



**Teacher Effectiveness Framework
Three Year Implementation Plan
Designed by the Principals of the Diocese of Buffalo
November 5, 2014**

All of the principals worked collaboratively to identify common expectations for Teacher Effectiveness. The following requirements are the expectation for all principals, teachers and schools. There may be schools that move at a faster rate and move ahead. However, the requirements listed below are expected to be completed by all schools.

Year 1 Requirements

- Teachers complete self-evaluation and use # to see where they rank themselves (1-4).
- Teachers complete a professional growth plan (pages 30-31) in the Resource Guide. Teachers shall choose 1 personal goal this year with actions for achieving the goals.
- Principals shall use the Professional Growth Plan in determining PD needs.
- Principals shall continue weekly Learning Walks around the four cornerstones and provide feedback ASAP to teachers. (Question: Do we need to determine a number of walks per teacher? Do new teachers need more classroom visitations and support than veteran teachers?)
- Principals shall use the four cornerstones ONLY for formal observations and pre-post conferences in year 1.
- NO RUBRIC SCORES will be used for teachers during year 1—this is an awareness year for both teachers and principals this year.
- Schools shall continue to explore and use “tools” from Tools for Thoughtful Assessment and link tools to the five episodes.

Question:

Do schools need a deadline for the completion of formal observations?

How do we provide quality PD on the evaluation process for our teachers?

Year 2 Requirements

- Teachers complete self-evaluation and data is used for professional development for teachers in October 2015.
- Teachers complete self-evaluation and reflecting on where they see themselves ranking.
- Teachers complete professional growth plans with two goals (one personal goal and one school goal).
- Principals continue with Learning Walks, informal observations and formal observation using the framework and providing feedback to teachers. Rankings shall be given by principals on the four cornerstones with feedback without rankings on the five episodes in year 2.
- Teachers shall use the five episodes to plan lessons by the end of year 2.



Year 2 Requirements (cont.)

- Teachers and principals shall continue work with the tools from Tools from Thoughtful Assessment integrating them into the five episodes.
- In-house professional development through shared Learning Walks (principals shall with a team or partner from their regions and visit/support colleagues in conducting objective Learning Walks with conversation focused on the 4Ps).
- Survey Teacher teachers and analyze professional growth plans to determine present-desired state and develop a plan to drive professional development.
- Continue with PLCs for on-going professional development.

Question: How will schools monitor, assess and support PLCs so as to provide feedback and grow effective teams?

Year 3 Suggestions

- Teachers continue with self-evaluations/assessments.
- Teachers create professional growth plans with 3 goals.
- Learning Walks continue and feedback provided ASAP.
- Principal evaluation on 4 Cornerstones and 5 episodes with numerical ranking.
- Continue work with PLCs

Question: How will Learning Walks be used by diocese to identify patterns and schools' needs?