Comprehensive Evaluation: Domains and Indicators

The following areas will be used to assess teaching performance:

I.   PLANNING

INDICATOR A: Establishes appropriate instructional goals and objectives.

INDICATOR B: Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community.

INDICATOR C: Adapts instructional opportunities for diverse learners.

II.   TEACHING STRATEGIES

INDICATOR A: Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area.

INDICATOR B: Uses research based classroom strategies that are grounded in higher order thinking, problem solving, and real world connections for all students.

III.   ASSESSMENT & EVALUATION

INDICATOR A: Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.

INDICATOR B: Communicates student achievement and progress to students, their parents, and appropriate others.

INDICATOR C: Reflects on teaching practice through careful examination of classroom evaluation and assessments.

IV.   LEARNING ENVIRONMENT

INDICATOR A: Creates a classroom culture that develops student intellectual capacity in the content area.

INDICATOR B: Manages classroom resources effectively.

V.   PROFESSIONAL GROWTH

INDICATOR A: Collaborates with colleagues and appropriate others.

INDICATOR B: Engages in high quality, ongoing professional development as defined by the Tennessee State Board of Education Professional Development Policy to strengthen knowledge and skill in the content of the teaching assignment.

INDICATOR C: Performs professional responsibilities efficiently and effectively.

VI.   COMMUNICATION

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

DOMAIN ONE:
PLANNING

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

12

Performance Standards
Domain One: Planning

INDICATOR A:
Establishes appropriate instructional goals and objectives

1. Selects goals and objectives aligned with the Tennessee Academic content standards and state assessments.
2. Gives instructional priority to content goals and objectives that have been identified as high stakes assessment items.
3. Identifies goals and objectives that include the key concepts of the content area and are developmentally appropriate for all students.
4. Includes goals and objectives that emphasize higher order thinking skills appropriate to the content area and the students.

Rubric for Performance Standards
Domain One: Planning

PERFORMANCE LEVEL A

1. The textbook and the curriculum drive goals and objectives with some attention to students' needs and achievement.
2. Alignment with academic content standards and state performance indicators are incidental.
3. Goals and objectives are taken from the textbook with minimal attention to students' developmental levels.
4. Recall and comprehension are the primary levels of understanding in the planning of goals and objectives.

PERFORMANCE LEVEL B

1. Goals and objectives are generally determined by the assessment and evaluation of the class as a whole.
2. Attempts are made to align goals and objectives with academic content standards and state performance indicators.
3. The teacher focuses on key concepts of the content with some attention to a developmental sequence of goals appropriate for all students.
4. Goals and objectives for students to engage in higher levels of thinking are planned occasionally.

PERFORMANCE LEVEL C

1. Instructional goals and objectives are clearly aligned. And referenced to the content standards and state performance indicators.
2. Decisions regarding the breadth, depth, and sequencing of the content are made using the academic content standards with the prioritization of the state performance indicators.
3. A logical, clear, and appropriate connection exists between the goals and objectives and the developmental characteristics of all students. Goals and objectives are differentiated based on developmental levels of students.
4. Goals and objectives provide for deliberate skill development in the higher order thinking processes.

Data Sources:
Educator Information Record
Planning Information Records
Classroom Observations
Reflecting Information Records

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

13

Performance Standards
Domain One: Planning

INDICATOR B:
Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community.

1. Uses state performance indicators and multiple classroom assessments within the content to obtain information about students, their achievement, and uses this information to design and deliver appropriate instruction.
2. Plans and designs instruction and evaluation aligned with state academic content standards and state performance indicators that are developmentally appropriate for all students.
3. Selects research based strategies, methods, activities, and materials validated as sound practice within the content area.
4. Plans student evaluation and assessments that will allow all students ample opportunity to demonstrate what they have learned on the identified content goals and objectives.
5. Designs instruction to cause students to integrate content knowledge, skills, and inquiry across content areas.
6. Designs instruction that utilizes materials, human and community resources, and technology in ways appropriate to the content area.
7. Includes instructional experiences relevant to students, real life, and student career pathways.

Data Sources:
Educator Information Record
Planning Information

Rubric for Performance Standards
Domain One Planning

PERFORMANCE LEVEL A

1. Methods and activities that relate to the textbook are the primary guide for instructional planning.
2. Some consideration is given to student developmental levels.
3. Materials and methods are selected based on their relevance to instructional objectives and textbook.
4. Student assessments and evaluations are generally designed for the whole class in an objective format for ease of scoring.
5. Learning experiences provide opportunities for the integration of knowledge and skills from related subject areas.
6. Materials and technology are chosen based on their relevance to the textbook. Community resources are not evidenced.
7. The teacher plans activities for students that are related to careers.

PERFORMANCE LEVEL B

1. The teacher designs whole class instruction using classroom assessment data.
2. Plans reflect developmental needs in short term learning but may not show connections to end of year indicators or benchmarks.
3. There is some evidence of methods, activities, and materials that are research based.
4. Student assessments and evaluations are generally designed in varied formats for the whole class, including but not limited to, multiple choice, matching, short answer, and essay.
5. Plans include carefully designed learning experiences that require the integration of knowledge and skills from related subject areas.
6. Materials and technology are chosen based on their relevance to the topic and support the achievement of goals and objectives. Community resources are occasionally used.
7. The teacher plans activities for students that are related to career pathways and are relevant to real life.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

14

PERFORMANCE LEVEL C

1. The teacher designs instructional plans and evaluations based on state and classroom assessments.
2. Instructional plans are aligned with state academic content standards and state assessments with developmental needs of students identified within the instructional plan.
3. The teacher develops instructional plans that include research based strategies, methods, activities, and materials that are age appropriate and aligned with content standards.
4. Student assessments and evaluations are aligned to the goals and objectives and provide ample opportunity for students to demonstrate what they know.
5. In addition to Performance Level B, the teacher designs inquiry assessments that require complex, higher order thinking across the content areas.
6. Materials and technology are carefully selected to facilitate, extend, and enrich student learning and achievement within the content area. Community resources are included in ways that are respectful of the community culture.
7. Curricular goals, students' experiences, and real life career choices are clearly imbedded within the instructional plans.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

15

Performance Standards
Domain One: Planning

Indicator C:
Adapts instructional opportunities for diverse learners.

1. Uses aggregated and disaggregated data from state assessments, and classroom formal and informal assessments to identify the diverse needs of students as a whole class, as groups, and as individuals.
2. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner.
3. Plans and designs evaluations and assessments for diverse students.

Data Sources:
Educator Information Records
Planning Information Records
Classroom Observations
Reflecting Information Records.

Rubric for Performance Standards
Domain One: Planning

PERFORMANCE LEVEL A

1. Physical adaptations are the primary consideration when designing content instruction for student learning.
2. Strategies and materials are selected for diverse group learning styles. Cognitive needs are addressed as they arise in the classroom. Modifications as directed on students' IEPs are implemented.
3. Diverse learners are administered the same assessments and evaluations as the whole class with extra time allotted to students identified as having special needs.

PERFORMANCE LEVEL B

1. Aggregated and disaggregated assessment data are used in the planning process to design lessons that accommodate group differences.
2. Differentiated content assignments are planned for students as appropriate. Recommendations on IEPs are correctly interpreted and appropriately implemented.
3. Classroom assessments and evaluations are adapted for use with diverse learners.

PERFORMACE LEVEL C

1. Aggregated and disaggregated state assessment data are supplemented with classroom assessments to design instruction to meet the diverse needs of all students.
2. Plans are specifically designed to meet the needs for the whole class and all student groups. Learning experiences, as necessary, are tailored for individuals. IEPs are correctly interpreted and implemented to the fullest extent possible.
3. Classroom evaluations and assessments are specifically designed to meet the needs of diverse learners.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

16

Student achievement improves when learning goals and objectives are clearly defined, displayed prominently, and have an articulated relationship to instructional activities, and student assessments (Behr & Bachelor, Cohen, 1995; Deal & Peterson, 1993; Hallinger & Heck, 1996; Levine & Lopzotte, 1990; Sammons, Hillman, & Mortimore, 1995; Good & Brophy, 1986).

Instructional goals must be clearly stated and unambiguously related to student learning, rather than consisting of activities. Goals and objectives must be balanced as appropriate between different types of learning such as knowledge and skills and teachers must determine which are most suitable for their students. Knowledgeable teachers know which concepts are essential and which are peripheral. Attention to the developmental appropriateness of content is critical to planning and preparation, and to asking the appropriate questions, and providing feedback in ways that are appropriate to the student without overwhelming them (Danielson, 1996).

Understanding the developmental context of the subject matter enables teachers to construct instructional goals appropriate to students with special needs. Teachers can observe important patterns of development of students within a content area; these patters are particularly important in science and mathematics at all levels, and literature and social sciences at the high school level (Danielson, 1996).

Teachers who ensure that students are actively focused on educational goals make more progress on these goals (Anderson & Walberg, 1994; Frederick & Walberg, 1980; Walberg & Frederick, 1992).

High student academic performance is associated with focus on higher order thinking skills and engaging in hands on learning (Wenglinsky, 2001).

Teachers must understand the content to be learned, the structure of the discipline of which that content is apart, and the methods of inquiry unique to the discipline. Teachers must be aware of the connections among different divisions within the discipline, i.e., writing to literature (Danielson, 1996).

Excellent teachers monitor their students carefully. Such monitoring provides plenty of information about individual student achievements and challenges, and also provides a great deal of information about the effectiveness, appropriateness, and appeal of the curriculum (Danielson, 1996).

Student performance is enhanced when teachers integrate workplace readiness skills into content area instruction and select work place problems to illustrate how academic skills are applied in real world settings. Students show better academic performance when the relevance of learning material is shown by how it relates to other courses and to workplace applications. (Black, 1997 Casey, et aI., 1995; Cotton, 1993; Gregson, 1992; Hull, 1993; Joyner, 1996; Meyer & Newman, 1986; Parnell, 1994; Stemmer, Brown & Smith, 1992).

Carl Rogers and Jerome Freiberg (1994) talk about significant meaningful experiential learning that has a strong .component of self discovery, real life experience, which encouraged the coming together of cognitive and the affective.

Student learning is enhanced when community members provide content related instruction through presentation, and serve as an information resource. (Beck & Murphy, 1996; Carey & Farris, 1996; Cawelti, 1997; Cotton, 1991; Diez & Moon, 1990; Griffith, 1996; Keith, et aI., 1996; Murphy, 1996, Sanders, 1996; Yap & Enoki, 1995).

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

17

Assessment should reflect and become an integral part of good instruction. The most powerful assessment activities are ingredients of good instruction. Teachers need a rich repertoire of assessment strategies to draw from in designing sensitive appropriate evaluation *activities* for particular curriculum areas. Assessment should work in partnership with teaching and learning. Teachers are being expected to learn to use a repertoire of assessment strategies in conjunction with their teaching; indeed; these assessment strategies are integrated into teaching and learning within the classroom. Assessments should strive to interconnect teaching, ongoing learning and student development. Sometimes the interweaving of assessment' and teaching and learning may appear invisible; other times it will be more apparent but never detached and overshadowing (Tierney & Readence, 2001).

Haberman (1995) reported a longitudinal study of characteristics of effective urban. Teachers (Star teachers) documented in interviews over a 35 year period. These characteristics included having a sense of the big picture of teaching the long term goals and their relationship to daily practice, teacher efficacy bearing the primary responsibility for sparking students' desire to learn… strong rapport with students, expecting and understanding the range of differences in students.

Scholars have investigated the relationship between one's culture and the kinds of cognitive skills one develops and have postulated a correlation between culture and cognition (Hale, 1986). Havighurst (date) writes that within a complex society social classes and ethnic groups are the two major ecological structures that produce diversity in human style and development. Training to help in addressing the needs of particular populations of students (e.g., limited English proficiency, ethnic *minorities,* and students with special needs) had a significant impact on student performance (Wenglinsky, 2001).

Ruddell (1997), Au (1998), Moll (1998) and Ladson-Billings (1994) provided evidence that elementary instruction is sensitive to student culture. The literature agrees about the need for teachers to have a deep understanding of the subjects they teach so that they can create the multiple representations necessary to address the diversity of prior experiences and understandings present in their classrooms (McDiarmid, 1989).

Pressley and his colleagues (1998) found significant differences in 10 fourth and fifth grade classrooms and concluded that *variation* in instructional materials and programs was one characteristic of teacher effectiveness.

DOMAIN TWO:
TEACHING STRATEGIES

Performance Standards
Domain Two: Teaching Strategies

INDICATOR A:
Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area.

1. Presents the content correctly in a logical, coherent fashion, building on content previously mastered and connecting to content to be learned in the future.
2. Paces the presentation of concepts appropriately to build students' capacity for critical thinking, problem solving, and clarifies when students misunderstand.
3. Uses questioning techniques appropriate to the content and structures activities that require students to use higher order thinking.
4. Facilitates students in constructing their own understanding of the content in large group, small group, and independent settings, and provides specific, corrective feedback relevant to the task.
5. Assures that students have ample opportunity to explore, respond, and extend their thinking through technology, as appropriate to the content area.

Data Sources:
Classroom Observations
Reflecting Information Records

Rubric for Performance Standards
Domain Two: Teaching Strategies

PERFORMANCE LEVEL A

1. Students are provided access to definitions, examples, and explanations. Information given to students may have a few inconsistencies or errors.
2. The appropriateness of the pacing and the clarity of the presentation vary. Clarification occurs only when students ask questions.
3. Instructional activities, including questioning, primarily focus upon literal recall.
4. Instruction primarily occurs with the whole class, with general, nonspecific feedback from the teacher.
5. The use of technology is treated as a separate class or separate skill.

PERFORMANCE LEVEL B

1. The content is presented correctly. Definitions, examples, and explanations are chosen to encourage student understanding of concepts.
2. Content is presented with connections to students' previous learning and the pacing is determined by the difficulty of the material.
3. The teacher uses some activities and questioning that cause higher order thinking.
4. Students are provided opportunities for small group interaction to make the subject matter meaningful, with feedback focused on the whole class.
5. Technology is used as a supplement to the lesson in the classroom, but is not imbedded in the lesson.

PERFORMANCE LEVEL C

1. The teacher conveys the content correctly with coherence and precision, communicating key concepts linked to students' prior understanding and future learning.
2. The lesson is paced appropriately with multiple representations and explanations of the content to assure students' understanding.
3. Activities, including higher order questioning, are used to develop higher order thinking processes.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

20

4. The role of the teacher varies in the instructional process (i.e. instructor, facilitator, coach, audience) according to the content and purposes of instruction and the needs of students; feedback is immediate and specific.
5. Technology to facilitate student learning is integrated into the lesson.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

21

Performance Standards
Domain Two: Teaching Strategies

INDICATOR B:
Uses research-based classroom strategies that are
grounded in higher order thinking, problem-solving,
and real world connections for all students.

1. Emphasizes student ownership of learning
   through connecting the content and content
   standards to employability and/or
   postsecondary education.
2. Promotes positive intellectual interactions
   among students and teacher through
   instructional experiences that result in student
   investigation of theories, facts, and options
   related to the content areas.
3. Provides opportunities for students to learn and
   challenge each other through planned,
   cooperative peer interaction.
4. Communicates the content of students through
   research based methods, activities, and
   materials specific to the content that are
   differentiated for diverse learners.

Data Sources:
Planning Information Records
Classroom Observations
Reflecting Information Records

Rubric for Performance Standards
Domain Two: Teaching Strategies

PERFORMANCE LEVEL A

1. Students are provided with activities that are
   related to the content but may not be connected
   to real world experiences.
2. The methods and activities used by the teacher
   emphasize recall and rote drill without attention
   to the development of higher order thinking
   processes.
3. The classroom is teacher-centered with
   minimum student participation. Student
   activities are completed independently as silent
   seatwork.
4. Students are provided with activities from the
   textbook, specific to the content but are not
   differentiated for varied needs or learning
   styles.

PERFORMANCE LEVEL B

1. Practice and review activities reinforce
   students' learning through linkages with other
   learning. Developing employability skills is
   emphasized as important for all grade levels.
2. Methods and activities center on recall,
   comprehension, and application of the content,
   with some attention to higher order thinking
   processes.
3. Students are encouraged to interact with the
   teacher and other students through planned
   activities for sharing knowledge and developing
   perspectives.
4. The teacher uses some strategies that are
   research based and there is evidence of attempts
   to differentiate instruction for diverse learners.

PERFORMANCE LEVEL C

1. The teacher relates the content to students' prior
   knowledge, experiences, and backgrounds
   through strategies that foster student ownership
   of the work. Emphasis is given to
   dependability, positive disposition toward
   work, cooperation, adaptability, and self-
   discipline.
2. The teacher creates instructional scenarios that
   focus on developing higher order thinking skills

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

22

required in the modern workplace such as problem-solving and decision-making.
3. In addition to Performance Level B, the teacher organizes and monitors differentiated, independent, and group work that allows for full and varied participation of all students.
4. The teacher provides differentiated tasks to meet the varied learning styles and needs of students. An understanding of the concepts, tools of inquiry, and structures of the discipline is evidenced through research-based strategies that support the standards and promote student engagement.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

23

Research Brief – Domain Two: Teaching Strategies

Quality instruction occurs when a teacher has a cognitive command of the subject matter, structures information logically for students, monitors performance, and provides immediate feedback during lessons (Stevenson and Stigler, 1992).

The term content includes far more than factual information. It includes all aspects of a subject: concepts, principles, relationships, methods of inquiry, and outstanding issues. Teachers who know their subjects know how to ask the right questions and how to handle conceptual development. A teacher's knowledge of content and pedagogy is reflected in an awareness of common student misconceptions and how these should be handled (Danielson, 1996).

Good teachers have a thorough understanding of the curriculum, that includes knowing what methods and materials can be used to complement essential concepts. Knowledge of content and pedagogy are appropriately different for teachers of different levels. The balance between content and pedagogy at different levels is critical; i.e. the content of reading does not change but the pedagogy does whereas in an area like science both the content and pedagogy change. Through deep knowledge of content the teacher knows how to transform the instructional design into a sequence of activities and exercises that make it accessible to students (Danielson, 1996).

Students taught by teachers with greater verbal ability learn more and show more academic success than those taught by teachers with lower verbal skills (Stronge, 2002; Darling Hammond, 2000, 2001; Fordham, 1999; Haycock, 2000; NCES, 1992; Rowan, Chang, & Miller, 1997; Wengllinsky, 2000).

Students perform better when teachers ask focused questions, provide immediate feedback, and engage students in discussion and review of content (Bielefeldt. 190; Brophy & Good, 1986; Evertson & Harris, 1992; Levine & Lezotte, 1990; Martens & Kelly, 1993; Orchard, 1996; Wang, Haertel, & Walberg, 1993-94, Gottfried & Gottfried, 1991; Sammons, Hillman, & Mortimore, 1995; McCarthy, Webb, & Hancock, 1995).

Student performance improves when teachers use validated strategies to develop higherorder thinking skills, and select problems and activities well matched to the content (Bennett, 1991; Ellis & Worthington, 1994; Fraenkel, 1995; Kushman, 1997; Slavin, 1994; Wang, Haertel, & Walberg, 199394, Metcalf & Cruickshank, 1991;BangertDrowns & Bankert, 1990; Barba & Mcerchant, 1990; Baum, 1990; Fields, 1995; Hoek, van den Eeden, & Terwel, 1997; Levine & Ornstein, 1993; Linmark, et al, 1996; Snapp & Glover, 1990).

Teachers who value student thinking structure their classrooms to give students time to think, problems that are worthy of thinking about, and other students with whom to think (Hyde, Bizar, 1989).

Students learn better when teachers form instructional groups that fit students' academic needs, i.e., using whole group instruction when introducing new concepts and skills, small groups as needed for individual achievement and heterogeneous cooperative learning groups for group and individual accountability (Evans, 1996; Fielding & Pearson, 1994; Fuchs, et all, 1996; Glatthorn, 1989; Madden, et aI., 1993; Slavin, 1987, 1988, 1989; 91, 1994, 1996; Stevens & Slavin, 995; Walberg, 1995)

Excellent teachers monitor their students carefully. Such monitoring provides plenty of information about individual student achievements and challenges, and also about the effectiveness, appropriateness, and appeal of the curriculum.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

24

Frequent use of collaborative, task-oriented groups place students at the heart of the learning process, not at the periphery (Wood, 1993).

Studies on self-monitoring and problem solving suggest that teachers can help students acquire the skills through modeling by the teacher, followed by ample practice (Davey, 1983). Think-aloud-modeling the cognitive process of reading comprehension. *Journal of Reading* 27: 4447.

Student performance improves when teachers use effective questioning techniques to build higher order thinking skills (Atwood & Wilen, 1991; Barnettte, et al., 1995; Brophy & Good, 1986; Ellis, 1993; Makin, 1996; Mansfield, 1996; Osman & Hannafin, 1994; Slavin, 1994).

Thomas and Barksdale-Ladd (1995) interviewed' and .observed nine classroom teachers, grades one through five, who were nominated as outstanding. Their analysis include nine common beliefs, among which were the children learning from other children in cooperative environments, observing students to determine what needs to be taught, and that ownership is part bf learning and choice leads to ownership.

Student performance is enhanced when teachers integrate workplace readiness skills into content area instruction and select work place problems to illustrate how academic skills are applied in real world settings. Students show better academic performance when the relevance of learning material is shown by how it relates to other courses and to workplace applications (Black, 1997 Casey, et al., 1995; Cotton, 1993; Gregson, 1992; Hull, 1993; Joyner, 1996; Meyer & Newman, 1986; Parnell, 1994; Stemmer, Brown & Smith, 1992).

Teachers who emphasize the importance of learning, and communicate enthusiasm for their content have students who achieve better (Agne, Greenwood, & Miller, 1994; Brigham, 1991; Brophy, 1988; Levine & Lezotte, 1995; Martens & Kelly, 1993; Zigarelli, 1996).

DOMAIN THREE:
ASSESSMENT & EVALUATION

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

26

Performance Standards
Domain Three: Assessment and Evaluation

INDICATOR A:
Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.

1. Aligns classroom assessments with state performance indicators and grade level accomplishments.
2. Uses multiple evaluations and assessments to evaluate student mastery of content and to inform instruction for the class as a whole, as individuals, and within diverse groups.

Data Sources:
Educator Information Record
Planning Information Records
Classroom Observations,
Reflecting Information Records
Educator Conferences

Rubric for Performance Standards
Domain Two: Assessment and Evaluation

PERFORMANCE LEVEL A

1. Classroom assessment is used to document student achievement and to measure student learning at the end of units of study. Alignment with state performance indicators is not evidenced.
2. Student mastery of content is determined through teacher-developed tests for the class as a whole.

PERFORMANCE LEVEL B

1. Classroom and state assessments are used to make instructional decisions in the course of study, but are not aligned with each other.
2. Teacher developed tests and state assessments are used to determine mastery of content for the class as a whole and for diverse groups.

PERFORMANCE LEVEL C

1. Classroom assessments are aligned with state performance indicators and grade level accomplishments, with students provided classroom assessment items written in formats similar to state assessment items.
2. Multiple classroom evaluations and assessments and formal state assessments provide ample and varied opportunity for all students to demonstrate what they know. Ongoing assessment is systematically used to inform the content instruction and provide feedback to all students.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

27

Performance Standards
Domain Three: Assessment and Evaluation

INDICATOR B:
Communicates student achievement and progress to
students, their parents, and appropriate others.

1. Uses state assessment data for communicating
   student achievement in the content area to
   students, parents and other stakeholders.
2. Maintains correct and useful records of student
   work within the content area and communicates
   student performance correctly and responsibly
   to students, parents, and other stakeholders,
   with prompt and useful feedback given to
   students.

Data Sources:
Planning Information Records
Classroom Observations
Reflecting Information Records

Rubric for Performance Standards
Domain Three: Assessment and Evaluation

PERFORMANCE LEVEL A

1. Timely reports about student performance on
   state assessments are provided to students,
   parents, and appropriate others at required
   intervals.
2. The teacher accurately maintains required
   records of student work and performance, and
   students are provided general feedback. Parents
   are notified as required.

PERFORMANCE LEVEL B

1. In addition to Performance Level A, students
   are informed regularly in the classroom
   regarding their mastery of student performance
   indicators.
2. The teacher maintains accurate, current records
   of student work, and parents are informed on a
   timely basis of a student's achievement through
   systematic communication procedures.

PERFORMANCE LEVEL C

1. In addition to Performance level B the teacher
   completes an item analysis on state and
   classroom assessments to determine specific
   areas for further instruction.
2. In addition to Performance level B, the teacher
   has data accessible upon request and refines
   communication strategies to assure that parent
   and student feedback will effect a change.

Performance Standards
Domain Three: Assessment and Evaluation

INDICATOR C:
Reflects on teaching practice through careful examination of classroom evaluation and assessments.

1. Uses state and national academic content standards, curriculum guides, and state assessment outcomes as a framework for reflection.
2. Analyzes state academic content standards and state performance indicators to assure that standards have been taught to the level of understanding assessed by the standard.
3. Reflects on strategies, methods, materials, and activities used in instruction and seeks feedback from colleagues.
4. Demonstrates efficacy with struggling students and diverse groups.

Data Sources:
Planning Information Records
Classroom Observations
Reflecting Information Records

Rubric for Performance Standards
Domain Three: Assessment and Evaluation

PERFORMANCE LEVEL A

1. Reflections are about lesson in general, with no framework evident for context.
2. There is no evidence that content standards have been analyzed.
3. The educator's reflections include an accurate description of classroom behaviors including sequence of events and teacher behaviors.
4. The teacher tends to blame poor student performance on factors outside the classroom.

PERFORMANCE LEVEL B

1. The educator uses classroom assessments and evaluations as a framework for examining teaching practices.
2. The concepts and thinking processes required in the content standards are examined for the class as a whole.
3. The teacher occasionally seeks feedback from colleagues regarding materials, methods, and activities.
4. Some attention is given to strategies, methods, activities and materials as a catalyst for student engagement with the academic content standards.

PERFORMANCE LEVEL C

1. The teacher reflects about group and individual performance using goals and objectives developed from academic content standards and state performance indicators.
2. The concepts and thinking processes of content standards are examined to determine if they were presented in varied formats that would meet the needs of all students.
3. The teacher constantly interacts with colleagues, seeking feedback and suggestions for materials and methods and activities to accommodate all students.
4. The teacher reviews instruction to determine what additional interventions can be implemented to assist struggling students.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

29

The OECD study showed that, in a dozen economically advanced countries, achievement test scores accurately predict per-capita gross domestic product and individual earnings, life expectancy and participation in. civic and community activities (Walberg).

Teachers show their knowledge through the design of assessments (Danielson, 1996).

Items on the test must match the curriculum that is taught (Williams, 1996).

Student achievement is better when teachers monitor student progress closely through routine assessment procedures and align classroom assessments of student performance with the written curriculum and actual instruction (Cohen, SA, 1994; Costa & Kallick, 1992; Guskey, 1994; Kershaw & McCaslin, 1995; O'Conner, 1995; Sammons, Hillman, & Mortimore, 1995; Stiggirts, 1991, 1995; Walbert, Paschal, & Weinstein, 1985).

Student achievement improves when learning goals and objectives have an articulated relationship to instructional activities and student assessments (Behr.& Bachelor, Cohen, 1995; Deal & Peterson, 1993; Hallinger & Heck, 1996; Levine & Lezotte, 1990; Sammons, Hillman, & Mortimore, 1995, Good & Brophy, 1986).

Assessment is closely related to instruction and subject matter knowledge. Knowledgeable teachers know how to apply and integrate assessment with the subject matter (Williams, 1996).

Very good teachers are quite conscious of the decisions they make. Good teachers are reflective practitioners (Schon, 1983).

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

30

DOMAIN FOUR:
LEARNING ENVIRONMENT

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

31

Performance Standards
Domain Four: Learning Environment

INDICATOR A:
Creates a classroom culture that develops student intellectual capacity in the content area.

1. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students.
2. Establishes clear classroom standards and expectations for behavior that emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher.
3. Establishes clear classroom standards and expectations for achievement that focus upon content knowledge, engagement in purposeful learning, high academic performance, and ownership of learning.

Data Sources:
Classroom Observations
Reflecting Information Records
Educator Conferences

Rubric for Performance Standards
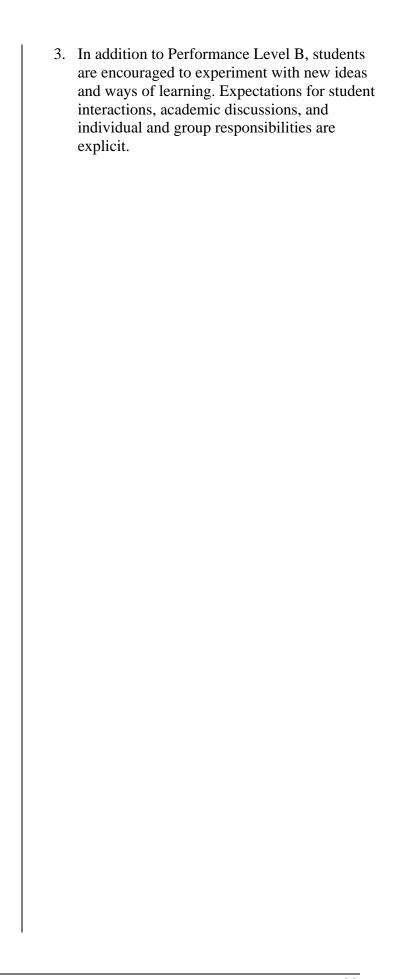**Domain Four: Learning Environment**

PERFORMANCE LEVEL A

1. The teacher demonstrates a positive disposition toward the content area, but high expectations for all students are not verbalized.
2. Expectations for student behavior are inconsistent. When inappropriate behavior is recognized, the teacher demonstrates knowledge of reasonable and acceptable management techniques.
3. Students are held accountable for completing assignments, and participating in classroom discussions.

PERFORMANCE LEVEL B

1. The teacher displays a positive disposition toward the content and sometimes verbalizes the belief that all students can be successful.
2. The teacher uses classroom management techniques that encourage student self-control and self-discipline. Appropriate strategies are used to deescalate potential conflicts. When inappropriate behavior is recognized, the teacher demonstrates knowledge of reasonable and acceptable management techniques.
3. In addition to Performance Level A, purposeful, challenging, learning interactions are generally evident. Norms for academic discussions and individual and cooperative work are established.

PERFORMANCE LEVEL C

1. The teacher is enthusiastic about the content and regularly voices high expectations for all students.
2. Student work is displayed on the classroom walls and students work independently and cooperatively in purposeful learning activities. Students and teacher engage in purposeful communication and mutual respect for ideas is apparent. When disruptions or inappropriate behaviors do occur, the teacher demonstrates respect to the students while restoring classroom order.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

32

3. In addition to Performance Level B, students are encouraged to experiment with new ideas and ways of learning. Expectations for student interactions, academic discussions, and individual and group responsibilities are explicit.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

33

Performance Standards
Domain Four: Learning Environment

INDICATOR B:
Manages classroom resources effectively.

1. Creates a classroom environment that organizes and manages time, space, facilities, and other resources for maximum engagement of students in the content.
2. Demonstrates flexibility in restructuring time, space, facilities, and other resources as the situation demands.

Data Sources:
Planning Information Records
Classroom Observations
Reflecting Information Records
Educator Conferences

Rubric for Performance Standards
Domain Four: Learning Environment

PERFORMANCE LEVEL A

1. Class time is generally used for instructional purposes; however, attention to administrative and management duties sometimes distracts from the learning process.
2. Instructional assistants' time, when available, is used appropriately. Flexibility may not be demonstrated when unexpected situations require reorganization or reallocation of classroom resources.

PERFORMANCE LEVEL B

1. Class time is spent in teaching and learning with minimal attention to administrative duties.
2. Classroom resources are accessible to students to support learning in the content. Flexibility is demonstrated as situations demand that classroom processes and instructional procedures be modified.

PERFORMANCE LEVEL C

1. In addition to Performance Level B, the resources of time, space, and attention are appropriately managed to provide equitable opportunity for students to engage in learning the content.
2. The teacher effectively modifies classroom processes and instructional procedures as the situation demands. Classroom resources are readily available to students to facilitate efficient and effective learning of content. Routines are established for handling non-instructional matters quickly and efficiently.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

34

Thomas and Barksdale-Ladd (1995) interviewed and observed nine classroom teachers, grades one through five, who were nominated as outstanding. Their analysis include nine common beliefs, among which were the children learning from other children in cooperative environments, observing students to determine what needs to be taught, and that ownership is part of learning and choice leads to ownership.

Students need teachers who know not only their subject but also how to encourage, how to motivate and how to respond positively. They must impart real praise based on achievement, not empty, perfunctory words.

George Wood in *Schools that Work* (1993) describes the most promising schools and classrooms around the country as having exciting, stimulating and rigorous learning communities with the walls filled with varied examples of student work and writing.

DOMAIN FIVE:
PROFESSIONAL GROWTH

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

36

**Performance Standards
Domain Five: Professional Growth**

INDICATOR A:
Collaborates with colleagues and appropriate others.

1. Is able to articulate clearly the purpose, scope, and outcome of each collaboration.
2. Works with colleagues to assure student integration of learning across the curriculum.
3. Participates in school wide activities that are supportive of school improvement in the building.

**Rubric for Performance Standards
Domain Five: Professional Growth**

PERFORMANCE LEVEL A

1. The teacher participates in collaborative activities but may not know the purpose or outcome of collaboration.
2. The teacher occasionally consults with colleagues to plan content integration across the curriculum.
3. The teacher attends school wide school improvement meetings.

PERFORMANCE LEVEL B

1. The teacher explains the purpose, scope, and outcome of each collaboration.
2. The teacher consults with colleagues and appropriate others to develop cooperative partnerships that support student integration of content.
3. The teacher engages in collaborative activities with colleagues that support school improvement.

PERFORMANCE LEVEL C

1. The teacher can recognize and identify situations where collaboration with others will build capacity to improve student achievement.
2. Insights and experiences resulting from professional development are shared with colleagues to enhance content integration across the curriculum.
3. The teacher mentors entry year teachers and provides leadership for school wide activities that promote school improvement.

Data Sources:
Educator Information Record
Evaluator Data
Growth Plan

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

37

Performance Standards
Domain Five: Professional Growth

INDICATOR B:
Engages in high-quality, on-going professional development as defined by the Tennessee State Board of Education Professional Development Policy to strengthen knowledge and skill in the content of the teaching assignment.

1. Uses data and self-assessments to develop a professional development plan that articulates teaching strengths and identifies priorities for growth within at least one content area of the teaching assignment.
2. Implements the professional development plan within a mutually agreed upon time period.
3. Participates actively in high-quality professional development related to the content area and practices new learning with colleagues and/or cognitive coach.

Data Sources:
Educator Information Record
Evaluator Data
Growth Plan

Rubric for Performance Standards
Domain Five: Professional Growth

PERFORMANCE LEVEL A

1. The teacher can identify general performance levels and can prioritize areas for future growth.
2. The teacher provides evidence of a professional growth plan with a beginning and completion time stated.
3. The teacher provides evidence of continual participation in professional growth opportunities.

PERFORMANCE LEVEL B

1. A self-assessment is completed using data from multiple sources. The teacher uses the self-assessment to prioritize goals for professional growth.
2. Professional growth activities reflect steady programs toward the identified priorities for growth with a continuum for participation stated in the professional development plan.
3. Professional growth experiences are in varied formats, including, but not limited to, self-study, study groups, conference.

PERFORMANCE LEVEL C

1. In addition to Performance Levels B, the teacher selects professional growth opportunities that expand teacher knowledge and skill, improve student achievement, and introduces research-based emerging professional practices.
2. In addition to Performance Level B, the teacher demonstrates leadership by actively sharing learning with colleagues and seeking and giving feedback.
3. In addition to Performance Level B, the teacher uses state and classroom assessments, lesson plans, and evaluations to document positive change in teaching practice.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

38

Performance Standards
Domain Five: Professional Growth

INDICATOR C:
Performs professional responsibilities efficiently and effectively.

1. Engages in dialogue with students, colleagues, parents, administrators and stakeholders and consistently demonstrates respect, accessibility, and expertise.
2. Performs assigned duties in a timely manner with a professional disposition.
3. Keeps accurate records related to instructional and non-instructional responsibilities.

Data Sources:
Evaluator Data

Rubric for Performance Standards
Domain Five: Professional Growth

PERFORMANCE LEVEL A

1. The teacher adheres to school/system policies and procedures.
2. The teacher is on time for class, meetings, and other scheduled activities.
3. Records are accurately maintained and complete.

PERFORMANCE LEVEL B

1. In addition to Performance Level A, the teacher understands and implements policies and procedures related to student rights and teacher responsibilities.
2. A satisfactory record of attendance and punctuality is maintained with assigned task and responsibilities that are deemed as helpful to the school, colleagues, or students.
3. Records are complete, accurate and current.

PERFORMANCE LEVEL C

1. In addition to the responsibilities at Performance Level A and B, the teacher shares new understandings of policies and procedures with colleagues.
2. In addition to Performance Level B, the teacher often takes on extra responsibilities recognized as helpful to the school, colleagues, and /or students.
3. Records are complete, accurate, and current and the teacher maintains the privacy of students and confidentiality of information except when confidentiality would harm the child.

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

39

Given the overwhelming evidence that well-designed staff development, fully integrated with effective school improvement practices, can increase student learning (Cohen and Hill, 2001; Consortium for Policy Research in Education, 2000; Elmore and Burney, 1999; Joyce and Calhoun, 1996; Joyce and Showers, 2002; Loucks-Horsely, et al., 1998; Schmoker, 1996; Supovitz, Mayer and Kahle, 2000), the NSDC now states that the purpose of staff development is increased student achievement (NSDC, 2001).

Student achievement most frequently results from the collective focus of schools on specific student learning outcomes (Elmore, 2002; Fullan, 2001; Joyce and Showers, 2002;' Schmoker, 1996; Slavin, et al., 1996).

The focus of professional development should be on instruction and curriculum. The model selected for staff development should directly address student achievement in an 'academic area and should have a research base (evidence of improved student achievement across settings, across time, and for all students). (Bransford, Brown and Cocking, 1999; Calhoun, 1994; Kennedy, 1990, 1999; Joyce and Showers, 2002; Schmoker, 1996; Slavin and Fashola, 1998).

Data analysis must inform and guide the professional development. (Joyce and Calhoun, 1996; . Joyce and Showers, 2002; Slavin, 1996).

Teachers and principals should be involved in training and in providing follow-up. Research is clear that when increased student achievement is the goal, it is the collective efforts of educators that accomplish these goals. (Elmore, 2000; Joyce and Calhoun, 1996; Joyce and Showers, 2002; Newmann and Wehlage, 1995; Rosenholtz, 19~9; Slavin, 1996; Wallace et air, 1984, 1990).

Goals focusing on student learning provide the direction for staff development efforts. The desired teacher behaviors and the desired student performance should be clearly described. (Bemhardt, 1998; Rosenholtz, 1989; Schmoker, 1996).

Intensive professional development must be provided through presentations of information and theory about the instructional strategy and multiple demonstrations modeling the use of the strategy and opportunities to practice using the.. instructional strategy demonstrated. Professional development is sustained over time. Professional development activities should occur until data indicate that the teachers are implementing the strategy accurately. (Joyce and Showers, 1983, 2002; NSDC, 2001; Odden, et aI., 2002; Wallace, LeMahieu, and Bickel, 1990).

Collaboration is built in, with opportunities for teachers to work together on a regular basis. Adequate time is provided for workshop experiences and workplace supports. (Fullan and Hargreaves, 1991; Lieberman and Miller, 1996; Little, 1997; Rosenholtz, 1989; Showers, 1982, 1984, 1985; Showers and Joyce, 1996; Showers, Joyce and Bennett, 1987).

DOMAIN SIX:
COMMUNICATION

Performance Standards
Domain Six: Communication

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

1. Uses effective and correct verbal and nonverbal language appropriate to the audience and models effective communication strategies through questioning, listening, clarifying, and restating.
2. Communicates subject matter clearly and correctly, verbally and written, in a style easily understood by stakeholders in the education community.

Rubric for Performance Standards
Domain Six: Communication

PERFORMANCE LEVEL A

1. Clear communication is evidenced by appropriate grammar and the logical organization of information. The teacher speaks clearly, using vocabulary appropriate to the level of the audience.
2. The teacher uses vocabulary that reflects knowledge of the content. Written information is organized, with correct grammar and vocabulary appropriate to the level of the audience.

PERFORMANCE LEVEL B

1. Appropriate grammar and word choice are used for the clear and concise exchange of information. The teacher models effective communication strategies through questioning, listening, clarifying, and restating.
2. An appropriate volume and pace are used to communicate the content for the specific audience. Written information is logically organized and complete for the intended purpose and audience, with correct grammar and mechanics.

PERFORMANCE LEVEL C

1. In addition to Performance Level B, the teacher models effective communication strategies with students, parents, and other stakeholders in conveying ideas and information, question, clarifying, and restating. The teacher understands the cultural dimensions of communication and responds appropriately.
2. In addition to Performance Level A and B, the teacher communicates with parents, counselors, and teachers of other classes, for the purpose of developing cooperative partnerships in support of student learning. Written information is structured for clear and concise communication with the identified audience. The reader's experience, perspectives, and skills are considered when composing written documents. The teacher uses a variety of tools to enrich communication opportunities.

Data Sources:
Classroom Observations
Evaluator Data
Educator Information Record

Adopted by the Tennessee State Board of Education
June 2004 (rev. June 2009)

42

Effective teachers engage in dialogue with students, parents, and administrators, and consistently demonstrate respect, accessibility, and expertise (Strange, 2002).

Effective teachers write constructive, grammatically correct communications and write appropriately for the intended audience (Stronge; 2002).

Effective communication enhances the learning environment through the development of relationships between the parents and schools. In a comprehensive review of the research related to the impact of parental involvement on student success, Henderson and Berla (1995) concluded as a significant finding that students do better when their parents are involved, regardless of the educational level, socioeconomic status, ethnicity, or race. Moreover, the performance of students increases in increments equivalent to the participation of the parents.