



Achievement First

ACHIEVEMENT FIRST  
Hartford Academy

# Teacher Career Pathway

GUIDEBOOK



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# Great Teachers Matter Mightily!

## Introduction to the AF Teacher Career Pathway

One of our core beliefs at Achievement First is that teachers are platinum. Every day, they are making a gap-closing, life-changing difference for our scholars as they work alongside our school leaders, operations and support team members to close the achievement gap.

**Having a high quality teacher for four consecutive years could close the achievement gap.**

**Daniel Fallon**  
**Brookings Institute**

Achievement First’s Teacher Career Pathway is an evaluation and compensation system designed to define, develop, motivate, and sustain excellence in teaching. The system, which was inspired by and designed with feedback from a number of our great teachers, celebrates teachers who are committed to mastering their craft and affecting change primarily and powerfully from inside the classroom.



## Excellence is Defined

AF's Teacher Career Pathway is a systematic, coordinated approach to recognizing and developing great teachers as they progress through five career stages (intern, new teacher, teacher, senior teacher, master teacher). These stages were developed to celebrate excellent teachers and are accompanied by increased compensation, recognition and professional growth opportunities. The Teacher Career Pathway program builds off of a number of practices already in place at AF – lesson observation and feedback, unit/lesson review and feedback, parent surveys, student surveys and analyzing student achievement data – but it puts these items altogether in a more systematic and coordinated way.

AF's Teacher Career Pathway defines the outcomes (student achievement and student character development) and inputs (quality instruction and planning, and core values and contributions to team achievement) that make a teacher truly great. In order to help a teacher continue to learn and grow, all teachers will receive ongoing, data-based, collaborative feedback from a variety of perspectives, all addressing and developing those four key predictors and signifiers of great teaching:



**Student Achievement:** Measurable student academic growth is the core outcome for all Achievement First teachers. Every teacher in the network will be evaluated on the extent to which he or she is able to increase each individual student's achievement.



**Student Character Development:** We recognize that while an academically successful student can enter college, it is only those students who have strong character that will graduate from college and be successful post-college. Through survey tools, parents and students will assess the extent to which our teachers build strong relationships and cultivate student character development.



**Quality Instruction and Planning:** To achieve excellent student outcomes, a master teacher must be an excellent instructor. School Leaders (such as your principal or other coach) and Network Support Instructional Experts (such as Regional Superintendents and Achievement Directors for your content area) will evaluate planning and instruction through frequent lesson observations throughout the year.



**Core Values and Contributions to Team Achievement:** At AF, teaching is a team sport. We expect our teachers to partner with their colleagues and to embody the Achievement First values. Teachers will be evaluated both by their principal and by a cohort of their peers to determine their contributions to the larger Team and Family and the extent to which they model our core values.

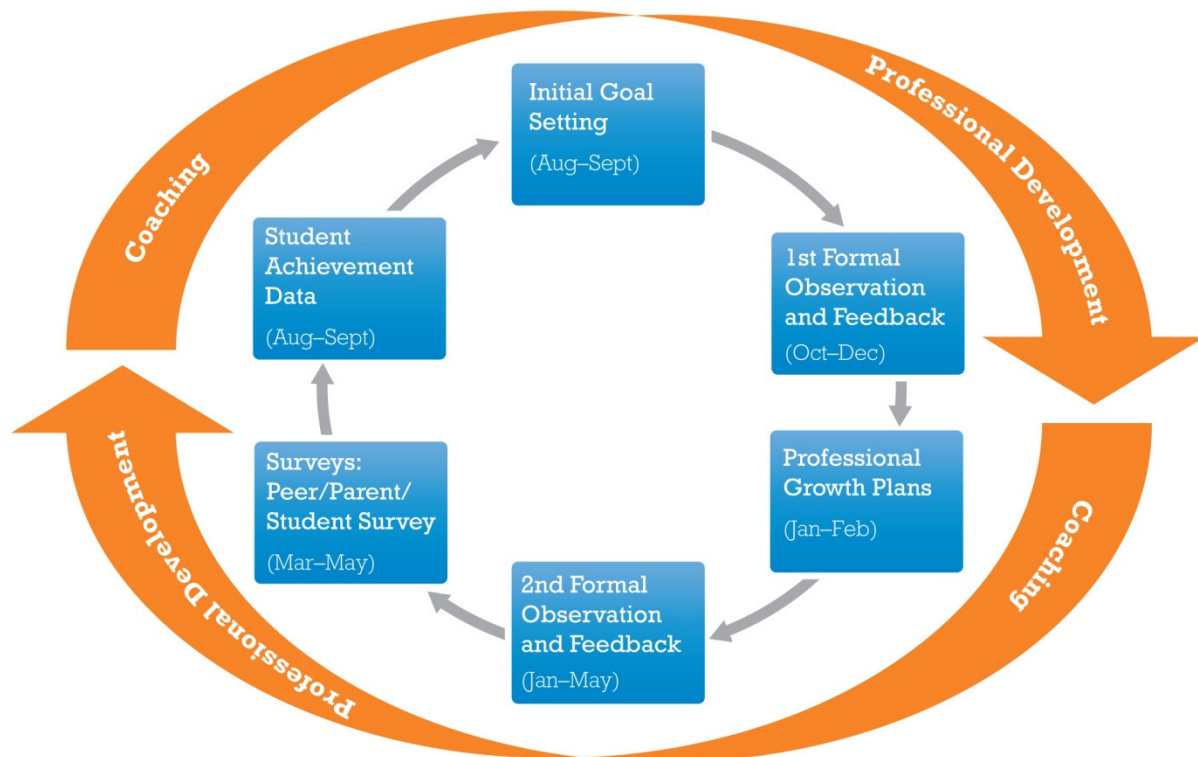
## Excellence is Developed

AF values learning and development for all members of our Team and Family. We recognize that the professional development, feedback, evaluation, recognition, compensation, and sustainability needs of teachers are all interconnected.

Teacher Career Pathway will enable Achievement First to have the strongest teachers working in neighborhoods, which need them most.

**Joe Pirro, 2<sup>nd</sup> Grade Teacher  
AF Crown Heights Elementary**

The cornerstones of continuous improvement are ongoing observations and feedback from your coach coupled with ongoing opportunities for teacher learning and development. AF already provides a host of professional development opportunities including AF-wide PD day, school based PD, middle school content days, data days, new staff training, and the day-to-day sharing and support of grade and subject-level teams. Our goal is for the Teacher Career Pathways to enhance the strong teacher coaching and PD practices that are already taking hold at AF. In addition to feedback from your coach and powerful self-reflection, teachers will now benefit from more systematic feedback from peers, parents and students. This additional feedback will be debriefed with the teacher's coach and help in the setting of professional development goals. The annual Professional Growth Plan (PGP) that will now be aligned to the Teacher Career Pathway evaluation. The PGP provides an opportunity for comprehensive mid-



year self-reflection in partnership with your coach. The PGP assesses and documents your progress toward each of the outcomes and inputs. This comprehensive, mid-year check-in ensures teachers have the feedback they need to identify clear learning goals.

**In a truly rational society, the best of us would be teachers, and the rest would have to settle for something else**

**Lee Iaccoca**

As teachers advance in their careers, they begin to require less support but often crave opportunities to continue to improve their skills and practice. Therefore, with each step forward in the Teacher Career Pathway, our teachers are provided with differentiated professional development opportunities (see page 4 of the Executive Summary for a comprehensive list for each stage).

	<b>PROFESSIONAL DEVELOPMENT</b>
<b>STAGE 4 Senior Teacher</b>	<ul style="list-style-type: none"> <li>✓ Participation in senior teacher cohort</li> <li>✓ \$1,500 self-directed PD budget</li> <li>✓ Preferred access to special PD experiences (ex: Jon Saphier series, Marcy Cook day, culture intensive with Chi, UBD intensive)</li> <li>✓ Special visits / sharing with high-performing teachers regionally</li> <li>✓ Formal partnership with Team Teaching and Learning on curriculum and professional development; opportunity to lead trainings at content days and AF-wide PD Days</li> <li>✓ Regular lesson observation with feedback and coaching</li> <li>✓ PGP and goal setting</li> </ul>
<b>STAGE 5 Master Teacher</b>	<ul style="list-style-type: none"> <li>✓ Participation in master teacher cohort</li> <li>✓ \$2,500 self-directed PD budget</li> <li>✓ Up to 2 personal coaching sessions from network-wide or out of network “experts”</li> <li>✓ Guaranteed access to special PD experiences (ex: Jon Saphier series, Marcy Cook day, culture intensive with Chi)</li> <li>✓ Special visits / sharing with high-performing teachers regionally</li> <li>✓ Special visits to observe high-performing teachers nationally</li> <li>✓ Formal partnership with Team Teaching and Learning on curriculum and professional development; opportunity to lead trainings at content days and AF-wide PD Days</li> <li>✓ Regular lesson observation with feedback and coaching</li> <li>✓ PGP and goal setting</li> </ul>

## Excellence is Celebrated

AF's Teacher Career Pathway is a five-staged pathway that provides an opportunity for our network to celebrate and reward our teachers in multiple ways as they demonstrate sustained excellence. Progression up the stages is accompanied by increased compensation, recognition and professional growth opportunities. Teachers will also be recognized and rewarded in additional ways.

### **Teachers who move to Stage 4 and Stage 5:**

- ✓ An immediate salary increase of \$6,000 - \$10,000
- ✓ Announcement at AF-wide PD day
- ✓ Listing in the Many Minds, One Mission newsletter
- ✓ Video of your teaching or interview with you put on AF website

### **In addition to the above, Stage 5 teachers also receive:**

- ✓ An additional, immediate salary increase of \$6,000 – \$10,000
- ✓ Special recognition luncheon with travel of up to 2 family members to join your recognition
- ✓ Annual master teacher meeting with Doug & Dacia for ideas & feedback
- ✓ Super-special recognition at AF-wide PD Day

## Celebrating Collective Success

While we are excited to move forward with this form of individual recognition, we are very aware that great teaching is really a team sport. We want to make sure that, in recognizing individual great teachers, we don't end up compromising our Team & Family culture or failing to recognize the collaborative effort that is always behind really dramatic gains for our scholars. Therefore, we are also hoping to simultaneously implement school-wide bonuses that would celebrate collective achievements and give all staff the opportunity to earn a bonus of up to 10% of their salary. This includes all teachers, leaders, operations team members and support staff. The school effectiveness is evaluated based on points earned on the AF School Report Card which includes measures of student academic success for each grade level and other input measures (operations, budget, etc). Team members can earn 10%, 5%, 2.5% or 0% bonus depending on the overall school evaluation.

# Overall Evaluation

**AF's Teacher Career Pathway is designed to support high levels of student achievement by:**

- ✓ Setting clear standards and raising the bar for instructional excellence across the network
- ✓ Retaining talented teachers through recognition and reward
- ✓ Reinforcing and emphasizing the value AF places on great teaching

## *How was the Teacher Career Pathway developed?*

With a team comprised of Achievement First teachers and principals, AF undertook the initial design process for the Teacher Career Pathway in spring 2009. Throughout the process, the design team has solicited teacher and principal feedback to drive the design of the Teacher Career Pathway. Ten separate, two-hour volunteer input group meetings were held during which teachers and leaders have provided input on both the evaluation criteria and the evaluation process, including:

- ✓ Measurement tools and procedures for each of our four key categories
- ✓ Relative weight of each component of the evaluation
- ✓ Specific survey question development
- ✓ Teacher progression from one stage to the next

More than 150 Achievement First teachers and leaders have participated in providing feedback either through these input group meetings or at open forums at our network-wide events. In addition, each of the evaluation tools was piloted with 30 teachers at five AF schools during the 2009-10 school year; teachers and principals at these schools provided regular feedback and input on the design process through formal meetings, surveys, and informal conversations.

As a part of the design of Teacher Career Pathway, I've had opportunities to really reflect on what teacher assessment at AF could look like, and have been able to voice my ideas and have them embraced, challenged, and enriched on an ongoing basis.

-Daniel Levin , AF Bushwick Middle School Music Teacher







### What is the Teacher Career Pathway?

AF’s Teacher Career Pathway is a systematic, coordinated approach to recognizing and developing great teachers as they progress through five career stages (intern, new teacher, teacher, senior teacher, master teacher). These stages were developed to celebrate excellent teachers and are accompanied by increased compensation, recognition and professional growth opportunities. The Teacher Career Pathway program builds off of a number of practices already in place – lesson observation and feedback, unit/lesson review and feedback, parent surveys, student surveys and analyzing student achievement data – but it puts these items altogether in a more systematic and coordinated way.

### What is the Teaching Excellence Framework?

Teachers will not be evaluated through any one measurement. Instead, all teachers will be evaluated in four areas: the academic achievement gains they make with their scholars, the character development of their scholars, the quality of their instruction and planning, and their core values and contributions to team achievement. The Teaching Excellence Framework below is the core tool for evaluating a teacher’s readiness to move up a stage. It includes student achievement data, student surveys, parent surveys, Essentials lesson observations, a portfolio review, peer surveys, and an overall principal assessment. To be eligible to move up a stage, teachers will have to meet baseline standards in each of four component areas.

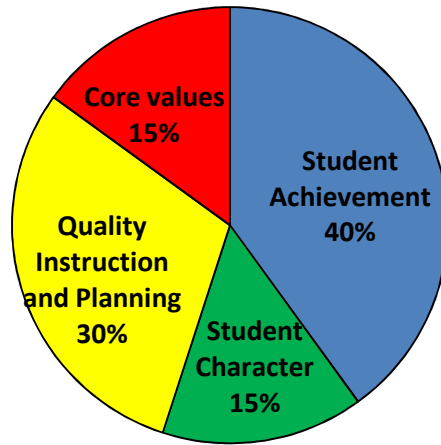
## Teaching Excellence Framework

OUTCOMES		INPUTS	
<p><b>Student Achievement</b></p> 	<p><b>Student Character Development</b></p> 	<p><b>Quality Instruction</b></p> 	<p><b>Core Values and Contributions</b></p> 
<p><b>Data on the teacher value-added</b> for student achievement on various tests</p> <p><b>Principal assessment</b> of data accuracy and consistency with previous results</p>	<p><b>Student survey</b> on their experience in the classroom</p> <p><b>Parent survey</b> of relationships and character development</p> <p><b>Principal assessment</b> of student behaviors</p>	<p><b>Lesson observations</b> based on the <b>Essentials of Great Instruction</b></p> <p><b>Principal assessment</b> of mastery of the <b>Cycle of Effective Instruction</b></p>	<p><b>Peer survey</b> on core values and contributions to the mission</p> <p><b>Principal assessment</b> of core values and contributions to the mission</p>

*How will my scores on inputs and outcomes be used in my overall evaluation?*

Components of teacher evaluations will be weighted differently depending on whether or not a teacher is teaching a course with a standardized, norm-referenced test. For teachers teaching courses with a standardized assessment, student achievement will account for 40% of the evaluation. Quality instruction and planning will represent 30%. Student character development will be 15%. Core values and contributions to team achievement will be 15%.

**Tested Subjects**

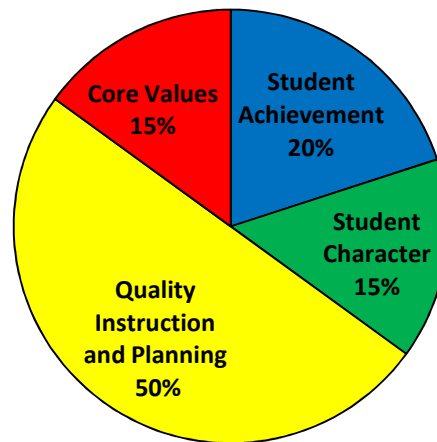


Teaching Excellence Framework: Courses with a Standardized Assessment						
OUTCOMES (55%)			INPUTS (45%)			
Student Achievement	Student Character Development		Quality of Instruction and Planning		Core Values and Contributions to Team Achievement	
40 points	15 points*		30 points		15 points	
<b>Value-Added Measures</b> Up to 40 points for principal’s review and Regional Super verification of value-added measurements	<b>Student Survey</b> Up to 7.5 points for student survey results	<b>Parent Survey</b> Up to 7.5 points for parent survey results	<b>Lesson Observations</b> Up to 25 points for average of 4 lesson observations and overall Essentials assessment	<b>Planning Assessment</b> Up to 5 points for effective planning	<b>Peer Survey</b> Up to 10 points for peer survey results	<b>Principal Assessment</b> Up to 5 points for principal assessment of teacher’s contribution to team achievement on rubric

Student character development is half of the Achievement First mission and critical for the life-long success of our scholars. Therefore, a teacher’s impact on student character is assessed not only through the student and parent survey, but also in lesson observations and planning and in core values and contributions to team. So, when taken together, a teacher’s contribution to student character will account for approximately 25-30 points of a teacher’s overall total (and not just the 15 points allocated explicitly to student character development).

For courses without a standardized assessment, teachers will be evaluated with slightly different weights. For these teachers student achievement will account for 20% of the evaluation, quality instruction and planning with count for 50%, student character and relationships will be 15% and core values and contributions to team achievement will be 15%.

### Untested Subjects



Teaching Excellence Rubric: Courses without a Standardized Assessment						
OUTCOMES (35%)			INPUTS (65%)			
Student Achievement	Student Character and Relationships		Quality of Instruction and Planning		Core Values and Contributions to Team Achievement	
20 points	15 points*		50 points		15 points	
<b>Value-Added Measures</b> Up to 20 points for principal’s review and Regional Super verification of the body of student work including end of course exams and interim assessments.	<b>Student Survey</b> Up to 7.5 points for student survey results	<b>Parent Survey</b> Up to 7.5 points for parent survey results	<b>Lesson Observations</b> Up to 40 points for overall average of 4 lesson observations and overall Essentials assessment	<b>Planning Assessment</b> Up to 10 points for effective planning	<b>Peer Survey</b> Up to 10 points for peer survey results	<b>Principal Assessment</b> Up to 5 points for principal assessment of teacher’s contribution to team achievement on rubric

### *What is the timeline for this initiative?*

AF teachers will begin to participate in the Teacher Career Pathway in fall 2010 and will receive feedback from each of the measures described above during the 2010-2011 and 2011-2012 school years. Because movement up the stages requires two consecutive years of data, no teachers will be placed in a stage or be impacted by the stage compensation levels until the beginning of the 2012-2013 school year.

### *What is the timeline for the data review process?*

The Teacher Career Pathway process is an ongoing cycle. It begins in the fall, with teachers and school leaders reviewing student-achievement data from the previous year to analyze the gains student made in terms of skill and content mastery.

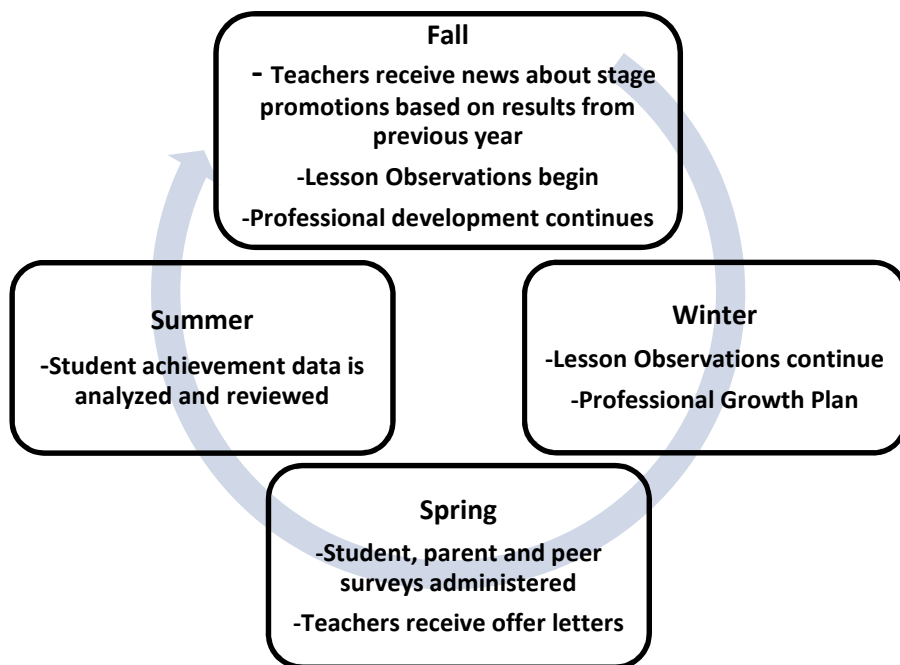
Throughout the school year, all teachers will be observed by their coaches and either a content expert Achievement Director or a Regional Superintendent.

Feedback from these observations will be used continuously to work with teachers on their professional strength and growth areas.

In the spring, student, parent and peer surveys will be distributed to the schools and collected by the end of April. In June, every teacher will meet with his or her coach to review this summative feedback.

Teachers will continue to receive formal offer letters in April each year. Because the evaluation also encompasses student achievement results which do not arrive until the summer or early fall, this offer letter will reflect only cost-of-living increases and will not reflect any extra increase the teacher will receive if he/she is promoted to the next stage.

Throughout the summer and into early fall, student achievement data will be analyzed to determine a teacher's impact on student results. In September (beginning in 2012), once all evaluation components are analyzed, those teachers who will be promoted to the next stage

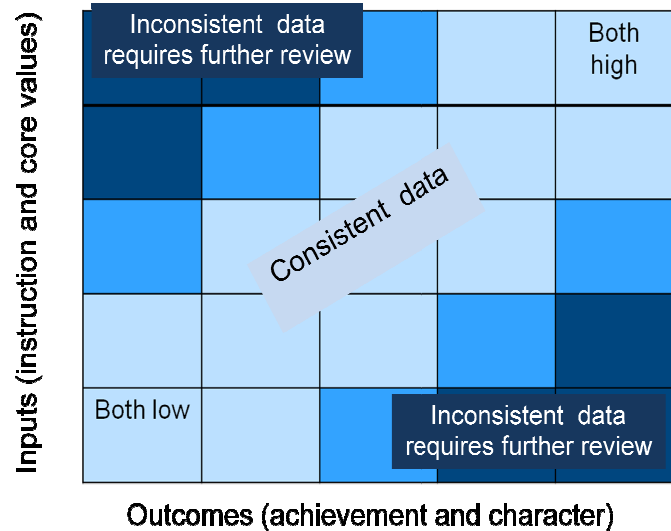


will receive their salary increase. While this timing is admittedly awkward, the availability of student achievement data necessitates a delay in making final promotion decisions.

**What happens if there is inconsistency in my component ratings?**

When all the data is aligned (either telling a consistent story of a teacher who is ready to move to the next stage or telling a consistent story that a teacher is not ready to move up a stage), then the existing data becomes the final decision.

When the data is misaligned (for example: very strong results in all areas except student achievement) then further review is required. The Principal will discuss misaligned results with his or her Regional Superintendent, who will provide input and guidance regarding the teacher’s stage placement decision.



**What if I disagree with elements of my evaluation?**

When a teacher does not agree with the results of the data and the related decision regarding his or her stage placement, he or she has an opportunity to appeal to a review committee consisting of the Principal, Regional Superintendent, and another member of Network Support. The committee will make the final decision regarding stage placement based on evidence provided by the teacher and principal.

**How will a school-wide bonus impact my compensation?**

We believe that every member of the school team plays a critical role in school success. Therefore, a school-wide bonus system will be implemented following the 2011-2012 school year to reward exemplary school performance. Bonus goals are based on the AF School Report Card, a document that is designed to define excellence at AF with a primary goal of dramatic student-achievement gains across multiple grade levels. We will be reviewing and revising the current AF Report Card metrics in the coming months to ensure that it accurately reflects what we value. If earned, the bonus payments will be made to all teachers, leaders and support staff, as we believe that every member of the school team plays a critical role in student success.

# First Things First: Student Achievement

Growth in student achievement is the core goal for all AF teachers. For this reason, every teacher in the AF network will be evaluated, in part, on the extent to which he or she is able to increase the achievement of each individual student.

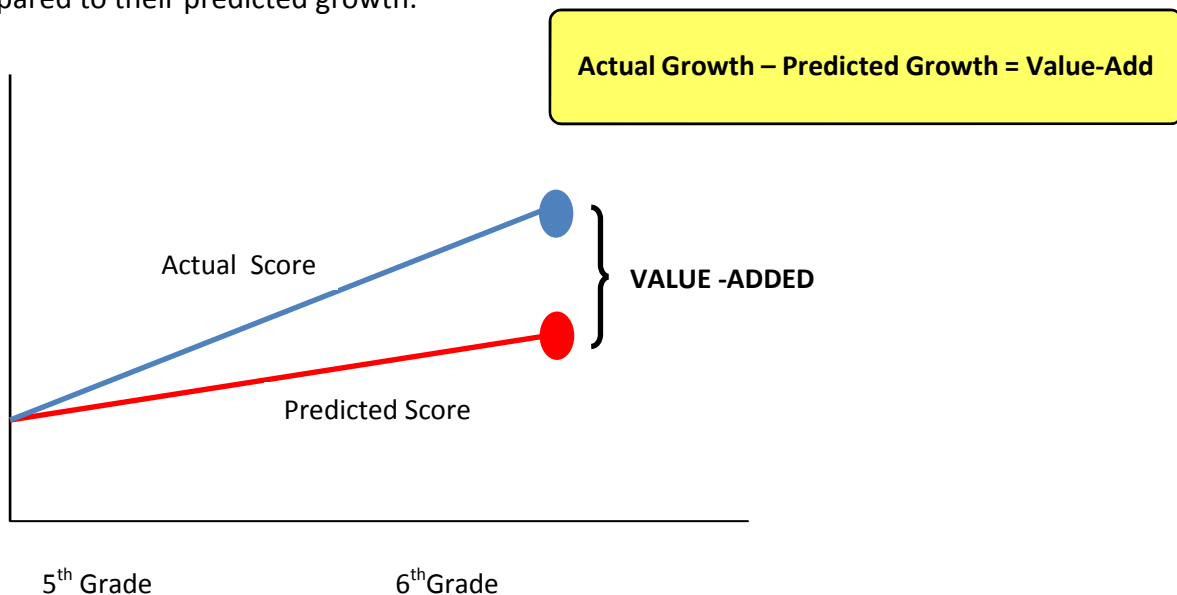
Student growth will be measured in different ways, depending on the type of assessments administered in a given course. When standardized tests exist and there is a large sample size of students, teachers will be evaluated based on the growth they achieve over the previous year with each student, or a value-added measure. For courses in which no standardized tests exist, or there is a small sample size of students, teachers will be evaluated based on a student pre- and post-assessment and/or student work portfolio.

## *How will student achievement be measured in courses with standardized tests?*

In courses with standardized tests, student achievement will be determined based on a value-added measure of student learning growth from one year to the next.

## *What is value-added?*

Value-added is a measure of a student's assessed growth between one year and the next, compared to their predicted growth.



*How is value-added calculated?*

**Step 1: Calculate raw change in test scores from one year to the next.**

Raw changes in test scores are determined for individual students during a given year. Actual (or raw) growth is determined by comparing actual scores from the end of last year with actual scores from the end of the current year.

**Step 2: Subtract Typical Growth**

Individual student’s growth is compared to the growth of their peers who started with test scores in a similar place. AF will compare results not only to other AF students, but also to students in their host districts such as the New York City Department of Education and the New Haven Public Schools in order to have a larger comparison sample size. We will always be using the largest comparison group possible.

<i>Student Name</i>	<i>NYS Math 5<sup>th</sup> grade (pre-test)</i>	<i>NYS Math 6<sup>th</sup> grade (post-test)</i>	<i>Actual growth</i>	<i>Typical growth for students with the same pre-test score</i>	<i>Initial value added</i>
<i>Layla</i>	<i>660</i>	<i>676</i>	<i>+16</i>	<i>+9</i>	<i>+7</i>
<i>Jordan</i>	<i>620</i>	<i>640</i>	<i>+20</i>	<i>+18</i>	<i>+2</i>

**Step 3: Account for Student Factors Outside Teacher Control**

Next, the value-added score is adjusted to control for factors outside the teacher’s control that strongly predict growth such as special education status, prior year behavior, etc. The model does not adjust for socio-economic status or race because we have not found either to be strong predictors of growth.

<b>ACHIEVEMENT FIRST VALUE-ADDED MODEL</b>	
<b>Potential Student Factors Accounted For</b>	<b>Student Factors Currently NOT Accounted For:</b>
<ul style="list-style-type: none"> <li>✓ Gender</li> <li>✓ Prior year at an AF school</li> <li>✓ Prior year academic performance</li> <li>✓ Prior year attendance</li> <li>✓ Prior year behavior</li> <li>✓ Special education status</li> <li>✓ English language learners</li> </ul>	<ul style="list-style-type: none"> <li>✓ Socio-economic status</li> <li>✓ Race</li> </ul>

#### Step 4: Arrive at Fair Value-Added Score for Each Student's Growth

The fair value-added score adjusts for typical growth and factors in student demographic information to arrive at the score that most accurately reflects the amount of growth that can be attributed to a teacher's instructional effectiveness.

<i>Student Name</i>	<i>Initial value added</i>	<i>Is he/she in special education?</i>	<i>If yes, add +2</i>	<i>Was he/she chronically absent last year?</i>	<i>If yes, add +3</i>	<i>Final value added</i>
<b>Layla</b>	<b>+7</b>	<b>No</b>	<b>0</b>	<b>No</b>	<b>0</b>	<b>+7</b>
<b>Jordan</b>	<b>+2</b>	<b>No</b>	<b>0</b>	<b>Yes</b>	<b>+3</b>	<b>+5</b>

#### Step 5: Determine Teacher's Percentile

Finally, to determine a teacher's percentile, individual student scores are ranked and each student receives a percentile score for his/her final value-added growth score relative to a large sample of peers. Teachers are tentatively placed in large performance bands (likely only 3 bands – above average, average, or below average in terms of value-added achievement). In addition to seeing the summary results, you and your principal will be able to review the predicted growth, the actual score, and the actual growth for every student.

Value-added can be a very useful tool for assessing a teacher's impact on student achievement. Most experts agree that it is the fairest, most accurate way of evaluating student performance results because it focuses on the growth of individual students (not absolute achievement and not class averages) and accounts for a variety of potential student factors (e.g. special education status). However, while it is the best tool available to us, value-added analysis is still imprecise and may not capture all of the context and factors that affect the performance of our scholars. Therefore, your principal will review the value-added data, looking at the categories of predicted, actual and value-added growth for each student to ensure that the results accurately reflect your overall student outcomes.

#### *Which courses will use value-added to measure student achievement?*

Value-added assessments require an assessment that is reliable, uniformly graded, and aligned to the taught curriculum or skills (Connecticut Mastery Test, New York State assessments, Terra Nova, etc). The table below shows all courses in which appropriate standardized tests exist by which to calculate teacher valued-added.



Courses	Assessments
Grade 3-8: Reading/TA/Literature	NYS ELA, CT Reading, Step/F&P
K- Grade 4: Math	Terra Nova, NYS Math, CMT Math
Grade 5-7: Math/Problem Solving	NYS Math, CMT Math
All Grades – Writing (CT only)	CMT Writing

***In courses with standardized tests, in which value-added can be calculated, how much will student achievement count towards my overall evaluation?***

In courses where standardized tests exist and value added can be calculated, student achievement results will count for 40% of a teacher’s overall evaluation. The value-added results will be provided to the principal who will take into account the value-added results as well as other student achievement data for the year to determine the teacher’s points (up to a possible 40 points).

When the value-added results align clearly with other results (class observations, survey results), then the score is finalized. When there is a misalignment with other results, then the data must also be reviewed with the school’s Regional Superintendent before a final score is assigned.

***How will student achievement be measured in courses currently without appropriate standardized tests?***

Not all courses have a standardized test with an adequate number of comparison teachers to generate a fair growth comparison. Therefore, for some courses, principals’ ratings of teachers’ student achievement impact will be informed by students’ performance on non-standardized assessments and/or student work portfolios. This is one of the areas of this program where we have the most work to do.



During the 2010-2011 school year, courses without value-added measures will participate in an assessment pilot. Their student achievement results will not be included in their overall evaluation during the 2010-2011 year. Instead, we will work together to identify

the best assessment measures to be used during the 2011-2012 school year by creating and testing the assessments this year. Identifying the best measures of student achievement is incredibly important and therefore, this pilot approach will help to ensure all teachers who teach subjects outside those with standardized assessments will have a fair assessment before it becomes a part of their evaluation.

*Which courses will pilot student achievement measures in 2010-2011 and not have their student achievement results “count” toward the teacher career pathway measures in 2010-2011?*

<b>Courses</b>	<b>Assessments</b>
All Grades – NY Writing	K-2 Reading (*Principal feedback needed)
All High School Courses	Grade 8: Pre-Algebra/Algebra
All Grades Special Education	5-8 <sup>th</sup> Grade- Science
All Grades – Art	5-8 <sup>th</sup> Grade – History
All Grades – Physical Education	All Grades – Music

Note: If you teach both a course listed in the tested subject group and a course listed in the untested group, your student achievement results will be based on the tested subject during the 2010-2011 school year.

*How much will student achievement count towards my overall evaluation for courses without the standardized tests necessary for value-added?*

During 2010-2011, student achievement will not count toward the overall assessment. Beginning in 2011-2012, 20% of the teacher’s evaluation will be based on student achievement data and an additional 20% will be included on the assessment of the teacher’s instruction. Thus quality of instruction (as measured by observations) will account for 50% of the overall score, rather than 30% for those in tested subjects.

# Everything with Integrity: Student Character Development

AF is proud to be a national leader in our commitment to student character education. Our network culture is built on the premise that success in college and life depends on more than just high academic achievement – it also requires that students have mastered key character and leadership skills.

Given that strength of character and leadership development are core parts of AF’s mission, teachers will also be assessed and receive feedback on these essential, albeit difficult to measure, outcomes. In addition, strong collaborative relationships with families around our scholars’ educational success are essential to support ever-higher academic performance and achievement for our students. As a result, we will measure the degree to which a teacher works with his or her students’ families toward their shared goal of student success.

## *How will my contributions to student character and relationships be measured?*

Student character is measured in various ways throughout the Teacher Career Pathway. Lesson observations, student achievement results, and modeling core values all contribute to the character development of our students. The dedicated “student character development” component is measured by two different tools: student surveys and parent surveys.

Student surveys: The student survey is a tool that measures a teacher’s classroom culture and student relationships. Each teacher will receive feedback from at least 20-30 students, representative of all the classes he/she teaches. Surveys are written to be age-appropriate for the students in your class (no student surveys are given for K-2).

Parent surveys: The parent survey is a tool that measures the extent to which the teacher has invested in parent relationships. Each teacher will receive feedback from at least 20 parents, representative of all the classes he/she teaches. Parent survey responses will be collected with the current parent survey each spring.

## *How were the student character and relationship tools developed?*

The student survey has been adapted from the Tripod Survey, a national survey created by Harvard researchers as part of a larger Gates Foundation study of effective teaching. The survey has been taken by more than 500,000 students and will provide powerful comparative data.

The parent survey incorporates questions from the KIPP Healthy Schools Survey, the Tripod Survey and other AF-specific questions. Input group teachers and leaders have provided feedback along the way to continuously improve both the parent and student surveys, both of which are still drafts. See the Appendix for parent and student survey questions and please provide any feedback you may have to [sarahcoon@achievementfirst.org](mailto:sarahcoon@achievementfirst.org).

*What percentage of my evaluation will be based on student character and relationships?*

Student character development is half of the Achievement First mission and critical for the life-long success of our scholars. Therefore, a teacher's impact on student character is assessed not only through the student survey (7.5%) and parent survey (7.5%), but also in lesson observations and planning and in core values and contributions to team. So, when taken together, a teacher's contribution to student character will account for approximately 25-30 points of a teacher's overall total (and not just the 15 points allocated explicitly to student character development).

# Excellence is a Habit: Quality Instruction and Planning

Excellent teachers are excellent instructors. Therefore, AF has always placed a strong emphasis on quality instruction and effective planning. Frequent lesson observations and feedback is essential to an AF teachers' continuous improvement and is a cornerstone of the Teacher Career Pathway. Teachers will continue to be observed and meet with coaches regularly. In addition, teachers will be observed in a full lesson observation twice a year by their principal or coach and partial lessons will be observed twice a year by a network instructional expert (Regional Superintendent or Achievement Director) who will provide additional feedback.

## *How will quality of instruction be assessed?*

Assessment of a teacher's instruction is based on five data points: four formal lesson observations, and an overall, holistic rating of a teacher's instruction based on the evidence gathered during observations throughout the school year.

Observation	Weight	Type	Observer	Observation Length
1	20%	Internal	Principal or coach	Full lesson (45-90 minutes)
2	20%	Internal	Principal or coach	Full lesson (45-90 minutes)
3	20%	External	Regional Superintendent or Achievement Director likely <i>co-observes with coach</i>	20 minutes
4	20%	External	Regional Superintendent or Achievement Director likely <i>co-observes with coach</i>	20 minutes
5	20%	Comprehensive (overall score)	Principal or coach	Based on the summary of all informal observations through-out the year

The formal observations include two unannounced, full lesson observations (45-90 minutes) by a teacher's Principal or coach. They include two 20-minute observations by an expert observer who is external to the school, such as a Regional Superintendent or network Achievement Director for the subject taught. The observer will rate the teacher on each of the observed elements of the Essentials of Effective Instruction. Each of these four observations will be debriefed with the teacher.

In addition, since all teachers receive frequent informal observations and feedback from their coach, as a fifth data point, the coach will enter one comprehensive evaluation score based on a summary of all of these informal observations. A rubric to clearly articulate what instruction looks like for each of the Essentials related to each rating is currently being created. All observers will participate in training to promote consistent understanding and reliable ratings across observers.

### *How will quality of planning be assessed?*

In addition to the assessment of instruction, all teachers will be assessed each year on the full Cycle of Highly Effective Teaching (annual goal-setting, unit planning, lesson planning, data-based planning, interventions). Teachers moving into Stages 3 or 4 will be assessed on the Cycle by their Principal who will use a clear rubric to rate a teacher's performance against each of the planning elements. The process to move into Stage 5 is more rigorous. Our current thinking is that a teacher who is moving into Stage 5 will showcase his or her instruction and planning by creating a portfolio and sharing it with a portfolio review committee.

### *How were the lesson observation evaluation tools developed?*

In 2008, AF developed the Essentials through a year-long process of engaging principals and teachers in a conversation about the most important elements of effective instruction. This work was informed by the ongoing research of Jon Saphier and Doug Lemov and by parsing the practices of highly effective teachers.. The Essentials are not static – they are edited annually to reflect our evolving understanding of the elements of great instruction.

### *How much will quality instruction and planning count towards my evaluation?*

Quality instruction and planning will constitute 30% of a teacher's evaluation in courses where standardized tests exist. For courses without standardized tests, quality instruction and planning will constitute 50% of the teacher's evaluation.

# Team and Family: Core Values and Contributions to Team Achievement

At AF, we believe that excellent teaching requires a team effort. The best teachers do not focus solely on the success of the students assigned to their classrooms. They also invest in the success of other teachers, scholars, and the school community as a whole. A teacher’s peers are best able to effectively measure the extent to which a teacher contributes to the team and consistently models the AF Core Values.

### *What are the Achievement First Core Values on which the teacher will be evaluated?*

Achievement First lives by its Core Values, which inform and guide us in all aspects of what we do, and help us to create a positive, achievement-oriented school culture.

Achievement First’s Core Values	
<b>Results Without Excuses or Shortcuts</b>	Works hard every day to deliver on the urgent promise to provide an outstanding education for all students; does not lower the bar or make excuses in response to disappointing results
<b>Team and Family</b>	Cares about others and treats everyone with respect; works hard to preserve a sense of family; has fun with team and celebrates differences; collaborates and shares best practices; pitches in when teammates are struggling.
<b>People Matter – Mightily</b>	Honors his or her own personal, family, and community commitments and those of others; contributes to an environment that is exceptionally professional, collegial stimulating and supportive.
<b>Excellence Is a Habit</b>	Strives to set the standard in everything he/she does; relentlessly pursues excellence and does not settle for “so-so” from students or self.
<b>Sweat the Small Stuff</b>	Pays attention to even the smallest details to ensure smooth, predictable, and effective outcomes in everything he or she does.
<b>First Things First</b>	Recognizes that the needs of students always come before the needs of adults and prioritizes students first.
<b>Whatever It Takes</b>	Is persistent, insistent, and deliberate in his or her actions; gives 100% every day and goes the extra mile to make the difference in the lives of our students.
<b>Many Minds, One Mission</b>	Sees self as a partner in a national effort to improve the communities in which we live and work; eager to learn best practices from other high-performing teachers and schools.
<b>Everything with Integrity</b>	Values integrity and models it for students; does not merely post the REACH values but allows them to drive actions and words; is humble, honest, and admits mistakes.

**What the teacher is, is more important than what he teaches.**

**Soren Kierkegaard**

*What tool will be used to evaluate a teacher's embodiment of Achievement First Core Values and their contributions to team achievement?*

Core values and contributions to team achievement will be measured primarily through peer surveys and principal input. Each teacher will be evaluated by at least six of his or her peers. The peers are chosen by the school's principal and are the peers who best know the teacher (often members of the teacher's grade-level team). In addition to the peer evaluation, the school principal will also evaluate the teacher's contributions to the school community..

*How was this tool developed?*

The peer survey was created with teachers and leaders and then tested in the five pilot schools during the 2009-10 school year. Based on the results of the pilot survey, the peer survey has been revised to best evaluate the extent to which a teacher exemplifies the core values and contributes to the success of the entire school and grade/subject team. See the Appendix for the current draft of the peer survey. If you have any additional feedback, please email [sarahcoon@achievementfirst.org](mailto:sarahcoon@achievementfirst.org).

*How much will the evaluation of my embodiment of Achievement First's Core Values and contributions to team achievement count towards my overall evaluation?*

Core values and contributions to team achievement will count towards 15% of a teacher's overall evaluation.

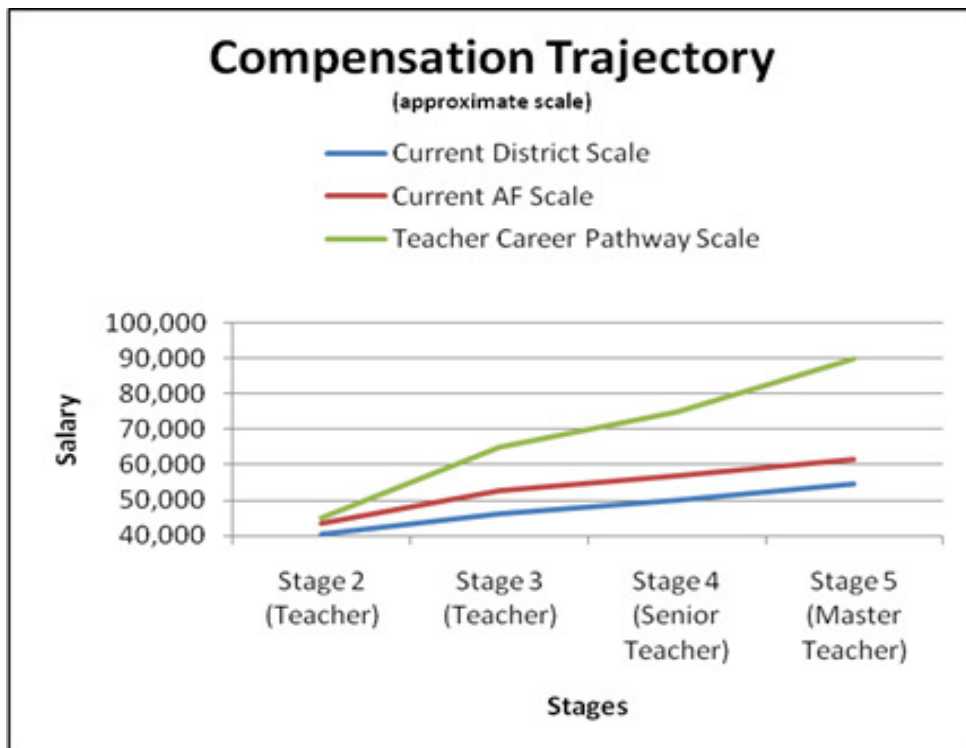


# Teachers Are Platinum: Celebrating Excellence

**Teacher Career Pathway builds on AF's already strong emphasis on teacher quality, growth and professional development. It celebrates educators who stay in the classroom and pursue teaching as a viable lifelong profession**

**Josh Falk, 2<sup>nd</sup> Grade Teacher  
Amistad Academy**

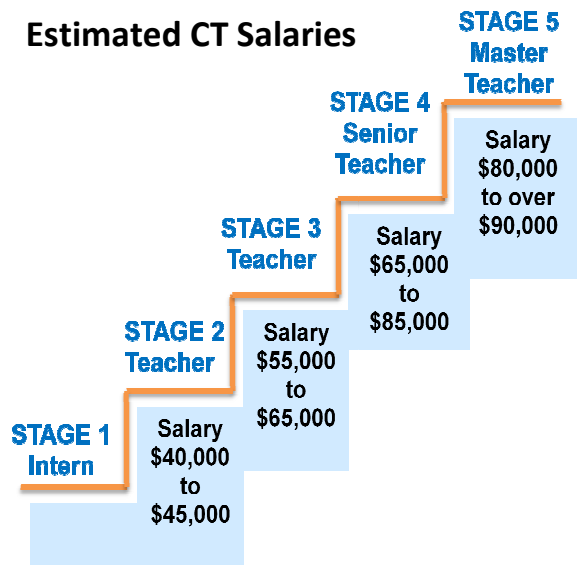
Teacher Career Pathway represents an opportunity for Achievement First teachers to receive increased compensation, status/recognition and professional growth opportunities based on their effectiveness in the classroom. The chart below depicts the estimated salary differentials between the current AF compensation scale, the district scale, and the scale enacted as part of the Teacher Career Pathway.



### *How will my stage affect my individual compensation level?*

Individual compensation involves two variables – stage and years of experience – with stage being the more dominant variable; educational attainment (e.g. masters, doctorate, etc.) will no longer have any direct bearing on compensation. The entire compensation scale increases with a Cost of Living Adjustment (COLA) of approximately 3% a year.

A teacher can move down a stage only if he does not meet the standards of his current stage for two consecutive years. When that occurs, his or her salary decreases to the amount of the stage to which he or she moved down.



### *How will the school-wide bonus factor into my compensation?*

Through this bonus system, in addition to base salary, all team members can earn a bonus equivalent to up to 10% of their salary when they are working together to ensure excellence throughout their school.

The AF School Report Card is currently used to evaluate the school’s effectiveness and includes student achievement goals for each grade level and non-academic goals. Schools can earn up to 100 points a grade level, 50 points for nonacademic measures, and 50 points for AF-wide success. The maximum score is 600 points. A bonus committee of board chairs of all AF schools and Achievement First’s two Co-CEOs, CFO, and CIO will review the data and determine what bonus has been earned by each school.

The table below outlines potential bonus amounts.

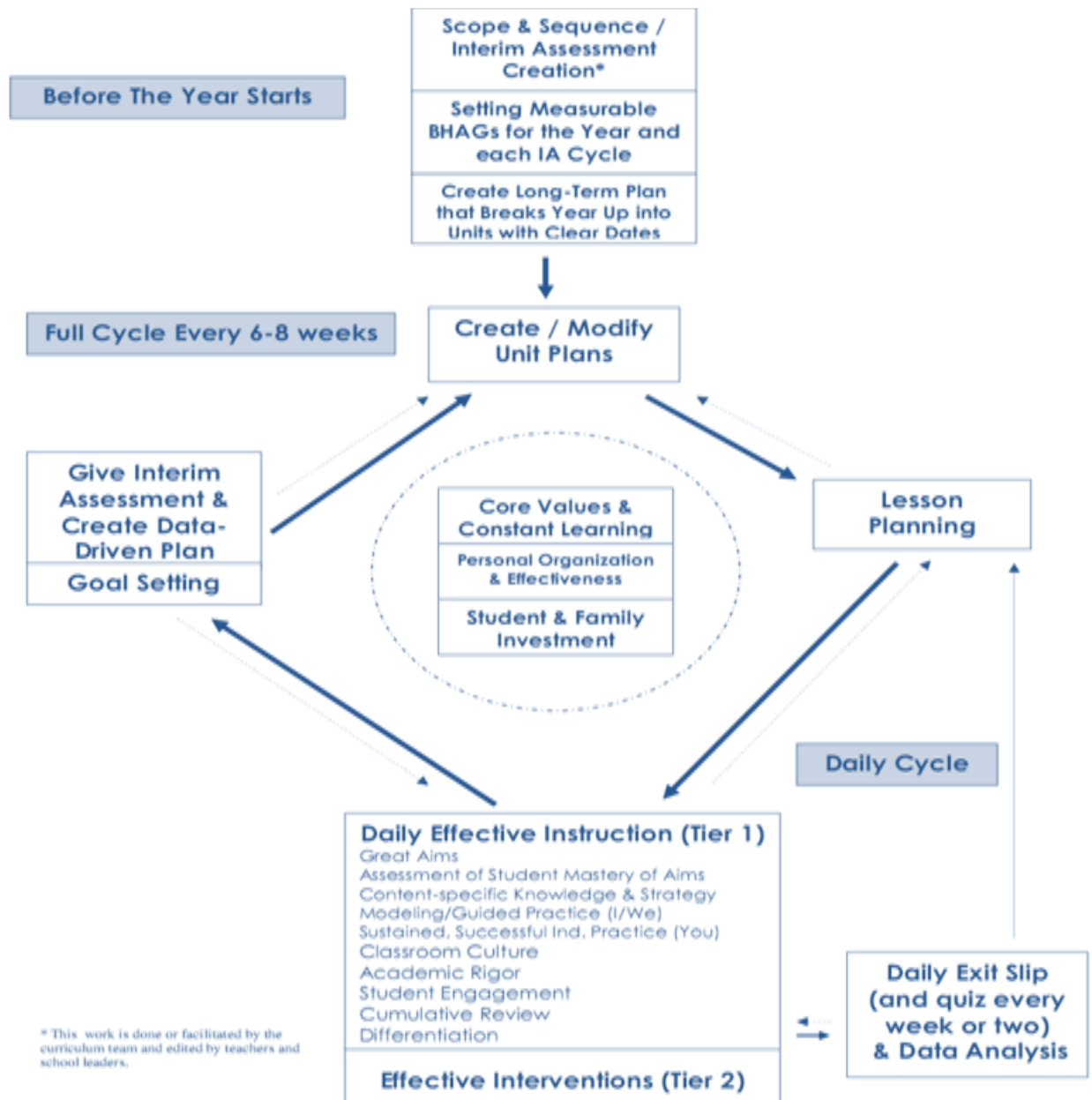
Points	Bonus Percentage	Bonus Amount
475 - 600 points	100%	10% of salary
375 - 475 points	75%	5% of salary
275 - 374 points	50%	2.5% of salary
0 - 275 points	0%	0% of salary

*In addition to salary increases and bonus opportunities, what other rewards will be offered to me as a result of my stage?*

Achievement First teachers are motivated by opportunities to continuously improve their knowledge and skills in the classroom. Therefore, in addition to salary increases and bonus opportunities, AF teachers will earn specialized professional development as they advance in their careers. Teachers will also receive increased school-based and network-wide recognition, greater input on school and network decisions and more options for sustainability as they advance. A complete table of these options for celebrating excellent teachers is included in the Executive Summary.

# Teacher Career Pathway Appendix

## Overall Evaluation Framework: Cycle of Effective Instruction



TEACHER CAREER PATHWAY: TOOLS FOR IDENTIFYING EXCELLENCE

	Principal Assessment	Lesson Observation	Portfolio Review	Student Growth Data	Student Survey	Parent Survey	Peer Survey
Delivers excellent instruction	✓	✓	✓	✓			
Thoughtfully plans lessons	✓	✓	✓				
Produces student academic growth	✓	✓	✓	✓			
Builds positive student relationships	✓	✓			✓	✓	
Builds positive family relationships	✓	✓				✓	
Develops student character	✓	✓			✓	✓	✓
Exhibits core values	✓	✓	✓		✓	✓	✓
Contributes to team achievement	✓		✓				✓

✓ = Primary focus    ✓ = Secondary focus

This rubric will be expanded for all of the Essentials. All lesson observers will be trained on the rubric in November.

# Evaluation Tool: Quality of Instruction

## Essentials of Instruction Lesson Observation Sample Rubric

Sample aims at each level will be provided on AF's Better Lesson site

Essential	5: Exemplary <i>Pushes dramatic student achievement growth</i>	4: Strong <i>Sets up strong student achievement growth</i>	3: Mostly There <i>Some student achievement concerns</i>	2: Attempted <i>Significant student achievement concerns</i>	1: Absent or Deeply Flawed <i>Very serious student achievement concerns</i>
<b>Great Aims</b>	<ul style="list-style-type: none"> <li>• Aim goes above and beyond all of the “strong” criteria.</li> </ul> <p><i>For Example:</i></p> <ul style="list-style-type: none"> <li>• Students can explain the relevance of the aims for the lesson in their own language.</li> <li>• The aim is clearly scaffolded to develop critical thinking.</li> <li>• The aim ties clearly to larger Enduring Understandings and Essential Questions.</li> <li>• The teacher strategically refers back to the aim throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Aims are bite-sized, measurable, standards-based, and part of a logical sequence.</li> <li>• The aims clearly drive the activities (not vice versa).</li> <li>• Students know and understand the aims for the lesson.</li> <li>• The teacher clearly connects the aim to past and future learning.</li> <li>• The aims are posted clearly and neatly in a highly-visible and consistent place</li> <li>• The aims are rigorous and really push students; they are at the right level to challenge students, without causing frustration or wasted time.</li> </ul> <p><i>For Example:</i></p> <ul style="list-style-type: none"> <li>• SWBAT infer how characters feel by using examples from the text about what the character does, says, and looks like</li> <li>• SWBAT determine the y-intercept for lines graphically and algebraically for linear equations (in and not in <math>y=mx+b</math> form)</li> <li>• SWBAT describe why increased carbon dioxide production increases global warming by using the ‘greenhouse’ metaphor</li> <li>• <i>Please check Better Lesson for sample aims sequences.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Aim meets most of the “strong” criteria, but one or two aspects are weak.</li> </ul>	<ul style="list-style-type: none"> <li>• Aim attempts most of the criteria, but there are significant issues</li> </ul>	<ul style="list-style-type: none"> <li>• The aim (or lack of aim) dramatically impedes student achievement.</li> </ul> <p><i>For Example:</i></p> <ul style="list-style-type: none"> <li>• Aims are not based in the standards and/or they do not build logically upon prior lessons.</li> <li>• No reference to an aim on the board or in the lesson</li> <li>• The aims lack rigor; they do not push students beyond their prior knowledge of a skill or concept.</li> <li>• SWBAT review for test</li> <li>• SWBAT finish Problem Set 3</li> <li>• SWBAT get excited about reading</li> </ul>

# Evaluation Tools:

## Student Character and Relationships

### Family Survey

**Family Survey:** The survey is a 12 question survey about one individual teacher. It is an amendment to the existing family survey and will be completed during spring report card night. The survey is assessed on a 5 point agreement scale.

Family Relationships	1	I feel comfortable talking with this teacher about my child.
	2	I have spoken with this teacher at least five times this year about how my child is doing in his/her class.
	3	This teacher has communicated the specific goals he/she has for my child in this class.
	4	This teacher is consistently positive and professional in my interactions with him or her. I have never felt disrespected by this teacher.
	5	This teacher always smiles and says hello when I see him or her.
	6	This teacher always returns my phone calls or emails within 24 hours.
Student Relationships	7	I feel that this teacher treats my child fairly and respectfully.
	8	This teacher celebrates my child's achievements. I have received at least three positive phone calls or notes from this teacher about something positive my child has done in his/her class.
	9	When my child has struggled in this teacher's class with academics, this teacher contacted me, and we have worked together to support my child. I have never been surprised by a lower than expected grade on a progress report or report card.
	10	When my child has struggled in this teacher's class with behavior, this teacher contacted me, and we have worked together to support my child.
Student Character	11	This teacher has helped improve my child's academic performance. My child knows a lot more about this subject than at the beginning of the year.
	12	This teacher is not just helping my child with academics but is also helping him/her to develop a good, strong character.
	13	My child wants to work hard and do his/her best in this teacher's class.
	14	The expectations, consequences, and rewards in this teacher's class are clear, fair and consistent.

# Evaluation Tool:

## Student Character and Relationships Student Survey

**Grades K-1 Student Survey:** The survey for students in grades K-1 is a 7-question, oral survey. The K-1 survey is assessed on a 3 point scale (Yes, Sometimes, No).

Captivates	1	Do you like this teacher?
	2	Does your teacher tell you every day what you are learning and why you are learning it?
	3	Are you successful in this class? Do you always learn what you are supposed to learn? Alternate: Do you meet the goals your teacher sets for you (exit tickets, reading goals)?
	4	Does your teacher tell you when you do a great job?
Cares	5	Do you think this teacher likes you and cares about you?
Clarifies	6	If you don't understand something, does your teacher explain it in a different way?
	7	Is it ok to ask questions in this class?

**Grades 2-12 Student Survey:** The survey is a 20 question scantron survey that takes 15-25 minutes to complete. The survey is assessed on a 5 point agreement scale.

Captivates	1	This teacher makes learning fun.
Cares	2	This teacher really likes me and cares about me as a person.
	3	This teacher listens to me and respects my ideas and suggestions.
	4	This teacher talks to us about the importance of working hard and going to college in way that makes me want to go to college.
	5	I want to work hard and do my best in this class because this teacher encourages me.
	6	I have never felt disrespected by this teacher.
Challenges	7	I feel successful in this class. At the end of class, I have mastered the aim for the day.
	8	In this class, my teacher accepts nothing less than top-quality work. If I turn in something that's messy, incomplete, or less than top-quality, I have to do it over.



	9	This teacher challenges me to really think and work hard. He/she asks me tough questions, and makes me explain why I think what I think.
	10	This class is not too easy or too frustrating. I have to push myself, but I can be successful.
Clarifies	11	This teacher explains things clearly. I understand what he/she is saying, even when it's about a difficult skill or idea.
	12	This teacher encourages me to ask questions and to ask for help when I need it.
	13	If I don't understand something, this teacher explains it another way and works with me until I get it.
	14	This teacher worked with me to set a specific goal for what I am going to achieve this year in this class, and I am excited to achieve my goal.
	15	I know how I am doing in this class and what I need to do to improve.
Controls	16	Students in this teacher's class are well-behaved. They treat this teacher with respect and follow his/her directions the first time.
	17	This teacher really sweats the small stuff (for example, this teacher makes us tuck in our shirts, sit SLANT, and raise our hand to speak).
	18	The teacher treats every minute of this class likes it's important. We don't waste time in this class.
	19	This teacher is someone I look up to because he/she always models our school values. He/she is a role model for me.
	20	This teacher follows through. If the teacher says he's going to do something, the teacher does it.

# Evaluation Tools:

## Core Values and Contributions to the Team

### Peer Survey and Principal Survey

**Peer Survey:** The survey is a 15-20 question multiple choice survey about one individual teacher. The survey is assessed on a 5 point scale: (5) One of the very best (top 5%), (4) very strong, (3) solid, (2) some challenges, (1) big issue.

<b>Core Values</b>	1	This teacher treats all teachers and staff with respect. I have not heard this teacher disrespect, talk badly about, or gossip about another staff member.
	2	This teacher treats all scholars and their families with respect. I have not heard this teacher disrespect, talk badly about, or make fun of a scholar or his/her family.
	3	When dealing with problems or difficult issues, this person is positive, professional, optimistic, and focused on problem-solving
	4	This teacher recognizes other teachers and staff for the good work and contributions they make to the team.
	5	This teacher has shared his or her knowledge, expertise and materials (e.g. lesson plans, class materials, etc.) with me.
	6	This teacher does not complain in an unproductive way. If he/she has a problem or concern, he/she addresses it directly with the person involved rather than talking with a lot of other people about it.
	7	This teacher is on time for the school day, classes, duties, meetings and for picking up students.
	8	I find it easy to give feedback to this teacher because he/she listens well, takes the feedback, and acts on it (or lets me know why he/she is not acting on it).
	9	This teacher has given me helpful feedback an in a positive and productive way.
	10	This teacher is responsive and generally answers my calls/emails by the end of the next school day.
	11	I feel comfortable asking this teacher for help.
	12	This teacher always smiles and greets me, regardless of mood or circumstances.
	13	This teacher actively works to makes our school a more positive and joyful place to work.
<b>Contributions to Team</b>	14	This teacher works to raise overall levels of student achievement, not just the achievement of the scholars in their class/subject.

<b>Contributions to Team</b>	15	This teacher volunteers and takes on leadership roles in school/team projects and activities (e.g. field trips, parent nights, etc.).
	16	This teacher follows through on his/her commitments and responsibilities and does quality work on time. When this teacher takes on a project or task, I know it will be done really well.
<b>Team / Meeting Behavior</b>	17	I like having this teacher in our meetings because he/she contributes actively without dominating the discussion, really listens to the views expressed by me and others and provides great comments.
	18	If there is an important problem, this teacher doesn't ignore it, but rather raises the issue in a positive, productive, and problem-solving way.
<b>Impact on School Culture/ Student Character</b>	19	This teacher reinforces school expectations and decisions (holds students to the common academic and champions behavior expectations established by the school). This teacher consistently uses all school-wide systems.
	20	This teacher encourages excellent behavior and character from all students, not just the students in his/her class. I often see this teacher correcting other students and helping colleagues with behavior/character messages.
	21	This teacher is effective at reinforcing with scholars the importance of getting a great education and going to college. Students listen to and respond to this teacher's message about hard work and college.
	22	This teacher always has a great tone with students. This teacher does not yell, use sarcasm with students or discipline in an unnecessarily harsh way.

# Evaluation Tools:

## Effective Planning and Data Analysis

### Principal or Coach Assessment

Focus Area	5 = all of the criteria are met and are true exemplars	4 = all of the criteria are met	3 = most of the criteria are met, but one or more have an issue	2 = attempted but with significant issues	1= absent or seriously flawed
<b>BHAGS</b>					
<b>CB1</b>		Sets measurable, ambitious, yet attainable BHAGS for the year and for each IA cycle.	Develops measurable and ambitious goals for the year.	Develops measurable goals, but they are not ambitious.	Does not develop student achievement goals at all.
<b>CB2</b>	100% of scholars can articulate class BHAGs and individual goals	Invests scholars in class BHAGs and their individual goals—  95% of scholars can articulate class BHAGs and individual goals	70% of scholars can articulate class BHAGs and individual goals	50% of scholars can articulate class BHAGs and individual goals	Less than half of scholars can articulate class BHAGs and individual goals
<b>Year Long Planning</b>					
<b>CY1</b>		Creates a long-term plan that breaks the year into units with clear, appropriate timelines.	Creates a long-term plan that breaks the year into units.	Attempt made to complete a long term plan, but it is incomplete.	Does not create a long term plan.
<b>CY2</b>	Regularly (after each unit) revises and adapts plan based on assessment data.	Regularly (every 6 weeks) revises and adapts plan based on assessment data.	Revises year long plan every 12 weeks based on student achievement data.	Revises plan twice times over the year.	Does not revise plan during the year

Unit Assessments and Planning					
<b>CU1</b>	Unit plan clearly articulates the big ideas of the unit through enduring understandings and essential questions.	Unit plan clearly articulates the big ideas of the unit.	The unit plan identifies most of the big ideas for a unit.	The unit plan identifies some of the big ideas for a unit.	The unit plan does not identify the big ideas.
<b>CU2</b>		Designs rigorous, end-of-unit assessments that effectively measure mastery of standards and the big ideas of the unit. Incorporates both high and low level assessment questions as measured using Bloom's Taxonomy or Marzano's task tiers.	Designs rigorous, end-of-unit assessments that effectively measure mastery of standards. Unit assessments primarily assess students on levels 1-3 on Bloom's Taxonomy and Marzano Tier 1-2.	Designs the unit assessment the night before giving the assessment; the rigor and content of the exam is random.	Does not administer end of unit assessments.
<b>CU3</b>		Designs a sequence of aims aligned to the end goal that builds on prerequisite skills.	The sequence of aims is well aligned to the end goal, but a 1-2 aims may be misplaced or underdeveloped.	The sequence of aims is not rigorous enough to meet the end goal and/or the majority of aims are not sequenced correctly.	The aims are determined day by day and do not build upon each other in a logical way.
<b>CU4</b>		Allocates the appropriate amount of time for scholars to master the content and skills of the unit.	Sometimes over or under estimates the time needed for scholars to master the content.	Frequently over or under estimates the time needed for scholars master the content.	Planning is done day to day so it is impossible to assess time allocation.
Lesson Planning					
<b>CL1</b>		Selects the appropriate lesson structure and instructional strategy for the material to be taught.		Selects the wrong lesson structure and/or instructional strategy for the material.	Does not write a daily lesson plan.
<b>CL2</b>		Anticipates and plans for all possible common student misunderstandings.	Anticipates and plans for most common student misunderstandings.	Anticipates and plans for few common student misunderstandings	Does not plan for common misunderstandings in advance of a lesson.

<b>CL3</b>		Has a thorough, written, daily lesson plan based on the essentials of effective instruction; lesson plan must include a well aligned aim, exit ticket, agenda, and description of the core instructional time (I-We-You, Socratic Seminar, etc.).	Has a thorough, written, daily lesson plan based on the essentials of effective instruction; lesson plan includes an aim, exit ticket, agenda, and description of the core instructional time, but some elements are not aligned.	Daily lesson plan only includes aim, exit ticket, and agenda <b>and/or</b> there are significant alignment problems between the aim, exit ticket, agenda, and description of the core instructional time.	Does not write a daily lesson plan.
<b>Daily and Weekly Data Analysis</b>					
<b>CD1</b>		Designs daily assessments to assess progress towards mastery. Daily assessments are rigorous and aligned to the lesson aim.		The exit ticket has one of the following major flaws: 1) is not rigorous, 2) does not assess mastery, or 3) not aligned to the aim.	Does not give a daily assessment
<b>CD2</b>		Uses data from exit slips, quizzes, and informal assessments to plan interventions and adjust instruction on a daily basis.	Uses data from exit slips, quizzes, and informal assessments to plan interventions and adjust instruction weekly.	Rarely uses data from exit slips, quizzes, and informal assessments to plan interventions and adjust instruction.	Does not use data to inform interventions and future aims.
<b>CD3</b>		Has a clear and accessible system for tracking daily and weekly student achievement data. Scholars can also access their data to track individual progress towards mastery.	Has a clear and accessible system for tracking daily and weekly student achievement data.	Has a system for tracking student achievement data, but it is frequently incomplete or not up to date.	Does not track daily assessment data.
<b>IA Data Analysis</b>					
<b>CI1</b>		Reviews previous data-driven plan (e.g., from six weeks prior) to determine the efficacy of interventions of the past 6 weeks (cumulative review, re-teaching, intervention groups).	Reviews previous data-driven plan (e.g., from six weeks prior) to determine the efficacy of interventions of the past 6 weeks, with a limited focus on scholars needing intervention.	Briefly reviews previous data-driven plan as a check-point, but does not reflect on past decisions.	Does not review previous 6 week plan.
<b>CI2</b>		Creates a thoughtful, data-driven plan each IA cycle that prioritizes	Creates a thoughtful, data-driven plan each IA cycle that prioritizes	Data driven plan incorrectly diagnoses student	Does not create a data driven

		the big needs and accurately diagnoses student misunderstandings.	the big needs and diagnoses student misunderstandings.	misunderstandings or prioritizes the wrong student needs.	plan.
<b>CI3</b>		Plans targeted instruction, including whole-class re-teach/review and small group interventions that are aligned to the diagnosis of student misunderstandings.	Plans targeted instruction, including whole-class re-teach/review and small group interventions that are aligned to the diagnosis of student misunderstandings. Sometimes the targeted intervention is not the most effective to address the student misunderstanding.	Plan targeted instruction is limited solely to “re-teach” and does not specify interventions or the re-teach method does not address the student misunderstandings.	Does not create a data driven plan.
<b>CI4</b>		Scholars can identify and articulate their growth areas and what they need to do to make gains.	Scholars can identify and articulate their growth areas		Scholars can not identify and articulate their growth areas.