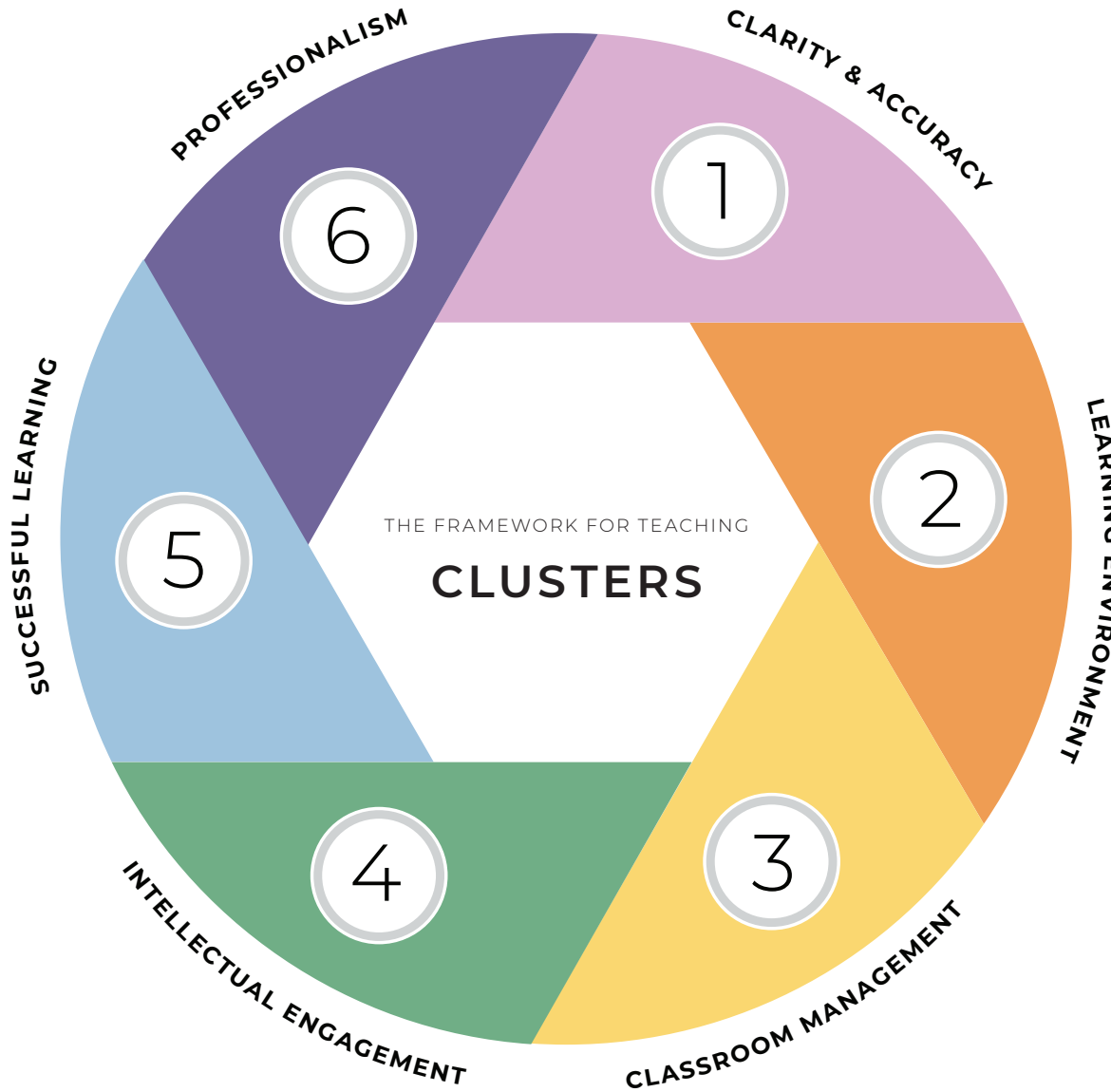




SMART CARD

THE FRAMEWORK CLUSTERS



FOCUS AREAS

1 Clarity & Accuracy

- Learning Outcomes
- Success Criteria & Activities
- Presentation & Explanation

2 Learning Environment

- Caring & Respect
- Intellectual Challenge
- Support & Persistence

3 Classroom Management

- Routines & Procedures
- Collective Responsibility
- Physical Environment

4 Intellectual Engagement

- Lesson Structure & Flow
- Important Learning
- Student Discourse

5 Successful Learning

- Assessment
- Feedback to Students
- Analysis & Reflection

6 Professionalism

- Continuous Professional Learning
- Collaboration
- Honesty & Integrity

THE FRAMEWORK CLUSTERS

CLUSTER 1: CLARITY & ACCURACY

LEARNING OUTCOMES are clear and ambitious, reflect important content knowledge, and contribute to the social, emotional, and intellectual development of students.

SUCCESS CRITERIA & ACTIVITIES are clear, aligned to the outcomes, and used consistently to engage all students in the intellectual work of learning

PRESENTATION & EXPLANATION of the content are rich and nuanced, bringing even difficult concepts to life for students.

- In what ways do the learning outcomes challenge students to think critically?
- In what ways are learning outcomes reflective of the standards of the discipline and appropriate to the students' levels of knowledge and skill?
- What examples do you see of congruence between the activities and instructional outcomes?
- What might be some ways to adapt lessons to meet the needs of all students?
- How does teachers' deep understanding of the content support intellectual work by students during lessons?

CLUSTER 2: LEARNING ENVIRONMENT

CARING & RESPECT are consistently shown between teacher and students and among students.

INTELLECTUAL CHALLENGE is evidenced by high expectations, high levels of cognitive energy, and risk taking.

SUPPORT & PERSISTENCE are demonstrated in the classroom environment; students persevere through challenges in their quest for mastery.

- In what ways do classroom interactions demonstrate genuine caring and a safe, respectful, supportive, and challenging learning environment?
- How do teachers convey high expectations for student learning and encourage hard work and perseverance?
- In what ways do teachers create classrooms that are safe for risk taking?
- How do students take ownership of their work and demonstrate a commitment to mastering challenging content?
- How do teachers establish environments that recognize and value students' identities as well as their social, emotional, and intellectual needs?

CLUSTER 3: CLASSROOM MANAGEMENT

ROUTINES & PROCEDURES create efficiency and clarity to support joyful, productive engagement in learning activities.

COLLECTIVE RESPONSIBILITY is shown by all members of the classroom community through monitoring of the standards of conduct, execution of procedures and routines, and productive contributions to learning.

PHYSICAL ENVIRONMENT is supportive of learning and appropriate for the social, emotional, and academic needs of all students.

- In what ways are classrooms well run and organized?
- How might classroom routines and procedures be clearer or carried out more efficiently to prevent loss of instructional time?
- How might students themselves take a more active role in ensuring a productive classroom?
- In what ways do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards?
- How does the physical environment in classrooms support learning and engagement?

CLUSTER 4: INTELLECTUAL ENGAGEMENT

LESSON STRUCTURE & FLOW allow for and support intellectual engagement and productive struggle; students are given time to think, develop ideas, and reflect on their learning.

IMPORTANT LEARNING occurs through well-designed activities, questions, and discussion; students view the content as worthwhile and interesting.

STUDENT DISCOURSE demonstrates higher-order thinking, reasoning skills, and the ability to engage thoughtfully and respectfully with others' thinking and ideas.

- How do the structure and flow of lessons support the development of ideas and opportunities for students to engage in thoughtful discussion and reflection?
- In what ways do instructional activities and questions explored promote intellectual engagement and energy in classrooms?
- In what ways are students asked to explain their thinking, construct arguments, and question the thinking of others?
- How do teachers create the conditions for students to take responsibility for their own learning?
- How do activities invite students to grapple with challenging content and solve problems in their collaborative and individual work?

CLUSTER 5: SUCCESSFUL LEARNING

ASSESSMENT, both of learning and for learning, occurs frequently and through a variety of means; it is aligned to outcomes and success criteria.

FEEDBACK TO STUDENTS is provided by the teacher, other students, and the activities and tasks themselves; it advances learning and informs necessary modifications and additional supports.

ANALYSIS & REFLECTION are a consistent aspect of learning; the teacher and students themselves assume responsibility for student learning.

- In what ways do teachers ensure learning by all students?
- What are some ways teachers monitor student understanding through specifically designed questions or assessment strategies?
- What are some examples of students monitoring their own learning and providing constructive feedback to classmates?
- How can teachers make strategic modifications to their lessons or leverage other sources of support based on student learning and progress?
- When teachers reflect on a lesson or unit, what are some ways they demonstrate awareness of their success in promoting student engagement and learning?

CLUSTER 6: PROFESSIONALISM

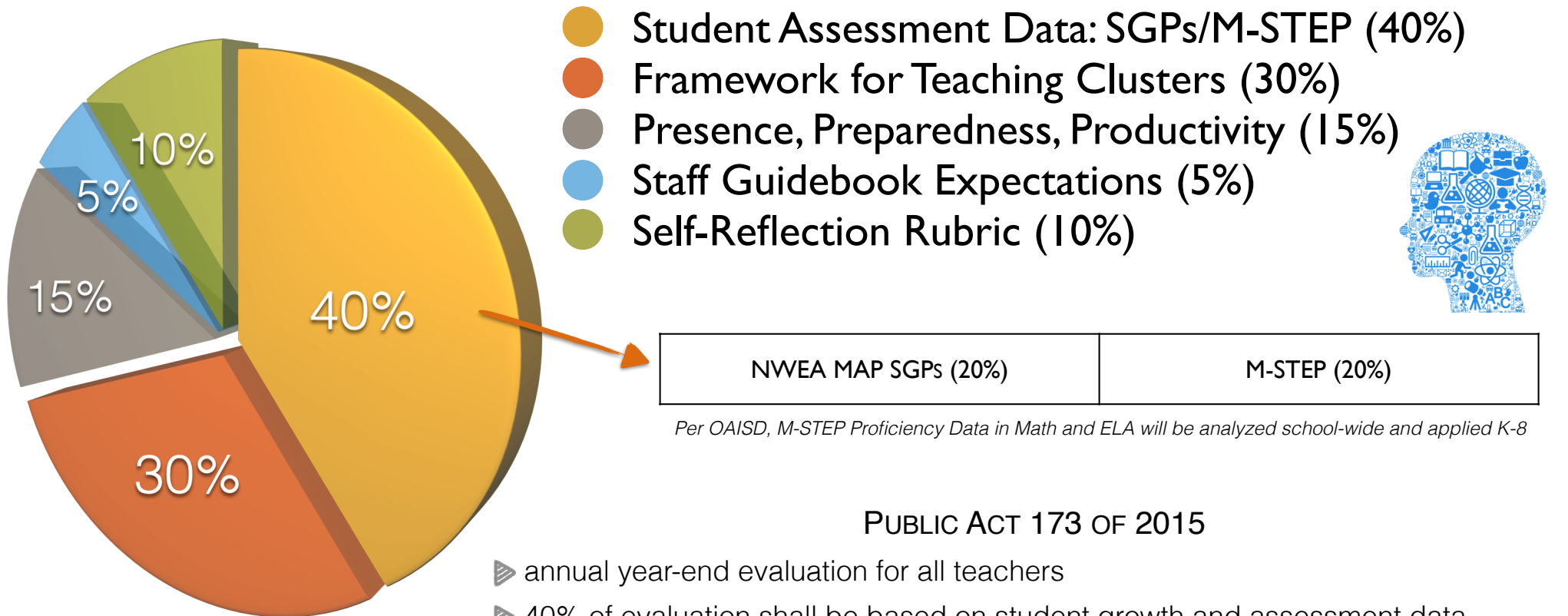
CONTINUOUS PROFESSIONAL LEARNING and improvement are valued and consistently demonstrated through an inquiry-based, growth-focused, and results-oriented approach to professional engagement.

COLLABORATION with colleagues occurs frequently, involves active engagement, and is characterized by commitment and trust.

HONESTY & INTEGRITY are consistently evident in the teacher's work and in interactions with colleagues, families, community members, and students.

- How do teachers engage with the professional community (within the school and beyond) and demonstrate their commitment to ongoing professional learning?
- In what ways do teachers collaborate productively with one another?
- How can teachers be supported to contribute to the intellectual life of the school?
- What might be some ways the teacher engages in professional learning and takes a leadership role in the school to promote the welfare of students?
- How do teachers support a strong school culture and a climate of trust for staff, students, and families?

WGM TEACHER EVALUATION OVERVIEW



Per OAISD, M-STEP Proficiency Data in Math and ELA will be analyzed school-wide and applied K-8

PUBLIC ACT 173 OF 2015

- ▶ annual year-end evaluation for all teachers
- ▶ 40% of evaluation shall be based on student growth and assessment data
- ▶ teachers consult with building principal to develop performance goals
- ▶ help foster a positive, productive, and fair environment for educators
- ▶ connecting student achievement, school improvement, PD, and staffing decisions



1. STUDENT ASSESSMENT DATA (NWEA: 20%, M-STEP: 20%)

NWEA SGP READING ___/60 =	NWEA SGP MATH ___/60 =	M-STEP READING (WGM) ___/85 =	M-STEP MATH (WGM) ___/85 =	NWEA ___% x 20 = ___ M-STEP ___% x 20 = ___	NWEA PROFICIENCY BONUS: 0 1 2 3 4 ≥5
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out of 40

2. FRAMEWORK FOR TEACHING CLUSTERS

CYCLE 1 ___/10	CYCLE 2 ___/10	CYCLE 3 ___/10
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out of 30

3. PRESENCE (___/5), PREPAREDNESS (___/5), PRODUCTIVITY (___/5)

5 EXCELLING	4 SATISFACTORY	3 APPROACHING	2 NEEDS WORK	1 UNSATISFACTORY
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out of 15

4. STAFF GUIDEBOOK EXPECTATIONS

5 EXCELLING	4 SATISFACTORY	3 APPROACHING	2 NEEDS WORK	1 UNSATISFACTORY
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out of 5

5. SELF-REFLECTION RUBRIC

THE SIX PRINCIPLES OF THE MONTESSORI PREPARED ENVIRONMENT, THE EIGHT TENETS OF PUBLIC MONTESSORI EDUCATION, DANIELSON'S FRAMEWORK FOR TEACHING
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out of 10

IF A RUBRIC RATING IS ≤ 3, A WRITTEN RATIONALE WILL BE PROVIDED

GRAND TOTAL

out of **100**

HIGHLY EFFECTIVE
(81-100)

EFFECTIVE
(61-80)

MINIMALLY EFFECTIVE
(41-60)

INEFFECTIVE
(0-40)

WGM TEACHER EVALUATION OVERVIEW

STUDENT GROWTH PERCENTILES (SGPs)

4 HIGH GROWTH 75-99%	3 MODERATE GROWTH 50-74%	2 LOW GROWTH 25-49%	1 MINIMAL GROWTH 1-24%
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Michigan's growth scores (Student Growth Percentiles, SGPs) describe a student's learning over time compared to other students with similar prior achievement scores (scale scores).

Growth scores (SGPs) range from 1 to 99 and indicate what percent of similar students had lower growth than that student. For example, a growth score (SGP) of 60 means the student's learning was greater than 60 percent of all students who took the same test and had comparable prior achievement scores (scale scores).

The average growth score (SGP) is 50 because, by definition, half (50%) of similar students had a growth score (SGP) below that value and half (50%) had a growth score (SGP) above that value.

<https://www.youtube.com/watch?v=mpQkP9UQ9SU>

https://www.youtube.com/watch?time_continue=116&v=dyArv7184ZY

WGM TEACHER EVALUATION OVERVIEW

PRESENCE, PREPAREDNESS, PRODUCTIVITY (15%) + STAFF GUIDEBOOK EXPECTATIONS (5%)

1) PRESENCE (AT LEAST 8:00 AM - 4:00 PM, MEETING PARTICIPATION)	5%
2) PREPAREDNESS (CLASSROOM ENVIRONMENT: BEAUTY, ORDER, SIMPLICITY)	5%
3) PRODUCTIVITY (COMPLETION OF LEAD TEACHER CYCLE DUE DATES)	5%

STAFF GUIDEBOOK EXPECTATIONS (BEHAVIOR RUBRIC, COMMUNICATION, FIELD TRIPS, CONFERENCES, CHILD STUDY PROCESS, SCHEDULES, DISMISSAL, MISCELLANEOUS)	5%
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5 EXCELLING	4 SATISFACTORY	3 APPROACHING	2 NEEDS WORK	1 UNSATISFACTORY
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Name:

Cycle: 1 2 3

Year: 20__ - 20__

CELEBRATIONS: CLASSROOM ENVIRONMENT

- classroom volume level
- organization and neatness
- furniture arrangement
- materials on shelves
- student/work engagement
- student independence

CELEBRATIONS: CLASSROOM MANAGEMENT

- transitions
- teacher volume level
- systems to support executive functioning
- teacher talk (40-50%) vs. student talk (50-60%)
- redirecting students
- fostering positive student behavior (5:1 rule)

CELEBRATIONS: CLASSROOM INSTRUCTION

- communicating directions for activities
- enthusiasm during presentations
- using low-level and high-level questioning techniques (3 sec)
- pacing curriculum/instruction appropriately (3 prompts/min)
- monitoring of student learning, checking for understanding
- demonstrating intervention and enrichment as needed

Example(s):

CONSIDERATIONS

I noticed...

- How would you further explore...
- What's your instinct about...
- I wonder what would happen if...
- Who/What would be able to help...

I noticed...

- Sometimes when that happens, I...
- How do you/did you make your decisions about...
- What is your vision for...
- How do you typically...



engaging in
their work

not engaging
with their work

in between
work

receiving
help

wandering/
interfering

disrupting/
disrespecting

Beginning of the visit

Time:

Classroom Volume:

low medium high

End of the visit

Time:

Classroom Volume:

low medium high

SELF-REFLECTION: THE SIX PRINCIPLES OF THE MONTESSORI PREPARED ENVIRONMENT

Montessori's idea of the prepared environment was that everything the child came in contact with would facilitate and maximize independent learning and exploration. This calm, well-ordered environment has a lot of movement and activity. Children are free to choose and work on activities at their own pace. Here, they experience a combination of freedom and self-discipline, as guided by the environment.

There are generally six aspects, or principles, to the Prepared Environment: Freedom; Structure and Order; Beauty; Nature and Reality; Social Environment; Intellectual Environment. Reflect on your current implementation of these six principles and rate your status using the rubric. Provide a brief rationale for your rating. Thank you!

1. FREEDOM

Montessori believed that a child must be free to explore and follow his own natural impulses, thus developing his potential and increasing his knowledge of the world around him. Within the prepared environment, the child must experience freedom of movement, freedom of exploration, freedom to interact socially, and freedom from interference from others. This freedom ultimately leads to a greater freedom: freedom of choice.

2. STRUCTURE AND ORDER

While Structure and Order seem counter-intuitive to the aforementioned freedom, nothing could be further from the truth. Structure and Order in the Montessori classroom accurately reflect the sense of structure and order in the universe. By using the Montessori classroom environment as a microcosm of the universe, the child begins to internalize the order surrounding him, thus making sense of the world in which he lives. The works and materials on the shelves, the follow-up activities and daily goals, as well as the weekly instructional rhythm should all display a strong sense of structure and order.

3. BEAUTY

Montessori environments should be beautiful. Whether a school is in an old Victorian mansion or in a strip-mall or in the living room of a home, the Montessori environment should suggest a simple harmony. Uncluttered and well-maintained, the environment should reflect peace and tranquility. The environment should invite the learner to come in and work. This atmosphere is easily seen by the attitude of those working there, both child and adult.

4. NATURE AND REALITY

Montessori had a deep respect and reverence for nature. She believed that we should use nature to inspire children. She continually suggested that Montessori teachers take the children out into nature, rather than keeping them confined in the classroom. This is why natural materials are preferred in the prepared environment. Real wood, reeds, bamboo, metal, cotton, and glass are preferred to synthetics or plastics. It is here where child-size *real* objects come into play. Furniture should be child-size so the child is not dependent on the adult for his movement. Rakes, hoes, pitchers, tongs, shovels should all fit children's hands and height so that the work is made easier, thus ensuring proper use and completion of the work without frustration.

5. SOCIAL ENVIRONMENT

Where there is freedom to interact, children learn to encourage and develop a sense of compassion and empathy for others. As children develop, they become more socially aware, preparing to work and play in groups. This social interaction is supported throughout the environment and is encouraged with the nature of multi-age classroom settings.

6. INTELLECTUAL ENVIRONMENT

If the above aspects are not recognized, the intellectual environment will not reach its purpose. The purpose of the Montessori environment is to develop the whole personality of the child, not merely his intellect. Nonetheless, a strong and stimulating intellectual environment is driven by the comprehensive implementation of our Montessori-based curriculum. The outcome is a differentiated classroom where students taste both rigor and relevance in their learning.

SELF-REFLECTION: THE EIGHT TENETS OF PUBLIC MONTESSORI EDUCATION

1. CHILD-CENTERED LEARNING

The focus of activity in my classroom environment is on children learning, not teachers teaching.

2. HANDS-ON LEARNING

Direct contact with real objects of study bring learning concepts to life and allow my students to understand them more deeply.

3. INTRINSIC MOTIVATION

My student's own internal motivation is fostered through freedom of choice and independent activities.

4. FOCUS ON INDIVIDUAL DEVELOPMENT

Children progress at a personal pace and receive individual attention from me (or my assistant) as they move through each area of learning.

5. COOPERATION AND COLLABORATION

My students are encouraged to work in partnership with others and treat each other with respect and kindness.

6. CHILD AS SPIRITUAL BEING

I view each child as a full and complete human being and celebrate the spirit within each child.

7. GLOBAL UNDERSTANDING

My instructional style integrates an international focus and consciously seeks to promote a global perspective.

8. SERVICE TO OTHERS

Community service initiatives within my classroom and beyond help promote the ideas of stewardship and compassion.