

Intro to CEL's 5D/5D+ Teacher Evaluation System

Facilitation Guide



Module Description

How can I use CEL's 5D/5D+ Teacher Evaluation System to grow my instructional practice and positively impact student learning? By exploring these modules, participants develop a better understanding of the 5 Dimensions of Teaching and Learning™ and the related indicators in the 5D+™ Rubric for Instructional Growth and Teacher Evaluation. The modules also provide an overview of the 5D+ inquiry cycle, including self-assessment, determining areas of focus, and an introduction to the electronic tool (PIVOT).

Module Objective

Through the exploration of these lessons, educators develop a clear understanding of the 5D+ tools and what a strength and inquiry-based observation and evaluation system looks like, given the ultimate goals of improving instructional practice and closing achievement gaps.

7 Module Titles (each module will take between 30-120 minutes)

- Overview of the Center for Educational Leadership's (CEL) 5D/5D+ Tools for Instruction
- Classroom Environment and Culture
- Student Engagement
- Purpose
- Assessment for Student Learning
- Curriculum & Pedagogy
- Professional Collaboration & Communication

Materials

- Participants will need something to write with and something to write on (this might be a journal, GoogleDoc, on the downloadable PDF document, etc)
- Participants will need to link the content
- Participants may want access to a printer.
- Participants may want access to their Pivot account

Think About...

- Establish timeline for starting, progress monitoring and completing the modules.
- Determine Approach to the module: individual self-paced no check-ins, self-paced with periodic check-ins, as a cohort with regularly scheduled check-ins, etc.
- Identify evidence the new teachers, mentor and/or supervisor might collect to ensure understanding and clarify misconceptions.

*Note: This module is designed for anytime, anyplace and at any pace learning, based on the 5D/5D+ Teacher Evaluation System. The content within the module is the intellectual property of the University of Washington's Center for Educational Leadership (CEL) and the Michigan Association of Secondary School Principals (MASSP). No part of this module may be reproduced, stored in a retrieval system, used in a spreadsheet, or transmitted in any form or by any means – electronic, mechanical, photocopying, recording or otherwise – without permission of MASSP.

Module #1: Understanding the Various 5D/5D+ Instructional Tools

Content

OVERVIEW: In this module, participants gain an understanding of CEL's foundational ideas, 5D instructional framework, and 5D+ rubric.

CONTENT: 1) Foundational Beliefs, 2) Instructional Framework, 3) Rubrics & Language, 4) Putting It All Together

LEARNING TARGET: What are some of the ways the 5D/5D+ tools may support my teaching and student learning?

SUCCESS CRITERIA: Match the tools with the purpose.

Foundational Beliefs

VISION – MISSION – FOUNDATIONAL IDEAS – EQUITY

(Click on the image below to enlarge click on the PDF below to download and print)



Instructional Framework

The 5D instructional framework is a research-based tool to help schools and districts create shared vision and common language for teaching and learning, scaffold the development of expertise and grow high-quality instructional practices.

Developed from a multiyear research effort at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework combines vision statements and guiding questions to help you reflect on the core elements of effective teaching: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.

Subdimension	The Vision	Guiding Questions
Standards	<ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standards. 	<ul style="list-style-type: none"> How do the standard and learning target relate to content knowledge, habits of thinking in the classroom, transferable skills, and students' assessed needs as learners (e.g. language, culture, academic background)? How do the standard and learning target relate to the ongoing work of this classroom? To the individual lives of students beyond this classroom? To broader issues such as problem solving, citizenship, etc.?
Learning Target and Teaching Points	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance habits provide evidence that students are able to understand and apply learning as needed. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). 	<ul style="list-style-type: none"> What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? How are the standards and learning target communicated and made accessible to all students? How do students communicate their understanding about what they are learning and why they are learning it? How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? How do teaching points support the learning needs of individual students in meeting the learning target(s)?
Instructional Work	<ul style="list-style-type: none"> Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. 	<ul style="list-style-type: none"> What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? What does student talk reveal about the nature of students' thinking? Where is the focus of central work learning in the classroom? What evidence do you observe of student engagement in instructional, academic work? What is the nature of that work? What is the level and quality of the individual work in which students are engaged (e.g., textual
Engagement Strategies	<ul style="list-style-type: none"> Engagement strategies establish an and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student 	

Facilitation

Take a moment to have participants examine the Overview, Content, Learning Target, and Success Criteria. Ask them to examine the structure, why this is important, and how it connects to their classroom practices.

Stop and Think

What are some words, phrases and/or key ideas that connect, extend, and/or challenge your thinking? How might you explain the vision, mission, foundational ideas, and equity to a colleague?

Prompt participants to download and/or print the Instructional Framework.

Direct participants individually review the vision statements and guiding questions to build awareness of the vision of high quality instruction. Encourage teachers to underline key words/phrases and note important content. read the vision statements and guiding questions to build awareness of each dimension. Add a star next to 3-5 vision statements and/or guiding questions you might need/want to further explore.

Stop and Think

What are some things you are noticing about the Vision Statements and Guiding Questions? How might these support you when planning for a lesson or unit of instruction?instruction?

Process

What connections do you see between the 5 dimensions and your teaching practice. place a star next to the ideas they might wish to focus on realities teaching and learning.

5D+™ Rubric for Instructional Growth and Teacher Evaluation

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation – a growth-oriented tool for improving instruction.

Dimensions of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching and Learning™ (DD™) instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

Organization of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric is composed of 30 indicators of teacher performance, which are grouped by dimension. In the example below, the dimension is Purpose and the indicator is Learning targets) connected to standards. The pages are color-coded by dimension.

Dimension	Indicator	Indicator Description	Indicator Description
Purpose	Learning targets) connected to standards	Learning targets) connected to standards	Learning targets) connected to standards
Student Engagement	Learning targets) connected to standards	Learning targets) connected to standards	Learning targets) connected to standards
Curriculum & Pedagogy	Learning targets) connected to standards	Learning targets) connected to standards	Learning targets) connected to standards
Assessment for Student Learning	Learning targets) connected to standards	Learning targets) connected to standards	Learning targets) connected to standards
Classroom Environment & Culture	Learning targets) connected to standards	Learning targets) connected to standards	Learning targets) connected to standards

Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

Resources and Support

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is available as a downloadable PDF on the University of Washington Center for Educational Leadership website at www.cel.uw.edu/teacher-eval. You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

Prompt participants to download and/or print the 5D+ Rubric and the Dimensions & Indicators at a Glance Overview.

Stop and Think

What connections do you see between the 5D instructional framework and the 5D+ Rubric? How does the organization and content of the 5D+ Rubric compare and contrast with observation tools and rubrics you have been exposed to in the past? How might the rubric support you in setting professional practice goals and progress monitoring?

Module #2: Reflections & Foundational Ideas

Content

OVERVIEW: In this module, participants will explore reflections from teachers and content related to the Foundational Beliefs (Vision, Mission, Values, and Ideas) of the Center for Educational Leadership's (CEL) Teacher Evaluation System.

CONTENT: 1) Reflections from the Field, 2) Connecting Patterns to Foundational Ideas, 3) Putting It All Together

LEARNING TARGET: What are you hearing and noticing that aligns or conflicts with your beliefs surrounding teaching, learning, observation, and feedback?

SUCCESS CRITERIA: I can connect what was heard to the Foundation Beliefs.



Facilitation

Take a moment to have participants examine the Overview, Content, Learning Target, and Success Criteria. Ask them to examine the structure, why this is important, and how it connects to their classroom practices.

Reactions from the field (video #1)

Prior to watching the 3 videos:

- 1) View the 3 recordings below.
- 2) Listen for patterns between each of the recordings.
- 3) Compare and contrast what you hear and notice with your experience(s) teaching, learning, observation, feedback and evaluation.

After watching video #1: Stop and Think...

What do you notice about how this teacher talks about his teacher observation and evaluation experiences?

What role did the students play in the teacher's learning?

What role did the principal play in the teacher's learning?

What role did the principal's strengths-based stance play in the teacher's learning?

Two more Videos

Feedback Experience: Jenn and Carrie & Jenn and Kellie

Optional: Connect your experiences and district process to the video content.

Stop and think

What do you notice about Carrie and Kellie's thinking related to their feedback experiences?

How might engaging in cycles of observation and targeted feedback support your professional learning and impact student learning?

Foundational Ideas

- If students are not learning, they are not being afforded powerful learning opportunities.
- Teaching is a highly complex and sophisticated endeavor.
- Practice of sophisticated endeavors only improves when it is open for analysis and critique.

Connect new learning and exploration back to the Foundational Ideas

Stop and Think...

What are some keywords or phrases that resonate with you? How do these words/phrases live within the recordings you just listened to?

Module #3: Dimension Rubrics & Key Ideas

Content

Facilitation

OVERVIEW: In this module, participants will explore the 5D+ rubrics and take note of the key ideas that live within each dimension.

CONTENT: 1) Rubric Language, 2) Rubric Exploration 3) Key Ideas, 4) Putting It All Together

LEARNING TARGET: In what ways might these rubrics be used as a guide to strengthen my teaching and student learning?

SUCCESS CRITERIA: I can name explain the architecture (format/organization) of the rubric and key ideas that live within each dimension.

Take a moment to have participants examine the Overview, Content, Learning Target, and Success Criteria. Ask them to think about the connect between this module and the content of previous modules or open up a conversation with, "What are some things you might be noticing or wondering in relation to the overview of Module #3?"

Rubric Language: Architecture of the 5D+

Rubric. Note: Each of the 6 rubrics are designed in the same way.

Review the architecture by naming the components:

- 1) DIMENSION-** there are 5 instructional dimensions and 1 professional dimension; the dimension is located at the top of each rubric.
- 2) INDICATOR-** each of the 6 rubrics have 5 indicators. This is the single “best practice”
- 3) INDICATOR CODE-** This is a short-hand tool when labeling evidence from artifacts (used by your observer).
- 4) PERFORMANCE LEVELS-** The 4 levels name the proficiency of practice, cognitive demand, roles of students, and/or frequency of use.
- 5) PROGRESSIVE PERFORMANCE LEVEL LANGUAGE-** something might be added or deleted to each proficiency, however is directly linked to the proficiency before and after it.

	Classroom Environment & Culture			
	Unsatisfactory	Basic	Proficient	Distinguished
CEC1	Classroom arrangement and resources			
	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.
CEC2	Learning routines			
	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work for learning. Students support the learning of others.
CEC3	Use of learning time			
	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior or exhibit no misbehavior.
CEC4	Student status			
	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CEC5	Norms for learning			
	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

	Classroom Environment & Culture			
	Unsatisfactory	Basic	Proficient	Distinguished
CEC1	Classroom arrangement and resources			
	Physical environment of the room is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and their arrangement of the room for learning.
CEC2	Learning routines			
	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
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	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
CEC4	Student status			
	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CEC5	Norms for learning			
	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

Rubric Exploration and Unpacking

The rubric language is the success criteria. As such, the purpose of this task is to ensure educators can see the distinctions between each of the proficiency levels so they can gauge their progress.

PROCESS:

Start at Basic. Highlight ALL language in Basic.

Identify what's different in each level.

Highlight what is different at Proficient, Distinguished and Unsatisfactory.

Pay attention to: frequency words, and, or, teacher, student (you may wish to circle the word “and”, underline the word “or”).

Reflect, visualize and discuss what each indicator might look like in practice (teacher, student, environment).

Module #4: 5D+ Inquiry Cycle

Content

OVERVIEW: In this module, participants gain clarity around the 5D+ Inquiry Cycle, in which teachers and their supervisors engage as co-learners to grow their practice and strengthen student outcomes. This includes teacher and administrators roles within each phase of the inquiry cycle.

CONTENT: 1) Inquiry Cycle, 2) Self-Assessment, 3) Choosing Areas of Focus, 4) Putting It All Together

LEARNING TARGET: In what ways can on-going observation, self-assessment and feedback support my teaching and student learning?

SUCCESS CRITERIA: I can order the big ideas surrounding the 5D inquiry cycle. I name ways to determine my areas of focus.

ANALYZE IMPACT:
Teacher and principal analyze the results of their work. *Based on your inquiry, what did you learn about your practice as it impacts student learning?*



SELF-ASSESS:
Teacher self-assesses to identify an area of focus.

DETERMINE A FOCUS:
Teacher and principal analyze evidence to identify an area of focus. *Based on the responses in the self-assessment, what is your area of focus? What kind of evidence will you collect?*

IMPLEMENT & SUPPORT:
Teacher and principal engage in study and learning around area of focus.

Facilitation

Take a moment to have participants examine the Overview, Content, Learning Target, and Success Criteria. Ask them how this overview of the module connects with their launching of daily lessons. What information is provided? Why is this important? How is it similar and different from their practice or how might this influence their practice?

Prompt teachers to review each step of the Inquiry Cycle and think about the roles of the teacher and the administrator in each step. Explicitly communicate that this is a strength-based tool that requires teachers and administrators to engage in collaborative inquiry focused on teacher growth and closing achievement gaps.

Stop ~ Jot ~ Share:

How is the 5D+ Inquiry Cycle similar and/or different from their prior experience with supervision and evaluation? What are the benefits of this approach? What might it look like locally?

What connections are you making between this module and the content of previous modules? and/or What are some things you are noticing and wondering in relation to Module #3?"

Read about the roles of the Teacher and Principal for each phase of the inquiry process. Discuss how this supports collaborative inquiry.

Inquiry Cycle: Teacher and Principal Roles

	Teacher	Principal
Self-assess	The teacher looks at student work and assesses his/her practice using a rubric. The teacher considers his/her practice and what he/she wants to work on, connected to building and district initiatives.	The principal creates time and supports teachers with resources to self-assess.
Determine a Focus	Together, the teacher and principal engage in a pre-inquiry cycle conference, where they discuss the alignment between the teacher's area of focus and school goals. They also set instructional practice goals and student learning goals.	
Implement and Support	<p>Working with colleagues: Teachers work independently and collaboratively to study new practices and student work around their areas of focus. Structures may include PLCs, grade-level teams, or other structures that are currently part of building practice.</p> <p>Targeted feedback cycles: Teacher receives feedback around his/her area of focus. Teacher may engage in feedback cycles with colleagues.</p>	<p>Working with colleagues: The principal supports teachers to work collaboratively and independently by providing time and resources.</p> <p>Targeted feedback cycles: Principal observes and provides feedback around teacher's area of focus.</p>
Analyze Impact	Together, teacher and principal engage in a post-inquiry cycle conference where they discuss what has been learned about the teacher's practice and how changes in the teacher's practice have had an impact on student learning. The teacher and principal do this by:	
	<ul style="list-style-type: none"> Examining student and teacher data. Analyzing the impact of the teacher's new practice on student learning as evidenced by the data. Discussing teacher growth using an instructional rubric. Deciding whether to continue the same inquiry or to identify a new area of focus. 	

Read about the roles of the Teacher and Principal for each phase of the inquiry process. Discuss how this supports collaborative inquiry.

Self-Assessment & Determine a Focus

Reflection is essential when growing teaching practices. Consider what evidence a teacher might examine to self assess and determine a focus. Some ideas include:

- Recording and viewing a lesson, paying close attention to both teacher and student moves, responses, and environment.

- Inviting a coach into classroom to observe, debrief and provide feedback

- Invite a colleague or administrator into classroom to take notes during lesson and debrief afterward

- Meet with a mentor before a lesson to reflect on goals, review the lesson plan, then meet after the lesson to reflect on how it went, including: what teacher might continue to do, stop doing or adapt in the next lesson.

*Dependent on your district, a teacher may be required to complete a self-assessment within pivot. Includes in this module is a PDF of how to complete the self-assessment within Pivot.



Things to Note

- You will be observed 4-6 times per school year; each observation is typically unannounced and approximately 15 minutes in length.

- After each observation, the observer will send a script of the observation that includes evidence of what the teacher said and did, what the students said and did, and what was within the environment.

- Each observer will pose "Noticings and Wonderings."

- Teachers receive formative feedback connected to the observation and the areas of focus you have chosen.

Module #5: Pivot

Content

OVERVIEW: In this module, participants gain an understanding of the 5D+ electronic tool, PIVOT.

CONTENT: 1) Logging into Pivot, 2) Self Assessment 3) Growth Plan, 4) Putting It All Together

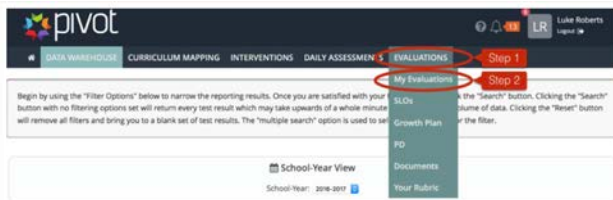
LEARNING TARGET: In what ways might I use the electronic tool to set goals, work from evidence/monitor my progress toward the defined goals, and assess performance?

SUCCESS CRITERIA: I can log into Pivot and explore the self-assessment and growth plan.

Facilitation

Take a moment to have participants examine the overview, Content, learning Target, and Success criteria.

You might ask them to compare and contrast this information to the last system that was used to observe and evaluate. With a goal of deescalating any stress.



Exploring the Self-Assessment Growth Plans

As you think about the needs of your teachers, consider how you might support their understanding the purpose, district expectations, and how to navigate pivot. Consider the following:

Show authentic samples of a completed self-assessment, growth plan, and observation.

Prompt mentor(s) to share their local experience with the system.

Invite the mentor and protege to a meeting to discuss self assessment, growth plans and how you can work together to support teacher growth and student learning.

By doing this, you may model and might discover ways in all parties grow through inquiry and reciprocal accountability.

Remember that the key idea is to increase student achievement. The tools and processes are designed to grow practice, and were not, and are not, designed to become a compliance driven checklist.

NOTE: there are PDF screenshots of how to use Pivot within the module.