

Teacher Development and Evaluation System

GUIDANCE FOR EDUCATORS



JULY 2019



Acknowledgments

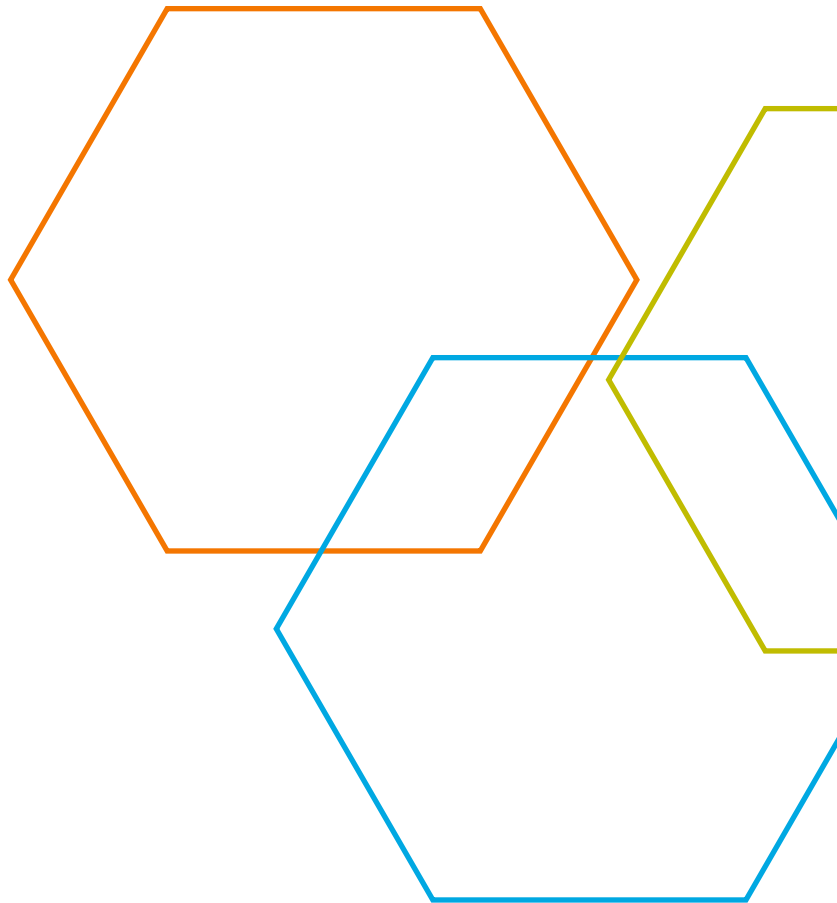
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What Is TDES?

TDES is the Teacher Development and Evaluation System for the Cleveland Metropolitan School District (CMSD). It is based on the Charlotte Danielson Framework for Professional Practice and incorporates elements of the Ohio Teacher Evaluation System (OTES) rubric developed by the Ohio Educators Standards Board. This comprehensive system is based on self-reflection, observation, feedback, and a plan for growth.

The development focus of the TDES system provides opportunities for CMSD professionals to engage within the district in meaningful learning experiences to benefit every child in Cleveland. With focused professional development offered at buildings and at locations throughout the district, CMSD educators dig deep into the Framework for Professional Practice (the TDES rubrics) to enhance the effectiveness of their teaching.

Why Update TDES?

In June 2018, the Ohio State Legislature passed S.B. 216, which changed the state requirements for district teacher evaluation systems. The law requires teacher evaluation systems to be based 100% on the professional practice rubric and **eliminates** the separate weighted student growth component. The TDES rubric describes high-quality teaching practices and requires evidence of student learning using high-quality student data. The revised language bolsters a culture shift of using data to inform instruction and improve practice.

The TDES revisions were developed by the TDES Redesign Committee and designed to give professionals and administrators more time to focus on development and professional practice in a collaborative environment. The revised TDES becomes effective in school year 2019–20 and seeks to build on the strengths of the previous system, such as the use of a common language to describe high-quality teaching practices and continuously improve other areas based on lessons learned and feedback from educators. TDES aims to create a culture shift away from a focus on ratings to a culture of educator development and support. To bolster this culture shift, TDES requires a greater focus on using data to inform instruction and improve practice, as well as a focus on growth plans and improvement plans to foster educator development and sustained professional development. The changes to TDES will primarily impact teachers; however, paraprofessionals and related service providers (RSPs) will have some changes reducing the number of formal evaluations and events.

Overview of TDES

Table 1 outlines what was previously required for TDES and the new requirements for the revised TDES. For additional details on the requirements for TDES, visit Article 13 of the CMSD and Cleveland Teachers Union agreement.

Table 1. Comparison of Previous System and Revised TDES

Previous System	Revised TDES
Overall	
Teacher ratings based on 50% teacher performance (formal observations and walk-throughs) and 50% student growth (student learning objectives and value-added data).	Teacher ratings based on 100% teacher performance through formal observations, which includes student learning data and walk-throughs. RSP and paraprofessional ratings remain 100% performance based.
Student Growth	
Student growth is 50% of a teacher’s evaluation score based on student learning objectives and value-added data.	Student learning data such as summative and formative assessments are collected, analyzed, or observed as evidence within the professional practice rubric.
Events	
Teachers had one formal announced observation, one unannounced observation, and three walk-throughs. RSPs have one formal announced observation and two document submissions. Paraprofessionals have two formal observational events that include evidence submission.	Teachers will have one formal announced observation, one unannounced observation, and at least one walk-through. See Tables 2 and 3 for details on the events. The number and types of events for paraprofessionals and RSPs remain the same for formal evaluations (i.e., not during off years).
Frequency of Evaluations	
Professionals rated “Accomplished” are formally evaluated every other year, and all other professionals are evaluated annually.	Professionals (teachers, paraprofessionals, and RSPs) rated “Accomplished” are formally evaluated every 3 years (two off years) and professionals rated “Skilled” are formally evaluated every other year (one off year) . During “off years,” these professionals will write a growth plan, have growth plan check-in, and a conference to receive feedback. For example, professionals rated “Accomplished” in the 2018–19 school year will be formally evaluated next in the 2021–22 school year.
Improvement and Growth Plans	
Professionals rated “Ineffective” and “Developing” must have an improvement plan and all other teachers must have a growth plan.	Professionals rated “Ineffective” must have an improvement plan. All other professionals will have a growth plan. Professionals rated “Accomplished” will write a self-directed growth plan and professionals rated “Skilled” will write a jointly developed growth plan with their evaluator/principal.

Revised Teacher TDES Events

TDES for teachers includes a formal announced observation (FAO), an unannounced observation, walk-through(s), and conferences. These events provide an opportunity for evaluators to observe evidence of high-quality teaching practices based on the TDES rubric and gives professionals feedback on their practices based upon evidence. The process for these events has not changed, only the number and order of events. The number and types of events do not change for paraprofessionals or RSPs. However, for all professionals, including paraprofessionals and RSPs, the frequency of formal evaluations for professionals rated “Accomplished” or “Skilled” has changed and the events for “off years” (see Table 3). Following are the descriptions of the types of TDES events. Tables 2 and 3 outline the number of events for formal evaluations and off years.

Formal Announced Observations

- ▶ The evaluator and the teacher schedule the FAO and the pre- and postconferences.
- ▶ The teacher submits the lesson plan through the portal.
- ▶ The teacher and evaluator hold a preconference to discuss the lesson plan.
- ▶ The evaluator observes the lesson for at least 30 minutes.
- ▶ The evaluator submits evidence; the teacher can submit evidence using two sources of high-quality student learning data.
- ▶ The teacher self-assesses on the rubric.
- ▶ The evaluator marks areas of agreement on the rubric and shares them with the teacher.
- ▶ The teacher and evaluator meet for the postconference to discuss and complete the rubric.
- ▶ All of these steps must occur within 10 working days from preconference to postconference.

Unannounced Observation

- ▶ The evaluator conducts classroom observation of at least 30 minutes.
- ▶ The evaluator submits evidence; the professional can submit evidence using two sources of high-quality student learning data.
- ▶ The evaluator schedules a postconference in the portal.
- ▶ The professional self-assesses on the rubric.
- ▶ The evaluator marks areas of agreement on the rubric.
- ▶ The professional and evaluator meet for a postconference to discuss ratings and complete the rubric.
- ▶ All of these steps must occur within 10 working days from observation to postconference.

Walk-Through(s)

- ▶ Teachers rated “Accomplished,” “Skilled,” and “Developing” will have at least one walk-through, and teachers rated “Ineffective” will have at least two walk-throughs. See Tables 2 and 3 for more details on the number of events.
- ▶ Informal 5- to 15-minute observation or conversation of practice will occur.
- ▶ The evaluator records evidence of the teacher’s practice.
- ▶ The professional receives notice that evidence is submitted in the portal.
- ▶ The professional has the option to add evidence to the portal.
- ▶ The postconference is optional.

Conferences

- ▶ The professional and evaluator meet to discuss the educator’s lesson plan provided for the observation.
- ▶ The evaluator will provide feedback based on evidence using language from the TDES rubric.
- ▶ The evaluator may use guiding questions to help gather additional information from the professional on their development and for reflection for the lesson.
- ▶ Where applicable, professionals who are assigned to a grade level or subject area with value-added data shall review that data during the professional growth plan or professional improvement plan conference.
- ▶ For “off-year” conferences, the evaluator will provide feedback based on evidence from the growth plan check-in focused on the goals in the professional growth plan. The evaluator will capture any notes from the discussion using the Ohio Department of Education Professional Growth Plan template and note suggested supports, resources, or professional development for the professional. The note template should not be uploaded to the portal and should not be longer than one page.

Growth Plan Check-In

- ▶ Occurs for professionals rated “Accomplished” or “Skilled” during their “off year(s).”
- ▶ The professional and the evaluator schedule the growth plan check-in.
- ▶ The evaluator will visit the classroom for at least 30 minutes to observe the professional’s practice, focusing on providing feedback on the goals identified within the professional growth plan.
- ▶ The evaluator will note in the portal the professional’s progress on their professional growth plan.

Table 2. TDES Formal Teacher Evaluation Events

Timeline	Ineffective	Developing	Skilled	Accomplished
	Events			
Semester 1	Walk-through 1			
	FAO	FAO	FAO	FAO
Semester 2	Unannounced observation	Unannounced observation	Unannounced observation	Unannounced observation
	Walk-through 2	Walk-through 1	Walk-through 1	Walk-through 1
	Additional walk-through may be requested and must be mutually agreed upon	Additional walk-through may be requested and must be mutually agreed upon	Additional walk-through may be requested and must be mutually agreed upon	Additional walk-through may be requested and must be mutually agreed upon
	Optional recommendation to Peer Assistance Review (PAR) per Collective Bargaining Agreement (CBA)			
	Plan			
	Improvement plan	Growth plan	Growth plan	Growth plan
	Frequency			
	Every year	Every year	Every other year (one off year)	Every 3 years (two off years) <i>Stipend when rating is earned</i>

Teachers, RSPs, and paraprofessionals who are rated “Accomplished” are formally evaluated every 3 years (two off years), and those who are rated “Skilled” are formally evaluated every other year (one off year). During those off years, teachers, RSPs, and paraprofessionals have a growth plan, growth plan check-in, and conference. Table 3 outlines the TDES events for professionals during their off years.

Table 3. TDES Events During Off Year(s)

Timeline	Skilled	Accomplished
	Events and Plan	
Semester 1	Write jointly developed growth plan	Write self-directed growth plan
Quarter 2 or 3	Growth plan check-in	Growth plan check-in
Quarter 2 or 3	Conference	Conference

Professional Growth and Improvement Plans and Educator Supports

All professionals rated “Accomplished,” “Skilled,” and “Developing” and new educators will have a professional growth plan. Professionals rated “Ineffective” will need to complete a professional improvement plan. Both plans require setting goals and provide a focus for educator support and development. Following is a description of each type of plan.

Professional Growth Plans

- ▶ The plan includes two goals: one based on a TDES component (not an entire domain), and one based on an element (not the entire standard) from the Ohio Standards for Teaching.
- ▶ Professionals rated “Accomplished” will determine goals based on personal professional development needs, the ratings on the rubric, and other areas in need of growth.
- ▶ Professionals rated “Skilled” or “Developing” will determine the goals based on a joint process. The professional will write the initial goals based on professional development needs, the ratings on the rubric, and other areas in need of growth or improvement. The evaluator will review the goals and communicate with the professional to mutually determine the final goals for the plan.
- ▶ The growth plan should guide an educator’s professional development and be discussed at postconferences during the TDES evaluation cycle or during an off-year conference. Progress toward the growth plan goals will be noted on the growth plan.
- ▶ Where applicable, professionals who are assigned to a grade level or subject area with value-added data shall review that data during the professional growth plan conference.

Professional Improvement Plans

- ▶ The evaluator will work with the professional to set at least two and not more than three goals based on a TDES component (not an entire domain) and one based on an element (not the entire standard) from the Ohio State Standards for Teaching.
- ▶ The evaluator will review the previous year’s progress to determine the goals and work with the professional to select the best plan to achieve those goals.
- ▶ The improvement plan should guide an educator’s professional development and be discussed at postconferences during the TDES evaluation cycle. Progress toward the improvement plan goals will be noted on the improvement plan.
- ▶ Where applicable, professionals who are assigned to a grade level or subject area with value-added data shall review that data during the professional improvement plan conference.

TDES Teacher Rubric

The TDES Teacher Rubric is an adaption of the Danielson Framework for Teaching and provides a guide for defining excellent instruction. The rubric is a research-based instrument used successfully in districts across the county. The framework is composed of four domains:

- ▶ Domain 1: Planning and Preparation
- ▶ Domain 2: The Classroom Environment
- ▶ Domain 3: Instruction
- ▶ Domain 4: Professional Responsibilities

To meet the requirements of S.B. 216, the TDES Teacher Rubric was recently revised to add a greater focus on evidence of student learning using student data. The red text in Table 4 indicates the revised rubric language, and a copy of the full rubric is in Appendix A.

Table 4. Revised TDES Rubric Language

Component	Ineffective	Developing	Skilled	Accomplished
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. <i>Teacher does not draw upon sources of high-quality student data.</i>	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole, using one method of information-gathering. <i>Teacher draws upon an analysis of a single source of high-quality student data.</i>	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. <i>Teacher draws upon an accurate analysis of multiple sources of high-quality student data for groups of students.</i>	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. <i>Teacher draws upon an accurate analysis of purposefully chosen and appropriate sources of high-quality student data for individual students.</i>

Component	Ineffective	Developing	Skilled	Accomplished
1c: Setting instructional outcomes	Instructional outcomes are too general, and/or do not reflect the Ohio standards, are unsuitable for students, represent trivial or low-level learning using no sources of high-quality student data , or are stated only as activities. Outcomes do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, using a single source of high-quality student data , some of which permit viable methods of assessment. Outcomes reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards that align with the Ohio standards, using multiple sources of high-quality student data . Outcomes are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as challenging goals that can be assessed, reflecting rigorous learning and Ohio curriculum standards, using multiple sources of high-quality student data . Outcomes represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1f: Designing student assessment	Teacher's plan for assessing student learning is either absent, contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Multiple sources of high-quality student data are not used in planning.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, reflects limited analysis of student data, without clear criteria, and inappropriate for at least some students. Teacher intends to use multiple sources of high-quality student data to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. Teacher intends to use multiple sources of high-quality student data to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use multiple sources of high-quality student data to identify student strength and areas for growth to plan future instruction for individual students.

Component	Ineffective	Developing	Skilled	Accomplished
3d: Using Assessment in Instruction	<i>The teacher does not use appropriate formative or summative (formal or informal) assessment(s) to check for understanding. There is no monitoring of progress by teacher or student. Feedback is not given to students.</i>	<i>The teacher uses aligned formative or summative (formal or informal) assessment(s) to check for understanding for the whole class. There is limited monitoring of progress of learning by teacher and/or students. Feedback to students is inconsistent.</i>	<i>The teacher uses aligned formative or summative (formal or informal) assessment(s) to check for understanding for subgroups of students. There is monitoring of progress of learning by teacher and/or student. Consistent, actionable, high-quality feedback is given to students.</i>	<i>The teacher uses aligned formative or summative (formal or informal) assessment(s) to check for understanding for individual students. There is self-assessment by students and monitoring of progress by both students and teachers. High-quality, actionable feedback is given to students from a variety of sources.</i>

Evidence

To fairly and accurately evaluate professionals, evidence must be collected or observed. Evidence is an objective description of something observed during the event. It makes no suggestion of quality. Evidence is nonjudgmental (i.e., a direct quote rather than a description of the quality of the educators' explanation) and specific (i.e., number of students participating). Some types of evidence include

- ▶ direct quotes of teacher and students;
- ▶ what the educator writes on the board;
- ▶ what students write on their paper;
- ▶ description of materials and how they are used;
- ▶ descriptions of what happened, in what order;
- ▶ the frequency something happens; and
- ▶ student data from formative or summative assessments.

High-Quality Student Data Evidence

The revisions to the TDES Teacher Rubric require using high-quality student data to inform instruction. Teachers may use sources of high-quality student data from a menu of high-quality assessments (found in Appendix B). The tenants of high-quality assessment

- ▶ measure what they are intended to measure;
- ▶ align to grade-level and content subject standards;
- ▶ provide data that can be used to inform instruction;
- ▶ are accessible to the majority of students;
- ▶ provide timely results; and
- ▶ accurately and fairly measure student growth or progress over time.

Table 5 outlines some possible sources of evidence specifically for the four revised areas in the TDES rubric.

Table 5. Sample Sources of Evidence for Revised Rubric Sections

Component	Skilled Description	Sample Sources of Evidence
1b: Demonstrating knowledge of students	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. Teacher draws upon an accurate analysis of multiple sources of high-quality student data for groups of students.	<ul style="list-style-type: none"> ▶ Survey data to get to know student's family and background ▶ Analysis of previous year Ohio State Test (OST)/End-of-Course (EOC) data ▶ Analyzing students' strengths/weaknesses from benchmark assessment results such as NWEA ▶ Examining students' language proficiency from OELPA data and/or student artifacts ▶ Reviewing a student's IEP ▶ A conference discussion where the teacher reflects on their knowledge of students and how she/he obtained this information
1c: Setting instructional outcomes	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards that align with the Ohio standards, using multiple sources of high-quality student data. Outcomes are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	<ul style="list-style-type: none"> ▶ Lesson plan outlines goals aligned to curriculum/standards and based on an analysis of student data ▶ A conference discussion on how goals were determined and based on what data

Component	Skilled Description	Sample Sources of Evidence
1f: Designing student assessment	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use multiple sources of high-quality student data to plan for future instruction for groups of students.	<ul style="list-style-type: none"> ▶ Lesson plan describes plan for assessment and includes multiple sources from formative/summative assessments ▶ A conference discussion where the teacher shares his or her plan for assessment and how to adapt assessment methodology for individual students ▶ A conference discussion where the teacher shares his or her plan for future instruction based on student data
3d: Using Assessment in Instruction	The teacher uses aligned formative or summative (formal or informal) assessment(s) to check for understanding for subgroups of students. There is monitoring of progress of learning by teacher and/or student. Consistent, actionable, high-quality feedback is given to students.	<ul style="list-style-type: none"> ▶ Observes administration of formative or summative assessment such as quizzes, projects, benchmark assessments ▶ Observes feedback provided to students such as after students present from a performance-based assessment ▶ Observes teacher or peer feedback provided to students

When considering evidence, it is important to focus on quality over quantity. Professionals will need to shift their approach obtaining evidence, particularly on the use of high-quality student data for unannounced observations. Evaluators may engage professionals during conferences in a guided discussion to understand what data sources a professional may have used, how the educator used the information from the data in his or her instruction, and any outcomes. The professional may also put as evidence within the portal information regarding how high-quality student learning data were used to inform instruction.

Daily lesson plans for TDES events are not required to have detailed student learning data and results within the plan. This evidence can be collected through portal evidence and conversation at the postconference to determine how student learning data are used.

Roles and Responsibilities

Every educator in CMSD has a role and responsibility to support the implementation of TDES to ensure that all professionals receive high-quality feedback and support to improve their practice and ultimately student learning. This effort will include ongoing training and professional development on TDES to ensure that the system is successful. With the changes in TDES, educators will receive training and ongoing supports to improve their data literacy skills and their understanding of how to use data to inform instruction. Table 6

outlines the TDES responsibilities by role for professionals, evaluators, network support leaders, building-level TDES teams, TDES committee members, TDES Coordinator, and TDES co-chairs.

Table 6. Description of TDES Responsibilities by Role

Role	Defined As	TDES Responsibilities
Professional	The employee who is being evaluated.	<ul style="list-style-type: none"> ▶ Complete TDES training prior to evaluation cycle. ▶ Engage in TDES activities as agreed upon in the Collective Bargaining Agreement.
Evaluator	The employee who is conducting the evaluation.	<ul style="list-style-type: none"> ▶ Complete TDES training. ▶ Complete OTES training. ▶ Earn OTES credential every 2 years. ▶ Engage in TDES activities as agreed upon in the Collective Bargaining Agreement.
Network Support Leader	The supervisor of the principal. For RSPs who are evaluated by a director, the “Network Support Leader” is the supervisor of the director.	<ul style="list-style-type: none"> ▶ Respond to requests for appeal of ratings. ▶ Problem-solve with administrators/ evaluators on TDES issues. ▶ Attend designated TDES training.
Building-Level TDES Team <i>(Article 13, Section 1F)</i>	Consists of principal, CTU chapter chair, and one to three classroom teachers mutually selected by the principal and chapter chair.	<ul style="list-style-type: none"> ▶ Attend designated TDES trainings and turn around to school professionals. ▶ Support evaluators and professionals in the TDES process.
TDES Steering Committee	Consists of TDES co-chairs and an equal number of district (3) and CTU (3) representatives appointed by the chief executive officer (CEO) and CTU president, respectively.	<ul style="list-style-type: none"> ▶ Meet monthly. ▶ Regularly convey important information about TDES to CEO and CTU president. ▶ Oversee TDES implementation, professional development, communication, and data produced by TDES. ▶ May also make recommendations for continued developmental changes to TDES.
TDES Redesign Committee <i>(ad hoc)</i>	Consists of TDES Steering Committee and additional representatives from the district and CTU.	<ul style="list-style-type: none"> ▶ Meets as needed. ▶ Approved by CEO and CTU president to make recommendations to TDES to address changes from S.B. 216.

Role	Defined As	TDES Responsibilities
TDES Co-Chairs	A district representative appointed by the CEO and a CTU representative appointed by the CTU president.	<ul style="list-style-type: none"> ▶ Develop agenda for and facilitate TDES Steering Committee. ▶ Oversee TDES data. ▶ Respond to requests for appeals and make final determinations to resolve appeals. ▶ Collaborate to problem-solve around TDES issues.
TDES Coordinator	A teacher on assignment (full-time release) who reports to the manager of licensed evaluations in the CMSD Talent Office.	<ul style="list-style-type: none"> ▶ Act as liaison among professionals, TDES Steering Committee, and administration. ▶ Problem-solve. ▶ Offer professional development. ▶ Answer questions regarding TDES and its implementation.

Contact

For questions about TDES, please email tdes@clevelandmetroschools.org or contact Megan Scully, TDES Coordinator, at megan.scully@clevelandmetroschools.org.

Appendix A.

Revised TDES Rubric

Domain 1: Planning and Instruction

Component	Ineffective	Developing	Skilled	Accomplished
1a: Demonstrating knowledge of content and pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. Teacher does not draw upon sources of high-quality student data.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole, using one method of information-gathering. Teacher draws upon an analysis of a single source of high-quality student data.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. Teacher draws upon an accurate analysis on multiple sources of high-quality student data for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. Teacher draws upon an accurate analysis of purposefully chosen and appropriate sources of high-quality student data for individual students.

Component	Ineffective	Developing	Skilled	Accomplished
1c: Setting instructional outcomes*	Instructional outcomes are too general, and/or do not reflect the Ohio standards, are unsuitable for students, represent trivial or low-level learning using no sources of high-quality student data , or are stated only as activities. Outcomes do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, using a single source of high-quality student data , some of which permit viable methods of assessment. Outcomes reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards that align with the Ohio standards, using multiple sources of high-quality student data . Outcomes are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as challenging goals that can be assessed, reflecting rigorous learning and Ohio curriculum standards, using multiple sources of high-quality student data . Outcomes represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating knowledge of resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out and uses resources in and beyond the school or district in professional organizations, on the Internet, from families and colleagues, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

Component	Ineffective	Developing	Skilled	Accomplished
1e: Designing coherent instruction*	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning as they relate to concepts and processes in Ohio standards and school/ district curriculum. The lesson or unit's structure is clear and allows for different pathways according to student needs.
1f: Designing student assessment	Teacher's plan for assessing student learning is either absent, contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Multiple sources of high-quality student data are not used in planning.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, reflects limited analysis of student data, without clear criteria, and inappropriate for at least some students. Teacher intends to use multiple sources of high-quality student data to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use multiple sources of high-quality student data to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use multiple sources of high-quality student data to identify student strength and areas for growth to plan future instruction for individual students.

Domain 2: The Classroom Environment

Component	Ineffective	Developing	Skilled	Accomplished
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a culture for learning that is challenging and rigorous*	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work.	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
2c: Managing classroom procedures*	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.

Component	Ineffective	Developing	Skilled	Accomplished
2d: Managing student behavior*	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is research-based and sensitive to individual student needs. Students take an active role in designing, monitoring and implementing the standards of behavior and the classroom management system.
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

Component	Ineffective	Developing	Skilled	Accomplished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development. The teacher does not often provide alternatives.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions by clarifying content and presenting information in multiple formats.
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful, sometimes leading to confusion.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

Component	Ineffective	Developing	Skilled	Accomplished
3c: Engaging students in learning*	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Students may not be actively engaged in learning. Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The use of instruction materials and resources engages students in the ownership of their own learning, and lesson is adapted as needed to the needs of individuals using an appropriate balance between teacher-directed and student-led learning to support individual learning and the structure and pacing allow for student reflection and closure.
3d: Using Assessment in Instruction*	<i>The teacher does not use appropriate formative or summative (formal or informal) assessment(s) to check for understanding. There is no monitoring of progress by teacher or student. Feedback is not given to students.</i>	<i>The teacher uses aligned formative or summative (formal or informal) assessment(s) to check for understanding for the whole class. There is limited monitoring of progress of learning by teacher and/or students. Feedback to students is inconsistent.</i>	<i>The teacher uses aligned formative or summative (formal or informal) assessment(s) to check for understanding for subgroups of students. There is monitoring of progress of learning by teacher and/or student. Consistent, actionable, high-quality feedback is given to students.</i>	<i>The teacher uses aligned formative or summative (formal or informal) assessment(s) to check for understanding for individual students. There is self-assessment by students and monitoring of progress by both students and teachers. High-quality, actionable feedback is given to students from a variety of sources.</i>

Component	Ineffective	Developing	Skilled	Accomplished
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

Component	Ineffective	Developing	Skilled	Accomplished
4a: Reflecting on Teaching	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met, and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement.	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills.
4b: Maintaining Accurate Records*	The information management systems on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.

Component	Ineffective	Developing	Skilled	Accomplished
4c: Communicating with Families	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/ responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
4d: Participating in a Professional Community	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/ or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/ district projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities. The teacher fails to accurately self-assess performance and/or does not appropriately identify areas for professional development.	Teacher engages in professional activities to a limited extent and/ or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession. Areas of strengths and weaknesses are identified to establish professional growth goals.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators. Sets data- based short- and long-term professional development goals and takes action to meet them.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession. Sets and regularly modifies short- and long-term professional development goals based on self-assessment and analysis of student learning evidence.

Component	Ineffective	Developing	Skilled	Accomplished
4f: Showing Professionalism*	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations.	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality, and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, and in ensuring full compliance with regulations.

Appendix B. Menu of Sources of High-Quality Student Data

Assessment Types	Assessment Names
Formal Formative/Summative Assessments	OST/EOC NAEP OELPA/PS AASCD KRA Childhood Outcomes Summary WebXam Preschool ELA Grade K Diagnostics State PE Test ASQ/ASQ-SE SAT AP Splash CoGat PSAT WorkKeys NWEA aimswebPlus
Informal Formative/Summative Assessments	Labs Projects Performance-based assessments Anecdotal notes and observations Student work samples Teacher made/curated tests/quizzes Curriculum-based assessments

