The 5 Pillar Exceptional Teacher Evaluation System®

BY ROB HESS

I.) Introduction

The 5 pillar exceptional teacher evaluation system, is an evauation system created to help teachers go from good to exceptional. The 5 pillars are built on 5 performance targets, which are; relationships, expectations, rigor, HQ curriculum, and pacing.

II.) 5 Pillars of Exceptional Teaching Performance Targets®

PILLAR I: RELATIONSHIPS

Performance Target 1: Knowledge of Students

The teacher knows and uses individual student learning styles, family background, and personality to build positive relationships with all students.

Performance Target 2: Trauma Informed Practices

The teacher is aware of Trauma Informed Practices and uses that knowledge to create safety, trust and positive relationships with all students.

Performance Target 3: Connection

The teacher creates meaningful connections with all students through appreciation of individual diversity and knowledge of student needs, wants, interests, hobbies, and dreams.

5 Pillar Essential Questions

Relationships

How do positive relationships show up in a classroom?

How do you build positive relationships with your students and parents and peers?

Expectations

What happens in a classroom with high expectations?

How do you establish and maintain high expectations with your students?

Rigor

What is your definition of instructional rigor?

How do you increase and support rigor in your classroom?

HQ Curriculum

How do you build a high quality curriculum in your classroom?

How do you increase relevance and motivation in your curriculum?

Pacing

How much attention do you pay to the pacing in your classroom?

What activities impact pacing in a positive way?

PILLAR II: EXPECTATIONS

Performance Target 1: Culture

The teacher creates a culture of high expectations and achievement for all students.

Performance Target 2: Data

The teacher consistently uses data to promote student growth and achievement for all students.

Performance Target 3: Equity

The teacher consistently understands and meets the individual learning needs of all students.

PILLAR III: RIGOR

Performance Target 1: Standards

The teacher promotes deep student understanding by designing and delivering instruction around approved national, state, or local standards.

Performance Target 2: EQ's and Learning Targets

The teacher promotes deep student understanding through the consistent use of Essential Questions and Learning Targets.

Performance Target 3: Success Criteria

The teacher promotes deep student understanding by clearly defining and demonstrating for all students what success looks like in terms of rubrics, student exemplars, and examples of success.

PILLAR IV: HQ CURRICULUM

Performance Target 1: Relevant

The teacher creates a high quality curriculum by ensuring it is relevant to student interests and needs.

Performance Target 2: Engaging

The teacher ensures a high quality curriculum through the use of high leverage, engaging strategies. (i.e. WICOR: Writing, Inquiry, Collaboration, Organization, and Reading)

Performance Target 3: Assessment

The teacher ensures a high quality curriculum through the efficient and effective use of formative and summative assessments.

PILLAR V: PACING

Performance Target 1: Opening

The teacher employs effective pacing through the use of an engaging lesson opening.

Performance Target 2: Transitions

The teacher employs effective pacing through the use of efficient transitions between

 actvities.

Performance Target 3: Closing

The teacher employs effective pacing through the use of closing activities that summarize
key learnings from the lesson.

III.) 5 Pillars of Exceptional Teaching Rubric

The performance target for each standard is measured against the frequency of how often the target is hit. To meet the Exceptional level, teachers must meet the performance target more than 90% of the time. An Effective rating means the target is reached 61% to 90% percent of the time. An area of growth is defined by reaching the target 40% to 60% of the time, and below 40% of the time denotes an area that needs improvement. Teachers are assessed by their supervisors according to the following format.

Unsatisfactory	Area of Growth	Effective	Exceptional
The teacher achieves the target less than 40% of the time. *Never, seldom, rarely, and infrequently* are words that describe this level of performance.	The teacher achieves the target somewhere between 40 and 60 percent of the time. Words that describe this level of performance are: *sometimes*, and *some of the time*.	The teacher achieves the target somewhere between 61 and 90 percent of the time. Words that describe this level of performance are: *usually, frequently,* and *most of the time*.	The teacher achieves the target over 90 percent of the time. This level of performance is rare (the top 10 to 15 percent). Words that describe this level of performance are: *always* or *almost always*.
5 to 10 percent of the evaluations*	**15 to 25 percent of the evaluations**	**50 to 70 percent of the evaluations**	**10 to 15 percent of the evaluations**

*Administrators calibrate their evaluations according this scale

IV.) 5 Pillars of Exceptional Teaching Timeline

The following electronic forms are used in the system to monitor and support high quality feedback to teachers.

Summative Cycle
(all probationary teachers every year & contract teachers every other year)

Activity	Person Responsible	Due Date
Complete Self-Reflection Form	Direct Report	Sept. 15
Complete Goal Setting Form	Direct Report	Oct. 15
Meet to discuss self-reflection and goals	Supervisor	Nov. 15
Complete Lesson/Unit Planning Form	Director Report	Prior to Formal
Complete Formal Observation Form	Supervisor	By Feb. 15
Meet to discuss Formal Observation	Direct Report[1]	10 days after observation
Complete Summative Evaluation Form[2]	Supervisor	May 15
Meet to review Summative Evaluation	Supervisor	June 15

Formative Cycle
(contract teachers every other year)

Activity	Person Responsible	Due Date
Complete Self-Reflection Form	Direct Report	Sept. 15
Complete Goal Setting Form	Direct Report	Oct. 15
Meet to discuss self-reflection and goals	Supervisor	Nov. 15
Meet to review goals	Supervisor	June 15

For questions or to learn more about how to be a successful leader visit, www. rhess.us