level does it support?</p>
Determine summative score.	Principal follows state guidelines to determine the summative score.	According to our state's guidelines, your summative score would be _____.
Reflection.	Teacher reflects on his/her learning over the year.	<p>What are the biggest learnings you have had about your practice this school year?</p> <p>What are you most proud of in what your students were able to accomplish based on your learnings?</p>
Determine next steps.	Teacher and principal agree to next steps for the remainder of the school year and possibly for the next academic year.	<p>Based on this body of evidence, what are logical next steps for the remainder of this school year?</p> <p>Based on this body of evidence, what are logical next steps for the next academic year?</p>