

The Thoughtful Classroom Teacher Effectiveness Framework

When was it developed?

The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) was formalized as a teacher evaluation system during the 2009-2010 school year. The pilot version was then implemented during the 2010-2011 school year in Durand Areas Schools, Durand, MI and in Manhattan Hunter Science High School, New York, NY. Using the data and feedback from the pilots, the Framework was refined into its current version in late 2011.

Who developed it (with a bit of background on the developer)?

Dr. Harvey Silver, President of Silver Strong & Associates and a renowned educational author and researcher, served as the lead developer of The Thoughtful Classroom Teacher Effectiveness Framework. Harvey has been working schools for over 35 years as one of the leading professional development trainers in the country. For the TCTEF, Harvey worked with over 250 educators in the field to learn about their concerns regarding teacher evaluation and to develop a thoughtful approach to observing, evaluating, and refining classroom practice. Matthew Perini, Director of Content Development for Silver Strong & Associates, served as co-developer, aligning the Framework to the significant research and standards on teacher effectiveness and developing the Principal's Resource Guide that supports implementation. Silver and Perini have also collaborated on a number of bestselling educational texts, including *The Core Six: Essential Strategies for Achieving Excellence with the Common Core* (ASCD, 2012) and *Tools for Thoughtful Assessment* (Silver Strong & Associates, 2012).

In addition, the school leaders at the two pilot sites—Cindy Weber, Superintendent of Durand Area Schools and Susan Kreisman, Principal of Manhattan Hunter Science High School—also contributed to the development and refinement of the Framework and to the training, coaching, and resources that support it.

A short/non-jargony description of the tool/program.

The Thoughtful Classroom Teacher Effectiveness Framework is a comprehensive system for observing, evaluating, and refining classroom practice. It synthesizes a wide body of research on instructional design and teacher effectiveness, as well as insight from over 250 teachers and administrators from around the country.

The ultimate goal of the Framework is to create a common language for talking about high-quality teaching and how classroom practice can be improved. The Framework allows for assessment according to ten dimensions of teaching, outlining a set of **observable teaching indicators** within each dimension and relevant **student behaviors** associated with effective instruction. It also includes **rubrics for developing summative evaluations**, along with a set of protocols to help school leaders provide **meaningful feedback** to teachers and conduct powerful **pre- and post-observation conferences**.

Distinguishing features of the TCTEF:

- Its concise, visually organized format gives teachers and administrators a clear picture of what good instruction looks like (see attached)
- A manageable number of rubrics makes it easier for administrators to develop summative evaluations
- Includes classroom-ready tools and strategies aligned directly with the Framework, allowing teachers to select and adopt research-based practices that address identified professional development needs

- Based on over 35 years of work in schools, with a strong emphasis on classroom instruction and how to improve it
- Aligned with the Common Core, InTASC Standards, and various state teaching standards, including the Professional Standards for Michigan Teachers

Number of districts/states using the tool (and perhaps cite a couple of the significant users).

The Framework is currently being used in approximately 30 districts across six states. It has been formally approved as a teacher evaluation rubric in New York and New Jersey (as well as an approved pilot in Michigan). It is also being implemented in schools in Australia and the Czech Republic.

Media contact information.

For more information about The Thoughtful Classroom Teacher Effectiveness Framework, please contact Alexis Connor, Director of Marketing and Sales via email at aconnor@thoughtfulclassroom.com or by phone at 800-962-4432.

This one might be a bit more subjective and perhaps difficult to quantify, but is there a success story you could cite (such as District X was struggling with low test scores and showed improvement after implementing your program)?

Because all TCTEF schools (except for the two pilots) adopted the Framework in the 2012-2013 school year limited data is available. However, the two pilot sites (Manhattan Hunter Science High School and Durand Area Schools), where data is available, have seen positive student performance trends over the years of implementation.

Manhattan Hunter Science High School, New York, NY
 NYC Department of Education Overall Progress Report

School Year	Rating	Percentile
2011-2012	A	89%
2010-2011	B	52%

Over that same period (2010-2012), the number of students in Hunter achieving Passing (65+) or Mastery (85+) scores increased in five of the six Regents-tested subjects, with significant gains in U.S. History (from 34% to 73% Mastery) and Integrated Algebra (from 12% to 24% Mastery).

Durand Area Schools, Durand, MI

In Durand, the Fall 2012 MEAP results showed gains in the following areas:

- 3rd grade Math and Reading
- 4th grade Reading
- 5th grade Math, Reading, and Science
- 6th grade Reading and Social Studies
- 7th grade Writing
- 8th grade Math and Reading
- 9th grade Social Studies

Testimonials

"Use of the Framework in our evaluation process has greatly enhanced quality discussions about instruction between administrators and teachers."

Kevin Shanley, Superintendent
Akron Central Schools, Akron, NY

"The District Education Advisory Committee reviewed The Thoughtful Classroom Teacher Effectiveness Framework and immediately embraced its nurturing foundation. When the model was introduced to our staff, their harsh criticism of teacher evaluation took a complete turnaround. They recognize this model as one that is designed to build upon strengths rather than finding fault. The Thoughtful Classroom has the ability to make each and every one of us great teachers and the ultimate result will be increased student learning."

Laurie Schorno, President
Morris Plains Education Association, Morris Plains, NJ

"Last year, we were provided a wonderful training both for administrators and for teachers to familiarize everyone with the 'Thoughtful Classroom' Framework. We all went into that training with the hope of understanding how this Framework would be used for evaluation purposes; we all came out of the training realizing that the training really was a workshop on the characteristics of great teaching.

"The Framework is more than an effective tool for the evaluation process. Numerous teachers have told me that the trainings, along with the application of the Framework, have made them more creative and more engaging, and have helped students meet the high expectations prevalent in the Common Core State Standards.

"My post conferences are now about the evidence of good teaching. The teachers and I talk a lot more about cooperative work, the difference between on-task student behaviors and engaged student behaviors and what it means to make sure lessons are relevant. Our conferences are definitely more productive and more focused than ever before."

Kevin Hulbert, Principal
Keeseville Elementary School, Keeseville, NY

The Thoughtful Classroom Teacher Effectiveness Framework

Organization, Rules, and Procedures	Preparing Students for New Learning	Positive Relationships
Deepening and Reinforcing Learning	Presenting New Learning	Reflecting on and Celebrating Learning
A Culture of Thinking and Learning	Applying Learning	Engagement and Enjoyment
Professional Practice		