

5 Dimensions of Teaching & Learning

Tri County Area Schools



Tri County Area Schools
Tradition • Character • Achievement • Success

BIG IDEAS

- Teachers, in consultation with the administrator, choose 4-6 indicators from 2-3 dimensions (excluding PCC indicators).
- The state requires 2 formal observations (one must be unannounced); 5D requires 3-6 observations 15 minutes in length so that formative feedback is ongoing and adequate evidence can be collected.
- Teachers are provided formative feedback after each observation (in-person and/or electronically)
- Teachers may change their areas of focus as the year progresses; in consultation with the building administrator/supervisor.
- There must be a plan of training &/or support for all non-tenure and those rated “Basic or Unacceptable” in multiple indicators—IDP/Growth Plan—regardless of evaluation rating.
- This is a strengths-based process; supporting teacher practice to impact student engagement, ownership, and learning.
- The growth plan will be created and uploaded no later than the September staff meeting (within Pivot) and will be approved by the end of September.

ADMINISTRATION

- Each building administrator will create a schedule for the 3-6, 15 minutes. “formal” observations at the start of the school year.
- Each “formal” observation will include: 1) scripting, 2) coding, 3) followed by immediate feedback (evidence-based affirmations), 4) OPTIONAL: Ask a wondering: documentation from the teacher on surrounding the learning target, standard, and/or success criteria, and 5) 5-minute standing conversation within 24-48 hours to determine next steps. NOTE: Staff members will choose before school, after school, or during prep.
- Each building administrator will create a schedule for multiple 5-minute “informal” observations. Each “informal” observation will include feedback.
- Each building administrator will meet with teachers 3 times a year (as a team or individuals-B/M/E of the year) to reflect and goal-set in relation to the chosen areas (indicators) of focus. NOTE: non-tenure, minimally effective, ineffective-- building administrators must create an IDP in consultation with the teacher, engage in a midyear conversation and update the IDP with a progress report, and engage with an end-of-year evaluation that is focused on specific performance goals designed to assist a teacher to improve.
- Any teacher who is rated ineffective or minimally effective on the year-end evaluation or has multiple “basic/unacceptable” indicator ratings will be placed on an IDP and will meet with both the building administrator as well as an ESC administrator to ensure necessary supports are in place for the teacher’s success.
- Administrators will schedule individual meetings with each teacher (end of the year) to engage in a collaborative calibrating conversation to dialogue, determine ratings, and define the next steps.

TEACHERS

Determine Areas of Focus for Growth Plan

- Teachers record a lesson using their own device (optional)
- Teachers watch the recording and name areas of strength and opportunity (optional).
- Teachers choose 4-6 indicators to focus on.
- Code (part of my routine, on my way, not yet) the indicators and place language into the growth plan.

Goal Area	Question	Teacher Attribute	Student Attributes
CLASSROOM ENVIRONMENT & CULTURE			
arrange			
STUDENT ENGAGEMENT			
arrange			
Learn	Questioning	Identify common misconceptions and misunderstandings students typically have based on their academic background, life experience, language and culture specific to today's lesson. Identify and write out questions/problems to pose during each phase of instruction to ensure students are engaging in learning, developing understanding of key ideas for daily learning targets, and not repeating or reinforcing misconceptions. Pose questions to individuals and groups during instruction and provide opportunity to process questions with partners. Provide students opportunities to pose questions for discussion, collaboration.	Listen and respond to questions. Pose questions when uncertain of a concept, skill, etc. Use sentence stems and other scaffolds to pose questions during learning routines. Clarify thinking around learning target for each lesson.
Learn	Ownership of learning	Reflect on the progression of learning for the daily learning target, including of which points during each lesson students will be asked to take the lead, make choices and support one another. Explicitly teach and engage students in using strategies for learning. Provide opportunities during the lesson for students to use strategies to take ownership of the learning. Monitor and facilitate engagement and adjust input(s) as students work through progression of learning.	Identify as a learner. Seek to understand. Look to learning partners, as well as the teacher to support learning of daily targets. Use strategies within and across lessons to develop understanding and apply learning.
Use	Capitalizing on student strengths	Use a strength based stance: Work within each student's zone of proximal development. Identify my student's strengths as people and learners. Identify specific knowledge, skills, experiences that student can do in relationship to unit goals and use a variety of structures and strategies to move them forward including reading, writing and communicating. Determine prior knowledge, academic vocabulary, discipline specific skills, and other scaffolds/supports needed to achieve daily learning target. Put specific strategies and structures in place to facilitate participation and meaning making by all students (e.g. think, communication devices, small groups)?	Be transparent with teacher and peers about strengths, interests, what works, etc. Utilize strategies and structures to engage in learning.
Share	Participation and meaning making	Define the discipline specific habits and skills to target within the lesson (i.e. students think and act like mathematicians, like scientists, like writers). Identify specific strategies and structures for each lesson, including how and for whom – expecting equitable participation. Implement specific strategies and structures that facilitate participation and meaning making by all students (e.g. think, communication devices, and grouping), including clearly communicating the expectations for engagement (monitor the number of students engaged as a result of strategies and structures used with intentionality/expectations). Clearly expectations and adjust support as needed to ensure each and every student has opportunity and support to meaningfully participate in each lesson.	Engage in the learning habits of thinking, ask, routine, etc. Seek to understand and self monitor engagement. Clarify thinking around learning target for each lesson.
Norm	Student talk	Reflect on the learning target(s) for the lesson and the tasks chosen to move students forward in their learning to determine which talk formats are most appropriate for each activity (whole group, small group, partner). Determine questions/prompts/problems to pose to my students for each activity/task format. Clearly communicate and reinforce expectation of students to respond to questions in complete sentences, provide reasons supporting evidence to support their thinking. Provide opportunities for students to press their thinking (e.g. ways of thinking, claims, evidence, reasoning.) These may be in a different order for different disciplines. Anticipate the kinds of everyday language I expect to hear and how will I redirect it to more academic terms, if necessary? Monitor conversation/responses (from small group and partner talk) to determine who I ask to share with the whole class (i.e., no one, 1 person, multiple people, in what order and for what purpose).	Come prepared to engage in conversation. Be willing to take risks and collaborate. Share my talk about the learning. Respond to questions in complete sentences. Pose questions to press thinking around second step of thinking, claims, evidence, reasoning.

Highlight = part of my routine

Circle. ○ = on my way

Star ★ = not yet

Noticings & Wonderings

Instead of noticings and wonderings, teachers may be asked to document the learning target, standard, and/or success criteria. This is a state requirement related to observation and feedback.

In-Person Reflection, Coaching, & Formative Feedback

Each staff member will choose if they wish for the 5-minute post-observation conversation to take place before school, after school, or during a prep period.

Observations & Recordings

With approval from building administration, teachers who have been rated effective/highly effective can record themselves (for 2 of the 3-6 15-minute observations) and share them with their PLC team. The teacher and team will reflect on the lesson using a [protocol](#).

DOCUMENTS

[MICHIGAN EDUCATOR EVALUATIONS: FREQUENTLY ASKED QUESTIONS \(FAQs\)](#)

[MDE: Teacher Evaluations](#)

[Section 1229: THE REVISED SCHOOL CODE \(EXCERPT\) Act 451 of 1976](#)

[Link to 5D Rubric](#)

[Link to Indicator Descriptors](#)

SUMMATIVE CONVERSATIONS & ADDITIONAL NOTES

BIG IDEAS

- Teacher and administrator will find time to have a 20-30 minute conversation surrounding the 5D+ Dimensions, Indicators, and Student Achievement Data.
- This conversation is collaborative and reflective in nature and focused on growth; a mixture of coaching, consulting, and problem-solving
- Per state statute, 60% of the final evaluation score will be based on the 5D indicators and descriptors. The remaining 40% will be based on student data. [Defined Student Growth Measurements](#)
- At the end of the conversation teachers will know their score/rating for the 5D dimensions and indicators. If data are available at this time, teachers will also know the student data score and the overall rating that will be communicated to the state.
- As required by state statute, the [1249 factors](#) shall be considered when determining the overall effectiveness rating of an educator (see details below)

SUMMATIVE EVALUATION CONVERSATIONS

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- Per state statute, 60% of the final evaluation score will be based on the 5D indicators and descriptors. The remaining 40% will be based on student data. [Defined Student Growth Measurements](#)
- Teachers will be provided a paper copy of the [5D rubric dimensions and indicators](#) and will come to the meeting with a self-rating of each indicator and each of the 6 dimensions (the links provided will bring you to specific attributes for each indicator if you wish to have a closer look: [Classroom Environment and Culture](#), [Purpose](#), [Student Engagement](#), [Assessment for Learning](#), [Curriculum and Pedagogy](#), and Professional Collaboration and Communication.
- Conversations may follow the Summative [Conversation Framework](#) and will be adapted based on need.
- If a teacher is on an IDP, for any reason, the plan of support will be reviewed.

1249 FACTORS KEY IDEAS

*Please note that these factors shall be considered and can be used to increase proficiency ratings

Individual performance shall be the majority factor in making the decision, and shall consist of but is not limited to all of the following:

- (A) **Evidence of student growth**, which shall be the predominant factor in assessing an employee's individual performance.
- (B) The teacher's demonstrated **pedagogical skills**, including at least a special determination concerning the teacher's **knowledge of his or her subject area and the ability to impart that knowledge** through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and **managing a classroom**; and **consistent preparation to maximize instructional time**.
- (C) The teacher's **management of the classroom**, manner, and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to **withstand the strain of teaching**.
- (D) The **teacher's attendance** and disciplinary record, if any.
- (ii) Significant, **relevant accomplishments and contributions**. This factor shall be based on whether the individual contributes to the overall performance of the school by **making clear, significant, relevant contributions above the normal expectations** for an individual in his or her peer group and having demonstrated a record of exceptional performance.
- (iii) **Relevant special training**. This factor shall be based on the completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and the integration of that training into instruction in a meaningful way.

NON-RENEWAL PROCESS

In some cases a staff member may choose to resign or may be non-renewed. If a staff member chooses to resign they shall submit a letter of resignation to the superintendent no later than May 31st. If a contract will be non-renewed the building administrator shall have an evaluation conversation and IDP review prior to the third week of May. The non-renew status will be brought to the June Board of Education meeting for review.

PROCESS:

Prior to the summative evaluation conversation.

1. Ensure you schedule at least one observation that the district curriculum director will attend. This is used for calibration purposes.
2. Administrator informs educator of the concern and schedules a summative evaluation conversation.
3. Administrator informs educator that they may choose to invite union member or mentor/colleague to the conversation.
4. Administrator informs educator that there will be two administrators involved in the summative evaluation conversation.

During the summative evaluation conversation.

1. Administrator rates each indicator and dimension; the Administrator names concerns and supports that have been provided.
2. Administrator names the options of resignation or non-renewed.
3. If non-renewal documentation will reflect this in the personnel file and documentation will be presented to the board of education.

TENURE PROCESS

There are three pathways to the tenure process:

-Educators in years 1-3 who have been rated effective or highly effective for 3 consecutive years of tenure.

-If an Educator has not received 3 consecutive years of effective or highly effective ratings, they shall stay on probation until year 5. At this time the district will make a decision to non-renew or grant tenure.

-If a teacher earns a ME rating in year 3, they are unable to earn tenure unless Tri County Area Schools has made a decision to extend probationary periods beyond year 5.

-Educators who were tenured in a previous district and are in their first 2 years of employment in Tri County Area Schools.

NOTE: The evaluating administrator shall contact the superintendent by May 31, in writing, if recommending a teacher for tenure. Once confirmed, the superintendent will recommend tenure status for the educator at the June Board of Education meeting. It is at this meeting that the Tri County Board of Education will recognize those earning tenure status.