Educator Effectiveness Communication Brief

The purpose behind Educator Effectiveness is to identify multiple measures of effective teaching and emphasize best practices demonstrated by educators.

Thompson School District is working towards increased transparency and clarity with communication in regards to Educator Effectiveness. Included in this document are the agreed upon measures by the 1338 Personal Performance Evaluation Council in accordance with SB 10-191, 212, and 163. To be better informed, please closely review the content of this communication brief. Thompson School District aims at identifying areas of effective teaching, highlighting, and celebrating them through our system.

1. Evaluation Cycle
   This timeline reflects the evaluation cycle for the 2013-2014 school year.

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Orientation</td>
<td>Beginning of School Year</td>
<td>Understand changes</td>
</tr>
<tr>
<td>Self Assessment</td>
<td>October 15</td>
<td>Ultimately indicated in Bloomboard</td>
</tr>
<tr>
<td>Review of Goals</td>
<td>October 31</td>
<td>Meet with Evaluator to discuss goals</td>
</tr>
<tr>
<td>Mid Year Review</td>
<td>January 15</td>
<td>Potential Rating based off of classroom visits, ongoing conversations, and sharing of evidence.</td>
</tr>
<tr>
<td>Other Measure Reflection &amp; Supporting Documents</td>
<td>April 1</td>
<td>Teachers upload the reflection and supporting documents of their chosen Other Measure into Bloomboard.</td>
</tr>
<tr>
<td>End of year Review</td>
<td>May 15</td>
<td>Finalized Professional Practice rating based on teacher quality standards</td>
</tr>
</tbody>
</table>

2. Professional Practice
   Teachers will be rated on Quality Standards that measure professional practice and student learning over time.

   According to legislation teachers will be evaluated using:
   1. Observations based on the five Quality Standards that measure professional practice: Content Knowledge, Establish Classroom Environment, Facilitate Learning, Reflect on Practice, and Demonstrate Leadership
   2. Other Measures

   To include multiple measures in professional practice, teachers are asked to provide evidence from at least one measure of their choice to their primary evaluator.

   Defined as

<table>
<thead>
<tr>
<th>Student Perception Survey</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Parent/Guardian Survey</td>
<td>Working with partner organizations to research valid and reliable survey options</td>
</tr>
<tr>
<td>Lesson Study</td>
<td>Please see “Other Measures” Communication for more information</td>
</tr>
<tr>
<td>Lesson Plan Review</td>
<td>Please see “Other Measures” Communication for more information</td>
</tr>
<tr>
<td>Student Work Samples</td>
<td>Please see “Other Measures” Communication for more information</td>
</tr>
<tr>
<td>Peer Review</td>
<td>Development In Progress, Projected Completion by Dec 2013</td>
</tr>
</tbody>
</table>

   **Details regarding lesson study and peer review will be forth coming.

Thompson School District values teacher’s choice for measures of professional practice. In collaboration with partner agencies, we are working to robustly build out details associated with these measures. Please consider actively engaging with multiple measures.
Professional Practice Model:

The approved system for weighting Teacher Quality Standard elements equally distributes weight amongst elements. This model recognizes the importance of classroom level standards by increasing the weight of standards 1, 2, and 3. In order to include multiple measures in professional practice, teachers are asked to provide evidence from at least one “other measure” to their primary evaluator.

Break down:
All elements are weighted equally at 1.85%
Standard 1 – Know Content – 6 Elements – 11.11%
Standard 2 – Establish Environment – 6 Elements – 11.11%
Standard 3 – Facilitate Learning – 8 Elements – 14.81%
Standard 4 – Reflect on Practice – 3 Elements – 5.56%
Standard 5 – Demonstrate Leadership – 4 Elements – 7.41%

3. Measures of Student Learning
The sixth Quality Standard, student growth, will account for the other half of the evaluation. The standard will be based on multiple measures of student growth or student learning over time, not a single assessment. Teachers must have a team attribution student growth score and at least one individual attribution student growth score. If a teacher teaches a subject that takes the statewide summative exam, it must be used as one of the multiple measures.

According to legislation, measures of student learning contain these four requirements
1. Individual Attribution
2. Collective Attribution
3. Statewide Summative Exam, where available
4. Results from Colorado Growth Model, where available

These requirements can be met by utilizing the School Performance Framework (SPF)

Measures of Student Learning Models:
Thompson School District seeks to validate the high quality work that teachers in our schools are doing. As data capacities increase, the goal is to provide models, which contain assessments that are shorter cycles, closer to the classroom, and valued by our teachers. As we work towards this goal, incremental steps must be taken. The timeline below outlines the steps that Thompson School District is taking to capture areas of effective teaching.
Other will be defined by each level/content area through the approved shared-decision making councils and liaisons:

Next Steps include:
- **Assessment Audits**
  - Completed by end of February in conjunction with approved shared-decision making councils and liaisons
  - Data Location of Assessments
  - Individual Attribution: Teacher-Student Data Link
  - Identification of Default Measures which include
    - K-2: DRA 2 - Reading, iReady Math
    - 3-5: TCAP, Acuity
    - 6-10 TCAP - Reading, Writing, or Math
    - 8: TCAP Science
    - 10 – Plan
    - 11 - ACT English, Reading, Math, Science, Composite
    - 11/12 - AP/IB Where available

This is a **three-tiered model** in which teachers will be given multiple opportunities to demonstrate measures of student learning.

- **Tier 1:** State Testing Measures
- **Tier 2:** Other measures as indicated by the Pre-Stratified Model
- **Tier 3:** SLOs as decided upon by the principal and teacher

Legislation requires that 50 percent of an educator's evaluation be based on professional practices and 50 percent be based on multiple measures of student learning. Educators will earn a professional practice score based on the rubric and a measures of student learning score based on multiple measures. The professional practices score and the measures of student learning scores are combined to determine an overall effectiveness rating of Ineffective, Partially Effective, Effective or Highly Effective. See more at: [http://www.cde.state.co.us/educatoreffectiveness/smes-teacher#sthash.o5pmHCFa.dpuf](http://www.cde.state.co.us/educatoreffectiveness/smes-teacher#sthash.o5pmHCFa.dpuf)
Other Measures Reflection Guide

What Is It?
While artifacts are not a requirement in every standard, there are some measures that teachers must have somewhere in their body of evidence. Teachers must discuss with their evaluator at least one of the following measures: student feedback, peer feedback, lesson plans or student work, lesson study, or parent feedback. Parent feedback is under review of Thompson School District as we work to coordinate a valid and research-based measure.

Part of this discussion should include a written reflection that explicitly ties the work that was done within the measure to specific elements and indicators within the teacher quality standard rubric. Below is the CDE crosswalk between other measures and standards (Colorado State Model Educator Evaluator System Users Guide, pg 17)

<table>
<thead>
<tr>
<th>Measures</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
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<tr>
<td>Student Perception Surveys</td>
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<td>Student Work Samples</td>
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<td>Lesson Study</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Peer Review</td>
<td>✓</td>
<td>✓</td>
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*Note: Through the completion of the reflection teacher will have demonstrated evidence for Teacher Quality Standard IV: Reflects on Practice. The table represents the measures as stand alone evidence for indicated Teacher Quality Standards.

How Do I Do it?
To reflect on your chosen measure, tie specific components of the measure to specific elements and indicators within the teacher quality standard rubric and reflect on how this correlation identifies areas of effective teaching, highlighting, and celebrating them through our system.
**Student Perception Surveys**

Due to the nature of the random assignment design and the software design of the Student Perception Survey, all students in grades 3-12 must participate in the survey. This design requires that all teachers with class assignments be matched to a random sample of students they teach. Removing any teacher from the matching process could result in a situation where some students may not have a survey to complete. Therefore, teacher removal from the survey prior to its application is not beneficial to the model.

However, each teacher has the opportunity to opt out of sharing the student perception results. To do this, the teacher may delete the results when they arrive by email, or keep them private and decide not to add to his/her evaluation conversation.

Thompson school district employees have no direct access to this survey application that has been developed by a company funded through the integration grant. District administration, principals, and other evaluators will only have access to district level reports that do not specifically name teachers or students. The only reports that will be accessible to outside parties making a request for data will be those that are shared at the district level.

**What is it?**

**The research**

1. **Underlying the MET Project’s approach is the belief that feedback about teacher performance should not rely exclusively on student test scores. Indeed, the findings of the MET Project confirm the importance of using multiple factors to provide teachers with valuable information about their performance. In addition to the use of classroom observations, professional knowledge tests, and value-added student achievement gains, the MET Project emphasizes the use of student perception surveys to provide balanced and reliable feedback to teachers about their performance in the classroom. After all, no one spends more time in a teacher’s classroom than the students themselves, and ultimately, no one has a bigger stake in ensuring teachers’ effectiveness.**

   The MET study had two significant findings around student perception surveys:
   - When student surveys are combined with observation and student growth data, these three measures tell us more and are able to predict future effectiveness better than any of them alone.
   - Student perception survey results are correlated to student achievement gains.

2. **Student perception surveys offer a research-based, systematic way to capture evidence of culture on both classroom and school-wide levels. Several non-cognitive factors captured on the student perception survey are:**
   - Students’ motivation to learn and to attend school
   - Their understanding of whether education is something they can do or even should do
   - The relevance of what they see and hear to their life experience and future ambitions
   - Their feelings about themselves as smart or capable
   - The extent to which they feel people at school care about them, respect them and trust them
   - Their experiences in school with student bullying and victimization
   - Their sense of belonging to their school community or feeling of being marginalized, isolated, different, and unwelcome
The Survey
Colorado’s Student Perception Survey is a 34-question instrument that asks students about their classroom experience. The questions measure elements of student experience that most closely correlate to the professional practices that are demonstrated to improve student outcomes. In addition, the survey maps to Colorado’s Teacher Quality Standards; the results yield information about a teacher’s performance in the first three standards relating to professional practice. The survey has the flexibility to be used as a formative tool or as a summative measure of teacher evaluation under Colorado’s education effectiveness law.

How Do I Do It?
To include Student Perception Surveys as one of the evidence gathering tools for professional practices, teachers participate in the administration of the student perception survey and share teacher selected results with evaluator.

To Principals and Teachers
Teachers can learn about patterns in their teaching that they may not have been aware of, and how those approaches impact student learning.

How it can be used:
There are many ways that results can be used to inform teacher, school and district goals. Some options include:

- **As a formative tool**
  - Teachers can use results as a formative tool to reflect on their practice, complete their self-reflection, and create goals.
  - Principals can use results to pair teachers who need growth in an area with teachers who have demonstrated strength in that same area.
  - Schools and districts can use results to identify trends and create strategies to address them.

- **As part of teacher evaluation**
  - Survey results at the item level could be used as an artifact for determining ratings for professional practices (Teacher Quality Standards 1-3).
  - Survey results could also be considered as one of your multiple measures.
  - Teachers could be evaluated on the plan that they create around their results but not necessarily the results themselves (Teacher Quality Standard 4 only).

- This is not a mutually exclusive choice; results could be used formatively by teachers to inform their practice during the year and also be included as a part of their formal evaluation.

To Students
Students are given a forum in which they can be heard, and this emphasis on student voice promotes both reflection and responsibility on the part of the students.
Results

Report structure

- Colorado’s Student Perception Survey is organized into four elements that align to the Teacher Quality Standards.
  - Student Learning: How teachers use content and pedagogical knowledge to help students learn, understand, and improve.
  - Student-Centered Environment: How teachers create an environment that responds to individual students’ backgrounds, strengths, and interests.
  - Classroom Management: How teachers foster a respectful and predictable learning environment.
  - Classroom Community: How teachers cultivate a classroom learning community where student differences are valued.
- Reports can be organized by the four elements above, by individual question, or as an aggregate score of all questions.

Why do I do it?

Senate Bill 191 requires that the performance of all teachers and principals be evaluated annually, 50% of which will be determined by the academic performance of their students. The other 50% is determined by professional practice and requires that multiple measures be used including observation. The use of student perception data is serves as an additional measure of educator effectiveness and is strongly encouraged in the state rules implementing S.B. 191 as a means to provide teachers and principals with feedback on their performance.

Content taken from:
http://colegacy.org/sps-resources-for-teachers/
Sample Student Perception Survey:

Reflection on the “Other Measure” that explicitly ties the work that was done within the measure to specific elements and indicators within the teacher quality standard rubric as well as other supporting documents are due to evaluators by April 1.

In an effort to provide increased clarity around the requirements for the “Other Measures” of Professional Practice and the reflection, we would like to share a Student Perception Survey sample. It is important to note that the samples is not an exemplar. In an effort to provide you with more resources, we would welcome additional samples as teachers are engaging in the “Other Measures.”

As a note, we would like to say Thank-You to the teacher from TSD who shared their actual student results and reflection to serve as this sample.

In this sample, the teacher looked at their results from two different Student Perception Surveys and reflected on the increase in favorable responses for specific questions, changes that were made at the classroom level believed to have impacted these increases, and the specific standards and elements that were impacted. This is only one way of reflecting on Student Perception Surveys to inform the rubric as an “Other Measure” for Professional Practice.

Student Perception Survey
Sample Reflection

The results of my student perception survey highlighted many standards, elements, and indicators that are reflective of my effective practice and growth as a teacher.

Question 1 – “My teacher makes learning enjoyable.” Between fall 2012 and spring 2013 my favorable ratings for this question grew from 52% to 80%. This question directly correlates to Standard II, Element A. From the fall to the spring I made specific efforts to engage in dialogue, both educational and social, with my students. As I began to do a better job of facilitating their conversations, they were able to communicate respectfully and openly with each other (exemplary). Thus showing an increased respect for their classmates as well as finding a safe environment that they can have conversations not only about their learning, but also socially.

Question 4 – “My teacher knows the things that make me excited about learning” This was another area in which I showed considerable growth from 38% to 63%. I made a strong effort to get to know my students personally (Standard II, element C). As I made connections to their personal interests and strengths, I was able to tailor and scaffold questions that related to them personally (proficient). Also, as I centered my tasks around my students’ interests, their personal engagement increased. As indicated by the survey, they made significant strides in actively engaging in the learning process (exemplary).

Question 13 – “My teacher knows when we understand the lesson and when we do not.” Growth from 72%-87%. Standard III, Element B.

While I always strive to understand my student’s understanding, I was more strategic in asking students to reflect on their learning throughout the lesson and designed a process for them to confer with their peers on that understanding (accomplished). I created supports for us to track their understandings together based on classwork and used that to inform my lessons and refocused when necessary (proficient).
Question 17 – “Students feel comfortable sharing their ideas in this class.”
Growth from 68%-83%. Standard III, Element F.
I have always utilized groups in my class, but made an effort this past year to flexibly group students, not only for classroom management purposed, but so they would have to communicate with a variety of people with varying points of view. As I did so, I encouraged my students to take on different roles always giving different students the opportunity to be the leader (accomplished). It had been a fulfilling process watching students build trust in each other. To see that 83% of my students are comfortable interacting with their team mates is very validating (exemplary).

Question 30 – “Students in this class respect each other’s difference”
Standard II, Element A
This was another area that I was weak in the fall and showed tremendous growth from 64% to 87% exceeding both the district and school favorable ratings. As stated by the results, there is a tremendous amount of respect in my classes (accomplished). I attribute this increase to re-norming my classroom, using PBIS strategies from a training I attended at the district building.

After first receiving these results in the fall, I reflected and made intentional changes in my classroom culture. These changes are evident throughout my spring results. These are just a highlight of the growth that is evident from my student perception results. I hope to continue to implement these strategies as well as work on creating a co-created learning environment as my students to not feel like the have a say in way we learn and do (question 19). This is my next step in growing professionally. I would be interested in any professional development opportunities to help me in this journey.
Lesson Plan Review

What is it?
Lesson Plan Review is a process in which teachers develop and instruct a unit plan including intentional daily planning and formative and summative assessments, collect student work, and reflect on unit, lessons, and student outcomes. A good unit plan is an important tool that focuses both the instructor and the learners on the purpose of the lesson and, if carefully constructed and followed, enables learners to efficiently meet their goals. A unit plan is a unified set of lessons that focuses on the standards, the evidence outcomes, the big ideas, the essential questions, assessments, and learning experiences and instruction.

In TSD, we use a backward design model that involves three stages (Understanding by Design)
- identify the results desired
- determine acceptable levels of evidence that support that the desired results have occurred
- design activities that will make desired results happen

The idea in backwards design is to teach toward the "end point" or learning goals, which typically ensures that content taught remains focused and organized. This, in turn, aims at promoting better understanding of the content or processes to be learned for students. The educator is able to focus on addressing what the students need to learn, what data can be collected to show that the students have learned the desired outcomes and how to ensure the students will learn.

How Do I Do It?
To include Review of Unit Plan as one of the evidence gathering tools for professional practices, at least one unit will need to be planned, reviewed, and revised. Artifacts may include:
- Unit Plan using the 3 stages:
  I. Desired results
  II. Acceptable evidence
  III. Learning experiences and instruction
- Feedback from reviewers
- Student Work
- Reflective analysis

Why Do I Do It?
A teacher’s effectiveness is related to his/her ability to design and implement instruction that promotes learning. An overwhelming amount of research suggests that learning is directly correlated to teacher planning and preparation. Unit plans:
- Focuses the teacher on what is to be accomplished in each unit and in each class and how best to do so.
- Focuses how class time is used and, as a result of reflection, use that time as productively as possible.

Senate Bill 191 requires that the performance of all teachers and principals be evaluated annually, 50% of which will be determined by the academic performance of their students. The other 50% is determined by professional practices. Review of Unit Plans meets the criteria of review of lesson plans/student work and serves as an additional measure of educator effectiveness.

Additional information regarding Review of Unit Plans include:

- [http://www.greece.k12.ny.us/instruction/ela/6-12/BackwardDesign/Overview.htm](http://www.greece.k12.ny.us/instruction/ela/6-12/BackwardDesign/Overview.htm)
- [http://www.essentialschools.org/resources/60](http://www.essentialschools.org/resources/60)
## Analysis of Unit Plan

| Educator's Name __________________________ Date: __________________________ |
| Analysis conducted by ________________________________ |

### Stage 1 Unit Plan | Comments
---|---
Plan clearly identifies what student should be able to do, on their own (transfer) |  
Plan identifies essential understandings |  
Plans links standards and learning goals |  
Plan identifies big ideas that anchor and organize the content, framed as an Essential Question |  
Plan includes idea, topic, or process at the heart of the discipline |  
Plan includes questions toward the big ideas and understandings |  
Plan provides arguable questions that deepen inquiry and discussion |  
Plan provide a broader intellectual focus, hence purpose, to the work |  
Plan addresses common/predictable misunderstandings |  
### Stage 2 Unit Plan | Comments
---|---
Plan identifies the evidence that will be collected and assessed |  
Plan identifies evidence of understanding (not recall) |  
Plans identifies transfer tasks |  
Plan outlines criteria for evaluation of understanding |  
Plan includes Performance Task—a real-world challenge in the thoughtful and effective use of knowledge and skill |  
Plan included Criteria Referenced Assessment (quizzes, test, prompts) |  
Plan includes Unprompted Assessment and Self-Assessment (observations, dialogues, etc.) |  

<table>
<thead>
<tr>
<th>Stage 3 Unit Plan</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Plan makes the work engaging and effective</td>
<td></td>
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<tr>
<td>Plan identifies the content to be covered and uncovered</td>
<td></td>
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<tr>
<td>Plan identifies a sequence with the basics covered first</td>
<td></td>
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<tr>
<td>Plan clearly demonstrates teaching, coaching and facilitating student discovery</td>
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<tr>
<td>Plan outlines how learning will be monitored</td>
<td></td>
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<tr>
<td>Plan demonstrates moving students to independent learning and transfer</td>
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Unit Plan Checklist for The Sheltered Instruction Observation Protocol (SIOP)

Preparation
___ Write content objectives clearly for students.
___ Write language objectives clearly for students.
___ Choose content concepts appropriate for age and educational background level of students.
___ Identify supplementary materials to use (graphs, models, visuals).
___ Adapt content (e.g., text, assignment) to all levels of student proficiency.
___ Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations) with language practice opportunities for the four skills.

Building Background
___ Explicitly link concepts to students’ backgrounds and experiences.
___ Explicitly link past learning and new concepts.
___ Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students

Comprehensible Input
___ Use speech appropriate for students’ proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).
___ Explain academic tasks clearly.
___ Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies
___ Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
___ Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
___ Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).

Interaction
___ Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.
___ Use group configurations that support language and content objectives of the lesson.
___ Provide sufficient wait time for student response consistently.
___ Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text.

Practice/Application
___ Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.
___ Provide activities for students to apply content and language knowledge in the classroom.
___ Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking).

Student Work Samples

What is it?
Student Work Samples are utilized within a learning community which uses structures and guidelines (protocols), to discover the relationship between their instruction and student performance on classroom assessments and other samples of student work.

Looking at student work engages teachers in collaborative inquiry where it matters most: in the daily learning-teaching interactions between students and teachers. Using structures and guidelines (protocols), teachers form a learning community to discover the relationship between their instruction and student performance on classroom assessments and other samples of student work. Student work is defined as any data or evidence collected by teachers that reveal information about student learning. Such evidence can come from student performances, writing samples, classroom assessments, and standardized tests. These data provide windows into students' understanding of key ideas and skills. This work is not simply reviewing or grading papers. This work should be thought of as collaborative inquiry, which places the student at the heart of the endeavor. Collaborative inquiry is most powerful when teachers look at an individual learner's progress over time; when a theoretical framework guides the inquiry process; when teachers learn and follow collaborative norms; and when leadership and structures support the inquiry. As a result, teachers discover how specific students' understanding evolves and how they, as teachers, can promote this understanding.

How Do I Do It?
To include Looking at Student Work as one of the evidence gathering tools for professional practices, at least three sessions will need to be planned, observed, and reported on by each teacher in the team. Artifacts may include:

✔ Team Planning Sheet
✔ Team Agenda
✔ Meeting Evaluation
✔ Meeting Record
✔ Reflection

Why Do I Do It?
Senate Bill 191 requires that the performance of all teachers and principals be evaluated annually, 50% of which will be determined by the academic performance of their students. The other 50% is determined by professional practice and requires that multiple measures be used including observation. Looking at Student Work meets the criteria of review of lesson plans/student work and serves as an additional measure of educator effectiveness.

Additional information regarding Looking at Student Work include:

A Facilitator's Book of Questions: Resources for Looking Together at Student and Teacher Work- David Allen and Tina Blythe.

Collaborative Analysis of Student Work: Improving Teaching and Learning- Georgea M. Langer, Amy B. Colton, and Loretta S. Goff
http://www.lasw.org/
http://www.essentialschools.org/resources/60
Lesson Study

What is it?
Lesson study is a teacher led process that focuses actual classroom instruction as the foundation for instructional improvement. Teachers collaboratively plan a lesson designed to bring to life both immediate and long-term results. One team member teaches the lesson with others collecting evidence on student learning and development. In a learning community after the lesson is taught, the teacher reflects on the lesson first, and then the other members of the lesson study group share data they collected during the lesson. Lesson study groups make a decision about whether to revise the field-tested lesson and teach it again or simply apply what they have learned to another lesson. In addition to understanding the basics of lesson study and engaging in three lesson study experiences, participants will learn about lesson study variations. They will plan implementation of lesson study in their regions, districts, and schools, and they will work together to solve problems related to implementation.

How Do I Do It?
To include Lesson Study as one of the evidence gathering tools for professional practices, each member in the learning community will need to teach at least one lessons as well as plan, observe, and report on the other members lessons. Lessons may be videoed and viewed as a learning community as an alternative to live classroom observations. Artifacts may include:

- Common lesson plan
- Choosing a lesson study theme
- Plan to guide learning
- Reflection

Why Do I Do It?
Senate Bill 191 requires that the performance of all teachers and principals be evaluated annually, 50% of which will be determined by the academic performance of their students. The other 50% is determined by professional practice and requires that multiple measures be used including observation. Lesson study meets the criteria of review of lesson plans/student work and serves as an additional measure of educator effectiveness.

Additional information regarding Lesson Study include:
Lesson Study Step by Step: How Teacher Learning Communities Improve Instruction by Jacqueline Hurd and Catherine Lewis (Apr 12, 2011)
Supporting Documents for Lesson Study

Planning Phase

Discuss long-term goals for student academic, social, and ethical development

Study existing curriculum and standards, choose topic for research lesson. Discuss learning goals for content area, unit and lesson.

Develop plan to guide instruction.

Research Lesson

Actual classroom lessons attendance teacher observe and record student thinking, learning, engagement, behavior, etc.

Lesson Colloquium

Discuss data collected during research lesson. How did student thinking progress? What is evidence of the long-term goals and lesson/unit goals?

Consolidate Learning

Write report that includes lesson plan, data, colloquium summary and what you learned. Refine and re-teach the lesson, if desired, or select a new focus of study.

Agenda for lesson colloquium*

1. The instructor’s reflections
The instruction describes her aims for today’s lessons, comments on what went well and on any difficulties, and reflect on what was learned in planning and conducting the lesson (5 minutes or less).

2. Background information from the lesson study group members
The lesson study team members explain their goals for students (both lesson goals and long-range goals) and why they designed the lesson (and unit) as they did. Then describe changes made to the lesson design over time.

3. The instructor’s reflections
Lesson study team members present and discuss data on student learning engagement and behavior from the research lesson and the larger unit of which it is a part. The data may include student work, a record of questions by the teacher and/or students, narrative records of all activities by particular child or small groups. What do the data suggest about the students’ progress on the lesson goals and goals for longer-term development.

4. General discussion
A brief free discussion period, facilitated by a moderator, may be included. The focus is on student learning and development, and on how specific elements of lesson design promoted these.

5. Outside commentator (optional)
An invited outside commentator may discuss the lesson.

6. Thanks
Thank attendees for their work to improve instruction.

Choosing a lesson study theme*

Think about the students you serve:

Your ideals:
What qualities would you like these students to have five or ten years from now?

The actual:
List any qualities they have now:

The gap:
Compare the ideal and the actual. What are the gaps you would most like to work on?

The research theme: (long term goal)
State positively the ideal student qualities you choose to work on. For example: Fundamental academic skills that will ensure students’ progress and a rich sense of human rights.

Your research theme:
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Template: Plan to guide learning*

Date__________  Grade_______________________  Subject_____________________________
School________________   Instructor____________________________________________

Planning Group:
1. Unit name:

2. Unit objectives

3. Research theme of lesson study

4. Current characteristics of students:

5. Learning Plan for unit:
   ➢ Unit goals or outcomes (connection to standards and prior and/or subsequent learning)
   ➢ Sequence of lessons in the unit
   ➢ Explanation of unit flow that will enable students to move from current understanding, motivation, and
     skills to desired outcome

<table>
<thead>
<tr>
<th>Number of lessons</th>
<th>Content</th>
<th>Points to notice and evaluate</th>
<th>Materials, strategies</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

6. Plan for research lesson
   ➢ Aim of the lesson
   ➢ Learning process for the lesson (what activities and experiences will help students move from their initial
     understanding to the desired aims?)
   ➢ Evaluation of this lesson (major points to be evaluated)

   ➢ Copies of lesson materials (e.g., student handouts, visual aids, technology)

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Anticipated student thinking and activities</th>
<th>Points to notice and evaluate</th>
<th>Materials, strategies</th>
</tr>
</thead>
<tbody>
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</table>

7. Background information and data collection forms for observers (seating chart prior student work, note-taking
   forms, information on particular students to be observed)

Reflection on the lesson study cycle*

1. What aspects of our lesson study work do we value?

2. What improvements can we make?

Questions to stimulate thinking

1. Is lesson study leading us to think in new ways about our everyday practice?

2. Is lesson study helping us develop our knowledge of subject matter and of student learning and development?

3. Is our lesson study goal compelling to all of us?
   a. Are we working together in a productive and supportive way?
   b. Have we made progress?
   c. Do all members of our group feel included and valued?
   d. Do nonparticipants feel informed and invited?

Peer Review

What is it?
Peer review is a process designed to provide feedback to instructors about teaching and learning based on the observation of a lesson. In general, peer review is a collaborative process in which the instructor under review works closely within a learning community to discuss his or her teaching. A teacher intentionally plans a lesson and meets with a learning community to identify areas for targeted feedback and select a valid and reliable method of documentation to capture the feedback. The teacher teaches the lesson with others members collecting evidence on student learning and development. In a learning community after the lesson is taught facilitated by a non-participating third party who has been cognitively coached trained, the teacher reflects on the lesson first, and then the members of the peer review group share data they collected during the lesson.

How Do I Do It?
To include Peer Review as one of the evidence gathering tools for professional practices, at least one lesson will need to be planned and observed. and reported on by each teacher in the Lesson Study Team. Artifacts may include:

- Lesson plan
- Documentation of captured feedback
- Reflection

Facilitation of Peer Review
If a teacher elects to utilize peer review, this process needs to be facilitated by a non-participating third party who has been cognitively coached trained.

Protocols
Guidelines and Instruments for the Pre-Observation Conference, the Observation, and Post-Observation Conference would need to be developed or refined from those used in other educational agencies.

Why Do I Do It?
Senate Bill 191 requires that the performance of all teachers and principals be evaluated annually, 50% of which will be determined by the academic performance of their students. The other 50% is determined by professional practice and requires that multiple measures be used including observation. Peer review meets this criteria and serves as an additional measure of educator effectiveness.

Additional information regarding Peer Review include:
http://www.celt.iastate.edu/faculty/peer_review.html