njea | NJEA resource guide on evaluation for teachers

Taking the lead in your teacher evaluation and resources for professional growth and support

Revised to include SGO (Student Growth Objective) development

* This document can be downloaded, completed, and saved electronically on your computer.

Check out **http://sd20.njea.org/my-njea/docs-downloads/download-category/evaluations/** andfollow the prompts to "NJEA Resource Guide on Evaluation for Teachers"

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INTRODUCTION

NJEA has long supported high standards for teacher evaluation. An effective evaluation system should be comprehensive, looking closely not only at instruction, but also at a teacher's preparation and planning, classroom environment, and other professional responsibilities. It should utilize multiple measures of student progress and not rely primarily on standardized test scores. In addition, an effective evaluation system should provide supports for teachers and administrators and be built into the school day. It should include provisions for professional development, collegial coaching, and other collaborative learning.

The purpose of this resource guide is to help you take an active role in your evaluation and professional growth by providing a framework for you to collect information about your classroom, students, professional practice and activities to provide a high quality education.

The resource guide provides documents to assist you in creating a profile of you and your classroom, identifying district supports, developing your Student Growth Objective (SGO), creating a log of your observations, reflecting on your teaching, determining your professional development needs, and tracking your participation in collaborative experiences with other educators.

The resource guide provides a framework for a conversation and reflection about your teaching and learning experiences and challenges throughout the year and should be presented and discussed with your supervisor during the annual summary conference.

It may not be necessary to complete the entire packet to effectively advocate for your performance and your needs as a professional. We encourage you to use your professional judgment to determine what parts of the guide you need to complete to support your right to actively participate in your evaluation.

TEACHER PRACTICE PROTOCOLS

Teacher Categories		Minimum # of Observations Required	Multiple Observers
Nontenured	Years 1-2	3 (@ least 1x per semester)	Required
	Years 3-4	3 (@ least 1x per semester)	
Tenured	Effective Highly Effective	2	Recommended
Corrective Action Plan		+1	Required

OBSERVATION LENGTH
- All observations must be at least 20 min. in length

- Pre-conference
  - An annnounced observation for all teachers is to have a pre-conference within seven teacher working days prior to the observation.

- Within the minimum requirements, all teachers must have at least one unannounced and one announced observation.
  - Chief School Administrator to decide whether third observation is announced or unannounced.

- Post-conference:
  - A Post-observation conference is to occur within 15 teacher working days of the conference.

- Corrective Action Plans:
  - After the first year, teachers who receive an Ineffective or Partially Effective rating are required to have one additional observation, and multiple observers are required.

DEVELOPING A STUDENT GROWTH OBJECTIVE (SGO): A YEAR AT A GLANCE

The TEACHNJ Act requires that the evaluation of teachers must include multiple measures of student growth. As part of AchieveNJ, New Jersey's evaluation system, all teachers must set learning goals for their students and part of their evaluation is based on how well their students attain these goals. SGOs will be developed collaboratively between a teacher and his/her principal/supervisor, with the principal providing the final approval.

Teachers of grades 4-8 who receive a Student Growth Percentile (SGP) for English-Language Arts and/or Math must set between 1 and 2 SGOs. Teachers who do not receive an SGP score must set 2 SGOs.

SGO TIMELINE

April – October	Choose or develop assessments
September – October	Determine starting points
September – October	Set SGOs
October 31	Deadline for having SGOs approved by evaluator
October – May	Track goals and refine instruction
January – February	Mid-year check in with evaluator
February 15	Revision of SGO with superintendent's approval
May – June	Review results; evaluator approves SGO

FIVE BASIC STEPS

Step 1:   Choose or develop a quality assessment aligned to the NJCCCS or the CCSS.
☐ Traditional Assessment (National/state tests; district/school tests)
☐ Portfolio Assessment*
☐ Performance Assessment*
* Teacher and principal/supervisor collaborate to establish scoring rubric

Step 2:   Determine students' starting points.
Use Baseline Student Proficiencies (Fall) – see page 9

Step 3:   Set ambitious and achievable SGOs with the approval of the principal/supervisor.
Use Teacher-Set Goals for the Year – see page 11

Step 4:   Track progress, refine instruction.
Use Mid-Year SGO Update – see page 17

Step 5:   Review results and score. Meet with your principal/supervisor to review SGO and receive final approval.
Use Preparation for SGO Final Conference – see page 24

PART 1: BASELINE DATA

Complete in the fall, one for each subject/grade/assignment if departmentalized.

TEACHER PROFILE

Name: _____   School year: _____

Position/Assignment: _____   Grade: _____

Content: _____

Number of years teaching in this district: _____   Number of years teaching in this school: _____

Number of years teaching current content/grade/in this position/assignment: _____

Special Awards / Recognition:

CLASSROOM PROFILE

Number of students:

_____ In your class as of September 1

_____ On free/reduced lunch

_____ In special education with an IEP

_____ With a 504 plan

_____ English language learners (ELL)

Number of students:

_____ Gifted/talented

_____ Enrolled in basic skills intervention program

_____ Homeless

_____ In foster care

_____ With medical issues requiring special attention in the classroom

What challenges do your students face outside of school that could affect their achievement in school?

What types of support personnel are assigned to your classroom?

☐ Basic skills teacher   ☐ Special education teacher   ☐ Paraprofessional - classroom assistant

☐ Paraprofessional – one-to-one assistant   ☐ Consultant   ☐ Other _____

☐ None

DISTRICT SUPPORTS

Is your district curriculum aligned to state standards? ☐ Yes ☐ No ☐ Unsure

New curricular areas/programs implemented this year:

Resources and technology provided to support the curriculum:

Additional resources and technology needed to support the curriculum:

Opportunities for ongoing professional development during the school day relevant to your teaching assignment:

Professional Development Opportunities:

Provided	Denied

BASELINE STUDENT PROFICIENCIES (FALL)

Multiple measures of student progress should be reviewed in the fall to assess baseline knowledge and skills of your students. This analysis will help you determine what skills need to be initially addressed and help you set ambitious but feasible SGOs.

Multiple measures might include, but are not limited to:
- Teacher-set goals for student learning
- Student performance assessments, including portfolios, projects, problem-solving protocols, and internships
- Observations of and discussions with students by the teacher
- Teacher-developed tests and quizzes
- Valid and reliable standardized assessments
- District-established assessments

Subject: Reading – Grade 4

Multiple measures: PARC from prior spring; Observation; teacher-made test; and fall Developmental Reading Assessment (DRA).

Students' strengths: 80% of students are proficient; strong comprehensive and decoding skills; students appear to enjoy reading; and have good decoding skills.

SAMPLE

Skill(s) to be reinforced: Some students struggle with fluency and have limited sight vocabulary; at least five students need one-on-one help to improve these skills.

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO? ☐ Yes   ☐ No

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO? ☐ Yes   ☐ No

BASELINE STUDENT PROFICIENCIES (FALL)

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO? ☐ Yes   ☐ No

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO? ☐ Yes   ☐ No

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO? ☐ Yes   ☐ No

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO? ☐ Yes   ☐ No

TEACHER-SET GOALS FOR THE YEAR

Student academics:

Student social / behavioral:

Professional development:

Parent / Community Involvement:

Student Growth Objective (SGO):
For information regarding SGO development, go to - SGO guidance at
www.nj.gov/education/AchieveNJ/teacher/SGOguidebook.pdf

Proposed SGO(s):

Was the objective accepted by your principal/supervisor? ☐ Yes ☐ No

If no, what rationale was given for SGO not being accepted?
Administrator-imposed SGO

PART 2: EMERGING DATA
(Complete in the spring)

INFLUENCES ON TEACHING / LEARNING

Number of students transferred into my class this year: _____

Number of students transferred out of my class this year: _____

Average student daily attendance percentage (estimate): _____

FAMILY INVOLVEMENT

A report titled, *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*, published in 2002 by Anne Henderson and Karen Mapp is a comprehensive literature review describing the influence of family and community engagement on student achievement.

According to the results, there is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic and educational backgrounds and for students at all ages.

RESPONSIVENESS OF PARENTS/GUARDIANS TO COMMUNICATION REGARDING STUDENTS:

OBSERVATION LOG 1

Complete a separate one for each observation.

Date of observation: _____ Length of observation: _____ ☐ Announced ☐ Unannounced
Segment of lesson observed ☐ Beginning ☐ Middle ☐ End ☐ Full class

Observer: _____

Was observer a certified supervisor? ☐ Yes ☐ No ☐ Unsure

Did you have a pre-observation conference with the observer? ☐ Yes ☐ No If yes, date: _____

What topics did the pre-observation conference cover?

Briefly describe the lesson (including goals and instructional activities):

Unusual occurrences during the observation that caused distraction (Check all that apply)

☐ Abbreviated schedule ☐ Fire Drill ☐ Disturbance in the hall

☐ Fight in hall ☐ Presence of observer ☐ Weather

☐ Student misbehavior ☐ Other (specify) _____

Did you have a post-observation conference with the observer? ☐ Yes ☐ No If yes, date: _____

Was the progress toward attainment of your SGO discussed at the post conference ☐ Yes ☐ No

Suggestions from observer:

LESSON SELF-REFLECTION 1

Complete one for each formal and informal observation.

Lesson objectives/goals:

Strengths of the lesson:

Evidence of student learning:

To what extent did you meet your instructional goals?

Obstacles to student learning and suggested solutions (including necessary resources):

To what extent do your classroom setup and procedures (use of space, student conduct, routines) contribute to student learning?

What might you do differently if you taught this lesson again?

What professional development would enhance your work with students related to this lesson?

Am I on track to attain my SGO?

OBSERVATION LOG 2
Complete a separate one for each observation.

Date of observation: _____   Length of observation: _____   ☐ Announced   ☐ Unannounced
Segment of lesson observed ☐ Beginning ☐ Middle ☐ End ☐ Full class

Observer: _____

Was observer a certified supervisor? ☐ Yes   ☐ No   ☐ Unsure

Did you have a pre-observation conference with the observer? ☐ Yes ☐ No If yes, date: _____

What topics did the pre-observation conference cover?

Briefly describe the lesson (including goals and instructional activities):

Unusual occurrences during the observation that caused distraction (Check all that apply)

☐ Abbreviated schedule   ☐ Fire Drill   ☐ Disturbance in the hall

☐ Fight in hall   ☐ Presence of observer   ☐ Weather

☐ Student misbehavior   ☐ Other (specify) _____

Did you have a post-observation conference with the observer? ☐ Yes ☐ No   If yes, date: _____

Was the progress toward attainment of your SGO discussed at the post conference ☐ Yes ☐ No

Suggestions from observer:

LESSON SELF-REFLECTION 2

Complete one for each formal and informal observation.

Lesson objectives/goals:

Strengths of the lesson:

Evidence of student learning:

To what extent did you meet your instructional goals?

Obstacles to student learning and suggested solutions (including necessary resources):

To what extent do your classroom setup and procedures (use of space, student conduct, routines) contribute to student learning?

What might you do differently if you taught this lesson again?

What professional development would enhance your work with students related to this lesson?

Am I on track to attain my SGO?

MID-YEAR SGO UPDATE
To be completed prior to February 15th

Formative data used to assess students' progress toward objectives:

What resources will you need to attain your SGO?

Is there a need to revise your SGO based on formative data collected and/or other circumstances? ☐ Yes ☐ No

If yes, why?

Proposed revised SGO:

Was your revised SGO accepted by principal/supervisor? ☐ Yes ☐ No

If not, why?

OBSERVATION LOG 3
Complete a separate one for each observation.

Date of observation: _____ Length of observation: _____ ☐ Announced ☐ Unannounced
Segment of lesson observed ☐ Beginning ☐ Middle ☐ End ☐ Full class

Observer: _____

Was observer a certified supervisor? ☐ Yes ☐ No ☐ Unsure

Did you have a pre-observation conference with the observer? ☐ Yes ☐ No If yes, date: _____

What topics did the pre-observation conference cover?

Briefly describe the lesson (including goals and instructional activities):

Unusual occurrences during the observation that caused distraction (Check all that apply)

☐ Abbreviated schedule ☐ Fire Drill ☐ Disturbance in the hall

☐ Fight in hall ☐ Presence of observer ☐ Weather

☐ Student misbehavior ☐ Other (specify) _____

Did you have a post-observation conference with the observer? ☐ Yes ☐ No   If yes, date: _____

Was the progress toward attainment of your SGO discussed at the post conference ☐ Yes ☐ No

Suggestions from observer:

LESSON SELF-REFLECTION 3

Complete one for each observation.

Lesson objectives/goals:

Strengths of the lesson:

Evidence of student learning:

To what extent did you meet your instructional goals?

Obstacles to student learning and suggested solutions (including necessary resources):

To what extent do your classroom setup and procedures (use of space, student conduct, routines) contribute to student learning?

What might you do differently if you taught this lesson again?

What professional development would enhance your work with students related to this lesson?

Was the progress toward attainment of your SGO discussed at the post conference ☐ Yes ☐ No

OBSERVATION LOG 4   *(As per Corrective Action Plan requirement)*
Complete a separate one for each observation.

Date of observation: _____   Length of observation: _____   ☐ Announced   ☐ Unannounced
Segment of lesson observed ☐ Beginning ☐ Middle ☐ End ☐ Full class

Observer: _____

Was observer a certified supervisor? ☐ Yes   ☐ No   ☐ Unsure

Did you have a pre-observation conference with the observer? ☐ Yes ☐ No If yes, date: _____

What topics did the pre-observation conference cover?

Briefly describe the lesson (including goals and instructional activities):

Unusual occurrences during the observation that caused distraction (Check all that apply)

☐ Abbreviated schedule   ☐ Fire Drill   ☐ Disturbance in the hall

☐ Fight in hall   ☐ Presence of observer   ☐ Weather

☐ Student misbehavior   ☐ Other (specify) _____

Did you have a post-observation conference with the observer? ☐ Yes ☐ No   If yes, date: _____

Was the progress toward attainment of your SGO discussed at the post conference ☐ Yes ☐ No

Suggestions from observer:

LESSON SELF-REFLECTION 4
Complete one for each observation.

Lesson objectives/goals:

Strengths of the lesson:

Evidence of student learning:

To what extent did you meet your instructional goals?

Obstacles to student learning and suggested solutions (including necessary resources):

To what extent do your classroom setup and procedures (use of space, student conduct, routines) contribute to student learning?

What might you do differently if you taught this lesson again?

What professional development would enhance your work with students related to this lesson?

Was the progress toward attainment of your SGO discussed at the post conference ☐ Yes ☐ No

SPRING MULTIPLE MEASURES OF STUDENT PROFICIENCIES

Multiple measures of student progress should be reviewed in the spring to assess growth in student knowledge and skills. This analysis will help you determine how far your students have progressed this year.

Multiple measures might include, but are not limited to:
- Teacher-set goals for student learning
- Student performance assessments, including portfolios, projects, problem-solving protocols, and internships
- Observations of and discussions with students by the teacher
- Teacher-developed tests and quizzes
- Valid and reliable standardized assessments
- District-established assessments

Subject: Reading – Grade 4

Multiple Measures: teacher-made tests, Developmental Reading Assessment (DRA), observation, Read Across America portfolio

Students Strengths: 85% of students have progressed appropriately through the fourth grade reading curriculum, students appear to enjoy reading and have good decoding skills. Improvement in reading skills appears to spill over into writing skills – which have noticeably improved this year.

Skills to be Reinforced: A few students continue to struggle with fluency and have a limited sight vocabulary, but they have shown marked improvement this year. Most important, they appear to enjoy reading more. These students would benefit most from a summer reading program to assure continuous progress.

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO? ☐ Yes ☐ No

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO? ☐ Yes ☐ No

SPRING MULTIPLE MEASURES OF STUDENT PROFICIENCIES

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO? ☐ Yes   ☐ No

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO? ☐ Yes   ☐ No

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO? ☐ Yes   ☐ No

Subject:

Multiple measures:

Students' strengths:

Skill(s) to be reinforced:

Is this data related to your SGO? ☐ Yes   ☐ No

PREPARATION FOR SGO FINAL CONFERENCE

SGO ASSESSMENT

At the end of the time period for your SGO, administer the post-assessment.

Collect and review relevant student data.

Record the results of the post-assessment that will be used to determine your SGO attainment.

Calculate your SGO score based on the agreed-upon scoring process.

Does your score meet your predetermined objectives?   ☐ Yes   ☐ No

If not, what factors may have attributed to your score?

Did you receive support/resources requested at the mid-year review?   ☐ Yes   ☐ No

COLLABORATIVE REFLECTIONS TO SUPPORT PROFESSIONAL PRACTICE
Complete in the spring, prior to your annual summary conference.

Through group discussions and reflection with other participants, teachers are able to discuss and critique current practices, clarify action-research questions, and explain and evaluate their students' activities. These collaborative and communal discussions and reflection processes help promote problem solving and dialogical thinking, complement and support teachers' experiences, and assist in promoting teacher development. Appendix A includes resources and examples of collaborative reflection to support professional practice.

I participated in the following collaborative professional experiences:
Briefly describe each experience in which you have participated.

☐ Action Research ☐ Presenter

☐ Case Study ☐ Professional Learning Community

☐ Collegial or Peer Coaching ☐ Published Article

☐ Curriculum Realignment ☐ Study Group

☐ Data Analysis ☐ Tuning Protocol

☐ Lesson Study ☐ Other (please specify)

☐ Mentor

MY PROFESSIONAL DEVELOPMENT PLANNER: A BLUEPRINT FOR MY PROFESSIONAL GROWTH

Complete in the spring prior to your annual summary conference.

My short-term professional development goals:

My long-term professional development goals:

How do these goals contribute to improving student learning?

Resources necessary to accomplish the new goals:

Professional development requested:

SELF-REFLECTION

BASED ON INTASC MODEL CORE TEACHING STANDARDS

Complete in the spring prior to your annual summary conference.

The 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards provide the basis for the framework for observing and evaluating teaching practices in the evaluation program. The standards define the performances, essential knowledge, and critical dispositions of effective teaching.

The 2011 InTASC Standards can be accessed at: *www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html*

Standard	Description	Describe how you meet this standard
LEARNER & LEARNING		
#1 Learner Development	Understands how learners grow and develop, recognizing that patterns of learning and development vary individually	
	Designs and implements developmentally appropriate and challenging learning experiences	
#2 Learning Differences	Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	
#3 Learning Environments	Works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation	
CONTENT KNOWLEDGE		
#4 Content Knowledge	Understands the central concepts, tools of inquiry, and structures of the discipline(s); creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content	
#5 Application of Content	Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues	
#6 Assessment	Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making	
#7 Planning for Instruction	Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context	

#8 Instructional Strategies	Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways

PROFESSIONAL RESPONSIBILITIES

#9 Professional Learning & Ethical Practice	Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner
#10 Leadership & Collaboration	Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession

APPENDIX A: COLLABORATIVE REFLECTIONS TO SUPPORT PROFESSIONAL PRACTICE

Research shows that when teachers are provided the opportunity to work together to review lessons, revise curriculum, share ideas and provide feedback on teaching strategies, all students and teachers in the school benefit. Collaboration must be done in an environment of trust using processes that lead to constructive feedback about teacher strategies. To that end, professional development experts have developed various protocols for use by collaborative communities to guide collaborative conversations.

You can learn more about additional collaborative protocols from the following organizations and resourses:

- Learning Forward – *www.learningforward.org*
- Looking at Student Work – *www.lasw.org*/
- National School Reform Faculty (NSRF) Harmony Education Center – *www.nsrfharmony.org/protocol/a_z.html*
- Middleweb: Exploring Middle School Reform *– www.middleweb.com/LASW/LASWmain.html*
- Turning Points: Transforming Middle Schools – *www.turningpts.org/guides.htm*
- Essential Schools – *www.essentialschools.org/resources/60*

Examples of Collaborative Reflections are described below.

EXAMPLE: INFORMAL LESSON STUDY
Complete a separate one for each lesson study you initiate.

A lesson study can be as simple as an informal conversation among educators about a particular lesson. The conversation is typically initiated by a teacher who seeks feedback from other educators about a lesson. The group of teachers participating in the lesson study may (or may not) have actually observed the lesson. That decision is made by the teacher initiating the conversation.

Describe the goals for student learning:

Describe the lesson:

What worked best?

To what extent did you meet your instructional goals?

What, if anything, needs to change?

Suggestions from your colleagues:

Did the lesson study reveal any aspects of your professional practice that would benefit from professional development?

EXAMPLE: TUNING PROTOCOL – FORMAL COLLABORATION

A tuning protocol is a professional development process that analyzes what a teacher does in the classroom. A group of colleagues comes together to examine each other's work, honor the good things found in that work, and fine tune it through a formal process of presentation and reflection. It is more structured than a lesson study in that there is a prescribed procedure for examining the lesson.

There is no hierarchy in the process. Instead, educators work collaboratively.

Tuning protocols were developed by David Allen and Joseph McDonald at the Coalition of Essential Schools. McDonald characterizes tuning protocols as a way "a teacher presents actual work before a group of thoughtful 'critical friends' in a structured, reflective discourse aimed at 'tuning' the work to higher standards." (Allen, 1995, p. 2)

Tuning protocols were first developed as a way to critique the design and context for student exhibitions, but the process is equally valuable for examining any aspect of teaching and learning: a unit design, a specific lesson, an evaluation system, a classroom conduct plan, a plan for teaming, or a problem that has occurred.

The steps in a tuning protocol may vary slightly, but essentially they include:

- Introduction
- Presentation
- Clarifying questions
- Participant reflection
- Participant discussion
- Presenter reflection
- Debrief

There are many forms of tuning protocols. The following example was designed by Lois Brown Easton of Learning Forward.

EXAMPLE: TUNING PROTOCOL – LOIS BROWN EASTON, LEARNING FORWARD

Complete the notes section for each tuning protocol that examines your classroom practice.

1. INTRODUCE THE PROTOCOL CONCEPT – *5 MINUTES* This needs to be done only the first time a group meets. Briefly explain the tuning protocol process and the format and steps to be followed. Decide on a facilitator if one is needed. Decide on a timekeeper and establish time limits.

2. PRESENTATION – *15 MINUTES* The presenter sets the context, describing the teaching/learning situation to be discussed and distributing materials related to the practice being described – for example, collections of student work, audio or video recordings of students in the classroom, assessments, or lesson plans. Participants say nothing but take notes.

    The presenter then poses one or two key questions he/she wants the group to address. For example, the presenter brings a student's portfolio to the meeting and, after describing the assignment that led to the portfolio, asks: What habits of mind does this portfolio convey? How can I use portfolios to push the student's thinking deeper?

    Using the **GRASPS** framework can help guide your discussions about student work.

Goal:	What is the purpose, challenge, or problem?
Role:	What real-world role will the student assume?
Audience:	For whom is the student working?
Situation:	What is the situation or context?
Product:	What will students make or do to accomplish the goal?
Standards:	What goals, products, and standards are addressed and how will the product or performance be judged as successful?

3. CLARIFYING QUESTIONS – *5 MINUTES* Participants ask nonjudgmental questions about the presentation, avoiding questions that could be perceived as critical, such as "Why didn't you try X?" After reviewing the portfolio of student work, for example, they might ask: "Is this the first portfolio the student has done in your class?" "Who evaluates portfolios?" "What happens to portfolios after they have been evaluated?"
    Questions to be asked could include:

Describe:	• What knowledge and skills are assessed?
	• What kinds of thinking are required (recall, interpretation, evaluation)?
	• Are these results what I (we) expected? Why or why not?
	• In what areas did the student(s) perform best?
	• What weaknesses are evident?
	• What misconceptions are revealed?
	• Is there evidence of improvement or decline? What was the cause?

Evaluate: • By what criteria am I (are we) evaluating student work?
             • Are these the most important criteria?
             • How good is "good enough"? What is the performance standard?

Interpret: • What does this work reveal about student learning and performance?
             • What patterns are evident?
             • What questions does this work raise?
             • Is this work consistent with other achievement data?
             • Are there different explanations for these results?

Identify improvement actions:
             • What teacher action(s) are needed to improve learning and performance?
             • What student action(s) are needed to improve learning and performance?
             • What parent action(s) are needed to improve learning and performance?

4. INDIVIDUAL WRITING – *5 MINUTES* Participants write about the presentation, in particular trying to answer the presenter's questions for themselves. A participant might, for example, try to list all the habits of mind she noted in the portfolio, or note places in the portfolio that suggest shallow thinking by the student.

5. PARTICIPANT DISCUSSION – *15 MINUTES* While the presenter is silently taking notes, the participants discuss issues raised during the presentation and clarified during individual writing. They strive to deepen their understanding of the situation and to answer questions posed by the presenter. Each person's comments are directed to the whole group, not to the presenter. For example, a participant might say: "The thinking represented in this portfolio could be enhanced if the teacher asked students to reflect after completing each section, not just at the end."

    Participants should both praise and criticize, offering a mix of "warm" and "cool" feedback. If the discussion is overly laudatory or overly critical, participants (or the facilitator, if there is one) should point this out and help the group adjust the comments accordingly. Many presenters may be used to blanket praise. Without thoughtful but probing "cool" questions and comments, they won't benefit from the tuning protocol experience. After taking part in the tuning protocol process, presenters often say they would have liked more "cool" feedback. If participants view themselves as "critical friends" to the presenter, their comments will be more likely to be thoughtful and provocative.

6. PRESENTER REFLECTION – *10 MINUTES* The presenter reflects aloud on the participants' discussion, using the issues the participants raised as a framework and reflecting on possible answers to the questions posed. The participants remain silent.

7. DEBRIEFING – *10 MINUTES* First the presenter and then the participants discuss how well the protocol process worked. Then they engage in more general discussion of both the process and the content of the protocol. The presenter might, for example, suggest ways that the feedback from the protocol session will be used to modify the particular practice being examined. Other participants might describe insights into their own practice that they have gleaned from the process.

NOTES FROM THE TUNING PROTOCOL:

Describe the lesson:

What did you learn from your colleagues participating in the tuning protocol?

(This protocol is reprinted with permission of Lois Brown Easton)

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