OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Effective Teaching Board Study Session

A collaboration between Leadership, Curriculum & Instruction (LCI)

and Human Resources Services & Support (HRSS)

June 12, 2013
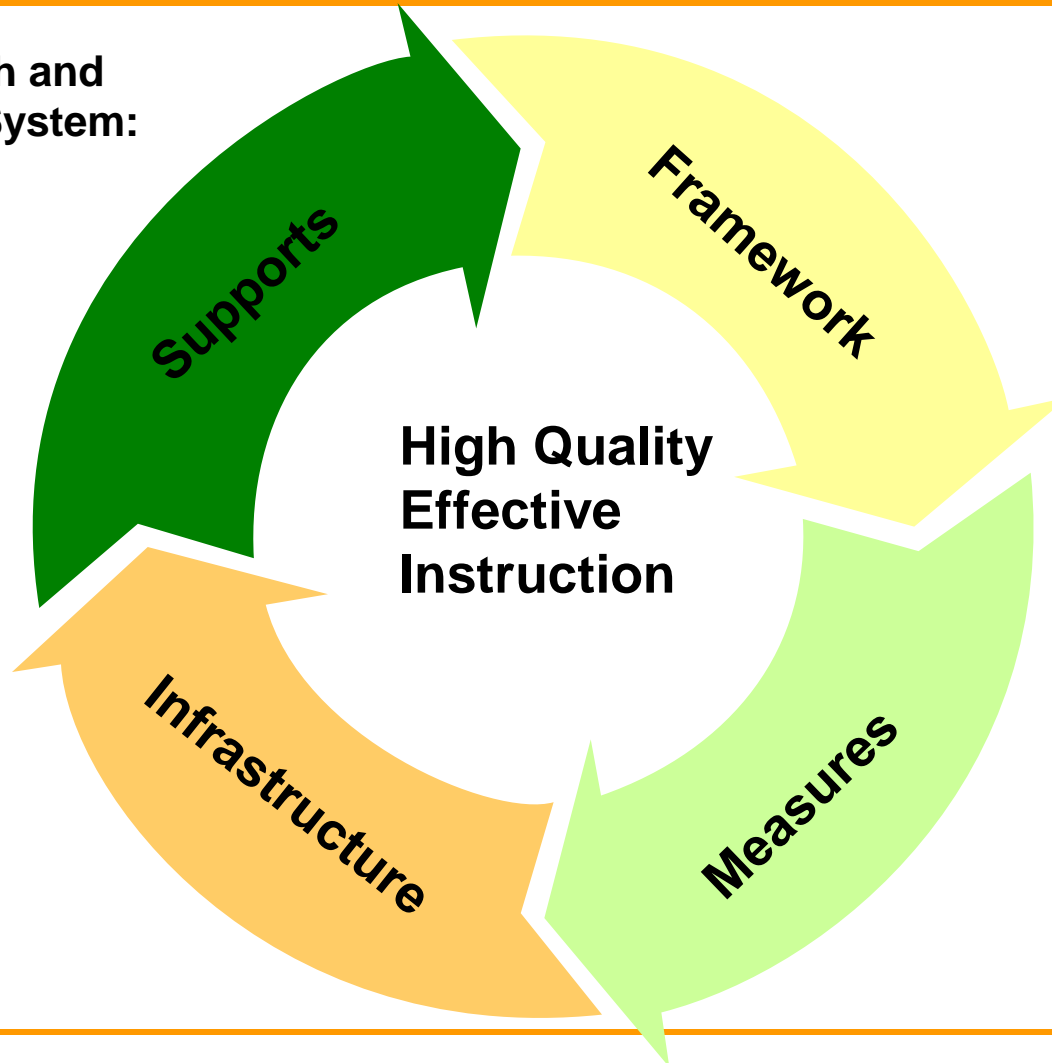

Draft, Version 9 – 6/11/13

Agenda

1) Vision and Theory of Action for Effective Teaching

2) Board Study Session Questions
   – What is the status of the development of an **Oakland Effective Teaching Framework**?
   – What is the status of the development of a **Teacher Learning Survey**?
   – What is the status of the development of a **teacher evaluation system** that incorporates the use of multiple student performance and achievement measures?
   – What is the status of the development of a teacher **performance evaluation tracking tool**?
   – What is the status of the development of a **human capital data system** to track teacher retention?

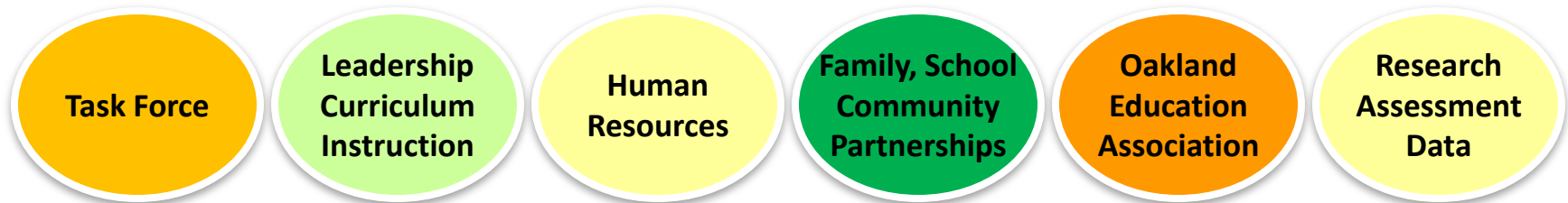3) Teacher Growth and Development System

Effective Teaching Every Day in Every Classroom

Vision for Effective Teaching

Teacher Growth and Development System:

Supports

Framework

High Quality Effective Instruction

Infrastructure

Measures

Effective Teaching Task Force

| Task Force | Leadership Curriculum Instruction | Human Resources | Family, School Community Partnerships | Oakland Education Association | Research Assessment Data |

2012-13 Members* (See appendix for roster)

Teachers: 15 Teachers from across grade levels and content areas

Principals: 4 (one from each region and high school)

Parents/Students: 2 each

Effective Teaching Task Force Implementation Team: Lisa Spielman*, Leadership, Curriculum, and Instruction*; Aaron Townsend, *Human Resources*; Tamara Arroyo, *Framework Consultant*

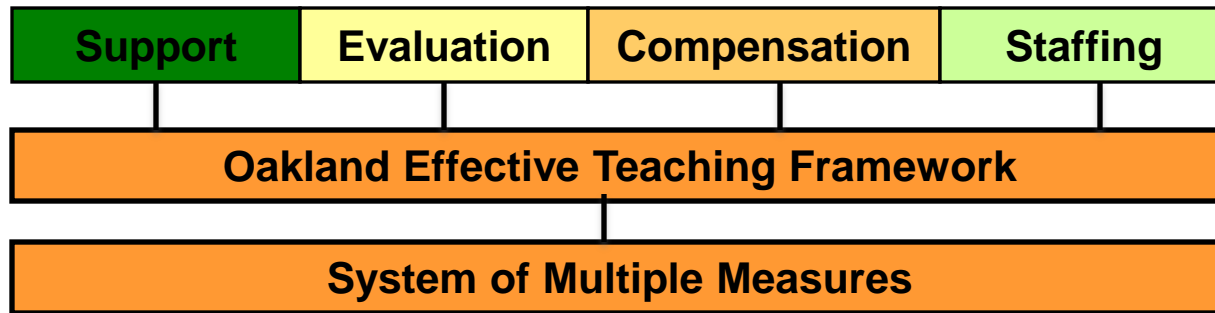Cabinet Sponsors: Kyla Johnson, Brigitte Marshall, Troy Christmas

Effective Teaching Every Day in Every Classroom

Theory of Action

IF Oakland Unified has an…

| Oakland Effective Teaching Framework | **+** | System of Multiple Measures |

Then
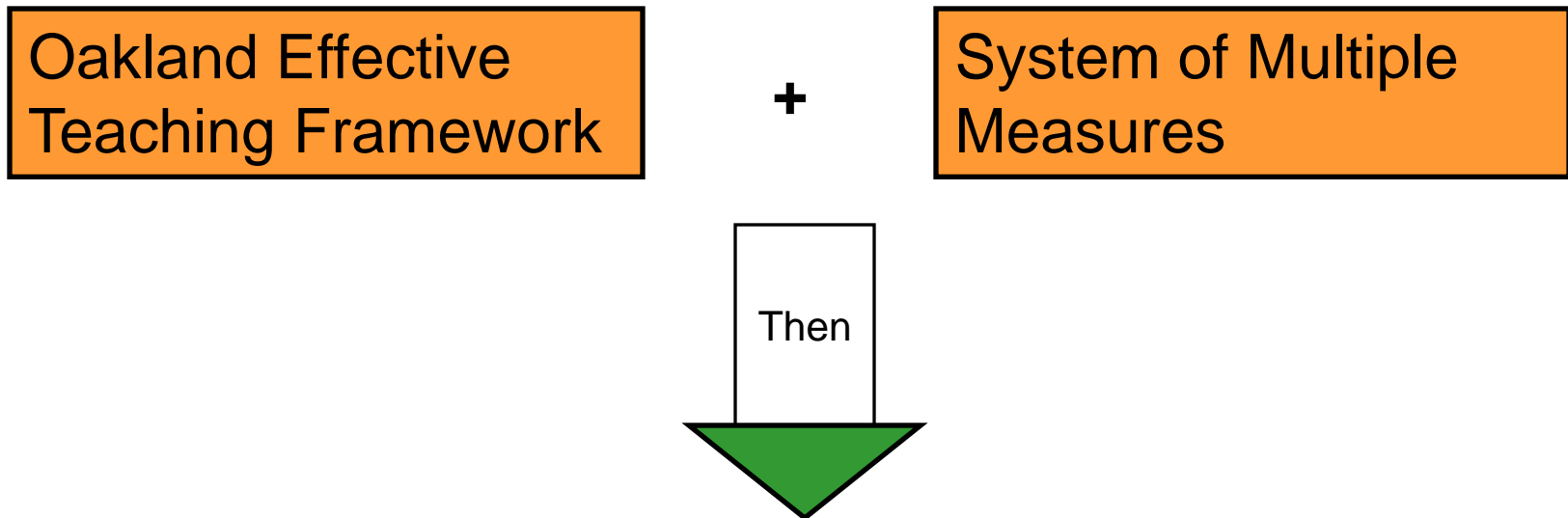
Strategically support teacher growth and development

Theory of Action

IF we align Oakland Unified's systems of…

Support	Evaluation	Compensation	Staffing

Oakland Effective Teaching Framework

System of Multiple Measures

Ensure every child has access to effective teaching every day

Then
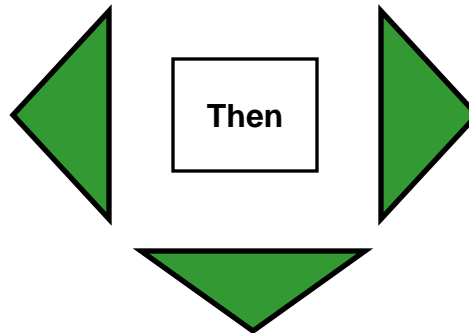
Build a community of educators focused on effectiveness

Retain effective teachers

Effective Teaching Every Day in Every Classroom

What is the status of the development of an Oakland Effective Teaching Framework?

Oakland Effective Teaching Framework (OETF)

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
1A Demonstrating Knowledge of Content and Pedagogy **1B** Demonstrating Knowledge of Students **1C** Planning Lessons Equitably **1D** Setting Instructional Outcomes **1E** Demonstrating Knowledge of Resources **1F** Planning Coherent Instruction **1G** Designing Ongoing Formative Assessments	**2A** Creating a Learning Environment of Respect and Rapport **2B** Establishing a Culture for Learning **2C** Managing Classrooms Procedures **2D** Managing Student Behavior **2E** Organizing Physical Space
Domain 3: Teaching and Learning	Domain 4: Professional Responsibilities
3A Communicating with Students **3B** Questioning and Discussion Techniques **3C** Engaging Students in Learning **3D** Implementing Lessons Equitably **3E** Using Assessment to Inform Instruction **3F** Demonstrating Flexibility and Responsiveness	**4A** Reflecting on Teaching and Student Learning **4B** Systems for Managing Students' Data **4C** Communicating with Families **4D** Participating in a Professional Community **4E** Growing and Developing Professionally **4F** Showing Professionalism

See appendix for full draft

Effective Teaching Every Day in Every Classroom

Oakland Effective Teaching Framework (OETF)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Development Process

Development Process	2011-12 Effective Teaching Task Force created draft 2012-13 Effective Teaching Task Force provided feedback
Structure	Revised the California Standards for Teaching Profession Re-structured 6 Standards to 4 Domains
Content	Mapped backwards from Graduate Profile (see appendix) Inclusion of African American Male Achievement, English Learners, Social and Emotional Learning

LCI, FSCP ⟶

Cabinet Members ⟶

Framework Feedback

⟵ **Teacher conference 2011-12, 2012-13**

⟵ **ETTF Members, 2011-12, 2012-13**

Effective Teaching Every Day in Every Classroom

Oakland Effective Teaching Framework (OETF)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Purpose	Reliable observation data
	Supports meaningful feedback for growth
	Supports alignment of supports with data from measures
	Supports aligned professional learning
Implications	Principal/evaluator training, calibration
	Support system structured around Framework
Outcomes	Improves teacher retention
	Improves number of evaluations that are completed
	Improves quality feedback about teaching and learning practices

What is the status of the development of a Teacher Learning Survey?

Teacher Learning Survey

2011 TELL Survey

60% of Teachers Responded

→ **Increased Opportunities for Teacher Leadership**

CCSS*/NGSS* Teacher Leaders	**Cohort Teacher Leaders**

→ **Induction Institute for New Hires**

→ **Annual Teacher Conference**

→ **Expansion of PAR***
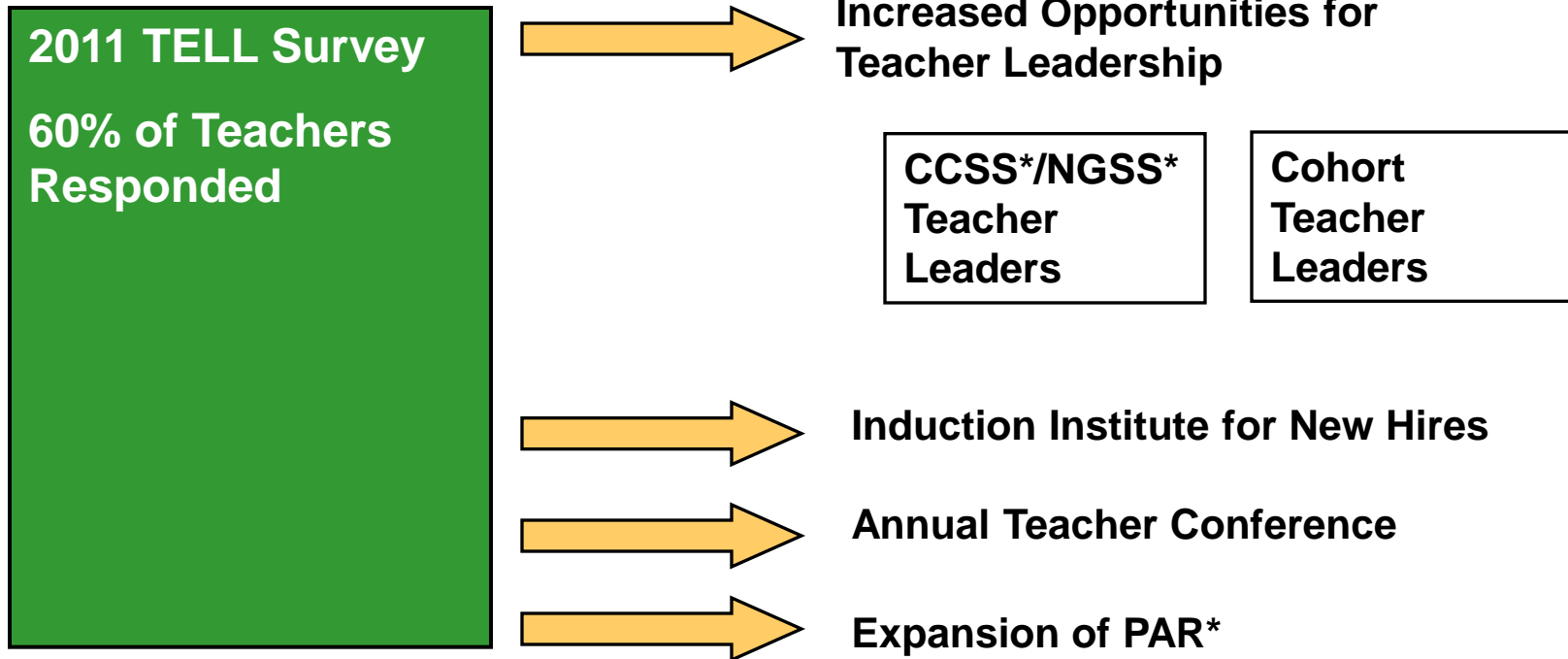
*CCSS: Common Core State Standards
*NGSS: Next Generation Science Standards
*PAR: Peer Assistance and Review

Teacher Learning Survey

Current Data Collection

BTSA* Mid-Year and End of Year Survey

*Beginning Teacher Support and Assistance

New Hire Survey

NTSD* Working Conditions Survey

*New Teacher Support and Development

Technology Readiness Assessment

Special Education Survey

2013-14

Teacher Professional Learning Survey

What opportunities, resources, supports do teachers need in order to grow and develop their teaching practice?

Aligned to School Quality Standards

Effective Teaching Every Day in Every Classroom

What is the status of the development of a teacher evaluation system that incorporates the use of multiple student performance and achievement measures?

Multiple Measure Evaluation

Teaching Effectiveness Pilot	Teacher Growth and Development System
• Developed by School Improvement Grant (SIG) schools team in 2011-12 • Implemented at 2 schools in 2012-13—Elmhurst Community Prep and United for Success Academy	• Developed by Effective Teaching Task Force in 2012-13 • Launches in 2013-14; currently recruiting a cohort of schools

Effective Teaching Every Day in Every Classroom 14

Multiple Measure Evaluation

Teaching Effectiveness Pilot

Teachers, coaches, and leaders:

• "I think having this description of what good teaching looks like has been an enormous leap from the conversations I've been in with the district for so many years."

• "I think the observation process is so rigorous and the focus is on capturing nonjudgmental evidence . . . It's a real shift in terms of teacher reflections and investments in coaching to support their learning."

• "It's about getting a focus on evidence and not opinions."

Multiple Measure Evaluation

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Timeline	Guiding Questions
Year 3—Design Year 2012-13	How do we create a system to assess and support effective teaching in Oakland?
Year 4—Pilot Year 2013-14	How can we successfully scale up and launch a Teacher Growth and Development System district-wide?
Year 5—Practice Year 2014-15	How do we align policies and practices for evaluation, staffing, and compensation to the Teacher Growth and Development System?
Year 6—Implementation 2015-16	How do we ensure our system promotes effective instruction and increased achievement?

What is the status of the development of a teacher performance evaluation tracking tool?

Performance Evaluation Tracking Tool

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Past Pre-2012	**Present** 2013	**Future**
• Paper based system • Evaluation reports collected and filed • No systematic tracking by school, administrator, or teacher	• Paper based system • Evaluation data entered into IFAS fields • Data extracted to spreadsheets to analyze • Very limited monitoring capacity	• Electronic system • Data collected in real time • Real time use of observation data to inform professional growth and learning • Ability to monitor status of observations

Effective Teaching Every Day in Every Classroom 18

Performance Evaluation Tracking Tool

Completion Rate of K-12 General Education Teacher Evaluations
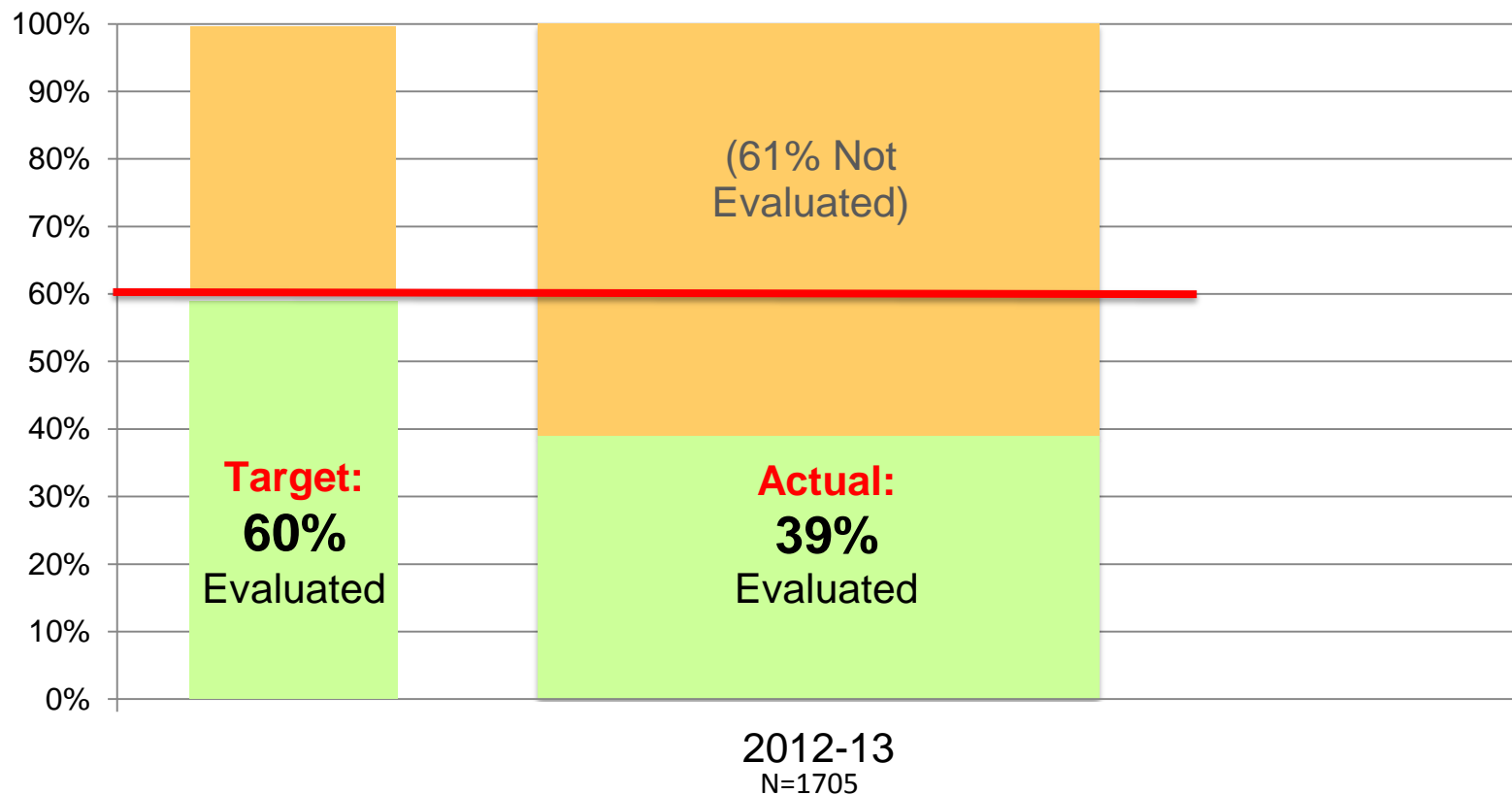
Target: **60%** Evaluated

(61% Not Evaluated)

Actual: **39%** Evaluated

2012-13
N=1705

What is the status of the development of a human capital data system to track teacher retention?

Human Capital Data System

Unorganized Teacher Data → Teacher Data Sandbox Project 2012-13 → Integrated Teacher Data System

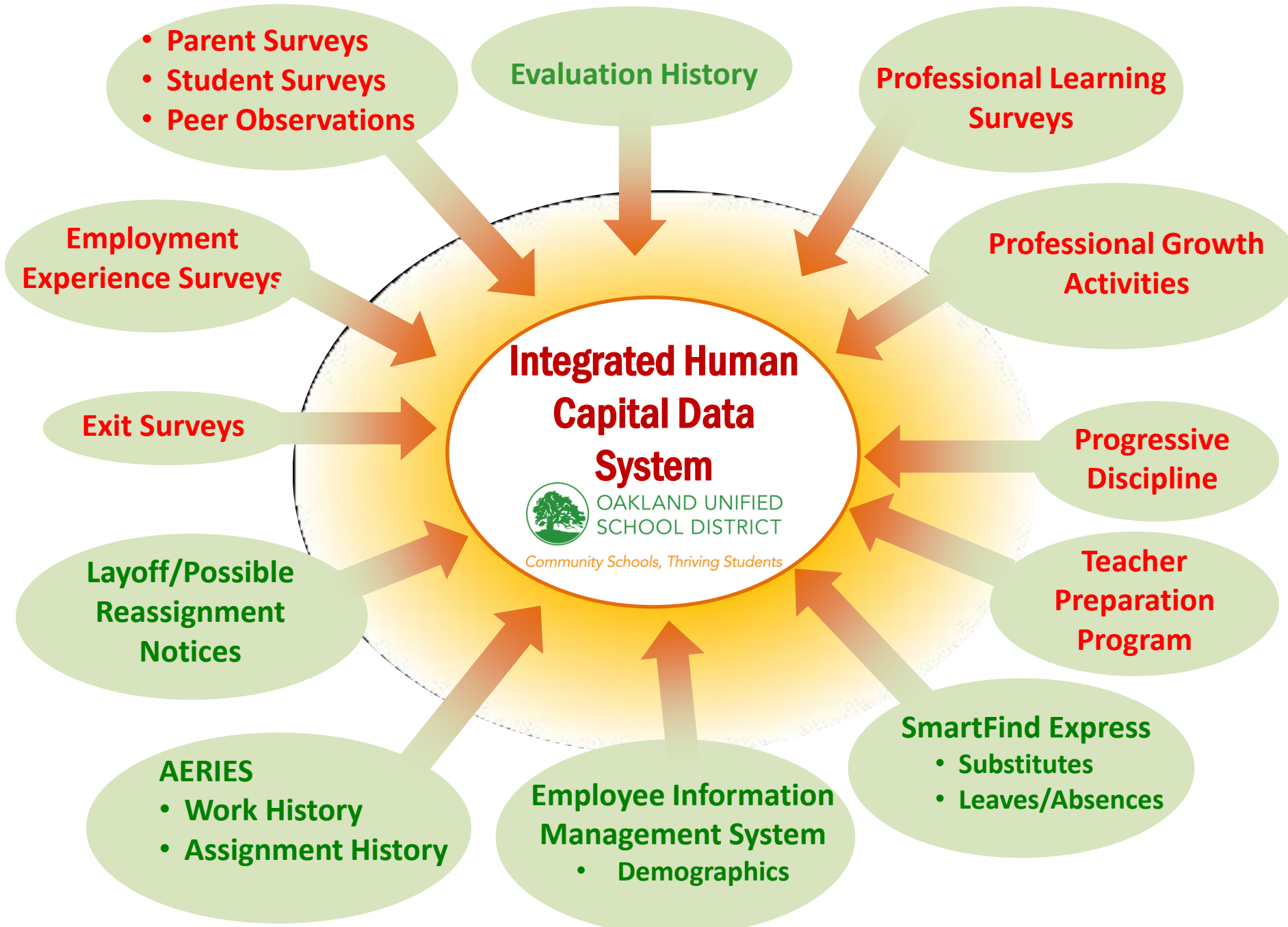*Effective Teaching Every Day in Every Classroom*
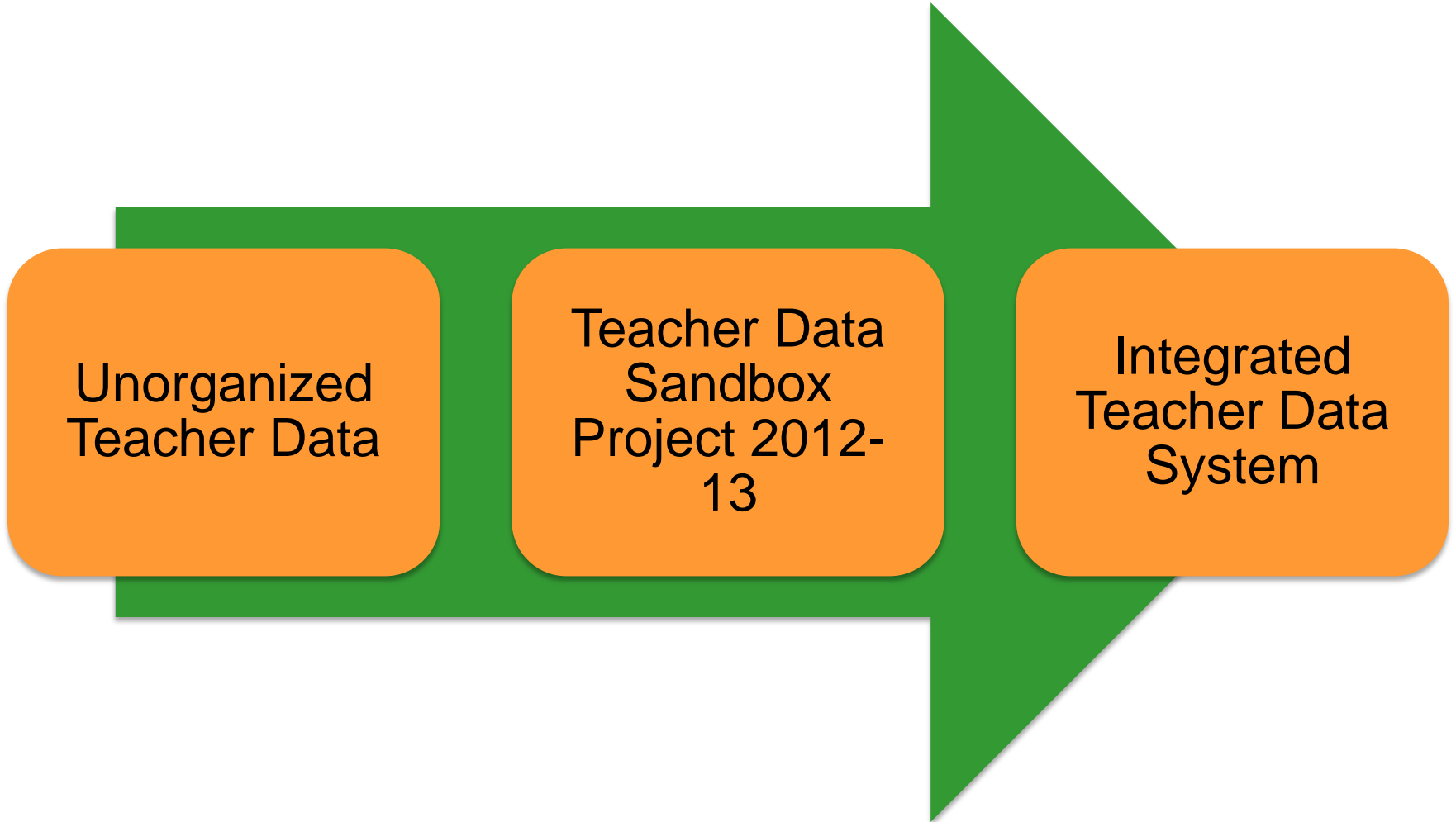
Human Capital Data System

How many of the 40 high school Algebra 1 teachers in 2011-12 did we retain in 2012-13?

Turnover Status	Total	Percentage
Left OUSD	3	7.5%
Teach at a Different OUSD School	16	40.0%
Teach Same School	21	52.5%

Human Capital Data System

- Teacher Sandbox Project - an excellent first step
- Need to progress to comprehensive, integrated Human Capital Data System
- Need to staff and resource an analytics system that will position us for data-driven human capital decision-making for continuous improvement
  - Schoolzilla period of study – initial student outcomes data focus but potential for system-wide platform
  - Internal analysis of capacity and needs to build out a comprehensive, integrated system
  - Seeking resources for a Human Capital Analytics position in Quality, Accountability and Analytics (QAA)
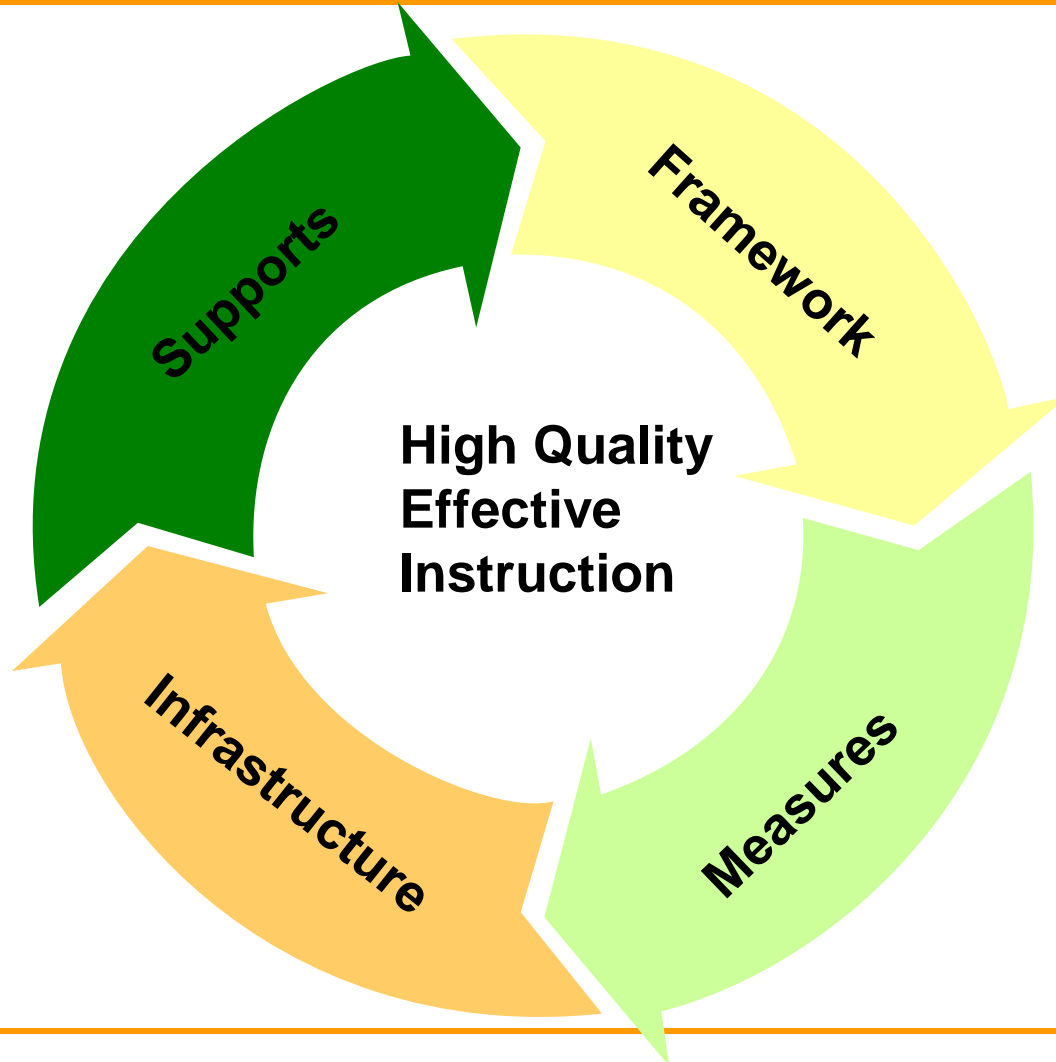
Teacher Growth and Development System

Effective Teaching Board Study Session
June 12, 2013

Appendix

OUSD Framework for Effective Teaching

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
Effective teachers plan and prepare for lessons with a focus on college, career and community readiness using their extensive knowledge of the content area, core curriculum, and district standards. Effective teachers integrate knowledge of students' cultural and community identity into their planning and strategically incorporate instructional strategies that will lead to equitable outcomes for all students. Instructional outcomes are clear, measureable, and reflect major concepts of the content area. Rigorous learning activities are planned that require all students to think, problem-solve, inquire, analyze, defend conjectures and opinions and be accountable to the learning community. Effective teachers plan to employ learning structures, materials and resources that can engage all students in lessons and use data gathered through formative assessments to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and allow students to demonstrate their understanding in more than one way.	Effective teachers build a supportive classroom community that is asset based, culturally responsive and where the diversity and development of every student is valued. Effective teachers believe (and convey the belief) that all students can learn and organize their classrooms to ensure student success. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, language and levels of development. Effective teachers foster a culture of learning where students work hard, feel comfortable taking risks, and exceed academic challenges. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (chart, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available. The physical environment is accessible, reflects the diversity of students and provides space to support varied learning experiences.
Domain 3: Teaching and Learning	**Domain 4: Professional Responsibilities**
Effective teachers communicate clearly, establishing an authentic purpose for learning and criteria for successfully demonstrating mastery. All students are highly engaged in learning and have the opportunity to make significant contributions to the success of the class through equitable participation in productive academic discussions and active involvement in their learning and the learning of others. Effective teachers pose high-level questions and provide students the opportunity to engage with each other in productive struggle. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic and personal achievement. Teacher feedback is assets based, specific to learning goals, rubrics/district assessments and offers concrete ideas for improvement which move student learning forward. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to meet/exceed outcomes. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for student learning in all circumstances and are able to demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social-emotional objectives.	Effective teachers have high ethical standards and a deep sense of professionalism. They utilize integrated systems for using student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles and strive to be effective teacher leaders in both school and district projects, and engage in a wide range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teachers who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners.

1

OUSD Framework for Effective Teaching

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
1A Planning Lessons Equitably	**2A** Creating a Learning Environment of Respect and Rapport
1B Demonstrating Knowledge of Content and Pedagogy	**2B** Establishing a Culture for Learning
1C Demonstrating Knowledge of Students	**2C** Managing Classrooms Procedures
1D Setting Instructional Outcomes	**2D** Managing Student Behavior
1E Demonstrating Knowledge of Resources	**2E** Organizing Physical Space
1F Planning Coherent Instruction	
1G Designing Ongoing Formative Assessments	
Domain 3: Teaching and Learning	**Domain 4: Professional Responsibilities**
3A Communicating with Students	**4A** Reflecting on Teaching and Student Learning
3B Questioning and Discussion Techniques: productive academic discussion	**4B** Systems for Managing Students' Data
3C Engaging Students in Learning	**4C** Communicating with Families
3D Implementing Lessons Equitably	**4D** Participating in a Professional Community
3E Using Assessment to Inform Instruction	**4E** Growing and Developing Professionally
3F Demonstrating Flexibility and Responsiveness	**4F** Showing Professionalism

OUSD Framework for Effective Teaching

Domain 1: Planning and Preparation

Effective teachers plan and prepare for lessons with a focus on college, career and community readiness using their extensive knowledge of the content area, core curriculum, and district standards. Effective teachers integrate knowledge of students' cultural and community identity into their planning and strategically incorporate instructional strategies that will lead to equitable outcomes for all students. Instructional outcomes are clear, measureable, and reflect major concepts of the content area. Rigorous learning activities are planned that require all students to think, problem-solve, inquire, analyze, defend conjectures and opinions and be accountable to the learning community. Effective teachers plan to employ learning structures, materials and resources that can engage all students in lessons and use data gathered through formative assessments to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and allow students to demonstrate their understanding in more than one way.

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
1A Planning lessons equitably			
Addressing the needs of African American males, English learners and students with special needs to provide equitable access to the content.			
• The teacher does not use culturally responsive teaching strategies or specialized knowledge to address the needs of special populations.	• The teacher sometimes uses culturally responsive instructional strategies when designing lessons. OR • The teacher uses some knowledge of the needs of special populations (ELL, SPED, GATE, etc.) to design instruction that addresses the needs some of students groups.	• The teacher uses culturally responsive instructional strategies when designing lessons to address the racial and cultural disparities among most groups of students AND • The teacher uses knowledge of the needs of special populations (ELL, SPED, GATE, etc.) to design instruction that addresses the needs of students groups.	• The teacher uses culturally responsive instructional strategies when designing lessons to address the racial and cultural disparities among individual students and student groups. AND • The teacher uses extensive knowledge of the needs of special populations (ELL, SPED, GATE, etc.) including current research, targeted strategies and student data to design instruction that addresses the needs of students groups.
Critical Attributes			
• *Teacher does not incorporate current best practices and pedagogy in supporting African American males, English Learners and students with special needs into daily and unit plans.* • *The teacher does not plan for opportunities for student-to student talk that engage all students.* • *Does not use the six guiding characteristics of Culturally Relevant Pedagogy.*	• *Teacher sometimes incorporates current best practices and pedagogy in supporting African American males, English Learners and students with special needs into daily and unit plans.* • *The teacher sometimes plans for opportunities for student-to student talk that engage all students.* • *Inconsistently uses the characteristics of Culturally Relevant Pedagogy.*	• *Teacher incorporates current best practices and pedagogy in supporting African American males, English Learners and students with special needs into daily and unit plans.* • *The teacher plans for opportunities for student-to student talk that engage all students.* • *Student talk is seen as essential (part of the student's narrative) for learning and for successful completion of the*	In addition to the characteristics of "meets standard" • *The task structure of the lesson is designed to engage all of the student* • *Student-to-student talk engages all students*

		task/engagement • *Consistently uses the characteristics of Culturally Relevant Pedagogy*	
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
1B Demonstrating Knowledge of Content and Pedagogy			
Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks			
• The teacher's plans demonstrate **little or no** of the content and pedagogy in the core curriculum. • The teacher does not identify the prerequisite knowledge and skills to achieve the standard/learning objective • The teacher does not include some opportunities for students to activate their prior knowledge. • The teacher does not include strategies to address potential learning gaps for *the class as a whole.* • The teacher does not anticipate common content misconceptions and does not include strategies to ensure that students recognize and correct these misconceptions.	• The teacher's plans demonstrate *basic* knowledge of the content and pedagogy in the core curriculum. • The teacher identifies some of the prerequisite knowledge and skills to achieve the standard/learning objective. • The teacher includes some opportunities for students to activate their prior knowledge. • The teacher includes strategies to address potential gaps for *the class as a whole.* • The teacher anticipates common student misconceptions but does not include strategies to ensure that students recognize and correct these misconceptions.	• The teacher's plans demonstrate *solid* knowledge of the content and pedagogy in the core curriculum. • The teacher identifies the prerequisite knowledge and skills to achieve the standard/learning objective. • The teacher includes opportunities for students to activate their prior knowledge. • The teacher includes strategies to address potential gaps for *subgroups* of students. • The teacher anticipates common student misconceptions and includes strategies that support students in recognizing and correcting these misconceptions.	• The teacher's plans demonstrate *extensive* knowledge of the content and pedagogy in the core curriculum • The teacher identifies the prerequisite knowledge and skills to achieve the standard/learning objective. • The teacher includes opportunities for students to activate their prior knowledge. • The teacher includes strategies to address potential gaps for student *subgroups AND individual* students. • The teacher anticipates common student misconceptions and includes strategies that ensure that students recognize and address these misconceptions. • The teacher includes opportunities for students to uncover and correct their own additional misconceptions.
Critical Attributes			
• *Teacher makes content errors.* • *Teacher does not consider prerequisite relationships when planning.* • *Teacher's plans use inappropriate strategies for the discipline.*	• *Teacher is familiar with the discipline but does not see conceptual relationships.* • *Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.* • *Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.*	• *The teacher can identify important concepts of the discipline, and their relationships to one another.* • *The teacher consistently provides clear explanations of the content.* • *The teacher answers student questions accurately and provides feedback that furthers their learning.* • *The teacher seeks out content related professional development.*	*In addition to the characteristics of "meets standard"* • *Teacher cites intra- and interdisciplinary content relationships.* • *Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.*
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
1C Demonstrating Knowledge of Students			
Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.			
• The teacher uses little or no knowledge of student development and learning theory to design instruction that *meets students' needs.* OR • The teacher uses little or no knowledge of student's backgrounds cultures, interests and special needs to design instruction that *meets students' needs.*	• The teacher uses some knowledge of student development and learning theory to design instruction that *meets the needs of the class as a whole* OR • The teacher uses some *student's backgrounds cultures, interests and special needs to design instruction that meets the needs of the class as a whole.*	• The teacher uses knowledge of student development and learning theory to design instruction that *meets the needs of student groups.* AND • The teacher uses student's backgrounds cultures, interests and special needs that *meets the needs of student groups.*	• The teacher uses knowledge of student development and learning theory from multiple sources to design instruction that *meets the needs of individual students.* AND • The teacher uses student's backgrounds cultures, interests and special needs from multiple sources to design instruction that *meets the needs of individual students.*
Critical Attributes			
• *Teacher does not understand child development characteristics and has unrealistic expectations for students.* • *Teacher does not try to ascertain varied ability levels among students in the class.* • *Teacher is not aware of student or cultural heritages.* • *Teacher takes no responsibility to learn about students' medical or learning disabilities.*	• *Teacher cites developmental theory, but does not seek to integrate it into lesson planning.* • *Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."* • *The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.* • *The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.*	• *The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.* • *The teacher knows, for groups of students, their levels of cognitive development* • *The teacher is aware of the different cultural groups in the class.* • *The teacher has a good idea of the range of interests of students in the class.* • *The teacher has identified "high,"medium," and "low" groups of students within the class.* • *The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.* • *The teacher is aware of the special needs represented by students in the class*	*In addition to the characteristics of "meets standard"* • *The teacher seeks out information about their cultural heritage from all students.* • *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans..*
Possible Examples			

OUSD Framework for Effective Teaching

1D Setting Instructional Outcomes
Establishing and articulating goals for student learning

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
Instructional Outcomes: 1) May not be measureable or are stated in terms of student activities rather than student learning 2) Represent low rigor and little important learning in the discipline 3) Missing either a cognitive (Bloom's Level) or content outcome and are only suitable for some students	Instructional Outcomes: 1) Are measureable but consist of a combination of learning objectives and activities 2) Represent moderately high rigor, reflect important learning and are mostly aligned to district content standards 3) Maybe missing some cognitive (Bloom's Level) OR content outcomes 4) Represent outcomes for students that have been generalized to suit the class as a whole	Instructional Outcomes: 1) Are specific, clear, measureable and articulated in terms of student learning 2) Reflect rigorous and important learning in the discipline and are aligned to district content standards 3) Include both cognitive (Bloom's Level) and content outcomes 4) Represent the diversity of needs of student groups	Instructional Outcomes: 1) Are specific, clear, measureable (by multiple measures) and articulated in terms of student learning 2) Reflect rigorous and important learning that is interdisciplinary and aligned across a range of district content standards 3) Exceed the level of cognition (Bloom's Level) or increase the level of challenge by content standards 4) Allow for differentiation based on the individual needs of students

Critical Attributes

• *Outcomes lack rigor.* • *Outcomes do not represent important learning in the discipline.* • *Outcomes are not clear or are stated as activities.* • *Outcomes are not suitable for many students in the class.*	• *Outcomes represent a mixture of low expectations and rigor.* • *Some outcomes reflect important learning in the discipline.* • *Outcomes are suitable for most of the class.*	• *Outcomes represent high expectations and rigor.* • *Outcomes are related to "big ideas" of the discipline.* • *Outcomes are written in terms of what students will learn rather than do.* • *Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.* • *Outcomes are suitable to groups of students in the class, differentiated where necessary.*	*In addition to the characteristics of "meeting standard,"* • *Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.* • *Teacher connects outcomes to previous and future learning* • *Outcomes are differentiated to encourage individual students to take educational risks.*

Possible Examples

OUSD Framework for Effective Teaching

1E Demonstrating Knowledge of Resources

Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
• The teacher does not adequately use available materials, resources, and technologies to make subject matter accessible to students.	• The teacher demonstrates basic knowledge of the subject matter resources available for classroom use in planning and in practice. OR • The teacher sometimes uses available resources, technologies and instructional materials to support student learning.	• The teacher uses knowledge of subject matter resources available to them through the curriculum, school and district to enhance instructional plans. AND • The teacher uses and adapts resources, technologies, and instructional materials to support differentiated learning for groups of students.	• The teacher uses knowledge of subject matter resources available through the school, district, and community and through professional organizations, universities, etc. to enhance instructional plans. AND • The teacher selects, and adapts the most relevant resources & technologies to ensure that students can master key concepts in and across the subject matter.

Critical Attributes

• *The teacher only uses district provided materials, even when more variety would assist some students.* • *The teacher does not seek out resources available to expand his/her own skill.* • *Although aware of some student needs, the teacher does no inquire about possible resources.*	• *The teacher uses materials in the school library, but does not search beyond the school for resources.* • *The teacher participates in content area workshops offered by the school, but does not pursue other professional development.* • *The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.*	• *Texts are at varied levels.* • *Texts are supplemented by guest speakers and field experiences.* • *Teacher facilitates Internet resources.* • *Resources are multi-disciplinary.* • *Teacher expands knowledge with professional learning groups and organizations.* • *Teacher pursues options offered by universities.* • *Teacher provides lists of resources outside the class for students to draw on.*	*In addition to the characteristics of "meets standard"* • *Texts are matched to student skill level. The teacher has ongoing relationship with colleges and universities that support student learning.* • *The teacher maintains log of for student reference.* • *The teacher pursues apprenticeships to increase discipline knowledge.* • *The teacher facilitates student contact with resources outside the classroom.*

Possible Examples

OUSD Framework for Effective Teaching

1F Planning Coherent Instruction
Developing and sequencing long-term and short-term instructional plans to support student learning.(TCRP 1.2)

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
• The teacher' instructional plans (long & short-term) are poorly aligned with content standards and do not build sequentially to support student mastery. • The teacher's instructional plans lack a clear structure and do not allow enough time for students to engage in the full learning cycle. • The teacher's instructional plans are not rigorous, do not include opportunities for student discourse and do not support differentiated student learning.	• The teacher' instructional plans (long & short-term) are inconsistently aligned with content standards and do not always build sequentially to support student mastery. • The teacher's instructional plans follow a clear structure but don't always allow enough time for students to engage in the full learning cycle. • The teacher's instructional plans are somewhat rigorous and include some opportunities for student discourse OR differentiation to meet the needs of student groups.	• The teacher' instructional plans (long & short-term) are aligned with content standards and build sequentially to support student mastery. • The teacher's instructional plans are clearly structured and allow enough time for students to engage in the full learning cycle. • The teacher's instructional plans are rigorous, include cognitively challenging experiences, opportunities for student discourse and are differentiated to meet the needs of student groups.	• The teacher' instructional plans (long & short-term) are aligned with content standards and build sequentially to enable all students to demonstrate independent mastery of learning objectives. • The teacher's instructional plans are clearly structured and allow enough time for students to engage in the full learning cycle. • The teacher's instructional plans are rigorous, include cognitively challenging experiences, opportunities for student discourse and are differentiated to meet the individual needs of students.

Critical Attributes

• *Learning activities are boring and/or not well aligned to the instructional goals.* • *Materials are not engaging or do not meet instructional outcomes.* • *Instructional groups do not support learning.* • *Lesson plans are not structured or sequenced and are unrealistic in their expectations.*	• *Learning activities are moderately challenging.* • *Learning resources are suitable, but there is limited variety.* • *Instructional groups are random or only partially support objectives.* • *Lesson structure is uneven or may be unrealistic in terms of time expectations.*	• *Learning activities are matched to instructional objectives.* • *Activities provide opportunity for higher-level thinking.* • *Teacher provides a variety of appropriately challenging materials and resources.* • *Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.* • *The plan for the lesson or unit is well structured, with reasonable time allocations.*	• *In addition to the characteristics of* • *"meets standard"* • *Activities permit student choice.* • *Learning experiences connect to other disciplines.* • *Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.* • *Lesson plans differentiate for individual student needs.*

Possible Examples

OUSD Framework for Effective Teaching

1G Assessing Students for Learning

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
Designing ongoing formative assessments			
Applying knowledge of the purposes, characteristics, and uses of different types of assessments			
• The teacher does not design formative assessments aligned instructional outcomes. • The teacher does not use data from formative assessments in planning.	• The teacher designs formative assessments that are mostly aligned to and will provide some actionable data about student progress towards the instructional outcomes. OR • The teacher inconsistently uses data from formative assessments to plan for adjustments in instruction, differentiation or re-teaching for groups of students. OR • The teacher plans to collect information from formative assessments during a single component of the lesson cycle.	• The teacher designs formative assessments that are aligned to and will provide actionable data about student progress towards the instructional outcomes. AND • The teacher uses data from formative assessments to plan for adjustments in instruction, differentiation or re-teaching for groups of students. OR • The teacher plans to collect information from a variety of formative assessments throughout the lesson cycle.	• The teacher designs formative assessments with students (when appropriate) that are aligned to and will provide actionable data about student progress towards the instructional outcomes. AND • The teacher uses data from formative assessments to plan for adjustments in instruction, differentiation or re-teaching for groups of students. AND • The teacher plans to collect information from a variety of formative assessments throughout the lesson cycle.
Critical Attributes			
a) *Assessments do not match instructional outcomes.* b) *Assessments have no criteria.* c) *No formative assessments have been designed.* d) *Assessment results do not affect future plans.*	• *Only some of the instructional outcomes are addressed in the planned assessments.* • *Assessment criteria are vague.* • *Plans refer to the use of formative assessments, but they are not fully developed.* • *Assessment results are used to design lesson plans for the whole class, not individual students.*	• *All the learning outcomes have a method for assessment.* • *Assessment types match learning expectations.* • *Plans indicate modified assessments for some students as needed.* • *Assessment criteria are clearly written.* • *Plans include formative assessments to use during instruction.* • *Lesson plans indicate possible adjustments based on formative assessment data.*	*In addition to the characteristics of "meets standard"* • *Assessments provide opportunities for student choice.* • *Students participate in designing assessments for their own work.* • *Teacher-designed assessments are authentic with real-world application, as appropriate.* • *Students develop rubrics according to teacher-specified learning objectives.* • *Students are actively involved in collecting information from formative assessments and provide input.*
Possible Examples			

OUSD Framework for Effective Teaching

Domain 2: Classroom Environment

Effective teachers build a supportive classroom community that is asset based, culturally responsive and where the diversity and development of every student is valued. Effective teachers believe (and convey the belief) that all students can learn and organize their classrooms to ensure student success. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, language and levels of development. Effective teachers foster a culture of learning where students work hard, feel comfortable taking risks, and exceed academic challenges. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (chart, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available. The physical environment is accessible, reflects the diversity of students and provides space to support varied learning experiences.

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
2A Creating an Environment of Respect and Rapport			
Element 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully			
• The interactions between the teacher and students and among students are often negative, inappropriate or insensitive. • The diversity of students' students' community, culture, and development is not valued. • The teacher does not provide frequent opportunities for students to develop their skills in communication and/or conflict resolution.	• The interactions between the teacher and students and among students inconsistently demonstrate respect, caring and warmth. • The diversity of some students' community, culture, and development is acknowledged and valued. • The teacher rarely provides opportunities for students to develop their skills in communication and conflict resolution.	• The interactions between the teacher and students and among students convey respect, caring and warmth. • The diversity of students' community, culture, and development is acknowledged and valued. • The teacher provides opportunities for students to develop their skills in communication, empathetic listening and conflict resolution.	• The interactions between the teacher and students and among students demonstrate a high regard and respect for one another reflecting genuine, respect, caring and warmth. • The diversity of students' community, culture, and development is directly addressed, discussed and plays a central role in the classroom community. • The teacher provides frequent opportunities for students to develop the social emotional skills needed to take ownership of conflict resolution and problem solving in the classroom.
Critical Attributes			
• *The teacher uses disrespectful talk towards students.* • *Student body language indicates feelings of hurt or insecurity.* • *The teacher displays no familiarity with or caring about individual students' interests or personalities.* • *Students use disrespectful talk towards one another with no response from the*	• *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.* • *The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful.*	• *Talk between teacher and students and among students is uniformly respectful.* • *The teacher makes personal connections with individual students.* • *During the lesson, the teacher offers encouragement to students as they struggle with complex learning.*	• *In addition to the characteristics of "meets standard"* • *The teacher demonstrates knowledge and caring about individual students' lives beyond school.* • *The teacher's response to a student's incorrect response respects the student's dignity.* • *When necessary, students correct*

OUSD Framework for Effective Teaching

teacher.		• The teacher maintains student dignity in response to incorrect answers. • Students exhibit respect for each other.	one another in their conduct towards classmates.
Possible Examples			

12

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
2B Establishing a Culture for Learning			
Element 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students			
• The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student learning. • Students do no consistently persist in completing assigned work.	• The teacher's words and actions emphasize compliance and completion of work. • Students seek to complete tasks without consistent focus on learning or persistence.	• The teacher's words and actions promote a belief in student ability and high expectations for student effort. • Students consistently expend effort to learn and are willing to take risks and persist in producing high quality work.	• The teacher's words and actions promote a belief in student ability and high expectations for student effort. • Students consistently expend effort to learn and are willing to take risks and persist in producing high quality work. AND • Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
Critical Attributes			
• *The teacher conveys that the reasons for the work are external.* • *The teacher conveys to at least some students that the work is too challenging for them.* • *The teacher trivializes the learning goals and assignments.*	• *Teacher's energy for the work is half-hearted or unsuccessful at enlisting student energy.* • *The teacher conveys only modest expectations for students.* • *Teacher trivializes some of the learning goals and assignments.* • *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.* • *Most students indicate that they are looking for an "easy path."*	• *The teacher communicates the importance of the work, and expectations that all students can be successful in it.* • *Student work and conduct during a lesson indicate commitment to high quality.* • *Students are required to think and problem solve.* • *The teacher demonstrates a high regard for student abilities.* • *The teacher emphasizes the role of effort (hard work) in student learning.* • *The teacher expects student effort and recognizes it.* • *Students put forth good effort to complete work of high quality.* • *Students stay engaged even when the task is difficult and they are frustrated.* • *Students show pride in their work.*	• *In addition to the characteristics of "meets standard"* • *The teacher communicates a genuine passion for the subject.* • *Students indicate that they are not satisfied unless they have complete understanding.* • *Students questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.* • *Students recognize the efforts of their classmates.*
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
2C Managing Classroom Procedures			
Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.			
• The teacher's classroom procedures, routines and or norms are inefficient and result in a loss of instructional time. • There is little evidence that students understand or can follow established routines.	• The teacher develops classroom routines in order to save time but is only partially successful. T • The teacher's management of classroom schedules, instructional groups and materials is inconsistent and can be disruptive of learning time. • Students need guidance and prompting to follow classroom routines.	• The teacher establishes classroom routines, procedures and norms that are clear, effective and maximize learning time. • The teacher's management of classroom schedules, transition times, instructional groups and materials is successful. • Most students understand and can follow established routines with minimal support.	• The teacher establishes classroom routines, procedures and norms in collaboration with students that maximize instructional time. • Students contribute to the management of classroom schedules, instructional groups and classroom materials. • All students understand and can maintain classroom routines.
Critical Attributes			
• *Students not working with the teacher are disruptive to the class.* • *Non-instructional duties, such as taking attendance, consume much time.* • *There are no established procedures for distributing and collecting materials.* • *Procedures for other activities are confused or chaotic.* • *Volunteers and paraprofessionals appear confused as to what they are supposed to be doing*	• *Procedures for transitions, materials, and non-instructional duties seem to have been established, but their operation is rough.* • *Small groups are only partially engaged while not working directly with the teacher.* • *The teacher actively supervises volunteers and paraprofessionals.*	• *Students are productively engaged during small group work and assume responsibilities for productivity.* • *Small group work is well organized.* • *The teacher has established time-saving procedures for non-instructional activities.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Transitions are seamless with minimal instructional time lost.* • *Volunteers and paraprofessionals get on with their tasks with little or* • *no guidance or intervention from* • *the teacher.*	• *In addition to the characteristics of "meets standard"* • *Students take the initiative with their classmates to ensure that their time is used productively.* • *Students themselves ensure that transitions are accomplished smoothly.* • *Students take initiative in distributing and collecting materials efficiently*
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
2D Managing Student Behavior			
Element 2.5 Developing, communicating, and maintaining high standards for individual and group behavior			
• The teacher does not establish expectations, rules, and consequences for classroom behavior. • The teacher's response to student misbehavior is inconsistent and can be negative and disrespectful to students.	• The teacher develops expectations for behavior in the classroom but expectations are not communicated clearly to students. • The teacher's response to student misbehavior is inconsistent and/or is focused on the whole class. • The teacher inconsistently uses positive supports and/or emphasizes consequences over positive reinforcement.	• The teacher develops and communicates clear, high standards for individual and group behavior. • The teacher's response to student misbehavior is consistent, respectful, proactive and include redirection and/or positive reinforcement to specific students. • The teacher uses positive supports and consequences to help students monitor goals and reinforce expectations for behavior.	• The teacher engages students in developing high expectations for individual and group behavior in the classroom and beyond. • The teacher's response to student misbehavior is sensitive and responsive to individual students' needs. • The students take an active role in monitoring their own behavior and that of their peers
• **Critical Attributes**			
• *The classroom environment is chaotic, with no apparent standards of conduct.* • *The teacher does not monitor student behavior.* • *Some students violate classroom rules, without apparent teacher awareness.* • *When the teacher notices student misbehavior, s/he appears helpless* • *to do anything about it.*	• *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* • *Teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	• *Standards of conduct appear to have been established.* • *Student behavior is generally appropriate.* • *The teacher frequently monitors student behavior.* • *Teacher's response to student misbehavior is effective.* • *Teacher acknowledges good behavior.*	• *In addition to the characteristics of "proficient,"* • *Student behavior is entirely appropriate; no evidence of student misbehavior.* • *The teacher monitors student behavior without speaking – just moving about.* • *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*
Possible Examples			

15

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
2E Organizing Physical Space			
Element 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students			
• The teacher does not create a safe or accessible learning environment for students. • The teacher does not organize the classroom to support learning (access to resources/materials, physical space for collaboration).	• The teacher creates a safe learning environment that is somewhat accessible and supports the needs of the class as a whole. • The teacher may attempt to organize the classroom to support learning activities, provide access to resources/materials and enable student collaboration but with limited success.	• The teacher creates a safe learning environment that is accessible, flexible, stimulating, content rich and reflects the diversity of student groups in the classroom. • Teacher consistently organizes the physical space to support learning activities, provide access to resources/materials and enable student collaboration.	• The teacher and students curate a safe & accessible learning environment that reflects current learning and the diversity of individual students in and beyond the classroom. • The teacher ensures that all students have access to the tools, resources and physical space to enable them to maximize learning activities. • The teacher empowers students to make adjustments to their learning space to meet their learning needs and collaborate with ease.
Critical Attributes			
a) *Many students can't see or hear the teacher or the board.* • *Available technology is not being used, even if available and its use would enhance the lesson.*	• *The physical environment is safe, and most students can see and hear the teacher and board.* • *The physical environment is not an impediment to learning, but does not enhance it.* • *The teacher makes limited use of available technology and other resources.*	• *The classroom is safe, and all students are able to see and hear.* • *The classroom is arranged to support the instructional goals and learning activities.* • *The teacher makes appropriate use of available technology.*	*In addition to the characteristics of "meets standard"* • *Modifications are made to the physical space to accommodate students with special needs.* • *There is total alignment between the goals of the lesson and the physical arrangement.* • *The teacher makes extensive and imaginative use of available* • *resources and technology* • ▢ *Students make productive use of technology.*
Possible Examples			

OUSD Framework for Effective Teaching

Domain 3: Teaching and Learning

Effective teachers communicate clearly, establishing an authentic purpose for learning and criteria for successfully demonstrating mastery. All students are highly engaged in learning and have the opportunity to make significant contributions to the success of the class through equitable participation in productive academic discussions and active involvement in their learning and the learning of others. Effective teachers pose high-level questions and provide students the opportunity to engage with each other in productive struggle. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic and personal achievement. Teacher feedback is assets based, specific to learning goals, rubrics/district assessments and offers concrete ideas for improvement which move student learning forward. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to meet/exceed outcomes. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for student learning in all circumstances and are able to demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social-emotional objectives.

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
3A Communicating with Students			
• The teacher does not explain the learning objective. • The teacher makes limited connections to students' prior learning and future learning. • The teacher's directions are not clear and students are often confused. • The teacher does not articulate the criteria for successfully demonstrating mastery of the learning objectives.	• The teacher clearly explains the learning objective but does not refer back to it throughout the lesson. • The teacher makes some connections to students' prior learning and future learning. Connections are vague and/or are based on assessments and grades. • The teacher's directions are moderately clear but often need clarification or correction. The teachers language may not be represent the diversity or development level of students. • The teacher mentions but does not clearly explain the criteria for successfully demonstrating mastery of the learning objectives. Exemplars and models are not provided.	• The teacher clearly explains the learning objective and refers back to it throughout the lesson. • The teacher situates lesson within broader learning, making connections to students' prior learning and future learning. • The teacher provides clear directions and uses language that reflects the diversity and developmental levels students. • The teacher clearly articulates the criteria for successfully demonstrating mastery of the learning objectives and provides models/exemplars.	• The teacher clearly articulates learning targets, refers back to it throughout the lesson and ensures that students are able to articulate what they are expected to learn. • The teacher situates lesson within broader learning, making connections to students' prior learning real-life contexts, student interests and future learning. • The teacher provides clear directions, uses language that reflects the diversity of students and encourages students to explain concepts to their peers. • The teacher collaborates with students to develop the criteria for learning and uses student exemplars to model mastery.
Critical Attributes			
• *At no time during the lesson does the teacher convey to the students what they will be learning.* • *Students indicate through their questions that they are confused as to the learning task.* • *The teacher makes a serious content*	• *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation* • *The teacher clarifies the learning task so students are able to complete it.* • *The teacher makes no serious*	• *The teacher states clearly, at some point during the lesson, what the students are learning and why.* • *When asked by an observer, students can state what they are learning.* • *Students engage with the learning task, indicating that they understand*	*In addition to the characteristics of "meets standard"* • *The teacher points out possible areas for misunderstanding.* • *The teacher explains content clearly, using metaphors and analogies to bring content to life.*

error that will affect students' understanding of the lesson. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher's communications include errors of vocabulary or usage. • Vocabulary is inappropriate to the age or culture of the students.	content errors, although may make a minor error. • The teacher's explanation of the content consists of a monologue, with minimal participation by students. • Vocabulary and usage are correct but unimaginative. • Vocabulary may be too advanced or juvenile for the students.	what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher checks for student understanding of the learning task and address possible area of misunderstanding. • The teacher makes no content errors. • The teacher's explanation of content is clear, and invites student participation and thinking. • The teacher apprentices students to the discipline and habits of mind of the content. • The teacher points out possible areas for misunderstandings. • Students when asked can explain the expectations of learning. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students' ages and levels of development.	• All students seem to understand the presentation. • The teacher invites students to explain the content to the class, or to classmates. • The teacher uses rich language, offering brief vocabulary lessons where appropriate. • The teacher provides opportunities for students to contribute to extending the content by explaining concepts to their peers.
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
3B Using Questioning and Discussion Techniques			
Element 1.5 Promoting critical thinking through inquiry, problem solving, and reflection (3b)			
• The teacher poses questions/prompts low-level, not cognitively challenge and/or aligned with mastery of the learning objective. (RISE 3b) • The teacher does not support students in correctly answering questions and/or justify their thinking. • The teacher does not use wait time. • The teacher does facilitate classroom discussions; most interactions between the teacher and the students are recitation style with the teacher mediating all questions and only a few students engaged.	• The teacher poses questions/prompts that are mostly lower-level, of moderate cognitive challenge and only somewhat support students in mastery of the learning objective. (RISE 3b) • The teacher uses limited strategies to enable students to answer questions and/or extend of justify their thinking. • The teacher inconsistently uses wait time. • The teacher attempts to facilitate discussion among students and to encourage them to respond to one another and/or use discipline-specific academic language to uneven results.	• The teacher poses questions/prompts that are high-level, cognitively challenging, advance higher level thinking and support students in mastery of the learning objective. (RISE 3B) • The teacher uses strategies to enable students to correctly answer questions and extend of justify their thinking. • The teacher uses wait time is used consistently. • The teacher facilitates authentic discussion among students that requires students to use listen, comment on each other's thinking, and use discipline-specific academic language.	• The teacher enables students to initiate cognitively challenging questions that facilitate deeper understanding and mastery of the learning objective. (RISE 3b) • The teacher enables students to support each other in correctly answering questions and extending each other's thinking. • The teacher uses wait time is used consistently. • The teacher and students facilitate authentic discussions where all students participate, listen, comment on each other's thinking, and use discipline-specific academic language.
Critical Attributes			
• *Questions are rapid-fire, and convergent, with a single correct answer.* • *Questions do not invite student thinking.* • *Questions are short answer and/or low level (factual).* • *Questions do not check for comprehension.* • *Many questions are unrelated to the lesson outcomes.* • *All discussion is between teacher*	• *Questions are a mix of higher-order and questions with a single correct answer.* • *Some questions are unrelated to the learning outcomes.* • *Questions mostly check for comprehension of what is read or studied.* • *The teacher invites students to respond directly to one another's ideas, but few students respond.* • *The teacher calls on many*	• *Most questions are open-ended, divergent and invite students to think.* • *Most questions have multiple possible answers.* • *Questions are related to the lesson objectives.* • *Discussions enable students to talk to one another, without ongoing mediation by the teacher.* • *Classroom discussion (whole group or small group) is animated and*	• *In addition to the characteristics of" proficient,"* • *Students initiate higher-order questions.* • *Students extend the discussion, enriching it.* • *Students invite comments from their classmates during a discussion.* • *Students assume considerable responsibility for the depth and breadth of the discussion.*

and students; students are not invited to speak directly to one another. • Discussion is recitation. • The teacher only calls on students who have their hands up. • The teacher talks at students. • The teacher does not use wait time.	students, but only a small number actually participate in the discussion. • Wait time is inconsistent. • Teacher-student is the dominant talk structure in the classroom and the teacher serves a mediating role.	engages all students in extending/building their knowledge. • Students are provided opportunities to build on, elaborate and/or challenge the talk of other students. • While in whole group, the teacher's strategy engages all learners to share their thinking without solely relying on student volunteer. • When working in small groups, the teacher circulates posing assessing and advancing questions and check/pushing student understanding. • While in small group or whole group, students are held accountable to rigorous thinking (actively using knowledge) and hold each other accountable evidencing a commitment to the learning community. • The teacher steps out of the central and mediating role. • The teacher actively addresses stereotypes about various races, cultures and gender. • Most students are actively engage in the discussion.	• Students themselves ensure high levels of participation.
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
3C Engaging Students in Learning			
Element 2.7 & Element 1.3 Using instructional time to optimize learning and engage students in learning			
• The lesson does not reflect the needs, styles, and diversity of the class as a whole. • The lesson does not have a clearly defined structure and the pacing is either too fast or too slow. • The lesson does not opportunities for students to talk with one another and engage in important and challenging work.	• Parts of the lesson are adapted to the needs, styles, and diversity of the class as a whole. • The lesson has a recognizable structure but the pacing of the lesson may not provide students the time to master the learning objective. • The lesson provides limited the opportunity for students to talk with one another and engage in important and challenging work.	• The lesson is adapted to the needs, styles, and diversity of student groups. • The lesson has a clearly defined structure and the pacing of the lesson is appropriate, providing most students the time to master the learning objective. • The lesson provides the opportunity for student-student talk and/or small group work where students can engage with each other in important and challenging work.	• The lesson is adapted to the needs, styles, and diversity of all students. • The lesson has a clearly defined structure and the pacing provides students the time needed to engage intellectually reflect upon their learning and consolidate their understanding. • Students are highly engaged in student-student talk, serving as resources to one another and/or all students engage important and challenging work.
Critical Attributes			
• *Learning tasks require only recall or have a single correct response or method.* • *The materials used ask students only to perform rote tasks.* • *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.* • *Instructional materials used are unsuitable to the lesson and/or the students.* • *The materials used clash with students' cultures.* • *Few students are engaged in the lesson.*	• *Learning tasks are a mix of those requiring thinking and recall.* • *Students have no choice in how they complete tasks.* • *The instructional groups partially serve the instructional purpose.* • *Students are on-task.* • *Students are completing hands- on activity (but no minds-on required)*	• *Most learning tasks demand higher-order thinking that challenge students to think broadly and deeply, to solve problems, or to engage in non-routine thinking.* • *Learning tasks have multiple correct responses or approaches.* • *There is a productive mix of different types of groupings, suitable to the lesson objectives.* • *Materials and resources support the learning goals and students' cultures and engage students mentally.* • *Most students are intellectually engaged in the lesson.* • *Students are intellectually active in learning important and challenging/rigorous content (not just on task).* • *Students are engaged in hands- on*	*In addition to the characteristics of "meets standard"* • *Students have extensive choice in how they complete tasks.* • *Students modify a learning task to make it more meaningful or relevant to their needs* • *Students suggest modifications to the grouping patterns used.* • *Students suggest modifications or additions to the materials being used.* • *Students have an opportunity for reflection and closure on the lesson.* • *All students are highly engaged in the lesson.*

		and minds-on activities (mental engagement). • *Students are actively developing understanding through what they are doing (not just compliant and busy) such as debating, discussing, discovering patterns, solving complex problems, etc.* • *Students are encouraged to take learning risks (such that they participate at the risk of being wrong).* • *Students serve as resources to one another.*	
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
3D Implementing Lessons Equitably			
Element 3.6 Addressing the needs of African American males, English Learners and students with special needs to provide equitable access to the content.			
• Does not demonstrate student academic growth over time (a year or more) for some students • There is little or no evidence that African American males, English Learners and students with special needs experience academic success and growth. • Does not establish and maintain relationships with students that <u>foster</u> and promote academic, social and emotional growth, and rarely established the habits of mind that reinforces the belief that effort creates ability. • Inconsistently helps students become college and career ready.	• Inconsistently demonstrates student academic growth over time (a year or more) for some students. • There is limited evidence that African American males, English Learners and students with special needs experience academic success and growth. • Inconsistently establishes and maintains relationships with students that <u>foster</u> and <u>promote</u> academic, social and emotional growth, and infrequently establishes the habits of mind that reinforces the belief that effort creates ability. • Inconsistently helps students become college and career ready.	• Consistently demonstrates significant student academic growth over time (a year or more) for all students. • There is clear evidence that African American males, English Learners and students with special needs experience academic success and growth. • Consistently establishes and maintains relationships with all students that <u>foster</u> and promote academic, social and emotional growth, and establishes the habits of mind that reinforces the belief that effort creates ability. • Consistently helps students become college and career ready..	• Consistently and effectively demonstrates significant student academic growth over time (a year or more) for all students. • There is clear and consistent evidence African American males, English Learners and students with special needs experience academic success and growth. • Consistently and effectively establishes and maintains relationships with all students that <u>foster</u> and <u>promote</u> academic, social and emotional growth, and establishes the habits of mind that reinforces the belief that effort creates ability. • Consistently and effectively helps students become college and career ready.
Critical Attributes			
• *Few of African American male, English Learner and special needs students are actively engaged in learning the majority of the time based on the task structure of the lesson.* • *Teacher permits minority students to opt out of learning.* • *Student talk is not seen as essential for learning and for successful completion of task/engagement.* • *Student struggle time is not provided.*	• *Some African American male, English Learner and special needs students are actively engaged in learning* • *Teacher permits some minority students to opt out of learning.* • *The teacher provides limited opportunities for student-to student talk and/or repeatedly engages the same students.* • *Some students are provided some struggle time.*	• *The majority African American male, English Learner and special needs students are actively engaged in learning the majority of the time.* • *The teacher has strong relationships with minority students.* • *The teacher does not permit minority students to opt out of learning.* • *The teacher provides opportunities for student-to student talk that engages all students not just the same ones.* • *Student struggle time (individual, pair/share or group) is honored and respected.*	• *In addition to the characteristics of "meets standard"* • *All minority students are actively engaged in learning the majority of the time based on the task structure of the lesson.* • *Student-to-student talk engages all students*
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
3E Using Assessment in Instruction			
Element 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction. (3d)			
• Students are not aware of the assessment criteria used to evaluate their work and know the characteristic of high quality work. • The teacher does not check for understanding and does not make adjustments to instruction based on the data. • The teacher does not provide feedback to students that can support student learning. • The teacher does not provide students with opportunities for self-monitoring exercises.	• Some students are aware of the assessment criteria used to evaluate their work and know the characteristic of high quality work. • The teacher inconsistently checks for understanding (using a variety of methods) throughout the lesson and makes adjustments to instruction based on the data to support student mastery of the learning objective. • The teacher provides feedback to students that is inaccurate and/or unspecific. • The teacher provides students with limited opportunities for self-monitoring.	• Most students are aware of the assessment criteria used to evaluate their work and know the characteristic of high quality work. • The teacher checks for understanding throughout the lesson and makes adjustments to instruction based on the data to support student mastery of the learning objective. • The teacher provides feedback throughout the lesson that is specific, timely and enhances student learning. • The teacher provides students with opportunities for self-monitoring exercises that move students toward mastery. • The teacher regularly uses assessment to actively monitor student learning in the curriculum.	• All students are aware of and may contribute to the assessment criteria, and sue it to self-assess and monitor their progress. • The teacher checks for understanding, using a variety of methods, throughout the lesson and makes adjustments to instruction based on the data to support student mastery of the learning objective. • The teacher implements differentiated instruction and continued checks for understanding based on the progress of student groups toward mastery of the learning objective. • The teacher provides feedback that is specific, timely, enhances student learning AND enables students to do the same for one another. • The teacher facilitates students in self-monitoring and evaluating their own performance relative to success criteria.
Critical Attributes			
• *The teacher gives no indication of what high quality work looks like.* • *Assessment is used only for grading.* • *The teacher makes no effort to determine whether students understand the lesson.* • *Feedback to students is non-specific and global.* • *The teacher does not ask students to evaluate their own or classmates'*	• *Teacher requests global indications of student understanding.* • *Feedback to students is not uniformly specific, not oriented towards future improvement of work.* • *The teacher makes only minor attempts to engage students in self- or peer-assessment.*	• *The teacher activity and systematically monitors student learning through a variety of means, throughout the lesson, including using specifically-formulated questions to elicit evidence of student understanding, for at least groups of students.* • *Feedback includes specific and timely guidance on how students*	• *In addition to the characteristics of "meets standard"* • *There is evidence that students have helped establish the evaluation criteria.* • *The teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.* • *The teacher makes frequent use of strategies to elicit information*

work.		can improve their performance. - The teacher elicits evidence of individual student understanding during the lesson, - Students are invited to assess their own work and make improvements. - Artifacts in the classroom demonstrate the teacher's monitoring of student learning over time. - Students make progress towards learning outcome set forth by the lesson objectives.	about individual student understanding. - Feedback to students is obtained from many sources, including other students. - Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. - The teacher's feedback as evidenced by a variety of artifacts and language is specific and encourages student growth over time.
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
3F Demonstrating Flexibility and Responsiveness			
Element 1.6 Monitoring student learning and adjusting instruction while teaching			
• The teacher rarely adjusts instruction to support student understanding. Despite evidence of student misunderstanding or lack of interest, the teacher adheres to the originally planned lesson. • The teacher ignores student questions; when students experience difficulty the teacher blames the students or their home environment.	• The teacher sometimes adjusts instruction in an attempt to respond to student needs and or misunderstanding with moderate success. • The teacher recognizes when students are experiencing challenge but has limited strategies to help students who are struggling with mastery of learning objective(s).	• The teacher makes ongoing adjustments to instruction based on the questions, interests, needs for assistance, support and/or challenge of student sub-groups. • The teacher applies alternative teaching strategies and provides extended learning opportunities for groups of students who are struggling with mastery of learning objective(s).	• The teacher seizes opportunities to extend learning for all students, building on students' questions, interests, and needs to differentiate instruction and addresses individual student misunderstanding. • The teacher persists in seeking the most effective teaching strategies and resources in order to ensure that all students can achieve mastery of learning objective(s).
Critical Attributes			
• *The teacher ignores indications of student boredom or lack of understanding.* • *The teacher makes no attempt to incorporate student interests into the lesson.* • *The teacher conveys to students that when they have difficulty learning, it is their fault.*	• *The teacher's efforts to modify the lesson are only partially successful.* • *The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.*	• *The teacher successfully makes minor modifications to the lesson.* • *The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.*	• *In addition to the characteristics of "meets standard"* • *The teacher successfully executes a major lesson readjustment when needed.* • *The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use.*
Possible Examples			

OUSD Framework for Effective Teaching

Domain 4: Professional Responsibilities

Effective teachers have high ethical standards and a deep sense of professionalism. They utilize integrated systems for using student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles and strive to be effective teacher leaders in both school and district projects, and engage in a wide range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the community and improve the practice of all. These are teachers who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners.

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
4A Reflecting on Student Learning			
Element 6.1 Reflecting on teaching practice in support of student learning (4a)			
• The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson • The teacher does not discuss reaching all students or the belief that it is important to do so. • The teacher has limited suggestions for how the lesson could be improved.	• The teacher has a generally accurate impression of a lesson's effectiveness and success in meeting the instructional goals • The teacher might discuss reaching all students but doesn't names specific strategies or efforts to do so. • The teacher makes general suggestions about ways in which instruction can be improved.	• The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing general data to support the judgment. • The teacher describes multiple approaches s/he taken to reach struggling students when reflecting on the lesson. • The teacher makes specific suggestions about how the lesson could be improved.	• The teacher makes a detailed and accurate assessment of a lesson's effectiveness and success in achieving the instructional goals, citing specific data, and weighing the relative strengths of each data source. • The teacher describes others in the school and beyond that s/he has contacted to help reach struggling students when reflecting on the lesson. • The teacher makes several specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning
Critical Attributes			
• *The teacher considers the lesson but draws incorrect conclusions about its effectiveness* • *The teacher makes no suggestions for improvement.*	• *The teacher has a general sense of whether or not instructional practices were effective.* • *The teacher offers general modifications for future instruction.*	• *The teacher accurately assesses the effectiveness of instructional activities used.* • *The teacher identifies specific ways in which a lesson might be improved.*	In addition to the characteristics of "proficient," • *Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.* • *Teacher's suggestions for improvement draw on an extensive repertoire.*
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
4B Systems for Managing Students' Data			
Element 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction (4b)			
• The teacher does not maintain clear or accurate in instructional and non-instructional records.	• The teacher's systems for maintaining instructional and non-instructional records are only partially effective. • The teacher shares some data with students and families on an inconsistent basis.	• The teacher maintains accurate and efficient systems for instructional and non-instructional records. • The teacher regularly shares data with students and families.	• The teacher engages students in the maintenance of accurate and efficient systems for instructional and non-instructional records. • The teacher regularly shares data with students and families so that they can proactively use the information to support student success.
Critical Attributes			
Absence of a system for either instructional or non-instructional records. • *Record-keeping systems that are in disarray so as to provide incorrect or confusing information.*	• *The teacher has a process for recording student work completion.* • *However, it may be out-of-date or does not permit students to access the information.* • *The teacher's process for tracking student progress is cumbersome to use.* • *The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.*	• *The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.* • *The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.* • *The teacher's process for recording non-instructional information is both efficient and effective.*	*In addition to the characteristics of "meets standard"* • *Students contribute to and maintain records indicating completed and outstanding work assignments.* • *Students contribute to and maintain data files indicating their own progress in learning.* • *Students contribute to maintaining non-instructional records for the class.* • *When data is shared the teacher makes sure that student/families understand what the data means and provides them with next steps/resources to support further growth.*
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
4C Communicating with Families			
Element 6.4 Working with families to support student learning (4c)			
• The teacher provides minimal information to the families about individual students, and/or the communication is inappropriate to the cultures of families. • The teacher makes no attempt to engage families in the instructional program or such efforts are inappropriate. • The teacher does not respond regularly and/or responds insensitively to family concerns about students.	• The teacher sometimes communicates with families about the instructional program and individual student progress. Communication shows awareness of cultural norms. • The teacher makes an inconsistent and only partially successful attempt to engage families in the instructional program. • The teacher responds to parent concerns in a superficial or cursory manner or responses may reflect occasional insensitivity.	• The teacher initiates communication with families about student's progress on a regular basis, respecting cultural norms. • The teacher's efforts to engage families in the instructional program are frequent and successful. • The teacher responds to family concerns in a timely and culturally respectful manner.	• The teacher promotes frequent two-way communication with families to improve student learning with students contributing to the communication. • The teacher's communication with families about the instructional program is frequent and successful. Students contribute ideas for projects that will be enhanced by student participation. • The teacher responds to family concerns in a pro-active, timely, professional and culturally sensitive way.
Critical Attributes			
• *Little or no information regarding instructional program available to parents.* • *Families are unaware of their children's progress.* • *Lack of family engagement activities.* • *Culturally inappropriate communication.*	• *School or district-created materials about the instructional program are sent home.* • *Infrequent or incomplete information sent home by teachers about the instructional program.* • *Teacher maintains school-required grade book but does little else to inform families about student progress.* • *Teacher communications are sometimes inappropriate to families' cultural norms.*	• *Information about the instructional program is available on a regular basis.* • *The teacher sends information about student progress home on a regular basis.* • *Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.*	In addition to the characteristics of "proficient," • *On a regular basis, students develop materials to inform their families about the instructional program.* • *Students maintain accurate records about their individual learning progress and frequently share this information with families.* • *Students contribute to regular and ongoing projects designed to engage families in the learning process.*
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
4D Participating in a Professional Community			
Element 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning (4d)			
• The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community. • The teacher demonstrates little commitment to supporting shared agreements that support student learning	• The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues. • The teacher adheres to shared agreements that support student learning.	• The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues. • The teacher contributes to and actively endorses shared agreements that support student learning.	• The teacher makes substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships. • The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.
Critical Attributes			
• *The teacher's relationship with colleagues is characterized by negativity or combativeness.* • *The teacher purposefully avoids contributing to activities promoting professional inquiry.* • *The teacher avoids involvement in school activities and school district and community projects.*	• *The teacher has pleasant relationship with colleagues.* • *When invited, the teacher participates in activities related to professional inquiry.* • *When asked, the teacher participates in school activities, and school district and community projects.*	• *The teacher has supportive and collaborative relationships with colleagues.* • *The teacher regularly participates in activities related to professional inquiry.* • *The teacher frequently volunteers to participate in school events and school district and community projects.*	In addition to the characteristics of "proficient," • *The teacher takes a leadership role in promoting activities related to professional inquiry.* • *The teacher regularly contributes to and leads events that positively impact school life.* • *The teacher regularly contributes to and leads significant school district and community projects.*
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
4E Growing and Developing Professionally			
Element 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development (4e)			
• The teacher sets goals for professional growth based on inaccurate or irrelevant information. • The teacher is resistant to feedback from supervisors and/or colleagues and does not use the feedback to improve practice. • The teacher resists professional development opportunities and/or does not apply learning gained to improve practice. • The teacher takes not initiative to share learning with others.	• The teacher sets goals for professional growth based on general impressions. • The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice. • The teacher applies some learning gained from professional development. • The teacher sometimes shares expertise with others.	• The teacher sets and monitors goals for professional growth based on student achievement, self-assessment and observations. • The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice. • The teacher welcomes professional development opportunities and applies new learning to improve practice. • The teacher willingly shares expertise with others.	• The teacher sets and monitors goals for professional growth based on student achievement, self-assessment and observations. • The teacher welcomes feedback from supervisors, colleagues, parents and students and uses the feedback to improve practice. The teacher asks for additional feedback once changes have been implemented. • The teacher seeks out professional development opportunities that meet professional areas for growth and/or student need to improve practice. • The teacher takes initiative to share expertise with others.
Critical Attributes			
• *The teacher is not involved in any activity that might enhance knowledge or skill.* • *The teacher purposefully resists discussing performance with supervisors or colleagues.* • *The teacher ignores invitations to join professional organizations or attending conferences.*	• *The teacher participates in professional activities when required or when provided by the school district.* • *The teacher reluctantly accepts feedback from supervisors and colleagues.* • *The teacher contributes in a limited fashion to educational professional organizations.*	• *The teacher seeks regular opportunities for continued professional development.* • *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.* • *The teacher actively participates in professional organizations designed to contribute to the profession.*	*In addition to the characteristics of "meets standard"* • *The teacher seeks regular opportunities for continued professional development, including initiating action research.* • *The teacher actively seeks feedback from supervisors and colleagues.* • *The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.*
Possible Examples			

OUSD Framework for Effective Teaching

Unsatisfactory	Needs Improvement	Meets Standards	Exceeds Standards
4F Showing Professionalism			
Element 6.7 Demonstrating professional responsibility, integrity, and ethical conduct (4f)			
• The teacher has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students. • Teacher does not comply with school and district regulations e.g. curriculum, tests, documentation etc.	• The teacher displays a moderate level of ethics and professionalism in dealing with colleagues and students. • Teacher complies minimally with school and district regulations, doing just enough to get by.	• The teacher displays a high level of ethics and professionalism in dealings with colleagues and students. • Teacher complies fully with school and district regulations.	• The teacher displays the highest level of ethics and professionalism, consistently working to support traditionally underserved. • Teacher complies fully with school &district regulations, taking a leadership role with colleagues
Critical Attributes			
• *Teacher is dishonest.* • *Teacher does not notice the needs of students.* • *The teacher engages in practices that are self-serving.* • *The teacher willfully rejects school district regulations.*	• *Teacher is honest.* • *Teacher notices the needs of students, but is inconsistent in addressing them.* • *Teacher does not notice that some school practices result in poor conditions for students.* • *Teacher makes decisions professionally, but on a limited basis.* • *Teacher complies with school district regulations.*	• *Teacher is honest and known for having high standards of integrity.* • *Teacher actively addresses student needs.* • *Teacher actively works to provide opportunities for student success.* • *Teacher willingly participates in team and departmental decision-making.* • *Teacher complies completely with school district regulations.*	• *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.* • *Teacher is highly proactive in serving students.* • *Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.* • *Teacher takes a leadership role in team and departmental decision-making.* • *Teacher takes a leadership role regarding school district regulations.*
Possible Examples			

OAKLAND UNIFIED SCHOOL DISTRICT
CERTIFICATED EVALUATION OBSERVATION FORM A-1
TEACHER

Name of Evaluatee _____ Period Covered _____ to _____

Name of Evaluator _____ School / Site _____

Grade/Subject _____

☐ Temporary Contract   ☐ Permanent   ☐ PAR Participant
☐ Probationary 1   ☐ Substitute
☐ Probationary 2

Interim Evaluation: Required for First Year Probationary Teachers
- Must be completed by the 2nd Friday in December.

Final Evaluation: Required for Evaluatees
- Must be completed by the last working day in April.

RATING CODES

Code	Description	Directions
1	Does not meet Standards: Unsatisfactory	Any 1 ratings must have specific recommendations for improvement.
2	Does not meet Standards: Developing	Any 2 ratings must have specific recommendations for improvement.
3	Meets Standards	
4	Exceed Standards	Any 4 ratings must have specific commendations.

Dates: (A minimum of 3 observations must be conducted.)

	1st Obs.*	2nd Obs.	3rd Obs.	4th Obs.	5th Obs.
Pre-Observation Conferences					
Observations					
Post-Observation Conferences *(within 5 days of observation)*					

*First observation must be scheduled (*Evaluation Handbook pg. 9*)

Reformatted 08/2010

33

I. Standard for Engaging and Supporting All Students in Learning

Ratings for each observation

		1st	2nd	3rd	4th	5th	Notes	Summary
A	Connecting students' prior knowledge, life experience, and interests with learning goals							
B	Using a variety of instructional strategies and resources to respond to students' diverse needs.							
C	Facilitating learning experiences that promote autonomy, interaction and choice.							
D	Promoting self-directed, reflective learning for all students.							
E	Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.							

Summative Rating for Standard I

II. Standard for Creating and Maintaining Effective Environments for Student Learning

Ratings for each observation

		1st	2nd	3rd	4th	5th	Notes	Summary
A	Creating a physical environment that engages all students.							
B	Establishing a climate that promotes fairness and respect.							
C	Promoting social development and group responsibility.							
D	Establishing and maintaining standards for student behavior.							
E	Planning and implementing classroom procedures and routines that support student learning.							
F	Using instructional time effectively.							

Summative Rating for Standard II

34

III. Standard for Understanding and Organizing Subject Matter for Student Learning

		Ratings for each observation					Notes	Summary
		1st	2nd	3rd	4th	5th		
A	Demonstrating knowledge of subject matter content student development.							
B	Organizing curriculum to support student understanding of subject matter.							
C	Interrelating ideas and information within and across subject matter areas.							
D	Developing student understanding through instructional strategies that are appropriate to the subject matter.							
E	Using materials, resources, and technologies to make subject matter accessible to students							

Summative Rating for Standard III

IV. Standard for Planning Instruction and Designing Learning Experiences for All Students

		Ratings for each observation					Notes	Summary
		1st	2nd	3rd	4th	5th		
A	Drawing on and valuing students' backgrounds, interests, and developmental learning needs.							
B	Establishing and articulating goals for student learning.							
C	Developing and sequencing instructional activities and materials for student learning.							
D	Designing short-term and long-term plans to foster student learning.							
E	Modifying instructional plans to adjust for student needs.							

Summative Rating for Standard IV

V. Standard for Assessing Student Learning

Ratings for each observation

Reformatted 08/2010

35

		1st	2nd	3rd	4th	5th	Notes	Summary
A	Establishing and communicating learning goals for all students.							
B	Collecting and using multiple sources of information to assess student learning.							
C	Involving and guiding all students in assessing their own learning.							
D	Using the results of assessments to guide instruction.							
E	Communicating with students, families, and other audiences about student progress.							

Summative Rating for Standard V

VI. Standard for Developing as a Professional Educator
(*Evaluated through observations and interviews)

Ratings for each observation

		1st	2nd	3rd	4th	5th	Notes	Summary
A	Reflecting on teaching practice and planning professional development.							
B	Establishing professional goals and pursuing opportunities to grow professionally.							
C	Working with communities to improve professional practice.							
D	Working with families to improve professional practice.							
E	Working with colleagues to improve professional practice.							
F	Balancing professional responsibilities and maintains motivation.							

Summative Rating for Standard VI

COMMENDATIONS AND RECOMMENDATIONS

Use additional pages as needed.

OBSERVATION 1 SUMMARY _____

_____

_____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

_____

_____

Evaluatee's Signature _____ Date _____

OBSERVATION 2 SUMMARY _____

_____

_____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

_____

_____

Evaluatee's Signature _____ Date _____

OBSERVATION 3 SUMMARY _____

_____

_____

EVALUATEE'S RESPONSE (including mitigating circumstances): _____

_____

_____

Evaluatee's Signature _____ Date _____

Reformatted 08/2010

37

COMMENDATIONS AND RECOMMENDATIONS
Use additional pages as needed.

OBSERVATION 4 SUMMARY _____

_____

_____

EVALUATEE'S RESPONSE (including mitigating circumstances):

_____

_____

_____

Evaluatee's Signature _____ _____ Date

OBSERVATION 5 SUMMARY _____

_____

_____

EVALUATEE'S RESPONSE (including mitigating circumstances):

_____

_____

_____

Evaluatee's Signature _____ _____ Date

Participation in PAR is required when a unit member receives two or more "unsatisfactory" ratings in any one of the first five Standards as reflected on the summative evaluation on Form A2.

Distribution of completed form:
- Original: Retained by Evaluator
- After Each Observation: Copy to Evaluatee

Oakland Unified School District Graduate Profile

"Career is the goal – Education is the path"

HAVING EXPERIENCED A HIGH QUALITY INSTRUCTIONAL CORE

HAVING DEVELOPED SOCIAL, EMOTIONAL & PHYSICAL HEALTH

Post-High School
Plan in Hand
(Motivated, Focused, Resourceful)

Academically Proficient
(In Content, Skills, and Habits)

Civically Engaged
(Capable, Connected, Committed, Compassionate)

Essential Communicators
(In Every Situation - With Everyone)

Socially, Emotionally and Physically Thriving
(Resilient, Proactive, Empowered)

Culturally Disciplined
(Self-Aware - Building & Maintaining Cross-Cultural Alliances)

HAVING ENGAGED IN EQUITABLE OPPORTUNITIES FOR LEARNING

"Our graduates are college, career, and community ready!"

Effective Teaching Task Force

January 16, 2013

Name		School	Subject	Contact Information	Email
Akin, Rebecca	Teacher	Fred Korematsu	1st Grade	(510)735-7884	rakin@comcast.net
Arias, Esmeralda	Student	Skyline High School	10th Grade	(510)228-7628	ariasesmeralda28@gmail.com
Arnosky, Sarah	Teacher	United for Success	6th Grade Science	(989)600-0595	Sarah.Arnosky@unitedforsucess.org
Arroyo, Tamara	Framework Developer	Framework Developer	FrameworkDeveloper		tdarroyo@gmail.com
Bustamante, Elia	Principal	United for Success	6th-8th Grade		Elia.Bustamante@ousd.k12.ca.us
Carozza, Amy	Principal	Coliseum College Prep	6 - 12th Grade	(510)409-1241	Amy.Carozza@ousd.k12.ca.us
Chapman, Autumn	Teacher	Oakland High School	9th-12th Science	(760)419-0329	Autumn.Chapman@ousd.k12.ca.us
Comelo, Anita	Teacher	LCI, Peer Assistance & Review	Elementary	(510)755-9790	Anita.Comelo@gmail.com
Costello, Rosette	Principal	Peralta Elementary	k - 5		Rosette.Costello@ousd.k12.ca.us
Dixon, Alicia	Parent	Kaiser Elementary School	Elementary	(510)777-1600	adixon@marcusfoster.org
Ferency, Fay	Teacher	LCI	Prek-5 Literacy	(510)418-6701	Fay.Ferency@ousd.k12.ca.us
Gorham, Trish	President	OEA	OEA	763-4020	oaklandeapresident@yahoo.com
Harambe, Tina	Parent	Parent	Parent	(510)830-7354	rootsofuniqueawareness@hotmail.com
Holzman, Jack	Teacher/Student	Elmhurst Community Prep	7th Grade Math	(847)946-0955	jsholzman@gmail.com
James, Precious	Teacher	Martin Luther King Jr.	3rd & 4th Grade	(510)390-0527	Precious.James@ousd.k12.ca.us
Johnson, Charlene	Parent	Parent	Parent	(510)823-5253	Charlene.Johnson@ousd.k12.ca.us
Johnson, Sean	Student	Skyline High School	12th Grade	(510)875-0988	mrjohnson2013@yahoo.com
Malloy, Cori	Teacher	Lafayette Elementary	4th Grade	(510)879-7422	wordsorcerer@hotmail.com
Moore, Sabrina	Teacher	James Madison	6th Grade	(510)685-1329	Sabrina.Moore@ousd.k12.ca.us
Outlaw, Heather	Psychologist	Special Education	Special Education	(925)321-8546	Heather.Outlaw@ousd.k12.ca.us
Park, Ann	Teacher	Bridges and Academy	5th Grade Multiple	(510)557-4558	parkann@gmail.com
Parker, Roberta	Teacher	Sankofa Academy	2nd Grade	(510)927-0517	Roberta.Parker@ousd.k12.ca.us
Sampson, Kelli	Teacher	International Community	1st Grade	(773)307-8441	Kelli.Sampson@ousd.k12.ca.us
Siino, Benjamin	Teacher	Oakland High School	9th-12th SPED	(415)215-3142	Benjamin.Siino@ousd.k12.ca.us
Smith, Mathew	Teacher	Claremont Middle School	7th & 8th Grade	(510)258-2462	Mathew.Smith@ousd.k12.ca.us

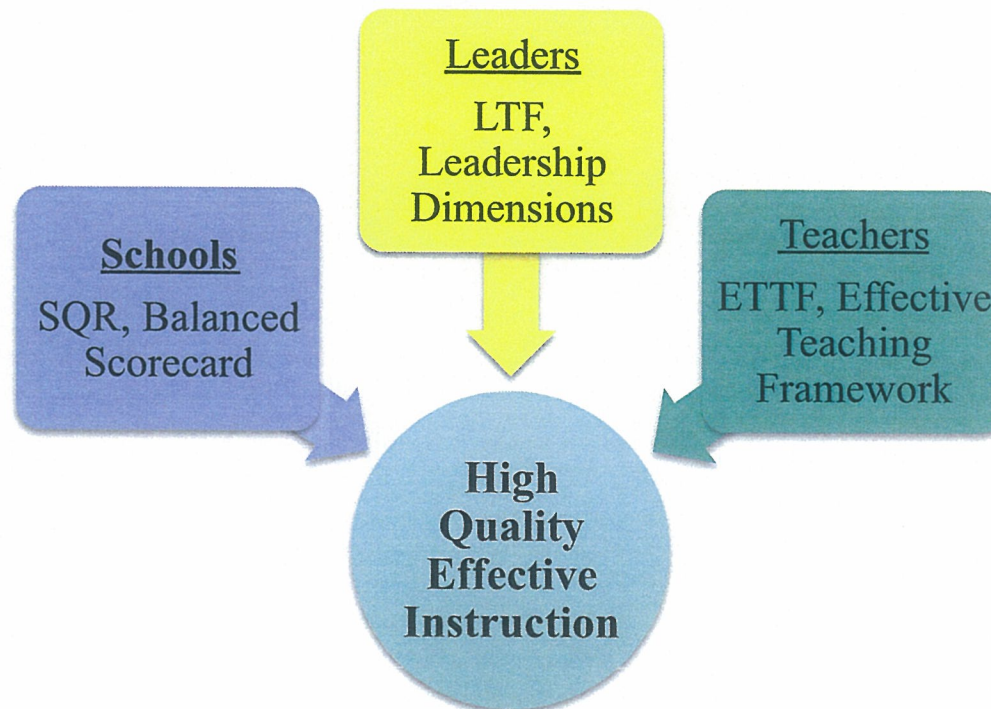| Spielman, Lisa	Director	LCI	Director		Lisa.Spielman@ousd.k12.ca.us
Sudduth, Dana	Teacher	Montera Middle School	6th Grade ELA	(510)887-0959	dlsud1@yahoo.com
Thacher, Sonia	Teacher	Sequoia Elementary	SPED	(510)843-5647	Sonia.Thacher@ousd.k12.ca.us
Townsend, Aaron	Director	Human Resources	Director	(510)368-8253	Aaron.Townsend@ousd.k12.ca.us
Wilson, Charles	Principal	Fred Korematsu	Elementary	(415)794-3837	Charles.Wilson@ousd.k12.ca.us

Effective Teaching Task Force (ETTF)

Proposal for 2012-2013

Community Schools, Thriving Students

OUSD Vision for High Quality Effective Instruction and Accountability for Quality

The Effective Teaching Task Force work is part of a broader effort in OUSD to ensure high quality instruction for every student.

Leaders
LTF, Leadership Dimensions

Schools
SQR, Balanced Scorecard

Teachers
ETTF, Effective Teaching Framework

High Quality Effective Instruction

Community Schools, Thriving Students

Effective Teaching Task Force Vision

To ensure that every child has access to effective teachers every day, the ETTF will design and lead a collaborative process to...

- Establish a shared definition of effective teaching in Oakland
- Propose systems of support aligned to this definition, and
- Recommend policies around evaluation, staffing, and compensation that ensure access to effective teachers

Community Schools, Thriving Students

ETTF Theory of Action

Support and Development

- **If** we have a clearly outlined and articulated framework for effective teaching in Oakland, and

- **If** we develop a system of multiple measures based on the framework to assess teaching effectiveness,

- **Then** we will be able to strategically support teacher growth and development by identifying their strengths and areas for development.

Retention and Recognition

- **If** we align our systems of evaluation, staffing, and compensation to our effective teaching framework and system,

- **Then** we will retain our best teachers, encourage development at all levels and build a community of educators focused on effectiveness and growth to ensure every child has access to effective teachers every day.

Community Schools, Thriving Students

Timeline	Guiding Questions	Outcomes
Year 1 2010-2011	•What conditions and supports are needed for effective teaching?	•Implementation of TELL survey •Teacher Convention
Year 2 2011-2012	•How do we define effective teaching in Oakland?	•Preliminary draft of Oakland Effective Teaching Framework (OETF)
Year 3 2012-2013	•How do we create a system to assess and support effective teaching in Oakland?	•Final draft OETF •Pilot design Teacher Growth and Development System (TGDS)
Year 4 2013-2014	•How can we successfully scale up and launch the TGDS district wide? •How do we align policies and practices for evaluation, staffing, and compensation to the TGDS?	•Data-based revisions to TGDS •Implementation plan for 2014-2015 district wide TGDS launch •Alignment of TGDS to evaluation, staffing and compensation policies
Year 5 2014-2015	•How do we ensure our system promotes effective instruction and increased achievement?	•District wide implementation of OETF and TGDS

Community Schools, Thriving Students

2012-2013 ETTF Goal

Plan and prepare for an OUSD Teacher Growth and Development System Pilot in 2013-2014, including...

1. *Framework*—Finalize the Oakland Effective Teaching Framework (OETF) using feedback from teachers, school leaders, district leadership and our community.

2. *Supports*—Identify the necessary supports and conditions to ensure teacher professional learning and growth as measured by the OETF.

3. *Assessment*—Develop a system of performance measures to assess teaching effectiveness based on current district pilots and national best practices.

**Community Schools, Thriving Students**

Effective Teaching Task Force Membership

- ❖ Cabinet: Kyla Johnson-Trammell, Brigitte Marshall, Troy Christmas
- ❖ Teachers: 15 teachers from across grade levels and content areas who are representative of effective teaching practices in OUSD
- ❖ Principals: 4 (one from each region and high school)
- ❖ Parents/Students: 3 each
- ❖ ETTF Implementation Team:
  - Aaron Townsend (*Director,* Office of School Transformation)
  - Lisa Spielman (Director, Talent Development Office, LCI)
  - Tamara Arroyo (independent consultant)

Community Schools, Thriving Students

Teacher Evaluation Distribution of Summative Scores
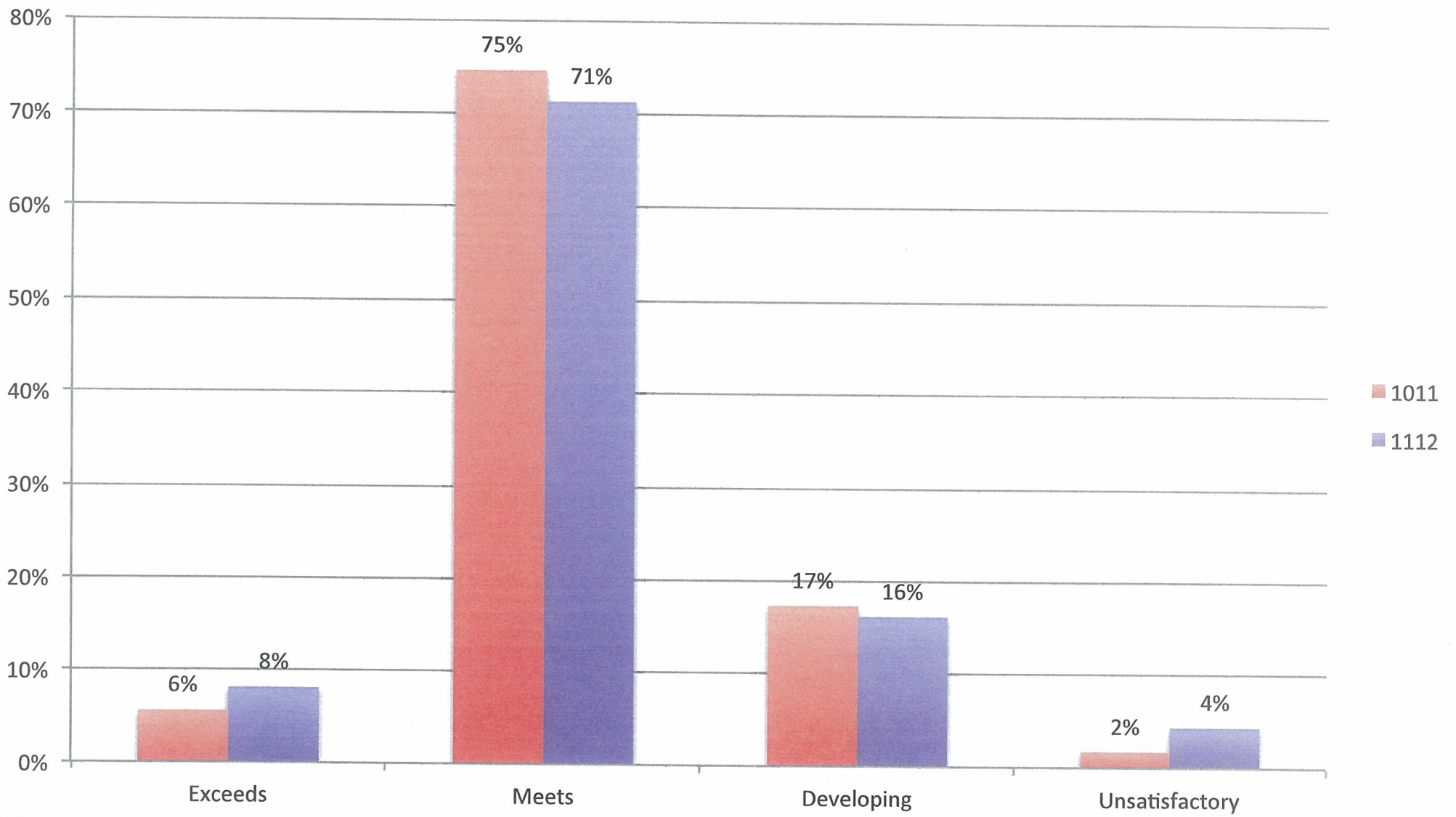
2013-2014 BTSA REDESIGN

Due to federal budget cuts, targeted BTSA funds have been reduced. We are leveraging the talent of teacher leaders to support and coach new teachers in core academic areas thereby increasing coherence and our capacity to support BTSA teachers. To support new teachers we are offering two support models that will offer support and coaching as well as help teachers clear their credentials. The two service models include: 1) traditional centralized coaching for Special Education (SPED), World Language, Visual/Performing Arts, and Physical Education (PE) teachers, and 2) an innovative model where BTSA teachers receive support and coaching from a site-based teacher leader team focused on the transition to the Common Core/Next Generation Science Standards. BTSA teachers participating in either model will receive support in effective classroom practice aligned to the Common Core and the California Standards for the Teaching Profession in addition to assistance to clear their credentials.

	SY2013	SY2014
Support Structure	• Coaching/Mentoring for each new teacher through centralized teacher support	• Coaching support for: SPED, PE, World Language (WL) and Visual/Performing Arts (VAPA) BTSA teachers • Site-based BTSA support provided by Teacher Leaders (TL) who serve as members of the Instructional Leadership Team (ILT). TLs will support and coach BTSA teachers.
Principal Role	• BTSA Coach approval • Communication with BTSA program regarding new teacher progress	• Establish ILT and establish time and structure for BTSA teacher support and coaching • Ensure ILT develops and monitors school-site supports for BTSA teachers • Ensure Teacher Leaders participate in required support provider training
Support Providers	• Weekly coaching with New Teacher	• Provide weekly coaching to SPED, WL, PE and VAPA teachers
Roles and Responsibilities		• Literacy, Mathematics and Science Teacher Leaders provide onsite support and coaching for BTSA teachers
Delivery Model	• Centralized	• Site based school support via ILT • Centralized support to clear credential
Outcome	• New teachers supported to clear credentials	• New teachers supported to clear credentials via Teacher Leader support, with strong emphasis on Common Core/Next Generation Science Standards