Elements of Effective Teaching

Comparison of Tools for Evaluating Teaching Effectiveness2

Five "generic" (that is, not state-specific) tools for evaluating teaching effectiveness include the following. These tools describe characteristics of teacher knowledge, skills, and performance—collectively called "professional practice."

1. **5D+™ Rubric for Instructional Growth and Teacher Evaluation**
   The 5D+ Rubric comprises five dimensions—Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning, and Classroom Environment and Culture—that are divided into 13 subdimensions. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

2. **Classroom Assessment Scoring System**
   The preK–3rd CLASS tool measures three broad domains of educator-child interactions: Emotional Support, Classroom Organization, and Instructional Support. Within each of these domains are multiple dimensions of educator-child interactions.

3. **Focused Teacher Evaluation Framework**
   The Marzano Focused Teacher Evaluation Model identifies 23 key elements, or professional and instructional strategies. These 23 elements are divided into four domains, which include three elements for Standards-Based Planning, ten for Standards-Based Instruction, seven for Conditions for Learning, and three for Professional Responsibilities.

4. **The Framework for Teaching**
   The Framework for Teaching outlines 22 components and 76 elements organized into four domains of teaching responsibility: Planning and Preparation, Learning Environments, Learning Experiences, and Principled Teaching.

5. **Teaching and Learning Standards Rubric**
   The Teaching and Learning Standards Rubric focuses on four key domains: Instruction, the Learning Environment, Designing and Planning Instruction, and Professionalism.

2Appendix A includes a table that illustrates alignment of each of these example tools' professional practice components with the elements of effective teaching described in this fact sheet. Each cell lists the professional practice components embedded in the corresponding column's evaluation tool that align with the corresponding row's elements of effective teaching. For example, the 5D+ Rubric for Instructional Growth and Teacher Evaluation includes in its "Purpose" dimension the professional practice "Learning target(s) connected to standards." That professional practice aligns with the elements of effective teaching category "Professionalism and Collaboration."

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Additional References

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Model Evaluation Tools

Professional Practice Components	Example Tools for Evaluating Teaching Effectiveness				
	5D+ Rubric for Instructional Growth and Teacher Evaluation	Classroom Assessment Scoring System (Pre-K–3)	Focused Teacher Evaluation Framework	The Framework for Teaching	Teaching and Learning Standards Rubric
The identified tools for evaluating teaching effectiveness describe characteristics of teacher knowledge, skills, and performance—collectively referred to as "professional practice." This row includes the number and categories of professional practice components in each identified tool. Specific terms for professional practice components vary by tool.	Five dimensions—Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning, and Classroom Environment and Culture—divided into 13 subdimensions; also includes Professional Collaboration and Communication	Three broad domains of educator-child interactions: Emotional Support, Classroom Organization, and Instructional Support; within each of these domains are multiple dimensions of educator-child interactions	Twenty-three elements divided into four domains, which include three elements for Standards-Based Planning, ten for Standards-Based Instruction, seven for Conditions for Learning, and three for Professional Responsibilities	Twenty-two components and 76 elements organized into four domains of teaching responsibility: Planning and Preparation, Learning Environments, Learning Experiences, and Principled Teaching	Four key domains: Instruction, the Learning Environment, Designing and Planning Instruction, and Professionalism

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Example Tools' Related Professional Practice Components

	5D+ Rubric for Instructional Growth and Teacher Evaluation	Classroom Assessment Scoring System (Pre-K–3)	Focused Teacher Evaluation Framework	The Framework for Teaching	Teaching and Learning Standards Rubric
Planning and Preparation: Effective teachers possess and apply essential content and pedagogical knowledge; plan lessons that align with appropriate learning standards and relevant guidelines; and use high-quality curriculum and instructional materials.	**Purpose** - Learning target(s) connected to standards - Lessons connected to previous and future lessons, broader purposes and transferable skill - Design of performance task - Communication of learning target(s) - Success criteria **Curriculum & Pedagogy** - Alignment of instructional materials and tasks - Teacher knowledge of content		**Standards-Based Planning** - Planning standards-based lessons/units - Aligning resources to standard(s) - Planning to close the achievement gap using data **Professional Responsibilities** - Maintaining expertise in content and pedagogy **Standards-Based Instruction** - Identifying critical content in the standards	**Planning and Preparation** - Applying knowledge of content and pedagogy - Knowing and valuing students - Setting instructional outcomes - Using resources effectively - Planning coherent instruction	**Designing and Planning Instruction** - Instructional plans **Instruction** - Standards and objectives - Teacher content knowledge
Planning and Preparation: Effective teachers possess and apply essential content and pedagogical knowledge; plan lessons that align with appropriate learning standards and relevant guidelines; and use high-quality curriculum and instructional materials.	**Purpose** - Learning target(s) connected to standards - Lessons connected to previous and future lessons, broader purposes and transferable skill - Design of performance task - Communication of learning target(s) - Success criteria **Curriculum & Pedagogy** - Alignment of instructional materials and tasks - Teacher knowledge of content		**Standards-Based Planning** - Planning standards-based lessons/units - Aligning resources to standard(s) - Planning to close the achievement gap using data **Professional Responsibilities** - Maintaining expertise in content and pedagogy **Standards-Based Instruction** - Identifying critical content in the standards	**Planning and Preparation** - Applying knowledge of content and pedagogy - Knowing and valuing students - Setting instructional outcomes - Using resources effectively - Planning coherent instruction	**Designing and Planning Instruction** - Instructional plans **Instruction** - Standards and objectives - Teacher content knowledge

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Example Tools' Related Professional Practice Components

	5D+ Rubric for Instructional Growth and Teacher Evaluation	Classroom Assessment Scoring System (Pre-K–3)	Focused Teacher Evaluation Framework	The Framework for Teaching	Teaching and Learning Standards Rubric
Professionalism and Collaboration: Effective teachers engage in high-quality professional learning; communicate regularly with students and their families; and collaborate with colleagues.	**Professional Collaboration & Communication** - Collaboration with peers and administrators to improve student learning - Communication and collaboration with parents and guardians - Communication within the school community about student progress - Support of school, district and state curricula, policies and initiatives - Ethics and advocacy		**Professional Responsibilities** - Adhering to school and district policies and procedures - Maintaining expertise in content and pedagogy - Promoting teacher leadership and collaboration	**Principled Teaching** - Engaging in reflective practice - Documenting student progress - Engaging families and communities - Contributing to school community and culture - Growing and developing professionally - Acting in service of students	**Professionalism** - Growing and developing professionally - Reflecting on teaching - Community involvement - School responsibilities
Classroom Management: Effective teachers foster positive relationships with students and create a motivating and supportive classroom culture that affirms students' strengths and maximizes their learning.	**Student Engagement** - Capitalizing on students' strengths **Classroom Environment & Culture** - Classroom arrangement and resources - Learning routines - Use of learning time - Student status - Norms for learning	**Emotional Support** - Positive climate - Negative climate - Educator sensitivity **Classroom Organization** - Behavior management - Productivity	**Conditions for Learning** - Organizing students to interact with content - Establishing and acknowledging adherence to rules and procedures - Using engagement strategies - Establishing and maintaining effective relationships in a student-centered classroom	**Learning Environments** - Cultivating respectful and affirming environments - Fostering a culture for learning - Maintaining purposeful environments - Supporting positive student behavior - Organizing spaces for learning	**Learning Environment** - Managing student behavior - Environment - Respectful culture **Instruction** - Motivating students - Grouping students
Teacher Expectations: Effective teachers identify and address implicit biases and maintain high expectations for every student.	**Purpose** - Communication of learning target(s) - Success criteria **Student Engagement** - Ownership of learning	**Emotional Support** - Regard for child perspectives **Classroom Organization** - Productivity	**Conditions for Learning** - Organizing students to interact with content - Establishing and acknowledging adherence to rules and procedures - Communicating high expectations for each student to close the achievement gap	**Planning and Preparation** - Setting instructional outcomes **Learning Environments** - Supporting positive student behavior **Learning Experiences** - Communicating about purpose and content	**Learning Environment** - Expectations - Respectful culture **Instruction** - Grouping students

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Example Tools' Related Professional Practice Components

	5D+ Rubric for Instructional Growth and Teacher Evaluation	Classroom Assessment Scoring System (Pre-K–3)	Focused Teacher Evaluation Framework	The Framework for Teaching	Teaching and Learning Standards Rubric
Instructional Delivery: Effective teachers use evidence-based instructional practices and vary their approaches to meet different student needs.	**Student Engagement** - Ownership of learning - Capitalizing on students' strengths - Opportunity and support for participation and meaning making - Student talk **Curriculum & Pedagogy** - Discipline-specific teaching approaches - Differentiated instruction for students - Use of scaffolds	**Emotional Support** - Positive climate - Regard for child perspectives **Classroom Organization** - Productivity - Instructional learning formats **Instructional Support** - Concept development - Language modeling	**Standards-Based Instruction** - Previewing new content - Helping students process new content - Using questions to help students elaborate on content - Helping students practice skills, strategies and processes - Helping students examine similarities and differences - Helping students examine their reasoning - Helping students revise knowledge - Helping students in cognitively complex tasks **Conditions for Learning** - Using engagement strategies	**Learning Experiences** - Communicating about purpose and content - Using questioning and discussion techniques - Engaging students in learning - Responding flexibly to student needs	**Instruction** - Presenting instructional content - Lesson structure and pacing - Activities and materials - Questioning - Grouping students - Thinking - Problem solving
Assessment and Feedback: Effective teachers provide positive and timely performance feedback to students and assess student learning progress to inform adjustments to instruction.	**Purpose** - Design of performance task **Student Engagement** - Quality of questioning **Assessment for Student Learning** - Student self-assessment - Student use of formative assessments over time - Quality of formative assessment methods - Teacher use of formative assessments - Collection systems for formative assessment data	**Instructional Support** - Quality of feedback	**Conditions for Learning** - Using formative assessment to track progress - Providing feedback and celebrating progress	**Planning and Preparation** - Designing and analyzing assessments **Learning Experiences** - Using assessment for learning **Principled Teaching** - Documenting student progress	**Designing and Planning Instruction** - Student work - Assessment **Instruction** - Academic feedback