BreakThrough Consulting, LLC

5 PILLARS OF EXCEPTIONAL TEACHING

EVALUATION SYSTEM

Does Evaluation Matter?

FOCUSED PRIORITIES

We are in a moment of fundamental change in education and society.

BALANCED APPROACH

Education is a balance of relationships, high expectations, and strategic support. Your evaluation system should be too.

ADAPTABILITY

With a careful focus on fundamentals, your system can adapt to changes.

PILLAR I

POSITIVE RELATIONSHIPS

TARGET 1: KNOWLEDGE OF STUDENTS
TARGET 2: TRAUMA-INFORMED PRACTICES
TARGET 3: CONNECTIONS

EQ: How are you improving relationships within your portion of the school community?

RATIONALE

Focused Priorities

Relationships are the foundation of every classroom. If a child stops believing that the adults at school care, they are far more likely to fail

A Balanced Approach

Though day-to-day strategies and programs will vary, these pillars will always support your district's needs.

Adaptability

As social needs change, a simplified list gives you flexibility.

PILLAR II

HIGH EXPECTATIONS

TARGET 1: PERFORMANCE CULTURE

TARGET 2: DATA-DRIVEN

TARGET 3: EQUITY-FOCUSED

EQ: How are you building a culture that balances high expectations and a growth mindset?

Why it works

FOCUSED PRIORITIES
"Behavior Management" creates an over-simplified mentality. Building a culture requires more than punishment and reward.

A BALANCED APPROACH
High Expectations go hand-in-hand with Positive Relationships as a way to support all students.

ADAPTABILITY
As social needs change, so will your strategies. These fundamentals strike a balance between cutting edge and over-simplification.

PILLAR III

QUALITY CURRICULUM

TARGET 1: PRIORITIZED STANDARDS

TARGET 2: EQ'S & LEARNING TARGETS

TARGET 3: RELEVANCE

EQ: What is your definition of quality curriculum? What are you doing to improve it?

What it Means

FOCUSED PRIORITIES

Standards and textbooks change, but teachers must choose high-impact lessons and strategies that impact learning in real time.

A BALANCED APPROACH

Research supports these methods as a way to get the most from standards and textbooks.

ADAPTABILITY

Creative teachers constantly adapt their materials, even if they're not using the newest program.

PILLAR IV

ENGAGING INSTRUCTION

TARGET 1: PACING

TARGET 2: ENGAGING

TARGET 3: EQ'S & SUCCESS CRITERIA

EQ: How many students are opting out of the way you're teaching?

Why does it matter?

KIDS ARE OPTING OUT. WHAT ARE YOU DOING ABOUT IT?

- Strategies like WICOR or GLAD are where the rubber meets the road for helping disadvantaged students.

- Engaging instruction always includes strategic supports. It keeps the balance between relationships and expectations.

- These targets will flex in the same way that learning strategies always have.

PILLAR V

Meaningful Assessments

TARGET 1: FORMATIVE

TARGET 2: SUMMATIVE

TARGET 3: SELF-ASSESSMENT

EQ: How do you engage students in using your system of assessments?

Why Assessment?

RESPONSIVE TEACHING IS HIGHLY EFFECTIVE

- Self-assessment is Hattie's No. 1 technique.
- Meaningful assessment is most often left out of hectic classrooms.
- A simplified 3-part system can demystify a complex topic.

5 Pillars Rubric

UNSATISFACTORY

The teacher achieves the target <40% of the time. Words that describe this level of performance are: *Never, seldom, rarely,* and *infrequently*

AREA OF GROWTH

The teacher achieves the target between 41% and 60% of the time. Words that describe this level of performance are: *sometimes,* and *occasionally.*

EFFECTIVE

The teacher achieves the target between 61% and 90% of the time. Words that describe this level of performance are: *usually, frequently,* and *most of the time.*

EXCEPTIONAL

The teacher achieves the target >90% of the time. Words that describe this level of performance are: *almost always,* and *constantly.*

5-10% OF EVALUATIONS*

15-25% OF EVALUATIONS

50-70% OF EVALUATIONS

10-15% OF EVALUATIONS

*Administrators calibrate their evaluations according to this scale

Details

PILLAR I: POSITIVE 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.

DETAILS

Performance Target 1: Performance Culture

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

Performance Target 2: Data-Driven

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

Performance Target 3: Equity-Focused

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

DETAILS

PILLAR III: QUALITY CURRICULUM

Performance Target 1: Prioritized Standards

The teacher promotes quality by designing curriculum around approved national, state, or local standards.

Performance Target 2: EQ's & Learning Targets

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

Performance Target 3: Relevance

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

Details

Pillar III: Quality Curriculum

Performance Target 1: Prioritized Standards

The teacher promotes quality by designing curriculum around approved national, state, or local standards.

Performance Target 2: EQ's & Learning Targets

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

Performance Target 3: Relevance

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

Details

Performance Target 1: Pacing

The teacher employs effective pacing through an engaging lesson opening, efficient transitions between activities, and closing activities that summarize key learning from the lesson.

Performance Target 2: Engagement

The teacher promotes student motivation through the use of high leverage, engaging strategies. (i.e. WICOR: Writing, Inquiry, Collaboration, Organization, and Reading)

Performance Target 3: Success Criteria

The teacher promotes student ownership of learning by clearly defining and demonstrating for all students what success looks like in terms of rubrics, student work, and examples/models of success.

Details

Performance Target 1: Formative

The teacher checks for student understanding through a variety of efficient formative assessments.

Performance Target 2: Summative

The teacher promotes student mastery through a variety of effective summative assessments.

Performance Target 3: Self-Assessment

Student ownership of learning is clearly evident through a variety of goal setting activities, work completion, and reflective tools.