

LCPS TEACHER DEVELOPMENT AND EVALUATION FRAMEWORK

KEY EVALUATION DATES		
END OF CYCLE	TEAM	1:1 COACHING
2	Introduction to Evaluation Tool and Process	2x2 in TeachBoost
3	Evidence-Based Formative Feedback	Formative Feedback Session in TeachBoost Verbal Intent to Return in Talent Meeting
4	Intent to Return Process	Formal Intent to Return Addendums Signed
5	Summative Evaluation	Summative Evaluation in TeachBoost

PROFESSIONAL PRACTICES: Am I growing and contributing as a skillful and culturally responsive educator, colleague, learner, and community member? Do I model our core values?

(A) Purposeful & Self Aware	PP1. Takes initiative to improve the community and assumes appropriate leadership roles where passion, community need, and skills overlap. PP2. Communicates clearly and in a timely fashion, privately and respectfully expresses disagreement, and exemplifies shared core values when engaging colleagues and the community.
(B) Committed to Service and Justice	PP3. Takes responsibility for student outcomes and courageously advocates for self and individual student needs within the school
(C) Relationship Builder	PP4. Engages in timely, respectful, and consistent two-way dialogue with families for the purpose of improving students' growth.
(D) Lifelong Learner	PP5. Systematically uses data with stakeholders to drive instruction, share progress, reach decisions in the grade/content team, and offer input into org-wide decisions. PP6. Implements, refines, and innovates practices within the classroom based on professional learning.
(E) Professionally Proficient	PP7. Manages professional responsibilities and fulfills professional commitments to students, families, and colleagues on or before established deadlines. PP8. Demonstrate evidence of internalization of Curriculum Map, Unit/Module plan, and Weekly Lesson plans

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4 = Skillful
All or almost all= 90%+

3 = Developing
Most = 70%-89%

2 = Emerging
Some = 50%-70%

1 = Novice
Few or None = Less than 50%

SAFETY | Can students focus on learning?

1	Fostering and managing a safe, positive learning environment	Teacher Evidence: 1A. Teaches core value-based norms, routines, and procedures 1B. Employs asset-focused language when describing student actions and behavior; 1C. Anticipates, prevents, and addresses student behaviors that do not match teacher expectations.	Student Evidence: • Almost all students are in the class focused on learning • Make good decisions, show respect, solve problems with peers to improve learning • Asks for help from teacher/peers or uses resources to persevere in independent learning	4 3 2 1
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ON GRADE LEVEL | Are students getting access to grade level texts and tasks?

2	All students spend the majority of each lesson working with and practicing grade-level tasks and complex texts	Teacher Evidence: 2A. Selects instructional materials and tasks from the approved curriculum that meets the grade-level standards. 2B. Less than 20% of an instructional block addresses misconceptions to accelerate learning from previous lessons/grades 2C. More than 80% of an instructional block is spent reading, writing, or speaking about grade-level complex text(s) and/or complex task(s).	Student Evidence: • Have many opportunities for academic discourse (i.e. discussion protocols, think-pair-share, table talk, etc.) • Explain/display their thinking by citing evidence from the text/referring to the text (i.e. In the text, I see/I heard/it says) • Use academic vocabulary in responses (words, phrases, sentences that matter the most)	4 3 2 1
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TEACHING | Is the learning being skillfully orchestrated?

3	Demonstrating effective teaching practices	Teacher Evidence: 3A. Previews new content by activating students' prior knowledge 3B. Skillfully enacts a lesson cycle using 4 out of 5 the following instructional routines during each lesson: 1. Facilitating unpacking/referring to learning targets, 2. Providing models, critiques, and descriptive feedback 3. Facilitating collaborative academic discourse and/or individual thinking routines (engagement strategies). 4. Checking for understanding daily, 5. Facilitating lesson summaries.	Student Evidence: Shares the connection between prior learning and the current lesson. Skillfully engages as a learner in 4 out of 5 ways: 1. Use academic vocabulary from the learning targets 2. Accurately describe the criteria for success from models and personal work. 3. Independently engage in focused academic discourse/thinking routine protocols 4. Shares understanding using descriptive detail and evidence from text or task. 5. Reflects on the connections between the target, text, and tasks to stamp the most important learning.	4 3 2 1
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ENGAGEMENT | Who is doing the work here?

4	Engaging students in actively processing new information	Teacher Evidence: 4A. Maximizes instructional time such that students experience the critical moment for most lessons. 4B. Select, teach, and internalize a set of 3-5 routinized protocols for academic discourse and thinking routines 4C. Uses equitable and strategic participation techniques, so that all subgroups consistently engage in academic discourse	Student Evidence: • Takes academic risks, participates actively, and works collaboratively • Selects and/or utilizes an engagement strategy (thinking routines, text annotation, sketch, process charts, etc) during delivery of instruction • Understands rubric/criteria for success to accurately reflect on progress and set goals.	4 3 2 1
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LEARNING | Are all the students getting it?

5A	Recognizing individual student learning needs and developing strategies to address those needs	Teacher Evidence: 5A1. Use LCPS tools to transparently communicate what students need to know and show to families, students, and leaders. 5A2. Use written tracking systems to record student progress on learning targets 5A3. Has visible systems for charting the progress of students' and cohorts' mastery of learning targets. 5A4: <i>Demonstrates commitment to equity by</i> a. <i>Creating a language learning target and using integrated language development strategies in all lessons.</i> b. Implementing IEP-aligned modifications and accommodations for students with disabilities. c. Ensuring engagement and learning of Black students.	Student Evidence: • Students' work meets 75% of the criteria for high-quality work from the know/show chart, model, or rubric. or Ss revise thinking/ work in response to "in the moment" feedback or small group intervention. Less than 10% variance in the performance between the dominant demographic group and multilingual learners, SWD, and Black students	4 3 2 1
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LEARNING: TIER 1 INTERVENTION | Are students getting responsive and strategic support?

5B	Using multiple student data elements to modify instruction and improve student learning	Teacher Evidence: 5B1. Based on interim and weekly summative assessment results, plans strategic tier 1 intervention that addresses incomplete work, inaccurate vocabulary, responses without evidence, or lacking craftsmanship, and misconceptions 5B2. Create a culture of feedback by providing in-the-moment feedback to not less than 50% of students per lesson. 5B3. Facilitates the process for students to set goals, monitor progress, communicate, and reflect	Student Evidence: • Can explain what they need to learn next to improve their performance on assessments • Can describe their status and how they can improve relative to the learning goal using the rubric • Can explain the learning target for that day's lesson • Can explain the meaning of the levels of performance articulated in the scale or rubric	4 3 2 1
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