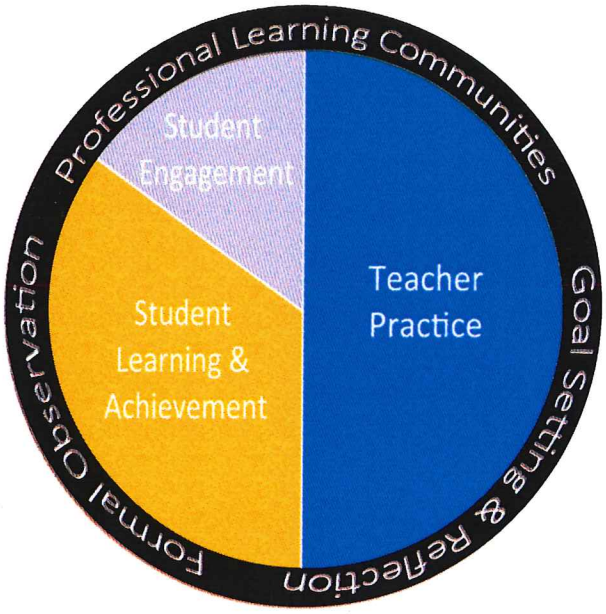
Framework for Teaching



Focused on Performance Excellence Through Collaboration, Growth and Evaluation

Hayfield Community Schools
ISD #203

Developed by Teacher Evaluation Work Group
(including teachers, administration and school board)
Approved by School Board at the June 9, 2014 meeting

INTRODUCTION

There are three components of the Teacher Collaboration, Growth, and Evaluation plan: teacher practice, student engagement, and student learning and achievement.

A teacher's work should be approached with knowledge, skills, and professional responsibilities. Teacher practice is derived from the teacher's knowledge, skills, and responsibilities. Teacher practice includes planning, instruction, environment and professionalism.

A teacher's practice has influence on and is influenced by the engagement of students and their learning and achievement. We know that engaged students have greater achievement and vice versa, so there is a mutual relationship between these student outcomes as well.

The connection formed by teacher practice, student engagement, and student learning and achievement represents a relationship between teacher actions and student outcomes. Teacher practice, student engagement, and student learning and achievement are the major components of this plan. Teachers, peers, and principals measure teacher practice and student outcomes in order to help teachers improve their craft and to evaluate teacher effectiveness.

What a teacher learns through studies of practice and student outcomes identifies areas to learn and grow and feeds professional learning. Intentional planning and professional growth activities increase the teacher's knowledge, skills, and professional responsibilities, thus improving practice and student outcomes. All of this growth and evaluation activity happens within a broader framework of district and school priorities and support.

Table 1 defines each of the three plan components, identifies model activities used to measure each component, and shows the weighting of each component in a teacher's summative performance rating. The definitions, measures, and weights are explained in greater detail in the complete handbook.

Plan Component	How is this component defined?	How is this component measured?	How is this component weighted?
Teacher Practice	Defined by 4 domains: Classroom Strategies and Behaviors; Planning and Preparing; Reflecting on Teaching; and Collegiality and Professionalism – in the Art and Science of Teaching (Marzano) and each domain's elements.	Using the Art and Science of Teaching (Marzano) rubric and evidence gathered from • Observation (3 types) • Self-Assessment • Reflection • Teacher Portfolio (optional) • Individual Growth & Development Plan	50%
Student Engagement	Defined as an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective components. It is influenced by the context of family, peers, community and school. Within the classroom, teachers can influence student engagement through their relationships with students, and the relevance and rigor of their instruction.	Using evidence gathered from • Self-Assessment • Observations: focus on DQ 5 and 8 • Student Survey • Teacher Portfolio (optional)	15%
Student Learning and Achievement	Defined as student outcomes as measured by the assessments that have the highest levels of confidence and commonality	According to a teacher's teaching assignment, using combinations of • Shared performance goal results • Class student learning goal results • Target need student learning goal results	35%

Table 1: Components of the Teacher Collaboration, Growth, and Evaluation Plan

Component One: Teacher Practice

The teacher practice component include teacher activities that impact student outcomes. These teacher practices are defined within the four domains of The Marzano Art and Science of Teaching.

Domain One: Classroom Strategies and Behaviors
Domain Two: Planning and Preparing
Domain Three: Reflecting on Teaching
Domain Four: Collegiality and Professionalism

Refer to Appendix C: Marzano Art and Science of Teaching Learning Map for the complete framework.

The Marzano Art and Science of Teaching Framework is used by a teacher, principal and peers to measure teacher practices, and a scale establishes the performance levels for practices. Several evaluation activities, including the Individual Growth and Development Plan and the self-assessment, reference the Framework when documenting evidence or offering feedback. Refer to Appendix D: Marzano Art and Science of Teaching Framework Scales.

Component Two: Student Engagement

Student engagement is an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive, and affective dimensions. It is influenced by the context of family, peers, community and school. Within the classroom, a teacher can influence student engagement through relationships with students and the relevance and rigor of instruction.

If teachers build positive relationships with students, make content relevant to students, and plan and facilitate rigorous instruction, then students should be engaged at high levels.

Two groups of evidence (Marzano Framework Design Questions 5 and 8 and a student survey) make up the student engagement component. This evidence will be used to designate a component rating by the principal.

Component Three: Student Learning and Achievement

Student learning is a main driver of an effective teacher's practice. A great teacher continually assesses student achievement against standards and uses results to modify their practice, to intervene when students struggle, and to differentiate instruction.

Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher's evaluation be based on student achievement data, so the student learning and achievement component is 35% of the summative performance rating for a teacher.

A copy of the complete evaluation plan is available in the district office for review.