STAR Report for Required Action Districts

Soap Lake Middle & High School

Soap Lake School District

April 23 and 24, 2014

STAR Report for Required Action Districts

Prepared by

BAKER ▪ EVALUATION ▪ RESEARCH ▪ CONSULTING

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POWERFUL TEACHING AND LEARNING CLASSROOM OBSERVATION STUDY

WHAT IS POWERFUL TEACHING AND LEARNING?

Powerful Teaching and Learning® (PTL) is the name of the construct made up of the 15 STAR Indicators. This construct represents the basic elements of effective, cognitive-based, standards-based classroom practices. Powerful Teaching and Learning is derived from research conducted by The BERC Group involving the analysis of tens of thousands of classroom observations and standards-based student achievement scores. Our research demonstrates that when the Essential Components of Powerful Teaching and Learning are evident in classroom practices, student achievement is higher, regardless of poverty. The 15 Indicators that make up Powerful Teaching and Learning are organized into the STAR Instructional Framework.

WHAT IS THE STAR INSTRUCTIONAL FRAMEWORK?

The STAR Instructional Framework serves to help organize and operationally define effective classroom practices. STAR is an acronym that stands for *Skills*, *knowledge*, *Thinking*, *Application*, and *Relationships*. **S**kills and/or knowledge are manifested as the teacher provides opportunities for students to develop rigorous conceptual understanding, not just recall. **T**hinking is evident as the teacher provides opportunities for students to respond to open-ended questions, to explain their thinking processes, and to reflect to create personal meaning. **A**pplication of skills, knowledge, and thinking is evident as the teacher provides opportunities for students to make relevant, meaningful personal connections and to extend their learning within and beyond the classroom. **R**elationships are positive as the teacher creates optimal conditions for learning, maintains high expectations, and provides social support and differentiation of instruction based on student needs. The STAR Instructional Framework is the basis of the STAR Classroom Observation Protocol. Some people also refer to these four Components as the 4 Rs: Rigor, Reflection, Relevance, and Relationships.

WHAT IS THE STAR CLASSROOM OBSERVATION PROTOCOL?

The STAR Classroom Observation Protocol® (STAR Protocol) is the instrument used to measure the extent to which effective, cognitive-based, standards-based classroom practices are present in the classroom. One third of the Indicators (n=5) are designed to measure the extent to which the teacher initiates effective learning activities for students. Two thirds of the Indicators (n=10) are designed to measure the extent to which students are effectively engaged in their learning. The STAR Classroom Observation Protocol is scored on all 15 Indicators, all 5 Essential

Components, and Overall. The 4-point scoring scale represents the extent to which Powerful Teaching and Learning is evident during an observation period. The Indicator and Component scales range from 1-Not Observable to 4-Clearly Observable. The Overall score represents the extent to which the overall teaching and learning practices observed were aligned with Powerful Teaching and Learning. The 4-point scale ranges from1-Not at All, 2-Very Little, 3-Somewhat, and 4-Very.

HOW DO WE KNOW WE CAN TRUST THE DATA?

The BERC Group, Inc. has conducted over 30,000 classroom observations using the STAR Protocol. Validity and reliability have been a focus and priority during its development. We understand the importance of these data as well as the sensitivity of judging classroom teacher and student interactions. With that said, we want to make sure we "get it right." To make sure the STAR Protocol measures what it is supposed to measure, it was developed through a process that established the construct validity, concurrent validity, content validity, and face validity that is critical to such an instrument. Likewise, we continue to take measures to ensure reliability of scoring so we know scores are representative of classroom activities. Over a 10-year time period, the PTL construct has been tested through multiple exploratory factor analyses (alpha level .92 on the 15 STAR Indicators), has maintained a significant correlation with student achievement, and has remained unchanged over time. Two separate researchers score approximately every 10th observation to continually measure inter-rater reliability, which is currently .90.

HOW DO WE READ THE CHARTS?

Findings are reported in two ways: (1) STAR Indicators are organized around the 5 Essential Components of PTL; and (2) STAR Indicators are organized around the Washington State Teacher Evaluation Criteria. Crosswalks with the approved professional practices frameworks (Danielson/Teachscape, Marzano, and CEL 5D+) are available in Appendix A. The charts are color coded. Dark green shows the percent of classrooms observed that were Very aligned (Distinguished) with the Essential Component (STAR Charts), STATE Criteria (State Charts); or Powerful Teaching and Learning (Over All Charts). The light green shows the percent of classrooms observed that were Somewhat aligned (Proficient). The yellow shows the percent of classrooms observed that were aligned Very Little (Basic). The red shows the percent of classrooms observed that were Not at All aligned (Unsatisfactory). Dark and light green are viewed as positive results. The more green you have (preferably dark green), the better. A school should see the percentage of green increase over time. This would represent an increase in the amount of effective teaching and learning that is taking place in the school.

WHAT IS THE STAR AND STATE AVERAGE?

A comparison bar on the right of the chart represents either the STAR Average or the State Average. We provide the STAR Average to compare the extent to which the school's data are somewhat or very aligned with Powerful Teaching and Learning. The State Average compares the schools data to the average criteria scores. The STAR and the State Average are calculated from 11,269 classroom observations the first time data were collected in a school. If The BERC Group collected multiple years of data, only the first time collection is included in the averages. The averages are simply a gauge for where schools typically start out when measuring the extent to which teaching and learning activities are aligned with effective practices.

WHAT IS THE GOAL?

Given the methodology of the study it is somewhat unrealistic to expect to see evidence of PTL in every classroom during a study (we are only present in a classroom for about 30 minutes). Therefore 100% alignment is rare. Over the years, however, we have seen schools transform their instruction for students with the Component scores reaching 80% or more. We have suggested that a good goal is 80% alignment (Somewhat/Light Green and Very/Dark Green).

HOW CAN THESE DATA HELP IMPROVE STUDENT ACHIEVEMENT?

The STAR classroom observation data are unique. Most data that teachers use to improve school on a daily, weekly, and monthly basis are curriculum-related data. Common examples are state test scores, reading fluency data, end of unit tests results, end of course exams, common assessments set to curriculum benchmarks and pacing guides. Many schools have some sort of professional learning community (PLC) that meets to review student achievement data on a regular basis. We have found that *only* focusing on curriculum-related data often leads to curriculum-related solutions. For example, if we find out from an end-of-unit test students did not learn a certain concept up to standard, a teacher or group of teachers may decide to "redo" a chapter or two; that is, cover the information again. Another popular strategy is to look at student data and then re-direct the students to another teacher. This is commonly referred to as "Walk to Read" or "Walk to Math." There is nothing wrong, by the way, with many of these reactions to curriculum data. However, the fact remains curriculum-related data leads primarily to curriculum-related solutions: Redo the material.

Likewise, we have found that instructional data naturally leads to instructional solutions. The following PTL Classroom Observation Report can serve as an impetus for educators to identify instructional focus areas (***Instructional Habits***) they would like to work on as a whole staff or Professional Learning Community (PLC). If instruction is important, then we need to have instructional data to help us determine our intervention. The data contained in this report provide a school-wide view of the effective strategies being used throughout the school. These data are intended to help guide the school in developing Common Instructional Habits that help

all students learn. This report meets the requirements for Indistar Indicator IF08: *Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.*

WHAT IS THE DIFFERENCE BETWEEN THE STAR AND STATE CHARTS?

The source of data for all the charts starts with the 15 STAR Indicators. Fortunately, these Indicators can be organized in various ways to answer multiple instructional questions. The first set of charts (STAR), are organized around *Skills, Knowledge, Thinking, Application*, and *Relationships*. Given that schools and districts are in the process of implementing the new Washington State Teacher Evaluation system, we wanted to also organize the STAR Indicators around the 8 State Criteria as well. Because only the first six state criteria deal with actual instructional practices, we have aligned the STAR Indicators with Criteria 1-6. Criteria 7 and 8 are non-instructional (communication and collaboration) data.

A big difference between the state teacher evaluation data principals will gather around instruction and the STAR data is that the teacher evaluation is personal, private, and between the teacher and supervisor. The STAR data are school-level data designed to help identify areas for ongoing school-wide focus, regardless of where teachers are personally in their employment evaluation cycle.

HOW TO USE THE REFLECTION SHEET?

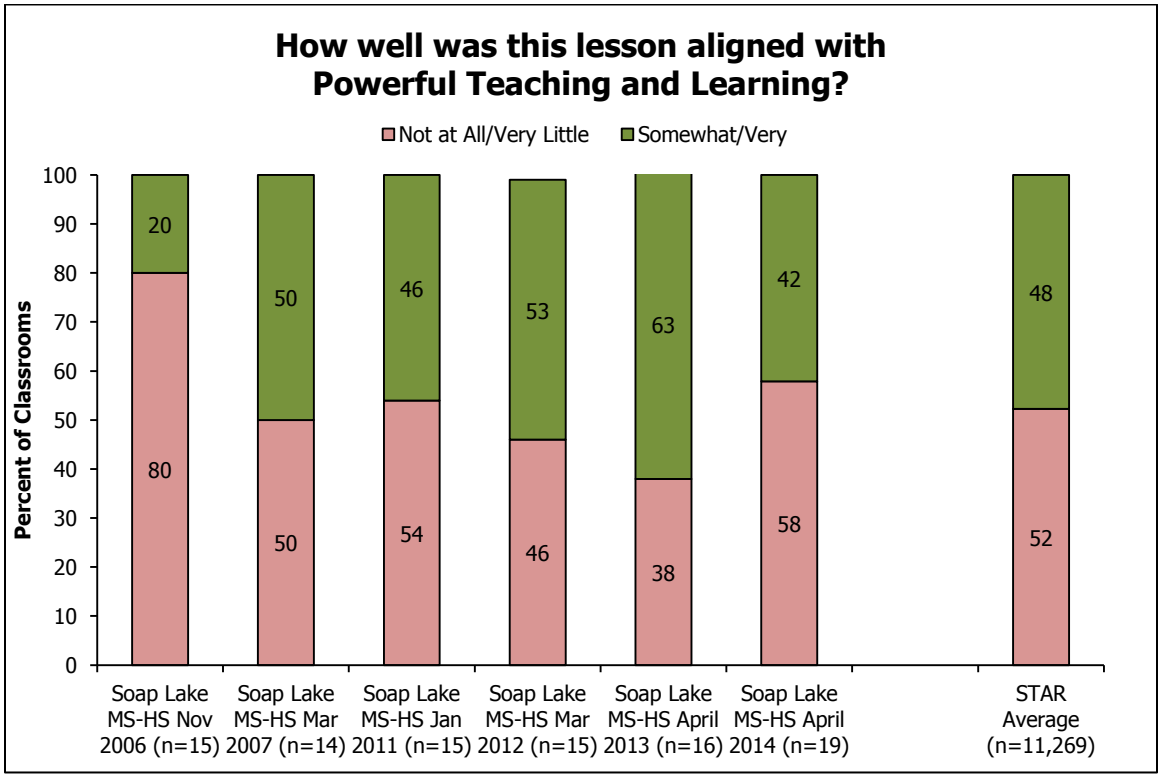
Using the Reflection Sheet to analyze the observation data can help the school set goals for school-wide focus related to instruction. By identifying the highest and lowest scoring components, criterion, and indicators, a school can narrow down an instructional focus. These data can help identify *Instructional Habits* that the whole school can focus on together. Whereas the individual teacher evaluation is about each individual teacher, the STAR data are about the school overall.

POWERFUL TEACHING AND LEARNING

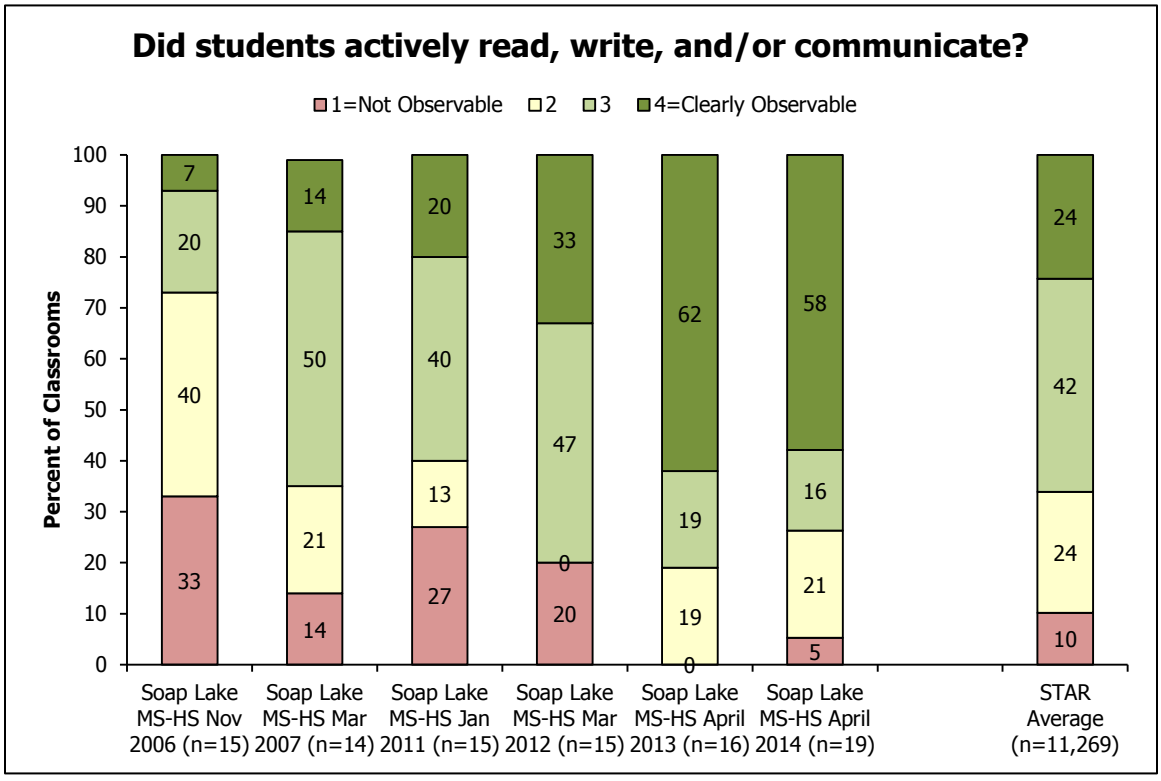
The Powerful Teaching and Learning STAR Instructional Framework is designed to contain all of the most important instructional language that a district may need to develop common instructional language. An instructional framework should include language from the teacher evaluation framework (Danielson/Teachscape, Marzano, CEL 5D+); from Common Core State Standards (Standards for Mathematical Practice and ELA Pedagogical Shifts); from Smarter Balanced (Argument Writing, Modeling); from Indistar School Indicators; and from other Instructional Models adopted by the district/school (GLAD, AVID, GRR, etc…). The STAR Framework includes elements of all of these and organizes them into a framework that educators can use to plan more effective lessons.

Figure 1 shows the extent to which classroom practices were aligned with Powerful Teaching and Learning during the study, combining *Somewhat* and *Very* aligned*.* During the most recent data collection, 42% of the classrooms observed were aligned with Powerful Teaching and Learning. The STAR Average is 48%. Figures 2-5 show Essential Component level scores. Figure 7 shows overall scores for each level of alignment: *Not at All, Very Little, Somewhat,* and *Very*. Results by Indicator are provided in Table 1.

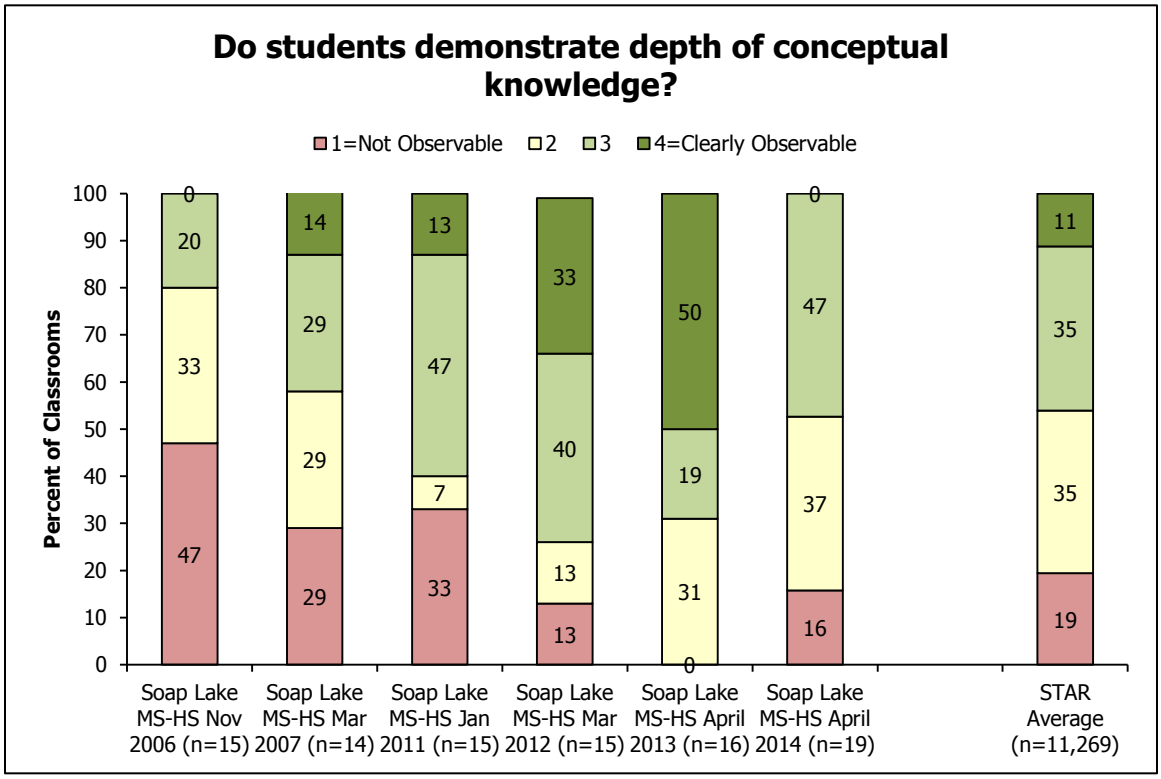
Overall Results



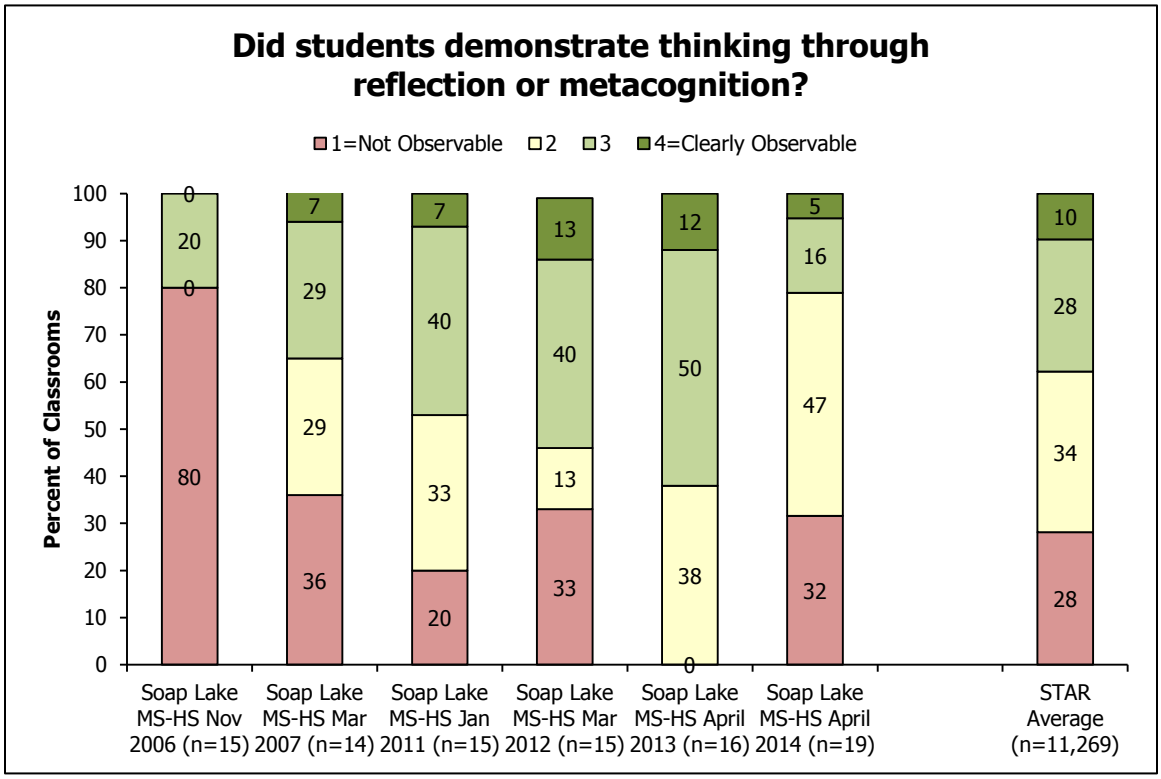
Skills: Essential Component Results



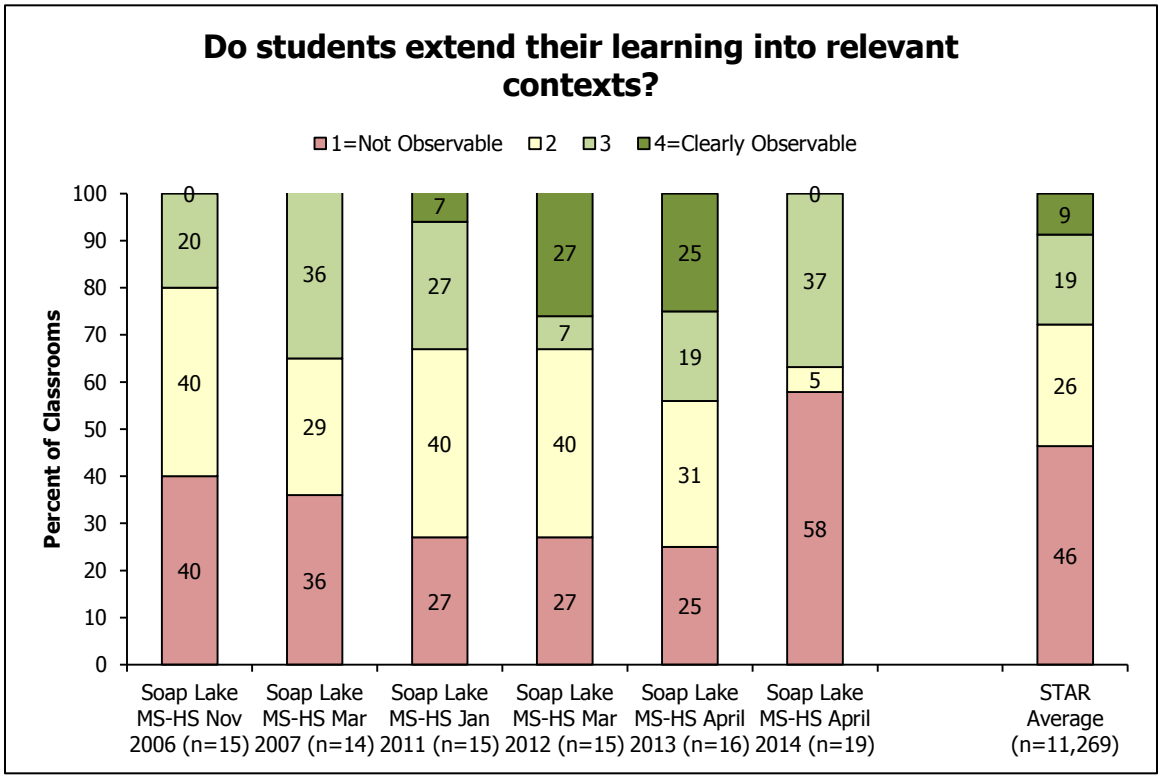
Knowledge: Essential Component Results



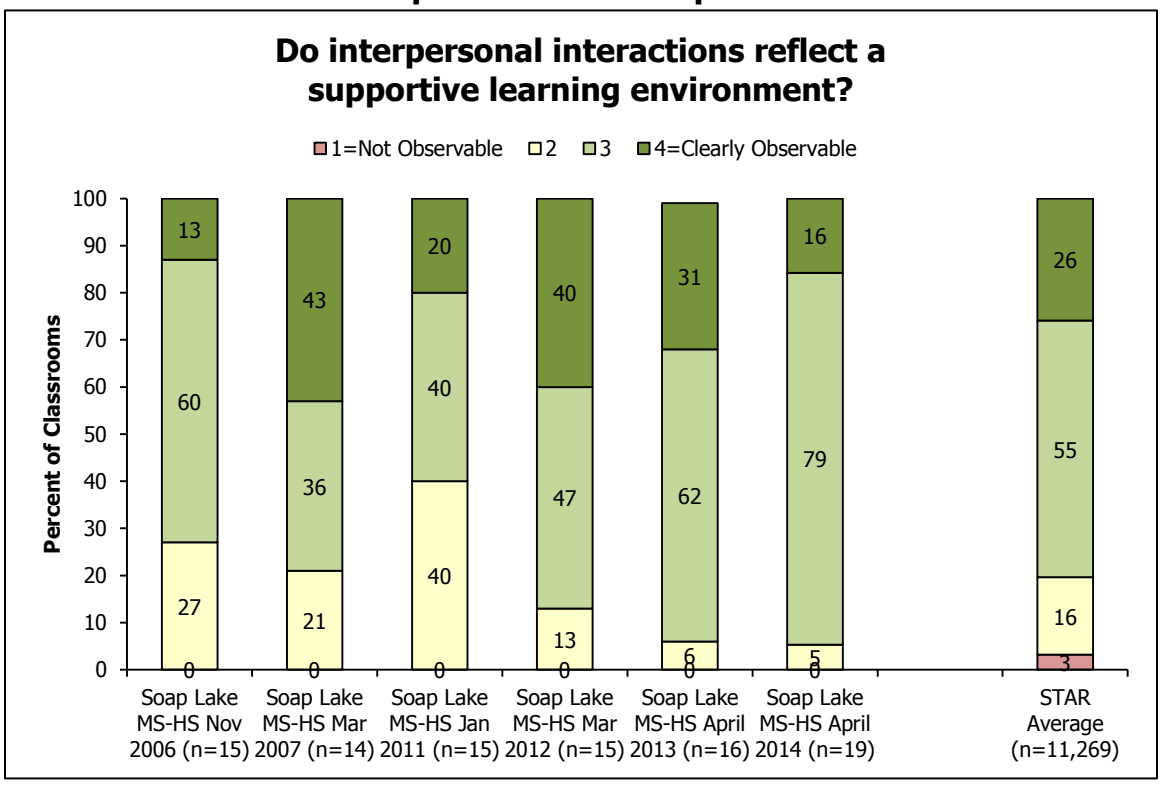
Thinking: Essential Component Results



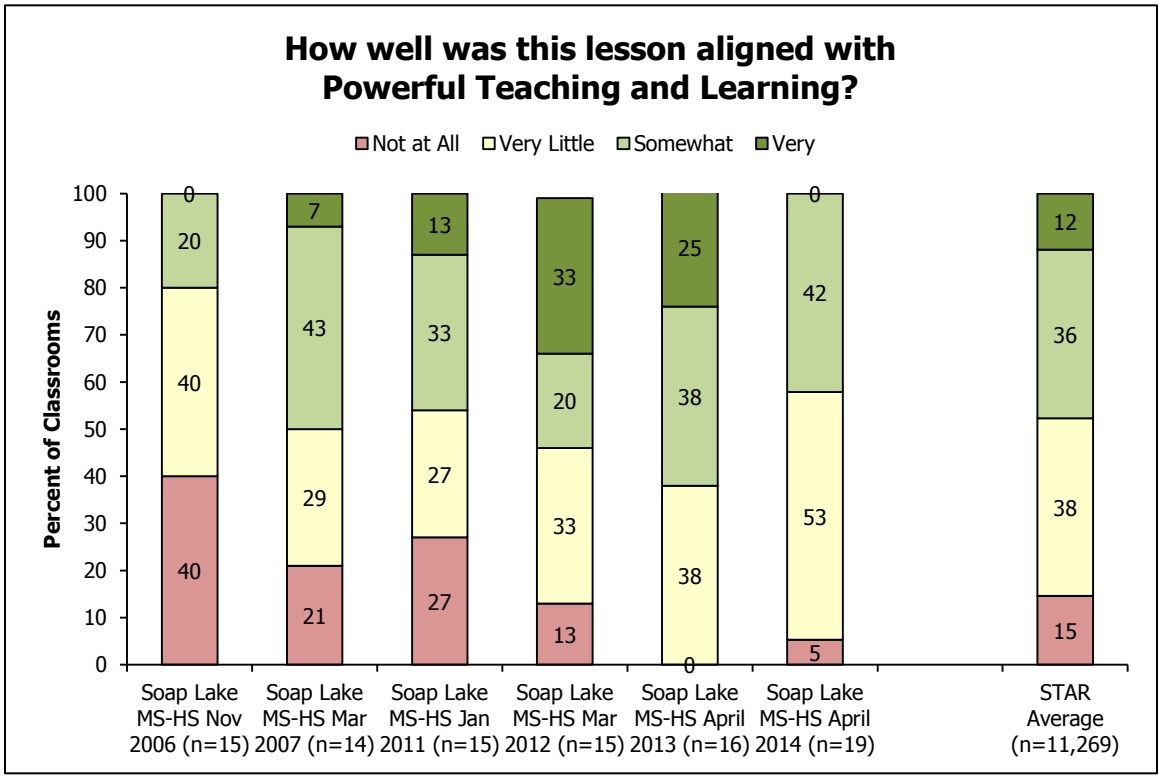
Application: Essential Component Results



Relationships: Essential Component Results



Overall (scales 1-4)



Disaggregated STAR Indicator Results

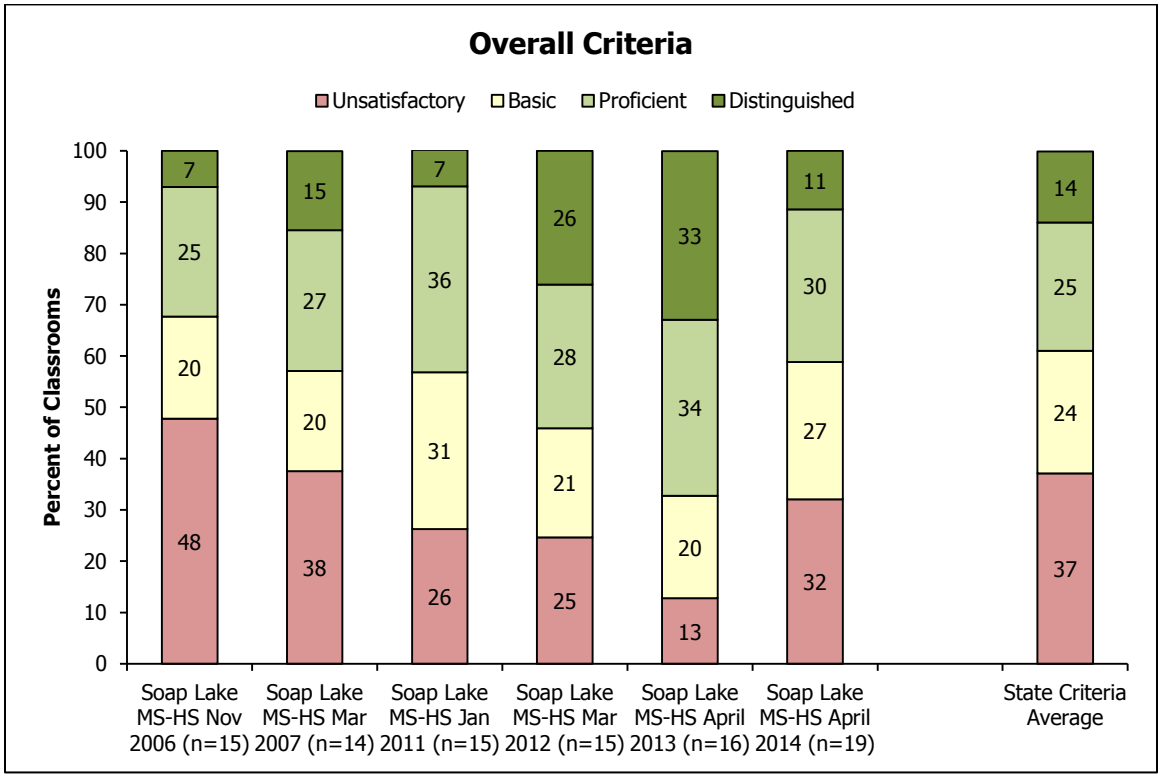
Skills Indicators	***1***	***2***	***3***	***4***
1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving and/or demonstrating.	5%	11%	21%	63%
			84%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	11%	21%	21%	47%
			68%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	16%	16%	16%	53%
			68%	
Knowledge Indicators	***1***	***2***	***3***	***4***
4. Teacher assures the focus of the lesson is clear to all students and that activities/tasks are aligned with the lesson objective/purpose.	11%	32%	53%	5%
			58%	
5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and to develop conceptual understanding, not just recall.	16%	37%	37%	11%
			47%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	26%	32%	42%	0%
			42%	
Thinking Indicators	***1***	***2***	***3***	***4***
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	32%	42%	21%	5%
			26%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	42%	32%	16%	11%
			26%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	32%	42%	16%	11%
			26%	
Application Indicators	***1***	***2***	***3***	***4***
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	37%	42%	21%	0%
			21%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	63%	11%	26%	0%
			26%	
12. Students produce a product and/or performance for an audience beyond the class.	79%	0%	16%	5%
			21%	
Relationships Indicators	***1***	***2***	***3***	***4***
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	5%	53%	42%
			95%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	53%	21%	11%	16%
			26%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	11%	21%	42%	26%
			68%	

Washington State Teacher Evaluation -- Criteria 1-6

In the aggregate, Criterion 1-6 scored at a moderate level, with 41% of classrooms scoring Proficient or Distinguished (see chart below). The Overall Criteria scores were calculated by averaging the 6 Criterion scores. By doing so, it weights some STAR Indicators as more important. For example Indicators 4, 10, 11, 14 are each included in three different State Criterion. That means these practices seem to be of greater importance in view of the teacher evaluation system, so they are weighted as such. These Indicators highlight the importance of relevance and relationships in classroom instruction. Figures 9 through 15 contain each Criterion separately.

The purpose of these charts is to show the extent to which instructional practices in a school are generally aligned with the State Teacher Evaluation Criteria around instruction. As a caveat, these scores represent how the instructional practices would likely score in the teacher evaluation process, not what the actual teacher evaluations would be. That is because a teacher's overall personnel evaluation will be made up of *instructional practices*, in addition to *artifacts* and *student growth measures*. Instructional practices are just one part of a teacher's overall evaluation. Therefore, interpret with care. The following charts account for and represent only the instructional practices.

By using the data in the following Criteria charts and the Indicator tables, educators can begin to narrow the focus around which school-wide instructional habits will yield the greatest impact.

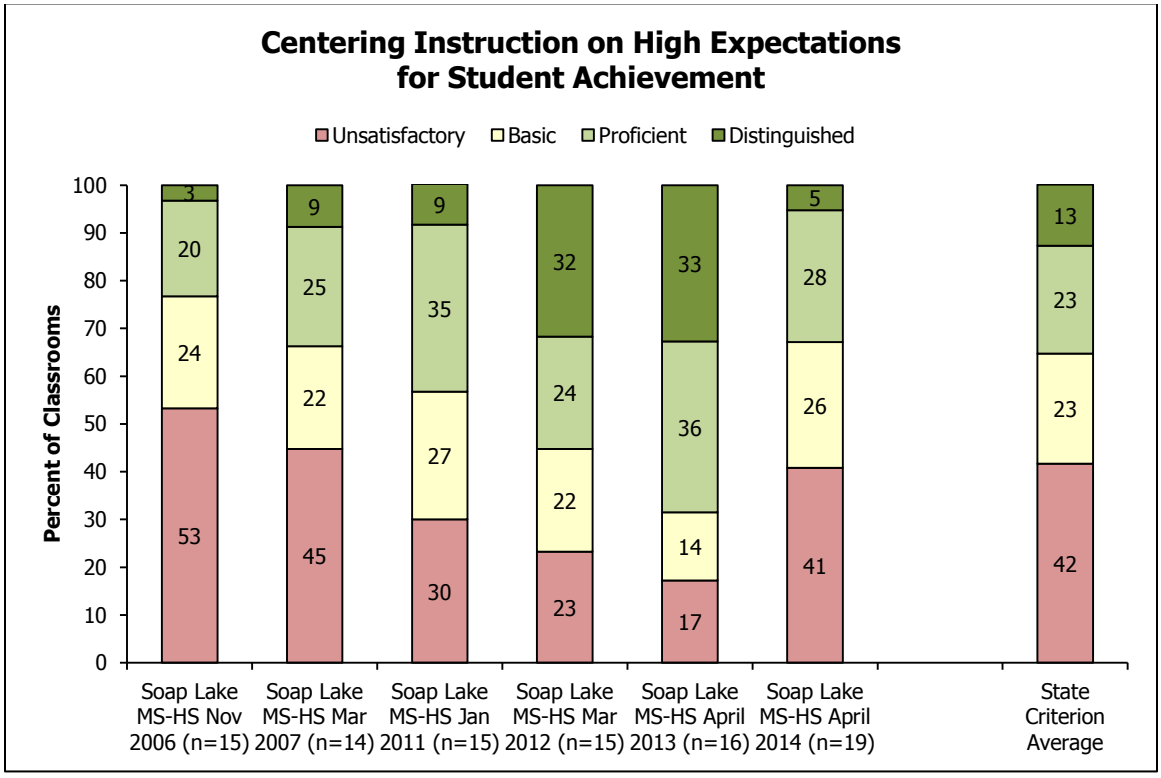


Washington State Teacher Evaluation -- Criterion 1

Centering instruction on high expectations for student achievement

KEYWORD: Expectations

The teacher communicates high expectations for student learning.



CRITERION 1: EXPECTATIONS	1	2	3	4
4. Teacher assures the focus of the lesson is clear to all students.	11%	32%	53%	5%
			58%	
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	37%	42%	21%	0%
			21%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	63%	11%	26%	0%
			26%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	53%	21%	11%	16%
			26%	

Summary

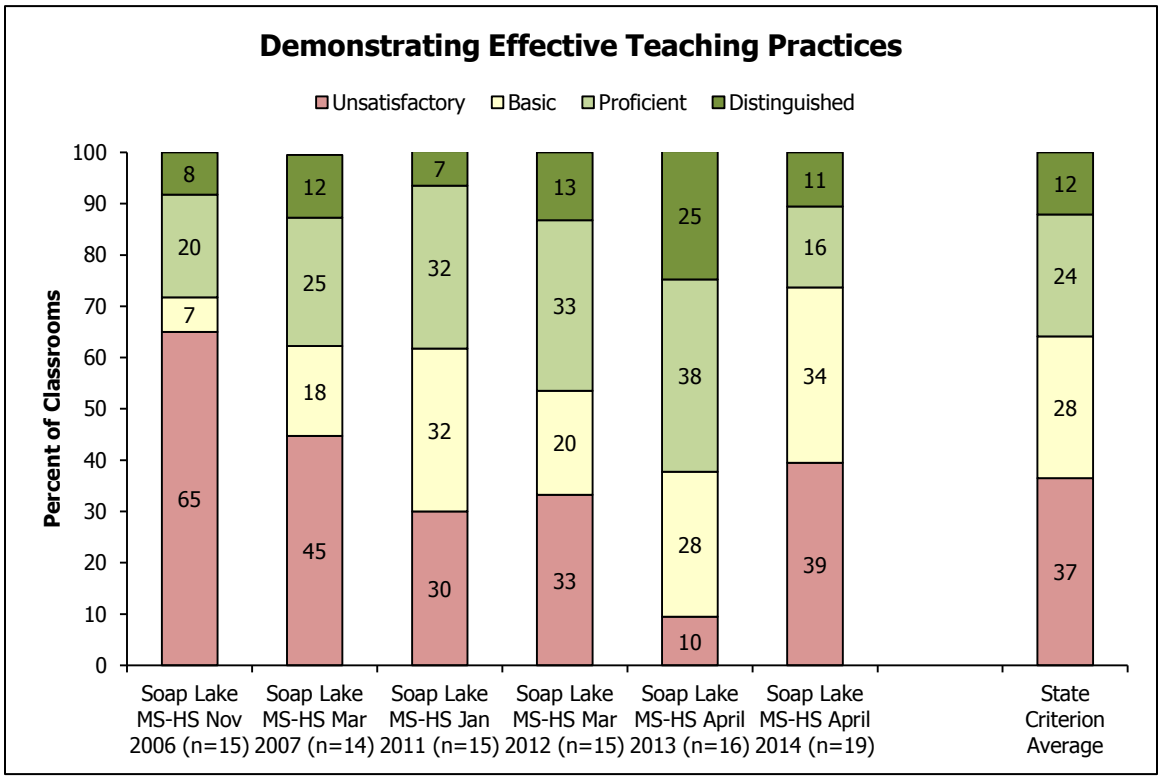
Criterion 1 scored at a moderate level, with 33% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers were aligning tasks and activities with a lesson objective/purpose that is clear to the students; relating lesson content to other subject areas, personal experiences, and contexts; helping students demonstrate meaningful personal connections by extending learning activities in the classroom; and giving students the opportunity to discuss the purpose collaboratively.

Washington State Teacher Evaluation -- Criterion 2

Demonstrating effective teaching practices.

KEYWORD: Instruction

The teacher uses research-based instructional practices to meet the needs of all students.



CRITERION 2: INSTRUCTION	1	2	3	4
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	32%	42%	21%	5%
			26%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	42%	32%	16%	11%
			26%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	32%	42%	16%	11%
			26%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	53%	21%	11%	16%
			26%	

Summary

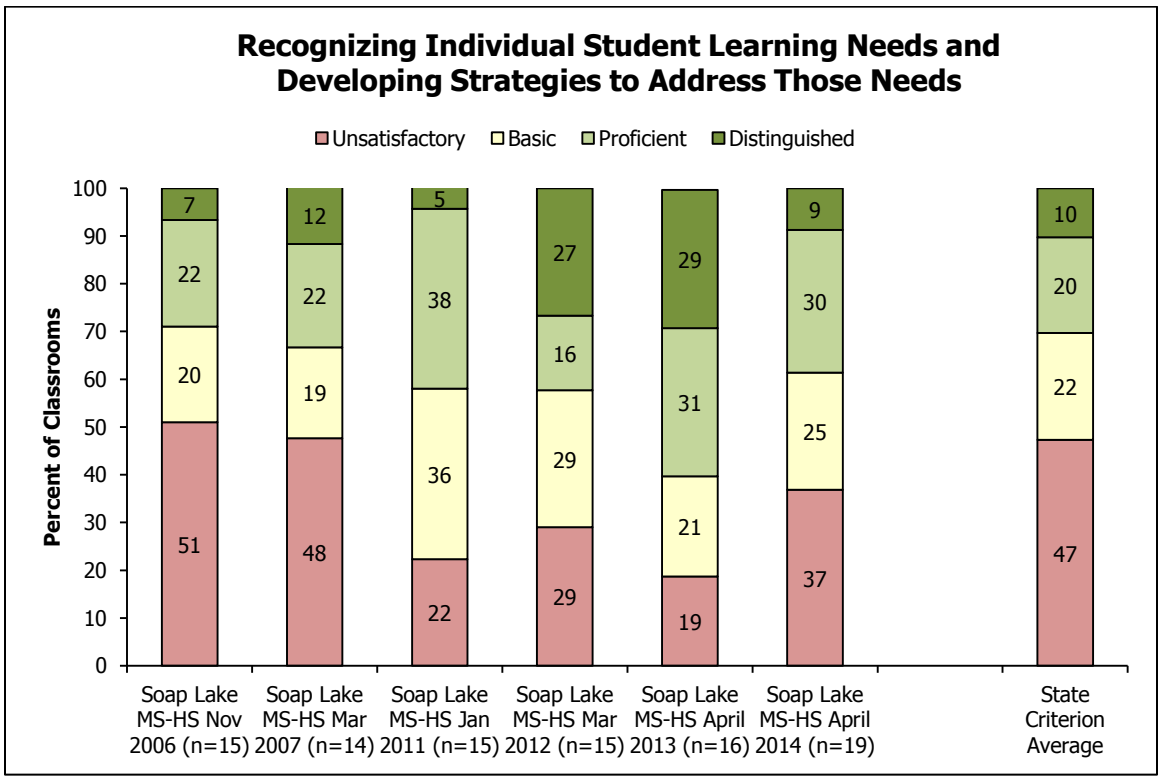
Criterion 2 scored at a moderate level, with 27% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are using a variety of questioning strategies, and students are developing effective thinking processes, reflecting on their own learning, and working collaboratively.

Washington State Teacher Evaluation -- Criterion 3

Recognizing individual student learning needs and developing strategies to address those needs.

KEYWORD: Differentiation

The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust practices by employing strategies that advance student learning.



CRITERION 3: DIFFERENTIATION	*1*	*2*	*3*	*4*
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	37%	42%	21%	0%
			21%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	63%	11%	26%	0%
			26%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	11%	21%	42%	26%
			68%	

Summary

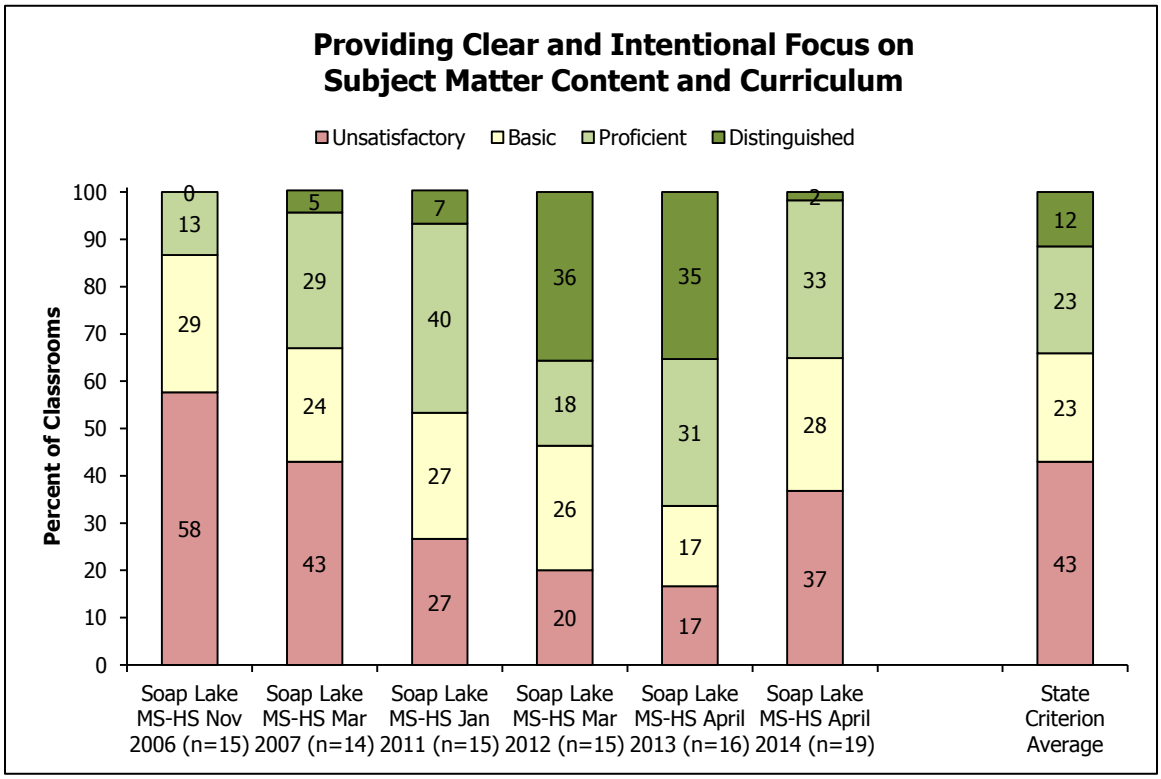
Criterion 3 scored at a moderate level, with 39% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are relating lesson content to other subject areas, personal experiences, and contexts, while students are experiencing differentiated instruction and demonstrating meaningful personal connections by extending learning activities in the classroom.

Washington State Teacher Evaluation -- Criterion 4

Providing clear and intentional focus on subject matter content and curriculum.

KEYWORD: Content Knowledge

The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.



CRITERION 4: CONTENT KNOWLEDGE	*1*	*2*	*3*	*4*
4. Teacher assures the focus of the lesson is clear to all students.	11%	32%	53%	5%
			58%	
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	37%	42%	21%	0%
			21%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	63%	11%	26%	0%
			26%	

Summary

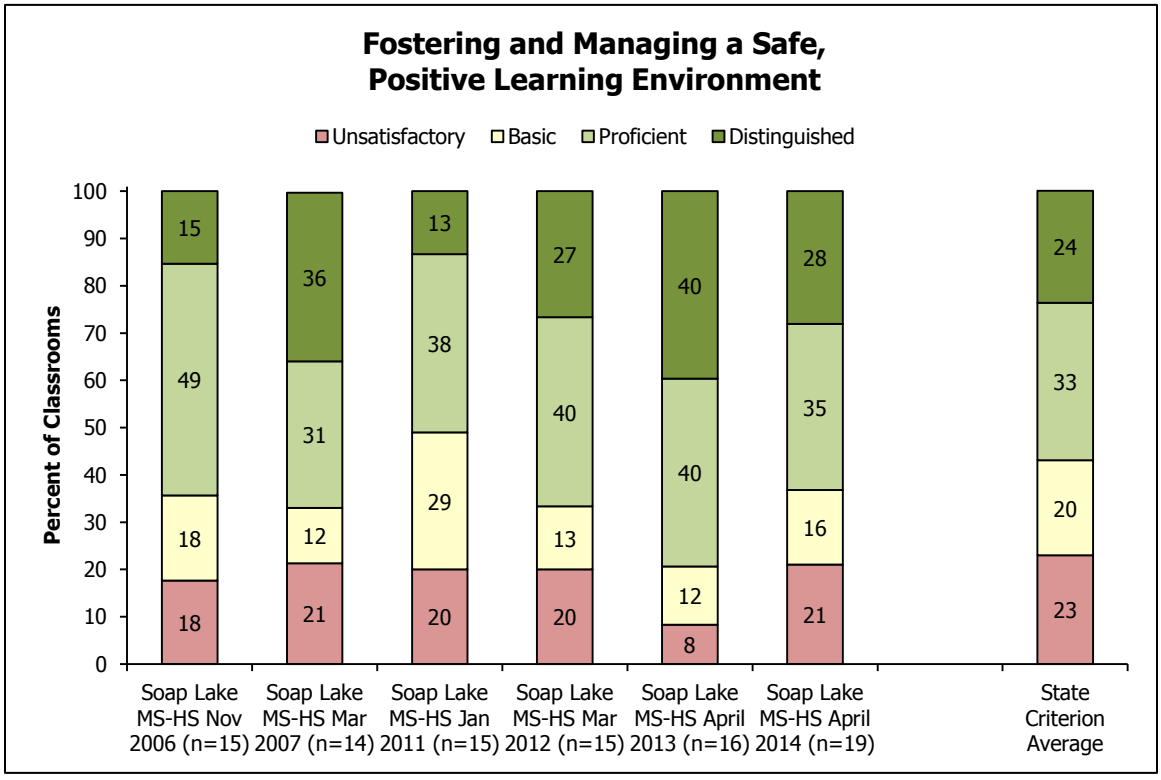
Criterion 4 scored at a moderate level, with 35% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are aligning tasks and activities with a clear lesson objective; relating lesson content to other subject areas, personal experiences, and contexts; helping students demonstrate meaningful personal connections by extending learning activities in the classroom.

Washington State Teacher Evaluation -- Criterion 5

Fostering and managing a safe, positive learning environment.

KEYWORD: Learning Environment

The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.



CRITERION 5: LEARNING ENVIRONMENT	1	2	3	4
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	5%	53%	42%
			95%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	53%	21%	11%	16%
			26%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	11%	21%	42%	26%
			68%	

Summary

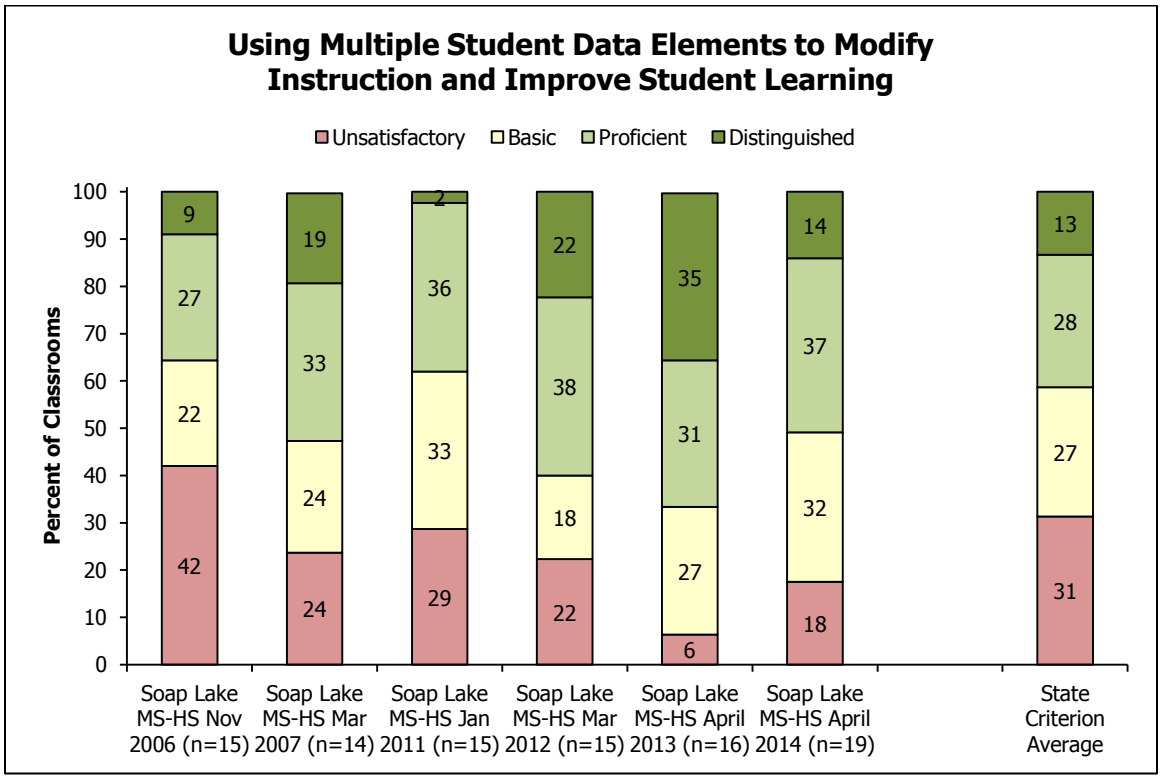
Criterion 5 scored at a high level, with 63% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are creating positive, inspirational, safe, and challenging academic environments; students have opportunities to work collaboratively to share knowledge, complete projects, and/or critique their work; and learning activities were adapted to meet the needs of learners.

Washington State Teacher Evaluation -- Criterion 6

Using multiple student data elements to modify instruction and improve student learning.

KEYWORD: Assessment

The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.



CRITERION 6: ASSESSMENT	*1*	*2*	*3*	*4*
4. Teacher assures the focus of the lesson is clear to all students.	11%	32%	53%	5%
			58%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	32%	42%	16%	11%
			26%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	11%	21%	42%	26%
			68%	

Summary

Criterion 6 scored at a high level, with 51% of classrooms scoring Proficient or Distinguished. In these classrooms, teachers are aligning activities and tasks to a clear lesson objective, students are demonstrating verbally or in writing that they are intentionally reflecting on their own learning, and students are experiencing instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).

Summary and Recommendations

Overall, researchers observed instruction aligned with Powerful Teaching and Learning® in 42% of the classes. When interpreting the data through the lens of the State Teacher Evaluation, the lowest scoring was Criterion 2, with 27% of classrooms scoring Proficient or Distinguished. The highest scoring was Criterion 5, with 63% of classrooms scoring Proficient or Distinguished. Building on these strengths, we recommend that staff members explore two specific criteria.

Criterion 2: Demonstrating effective teaching practices.
Criterion 2 scored lowest on the Protocol, with 27% of classrooms scoring Proficient or Distinguished. Researchers noticed most teachers using leading questions to check students understanding, rather than a variety of questioning strategies that allows students to develop their critical thinking skills (Indicator 7; 26%). In order to encourage students to explain their thinking processes (Indicator 8; 26%), we recommend teachers ask questions such as "How did you know?" and "Why do you think that?" In addition to more probing questions, teachers should also allow for more thinking time. Researchers saw teachers answering their own questions after receiving no answers from the students. If students expect a teacher to answer the question for them, they are less likely to volunteer an answer. One strategy to allow students to answer the questions is through partner sharing. This permits more than one student to answer questions as well as promotes collaboration to share knowledge (Indicator 14; 26%).

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.
Criterion 4 scored moderately low on the Protocol with 35% of the classrooms scoring Proficient or Distinguished. Observers saw that 58% of the lessons were aligned with a specific concept or purpose (Indicator 4). In some classes, it was difficult for students to understand how to meet expectations for the lesson. One strategy is to begin class with a discussion of a posted objective and throughout the lesson ensure students are still aware of the overarching goal. Related to discussing the lesson objective, we recommend teachers make real-world connections to the objective by explaining why each concept is important for students to learn (Indicator 10; 21%). Examples of connections include personal stories about when the teacher used the concept in their own lives or a relevant current event. This will ensure students understand the real-life application of each. Students should connect their learning to their own lives or other subject areas (Indicator 11). It may be helpful for teachers to create projects with other subject area teachers in order to help students help students see the connection between subjects and apply their learning beyond the classroom.

Criterion 5: Fostering and Managing a safe, positive learning environment.
Criterion 5 scored the highest on the Protocol, with 63% of the classes observed scoring Proficient or Distinguished. Teachers assured that learning environments were safe and positive in 95% of classrooms (Indicator 13). Researchers saw less evidence of meaningful group work or collaboration in classrooms (Indicator 14, 26%) and noted differentiated instructional approaches in 68% of classes (Indicator 15). It is essential that students work collaboratively through periodic grouping to receive social support and share knowledge and to allow every student to engage in a discussion. This adds to the supportive learning environment and provides a structure for student teamwork, discussion, reflection, critical thinking, and analysis. Group discussions encourage students to express their opinions, to listen to the opinions of others, and to provide support for their answers.

APPENDIX A

STAR CROSSWALK TO ALL THREE STATE EVALUATION MODELS

The state of Washington has adopted three Professional Practices Frameworks (PPF) to guide the new teacher evaluation process. Each of the three models are organized around the 8 State Teacher Evaluation Criteria. The BERC Group cross walked all three models to STAR and then produced an aggregate crosswalk. The shaded, far left column in Table 11 provides information about the state criteria, key word, and STAR Indicators that align with each Criteria.

STAR Crosswalk Indicators

Model	Danielson (Teachscape)	Marzano	CEL 5D+
Descriptors	22 Total	31 Total	37 Total
CRITERION 1 ***Centering instruction on high expectations for student achievement.*** **Keyword: EXPECTATIONS** **STAR Crosswalk:** **K4, A10, A11, R14**	**3 Descriptors** **Model Focus:** *Purpose Collaboration* **STAR Crosswalk:** K4, T7, T8, A10, A11, R14	**4 Descriptors** **Model Focus:** *Purpose Environment* **STAR Crosswalk:** K4, A10, A11, R13	**5 Descriptors** **Model Focus:** *Purpose Collaboration* **STAR Crosswalk:** K4, T8, A10, A11, R14
CRITERION 2 ***Demonstrating effective teaching practices.*** **Keyword: INSTRUCTION** **STAR Crosswalk:** **T7, T8, T9, R14**	**2 Descriptors** **Model Focus:** *Cognition Discussion* **STAR Crosswalk:** T7, T8, T9, 14	**8 Descriptors** (Plus 24 Elements) **Model Focus:** *Knowledge Cognition Interest Discussion* **STAR Crosswalk:** S1, S2, K4, K5, K6, T7, T8, T9, A10, A11, R13, R14	**5 Descriptors** **Model Focus:** *Cognition Discussion* **STAR Crosswalk:** K4, K5, K6, T7, T8, A10, A11, R14

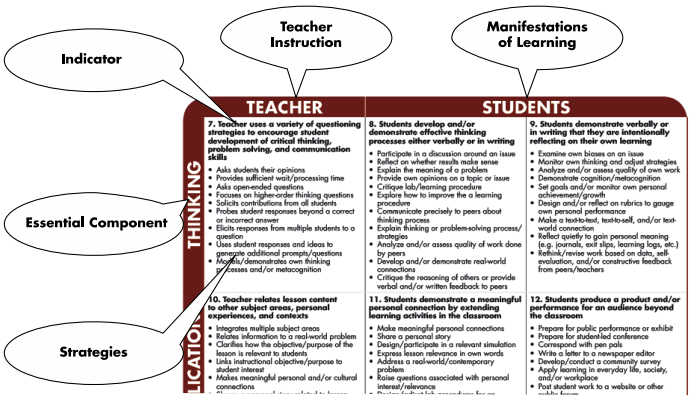
CRITERION 3 ***Recognizing individual student learning needs and developing strategies to address those needs.*** **Keyword:** **DIFFERENTIATION** **STAR Crosswalk:** **A10, A11, R15**	**2 Descriptors** **Model Focus:** *Interest Differentiation* **STAR Crosswalk:** A10, A11, R15	**2 Descriptors** **Model Focus:** *Interest Differentiation* **STAR Crosswalk:** A10, A11, R15	**5 Descriptors** **Model Focus:** *Culture Differentiation* **STAR Crosswalk:** A10, A11, R15
CRITERION 4 ***Providing clear and intentional focus on subject matter content and curriculum.*** **Keyword:** **CONTENT KNOWLEDGE** **STAR Crosswalk:** **K4, A10, A11**	**4 Descriptors** **Model Focus:** *Purpose Differentiation* **STAR Crosswalk:** K4, T7, A10, A11, R15	**2 Descriptors** **Model Focus:** *Targets Resources* **STAR Crosswalk:** S3, K4, A11, A12	**5 Descriptors** **Model Focus:** *Purpose Content* **STAR Crosswalk:** K4, K5, A10
CRITERION 5 ***Fostering and managing a safe, positive learning environment.*** **Keyword:** **LEARNING ENVIRONMENT** **STAR Crosswalk:** **R13, R14, R15**	**4 Descriptors** **Model Focus:** *Environment Interactions* **STAR Crosswalk:** R13, R14, R15	**6 Descriptors** **Model Focus:** *Environment Interactions* **STAR Crosswalk:** R13, R14	**6 Descriptors** **Model Focus:** *Environment Interactions* **STAR Crosswalk:** R13, R14

CRITERION 6 ***Using multiple student data elements to modify instruction and improve student learning.*** **Keyword:** **ASSESSMENT** **STAR Crosswalk:** **K4, T9, R15**	**3 Descriptors** **Model Focus:** *Outcomes Rubrics Differentiation* **STAR Crosswalk:** K4, T7, T8, T9, R15	**3 Descriptors** **Model Focus:** *Outcomes Rubrics Differentiation* **STAR Crosswalk:** K4, T9, R15	**5 Descriptors** **Model Focus:** *Outcomes Self-assessment* **STAR Crosswalk:** K4, T9
CRITERION 7 ***Communicating and collaborating with parents and the school community.*** **Keyword:** **FAMILY and COMMUNITY** **STAR Crosswalk:** **A12**	**1 Descriptor** **Model Focus:** *Family* **STAR Crosswalk:** A12	**2 Descriptors** **Model Focus:** *Family Community* **STAR Crosswalk:** A12	**2 Descriptors** **Model Focus:** *Family* **STAR Crosswalk:** T9, A12
CRITERION 8 ***Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.*** **Keyword:** **PROFESSIONAL PRACTICE** **STAR PROCESS**	**3 Descriptors** **Model Focus:** *Collaboration Pedagogy* **STAR Crosswalk:** PROCESS	**4 Descriptors** **Model Focus:** *PLCs PD Growth* **STAR Crosswalk:** PROCESS	**4 Descriptors** **Model Focus:** *Collaboration Pedagogy* **STAR Crosswalk:** R13, PROCESS

APPENDIX B
STAR FRAMEWORK

The STAR Framework for Powerful Teaching and Learning

Powerful Teaching and Learning™ is a catalyst for school-wide Second Order Change. Using the STAR Framework, educators internalize the concepts behind Powerful Teaching and Learning and learn to recognize them in classroom practice, before focusing on specific classroom strategies. Both cognitive science and school research point to common elements of instructional practice and student experience that correlate with higher student achievement scores. These elements are identified in the STAR Framework for Powerful Teaching and Learning and serve to help educators develop common language related to teaching and learning within schools.



	TEACHER	STUDENTS	
SKILLS	**1. Teacher provides an opportunity for students to develop and/or demonstrate skills** a. Requires elaborate reading/writing/speaking b. Asks students to produce poetry/essays/journals/research papers c. Asks students to complete response logs/lab reports/data tables/graphic displays d. Provides opportunities for modeling/diagramming/displaying/solving/demonstrating e. Provides opportunities for students to practice dialogue/debates/skits/presentations/arguments	**2. Students' skills are used to demonstrate conceptual understanding** a. Organize/sequence/categorize information b. Consider alternatives c. Interpret and/or evaluate d. Predict/hypothesize e. Compare/contrast f. Analyze cause and effect g. Develop model/simulation/original creation h. Understand and use stated assumptions i. Communicate conceptual understanding j. Practice Socratic dialogue k. Take extensive (e.g. Cornell) notes l. Participate in a discussion/debate/oral presentation	**3. Students demonstrate appropriate methods and/or use appropriate tools to acquire/represent information** a. Read and/or analyze text or other data b. Use manipulatives/maps/primary sources c. Conduct interviews or focus groups d. Identify information sources to be used e. Produce a piece of creative or expository writing f. Develop and/or use graph/two-way table/graphic organizer/thinking map g. Construct a written or visual explanation to a phenomenon h. Develop a visual (or other artistic) representation of information i. Use technology tools to explore and deepen understanding of concepts
KNOWLEDGE	**4. Teacher assures the focus of the lesson is clear to all students and that activities/tasks are aligned with the lesson objective/purpose** a. Aligns lesson with common core state standards, goals, and/or learning targets b. Assures students are aware of lesson objective/purpose c. Asks students to explain lesson objective/purpose to one another d. Assures students know how to meet the lesson objective/purpose e. Asks students to explain how activities/tasks align with the lesson objective/purpose f. Organizes lesson around a theme, guiding/essential question and/or an enduring understanding	**5. Students construct knowledge and/or manipulate information to build on prior learning, to discover new meaning, and/or to develop conceptual understanding, not just recall** a. Synthesize information b. Analyze/critically examine information c. Discuss a public issue d. Use evidence/data to support an opinion e. Arrive at a conclusion or interpretation f. Identify/discern a pattern or structure g. Represent information in a non-linguistic, (artistic/graphic/visual) format h. Generate their own ideas, questions, or hypotheses based on stated information i. Explore the truth of conjectures and/or justify conclusions	**6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding** a. Make distinctions b. Apply/explain/debate ideas c. Form generalizations d. Formulate coherent/complete questions e. Conduct a simulation f. Communicate using symbolic representation g. Demonstrate the use of vocabulary and fundamental concepts of a subject area h. Ask useful questions to clarify or improve an argument i. Participate in a literature circle or Socratic seminar

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	TEACHER	STUDENTS	
THINKING	**7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills** a. Asks students their opinions b. Provides sufficient wait/processing time c. Asks open-ended questions d. Focuses on higher-order thinking questions e. Solicits contributions from all students f. Probes student responses beyond a correct or incorrect answer g. Elicits responses from multiple students to a question h. Uses student responses and ideas to generate additional prompts/questions i. Models/demonstrates own thinking processes and/or metacognition	**8. Students develop and/or demonstrate effective thinking processes either verbally or in writing** a. Participate in a discussion around an issue b. Reflect on whether results make sense c. Explain the meaning of a problem d. Provide own opinions on a topic or issue e. Critique lab/learning procedure f. Explore how to improve a learning procedure g. Communicate precisely to peers about thinking process h. Explain thinking or problem-solving process/ strategies i. Analyze and/or assess quality of work done by peers j. Develop and/or demonstrate real-world connections k. Critique the reasoning of others or provide verbal and/or written feedback to peers	**9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning** a. Examine own biases on an issue b. Monitor own thinking and adjust strategies c. Analyze and/or assess quality of own work d. Demonstrate cognition/metacognition e. Set goals and/or monitor own personal achievement/growth f. Design and/or reflect on rubrics to gauge own personal performance g. Make a text-to-text, text-to-self, and/or text-world connection h. Reflect quietly to gain personal meaning (e.g. journals, exit slips, learning logs, etc.) i. Rethink/revise work based on data, self-evaluation, and/or constructive feedback from peers/teachers
APPLICATION	**10. Teacher relates lesson content to other subject areas, personal experiences, and contexts** a. Integrates multiple subject areas b. Relates information to a real-world problem c. Clarifies how the objective/purpose of the lesson is relevant to students d. Links instructional objective/purpose to student interest e. Makes meaningful personal and/or cultural connections f. Shares a personal story related to lesson content g. Demonstrates connection to a personal experience h. Connects lesson objective/purpose/ outcomes to previous and/or future learning	**11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom** a. Make meaningful personal connections b. Share a personal story c. Design/participate in a relevant simulation d. Express lesson relevance in own words e. Address a real-world/contemporary problem f. Raise questions associated with personal interest/relevance g. Design/adjust lab procedures for an experiment h. Present work and/or finished projects to an audience in the classroom i. Articulate the purpose and/or relevance of a theme, project, problem, or question	**12. Students produce a product and/or performance for an audience beyond the classroom** a. Prepare for public performance or exhibit b. Prepare for student-led conference c. Correspond with pen pals d. Write a letter to an external audience e. Develop/conduct a community survey f. Partner with community members/businesses g. Apply learning in everyday life, society, and/or workplace h. Post student work to a website or other public forum i. Produce an informative or persuasive piece of work (essay, argument, play, brochure, etc.) j. Participate in a service-based learning project, job shadow, internship, and/or mentorship
RELATIONSHIPS	**13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment** a. Interacts positively with students b. Models and expects responsible behavior c. Provides challenging assignments d. Establishes a culture for learning e. Demonstrates knowledge of students f. Seeks knowledge of students (background, culture, interests, special needs) g. Organizes the physical space to maximize learning h. Develops an atmosphere of respect, rapport, sincerity, warmth, and/or humor i. Demonstrates flexibility and responsiveness to student needs j. Creates a welcoming environment where students feel safe, secure, and respected k. Assures routines and rituals are in place that allow students to work and move comfortably in the room	**14. Students work collaboratively to share knowledge, complete projects, and/or critique their work** a. Correct peer behavior when necessary b. Ensure all voices are heard in a discussion c. Take an active role in monitoring own behavior within a group d. Contribute to the management of instructional groups e. Practice active listening, extend discussions, enrich dialogue with peers f. Make comments and/or responds to peers in a positive and constructive manner g. Participate in writing groups/peer editing groups/reading groups/research groups/ lab groups/problem solving groups h. Receive social support for learning through periodic grouping with peers (e.g. response partners, turn and talk, triads, small groups, think-pair-share, etc.)	**15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning)** a. Participate in enrichment and/or remediation activities b. Experience multiple ways to practice a concept and/or new learning c. Share own ideas, thoughts, and/or feelings relevant to lesson topic and/or task d. Make own choices about ways to approach learning tasks e. Progress through the lesson based on own needs rather than text progression f. Work in an environment that takes into account their background, culture, interests, or special needs

REFLECTION SHEET

GENERAL OBSERVATIONS, COMMENTS, AND QUESTIONS REGARDING THE DATA

SKILLS	(66%)_____%	⇧⇩	CRITERION 1	(34%)_____%	⇧⇩
KNOWLEDGE	(46%)_____%	⇧⇩	CRITERION 2	(34%)_____%	⇧⇩
THINKING	(37%)_____%	⇧⇩	CRITERION 3	(28%)_____%	⇧⇩
APPLICATION	(27%)_____%	⇧⇩	CRITERION 4	(33%)_____%	⇧⇩
RELATIONSHIPS	(80%)_____%	⇧⇩	CRITERION 5	(55%)_____%	⇧⇩
			CRITERION 6	(38%)_____%	⇧⇩

WHAT IS/ARE THE HIGHEST SCORING STAR ESSENTIAL COMPONENT(S)? _____

WHAT IS/ARE THE HIGHEST SCORING STATE EVALUATION CRITERIA? _____

WHAT IS/ARE THE LOWEST SCORING STAR ESSENTIAL COMPONENT(S)? _____

WHAT IS/ARE THE LOWEST SCORING STATE EVALUATION CRITERIA? _____

WHAT IS/ARE THE HIGHEST SCORING STAR INDICATOR(S)? _____

WHAT IS/ARE THE LOWEST SCORING STAR INDICATOR(S)? _____

WHAT ARE SOME AREAS (INSTRUCTIONAL HABITS) THAT WE COULD ALL FOCUS ON? _____

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WHAT SHOULD WE DO NEXT? _____

_____

_____

Additional Notes