



ACTIVITY

THE NEPF TEACHER HIGH-LEVERAGE INSTRUCTIONAL STANDARDS RUBRIC + IDENTIFYING EVIDENCE TO REVIEW TEACHER PRACTICE

Orientation

It is important for evaluators and teachers to gather a preponderance of evidence to make fair and accurate judgments about a teacher's practice. The NEPF High-leverage Instructional Standards rubric has examples of evidence that evaluators might expect to see in a classroom with a teacher who demonstrates proficient practice. In this activity, participants review these examples of evidence and generate additional examples from their own context. This activity takes 30 - 45 minutes.

Essential Question

What is evidence and how do we use it meaningfully?

Learning Activity

Begin the activity by asking participants to bring their experiences and background knowledge to the effective teacher conversation. Do not have participants refer to the NEPF Teacher High-leverage Instructional Standards rubric. Have them generate responses based on their professional experience.

Participants will then review the examples of evidence in the NEPF High-leverage Instructional Standards rubric and brainstorm additional types of evidence they would look for across the two evidence categories: direct observation and artifacts to determine teacher effectiveness.

A comprehensive effort to gather evidence of teacher practice includes two things:

- 1. Direct observation of teacher practice** occurs when the evaluator is physically present in the classroom or venue where the teacher is present and teaching. (Mandatory)
- 2. Artifacts** documenting teacher practice include but are not limited to lesson plans, student work, teacher notes, student performance data, and student feedback. (One is Mandatory)



Directions:

- You will need: NEPF High-Leverage Instructional Standards Rubric which includes the descriptors of each standard and the evidence.
- Brainstorm.

Use the graphic organizer to guide your thinking about the evidence an evaluator could use to review the practices of an effective teacher. List your ideas. Take 2 minutes to write down your ideas of evidence.

- As you write, ask yourself,

“What are the possible artifacts and data sources an evaluator could use to determine teacher effectiveness in each of the following areas:

- 1: New Learning is Connected to Prior Learning and Experience
- 2: Learning Tasks have High-Cognitive Demand
- 3: Students Engage in Meaning-Making Through Discourse and Other Strategies
- 4: Students Engage in Metacognitive Activity to increase Understanding of and Responsibility for Their Own Learning
5. Assessment is integrated into Instruction

- Share your writing with a partner.

What similarities did you have with your partner? If there were differences, what were they? As you discuss with your partner, refine the evidence listed.

Review examples of evidence in the NEPF High-leverage Instructional Standards rubric. Note that evidence sources used to evaluate teacher instructional practices are divided into two categories: mandatory and optional. Evaluators are required to collect at least two sources of evidence per indicator in order to evaluate teacher performance. The primary mandatory source of evidence is direct observation, and the second mandatory evidence source varies from indicator to indicator

In pairs, augment the examples of evidence using the two evidence categories. When you are finished, be prepared to share with the whole group.

Note: This activity could also be done as a carousel of each of the five standards.



Debrief

- *Looking at the list of evidence you have generated:*
 - *What evidence do you currently collect to demonstrate teacher effectiveness?*
 - *What evidence could you collect to demonstrate teacher effectiveness?*
 - *How can you organize the evidence so that it can be used meaningfully for growth and accountability?*

Final Thoughts

- *Once we can use common language to describe what has been collected as evidence then analysis of the evidence—looking for patterns within and across the evidence collected—should follow logically.*
- *It's important to consider how to connect the evidence collected to teaching and learning patterns, and how teacher actions are connected to these outcomes.*

Note: The more sources of evidence the evaluator has, the stronger the basis for making a judgment of teacher performance. *Multiple data points are needed to build a robust picture of a teacher's practice.*