

Teachscape Focus Help

User Manual



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Focus Help - My Training and Assessment

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<http://focus.helpdocsonline.com>

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Accessing Your *Focus* Home Page

Teachscape *Focus* prepares observers to conduct accurate observations of teaching practice in grades K-12 using the observable components (domains 2 and 3) of Charlotte Danielson's Framework for Teaching Evaluation Instrument.

Instructions provided describe how to access your *Focus* home page.

home focus reflect learn advance My Videos Help Michael Smith ▾

Welcome, Michael Smith!

Welcome to Teachscape!

Teachscape is a comprehensive video-rich online environment designed to closely integrate professional development with observation and review practices. The Teachscape platform supports the growth and development of every educator by focusing on definition of great teaching and suggestions for practical application of best practices. Teachscape builds educators' skills and confidence by providing a clear and targeted learning roadmap resulting in more effective instructional practices and greater student outcomes.

- ▶ Teachscape Focus
- ▶ Teachscape Reflect
- ▶ Teachscape Learn
- ▶ Teachscape Advance

Featured Resource

Targeted Learning Resource

Establishing Expectations for Classroom Procedures

Research shows that one of the most striking differences between more effective and less effective classroom management is how well teachers establish classroom procedures and

1. Log in to Teachscape.
2. Click on the **focus** tab in the top menu bar of your Teachscape home page or the **Teachscape Focus** link in the center of the page.
3. Click on **Ok** in the System Check dialog box.

Note: To interact with the Framework for Teaching Proficiency System, ensure your system is optimized, as follows:

- Use a laptop or desktop and not a mobile device.
- Your operating system (OS) should be Windows 7 (PC users) or OS X (Mac users).

Navigating Through *Focus* 2011

Focus Home Page for Framework for Teaching, 2011 Edition Users

The following screenshot shows the *Focus* home page for anyone using the 2011 edition of the Framework for Teaching. Please see the explanation for each numbered item below the screenshot.

The screenshot displays the Focus 2011 home page. At the top right, it shows '1. 2011 edition • All Grades (K-12)' and 'Observer for Teachscape Internal Demo'. A navigation bar includes '3. Overview', 'Training', 'Practice', 'Assessment', and 'Calibration'. The main content area is divided into several sections: '4. Observer Training' with a description and a 'Training History' link; 'Scoring Practice' with a description and a 'Scoring Practice History' link; 'Assessment' with a 'Proficiency Assessment' section, a description, and a 'Proficiency Assessment Results' link showing 'Status: Not Assessed'; and 'Calibration' with a description, a 'Calibration Window' (09/13/2013 - 11/20/2013), 'Calibration Status: Not Started', and 'Video 1: Not Started Yet' with a 'Start' button. A 'Calibration Report' link is at the bottom left. On the right, a '2. Resources' sidebar lists 'Getting Started with FFTPS', 'About Calibration', 'Teacher Orientation', 'Framework for Teaching Evaluation Instrument (Observable Components) (PDF, 99kb)', 'Framework at a Glance: Domains 2 and 3 (PDF, 366kb)', and 'Rubrics for the Framework for Teaching (PDF, 119kb)'. Below the resources is an 'Acknowledgment' section with a paragraph of text.

1. The edition of the Framework for Teaching your district is using and your grade band. The name of your organization is displayed directly below.
2. Resources for the *Focus* system:
 - **Getting Started with FFTPS**—a module that provides an explanation of the Framework for

Teaching Proficiency System (FfTPS) and some tips for completing the training, videos, and assessment

- **About Calibration**—a module that provides information about the Calibration tool and recommendations for how to use it effectively
 - **Teacher Orientation**—a module that provides resources to help instructional leaders (observers) plan and lead a teacher orientation on the Framework for Teaching and the Framework for Teaching Proficiency System
 - **Framework for Teaching Evaluation Instrument (Observable Components)**—a downloadable and printer-friendly PDF that provides an in-depth explanation of Domain 2: The Classroom Environment and Domain 3: Instruction
 - **Framework at a Glance: Domains 2 and 3**—a downloadable and printer-friendly PDF that provides a one-page outline of domains 2 and 3
 - **Rubrics for the Framework for Teaching**—a downloadable and printer-friendly PDF providing an explanation of levels 1-4 for the components within domains 2 and 3
3. The *Focus* home page menu bar, which provides access to Observer Training, Scoring Practice, Assessment, and Calibration (see descriptions below)
 4. The four parts of the *Focus* system:
 - a. Observer Training—provides essential training on the observable components of the Framework for Teaching
 - b. Scoring Practice—provides practice videos to improve your scoring accuracy
 - c. Assessment—enables you to determine your proficiency in using the Framework for Teaching to conduct accurate and reliable observations
 - d. Calibration—enables you to monitor your scoring accuracy over time
- Note:** Calibration only becomes active after your organization’s administrator creates the first calibration window.

Navigating Through *Focus* 2013

Focus Home Page for Framework for Teaching, 2013 Edition Users

This screenshot shows the *Focus* home page for anyone using the 2013 edition of the Framework for Teaching. Please see the explanation for each numbered item below the screenshot.

The screenshot displays the Focus 2013 home page. At the top right, it shows '1. 2013 edition • All Grades (K-12) Observer for Teachscape Internal Demo'. Below this is a navigation bar with '3. Overview' (highlighted), 'Training', 'Practice', 'Assessment', and 'Calibration'. The main content area is divided into several sections:

- 4. Observer Training:** Includes a description of essential training and a 'Training History' link.
- Scoring Practice:** Includes a description of improving scoring accuracy and a 'Scoring Practice History' link.
- Assessment:** Includes a 'Proficiency Assessment' section with a description and a 'Proficiency Assessment Results' link. It also shows test status: 'In Progress', 'Stage 1: 1 of 2 attempts, Not Passed', and 'Stage 2: 0 of 2 attempts, Not Started'.
- Calibration:** Includes a description and a 'Calibration Window' section showing 'Another calibration: 09/13/2013 - 11/20/2013'. It also shows 'Calibration Status: Not Started', 'Video 1: Not Started Yet' with a 'Start' button, and 'Video 2: Unavailable'. A 'Calibration Report' link is at the bottom.

On the right side, there is a '2. Resources' section with links for 'About Focus', 'Understanding the 2013 Edition', 'Teacher Orientation', and three PDF downloads: 'Framework for Teaching Evaluation Instrument (Observable Components) (PDF, 99kb)', 'Framework at a Glance: Domains 2 and 3 (PDF, 366kb)', and 'Rubrics for the Framework for Teaching (PDF, 119kb)'. Below this is an 'Acknowledgment' section with a paragraph of text.

1. The edition of the Framework for Teaching your district is using and your grade band. The name of your organization is displayed directly below.
2. Resources for the *Focus* system:
 - **About *Focus***—a module that provides an in-depth explanation of all the parts of the Teachscape Focus system, best practices for completing the component modules for domains 2 and 3, and other

resources

- **Understanding the 2013 Edition**—a module that provides information and updates specific to the 2013 edition of the Framework for Teaching
 - **Teacher Orientation**—a module that provides resources to help instructional leaders (observers) plan and lead a teacher orientation on the Framework for Teaching and the Framework for Teaching Proficiency System
 - **Framework for Teaching Evaluation Instrument (Observable Components)**—a downloadable and printer-friendly PDF that provides an in-depth explanation of Domain 2: The Classroom Environment and Domain 3: Instruction
 - **Framework at a Glance: Domains 2 and 3**—a downloadable and printer-friendly PDF that provides a one-page outline of domains 2 and 3
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 - c. Assessment—enables you to determine your proficiency in using the Framework for Teaching to conduct accurate and reliable observations
 - d. Calibration—enables you to monitor your scoring accuracy over time

Note: Calibration only becomes active after your organization’s administrator creates the first calibration window.

Accessing and Navigating Through Observer Training

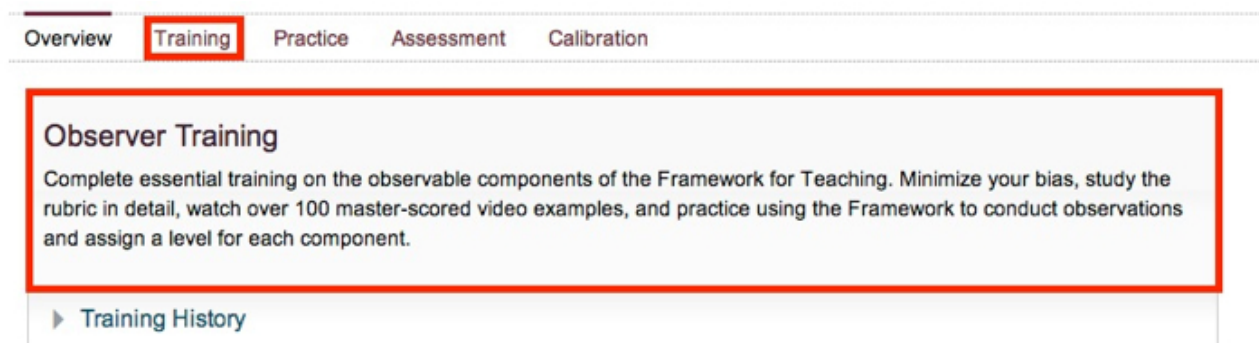
A key component of Teachscape *Focus* is Observer Training on the knowledge and application of the Framework for Teaching. Observer Training not only prepares you for the Proficiency Assessment, but it can also be used for review as you go through the observation process in your district and state. Observer Training consists of a series of component modules (containing reading, videos, and exercises) geared toward providing a deep knowledge of the Framework for Teaching in preparation for assigning levels of performance in the components during the observation process.

Instructions provided describe how to access and navigate through your Observer Training component modules.

Important: For the purpose of this help document, all screenshots are taken from the 2013 edition of the Framework for Teaching. Although functionality is the same, the Observer Training is tailored to the edition of the Framework for Teaching your district is using (either the 2011 edition or the 2013 edition).

Accessing Observer Training

1. Click on the **Training** tab on the *Focus* menu bar or the **Observer Training** button to access your observer training component modules.



2. Select a module from the list to begin your training. Notice that the estimated amount of time to complete each module is listed along the right-hand side of the screen (see #6 in the screenshot below).
3. Follow the links and navigation instructions within each training module to access the materials (reading, videos indicated with a video icon, and activities) and complete the training components.

Note: There are built-in progress indicators. When you finish a component within the training module, a check mark appears next to the completed component.

Navigating Through Observer Training

5. 2013 edition • All Grades (K-12)
Observer for Teachscape Internal Demo

Overview
Training
Practice
Assessment
Calibration

Observer Training

Click on a module to begin your training. It is recommended that you work through all the modules in the following order. (Please note that the Proficiency Assessment does not include content from domains 1 and 4.)

In order for the system to track time spent in each module accurately, make sure you log out using the link on the top-right corner of this screen. The system is set to automatically time out after 60 minutes of inactivity.

3.
Framework (PDF)

4.
Rubric (PDF)

2.
>
Observer Training for Domain 1 & Domain 4

This training includes an introduction to the framework language and performance levels for each component of Domains 1 and 4. In addition, each module includes: video commentary from Charlotte Danielson, an introduction to the sources of evidence necessary to evaluate on the component, and prompts and reflection questions to use when evaluating the evidence collected from each of these sources. All component-level modules include an end-of-module quiz for users to check their understanding of the component.

1. Read about training in About Focus	6. 25m
Overview of the Framework for Teaching	30m
Using the Framework for Observations	40m
Minimizing Bias	1h 00m
2a: Creating an Environment of Respect and Rapport	2h 40m
2b: Establishing a Culture for Learning	2h 20m
2c: Managing Classroom Procedures	2h 30m
2d: Managing Student Behavior	2h 00m
3a: Communicating with Students	2h 20m
3b: Using Questioning Prompts and Discussion Techniques	2h 20m
3c: Engaging Students in Learning	2h 20m
3d: Using Assessment in Instruction	2h 40m
Putting It All Together	1h 45m

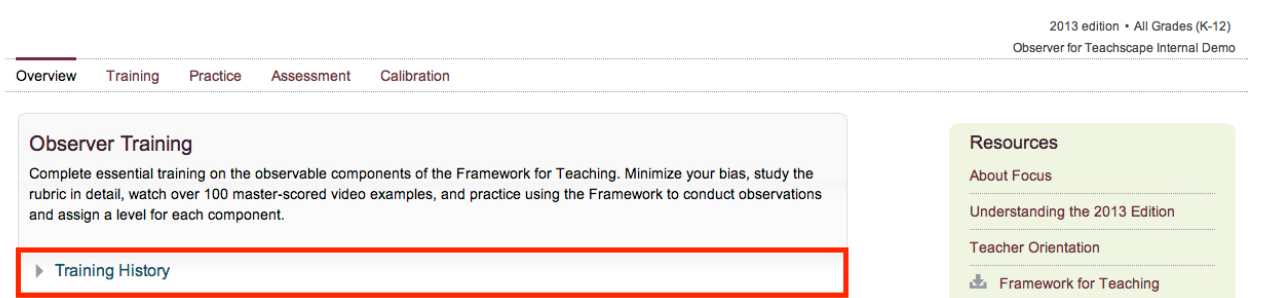
Acknowledgment
Teacher performances shown may have been edited for the purposes of training, practice, and assessment and may not necessarily reflect each teacher's classroom performance or practice. Teachscape would like to thank the teachers featured in the Framework for Teaching Proficiency System for allowing us to film in their classrooms.

1. The Observer Training modules—training modules specific to observable components (domain 2, components 2a–2d and domain 3, components 3a– 3d).
2. Observer Training for Domain 1 & Domain 4—training modules for each component within domains 1 and 4. Access these training modules by clicking on **Observer Training for Domain 1 & Domain 4**.
3. Framework (PDF)—a downloadable and printer-friendly (PDF) version of the Framework for Teaching.
4. Rubric (PDF)—a downloadable and printer-friendly (PDF) version of the scoring rubric (levels 1–4) for each component within domains 2 and 3.
5. The edition of the Framework for Teaching your district is using and your specific grade band.
6. Estimated time it takes to complete the training module.

Viewing Your Training History

As you are working on and completing your Observer Training modules, the total amount of time you have spent training is calculated in your Training History.

- Click on the **Training History** menu at the bottom of the Observer Training section of the Overview page in *Focus*.



The Training History displays the training modules you have worked on, completed, or reviewed; the total amount of time spent training; and the date each module was last reviewed for the edition of the Framework for Teaching your district is using.

Note: To ensure that your training time is accurate, complete each training session in **one** tab within your browser, and then log out of your account when you are done with your training session. The system is set to automatically time out after 60 minutes of inactivity.

- To access a printer-friendly version of your Training History, click on **Print this report** located below the list of training modules.

Observer Training

Complete essential training on the observable components of the Framework for Teaching. Minimize your bias, study the rubric in detail, watch over 100 master-scored video examples, and practice using the Framework to conduct observations and assign a level for each component.

▼ Training History

▼ Framework for Teaching 2013

Training Module	Last Reviewed
Read about training in About Focus	11/22/2013
Overview of the Framework for Teaching	11/21/2013
Using the Framework for Observations	11/21/2013
Creating an Environment of Respect and Rapport	11/22/2013
Putting It All Together	11/19/2013
Demonstrating Knowledge of Content and Pedagogy	11/26/2013
Total Time Spent: 5 h 10 m	

 Print this report. 

Note: Training time shown in this report may not be accurate if users did not logout of the system or if there was no activity for up to 60 minutes. The system is set to automatically time out after 60 minutes of inactivity.

If you started your Observer Training in the 2011 edition of the Framework for Teaching and then your district transitioned to the 2013 edition of the Framework for Teaching, your Training History for the time you spent training in the 2011 edition of the Framework is still viewable, as shown in the image below.


▼ Training History

▼ Framework for Teaching 2013

Training Module	Last Reviewed
Read about training in About Focus	11/21/2013
Establishing a Culture for Learning	11/14/2013
Setting Instructional Outcomes	11/14/2013
Demonstrating Knowledge of Resources	11/14/2013
Total Time Spent: 0 m	

▼ Framework for Teaching 2011

Training Module	Last Reviewed
Overview of the Framework for Teaching	09/17/2012
Orientation to Observer Training	09/17/2012
Minimizing Bias	05/29/2013
Creating an Environment of Respect and Rapport	
Establishing a Culture for Learning	
Managing Classroom Procedures	
Managing Student Behavior	
Communicating with Students	
Using Questioning Prompts and Discussion Techniques	
Engaging Students in Learning	
Using Assessment in Instruction	
Applying the Framework for Teaching	
Total Time Spent: 3 h 6 m	

 Print this report.

Accessing and Understanding Scoring Practice

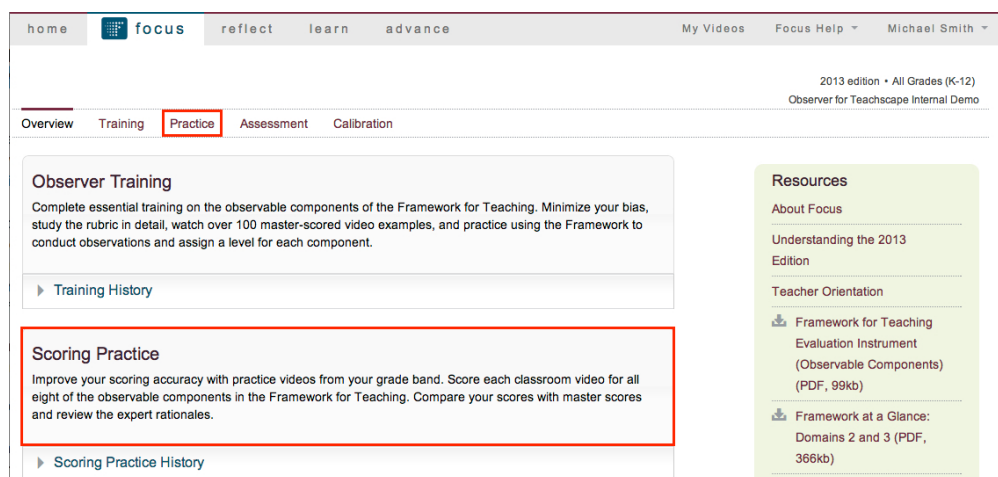
Scoring Practice provides you with master-scored videos of classroom teaching at all performance levels to view and score according to the Framework for Teaching components. Scoring Practice helps you master the process of conducting real-world classroom observations and learn from the immediate feedback provided by experts.

Instructions provided describe how to access and navigate through Scoring Practice.

Important: For the purpose of this help document, all screenshots are taken from the 2013 edition of the Framework for Teaching. Although functionality is the same, Scoring Practice is tailored to the edition of the Framework for Teaching your district is using (either the 2011 edition or the 2013 edition).

Accessing Scoring Practice

1. Select the **Practice** tab on the *Focus* menu bar or the **Scoring Practice** button to access your



Scoring Practice videos.

2. Select a video from the list by selecting the corresponding filmstrip icon in the **Sort by ID#** column.









Understanding Scoring Practice

The image that follows shows the various functions and features of Scoring Practice, which correspond to the numbered descriptions below.

Overview Training **Practice** Assessment Calibration

Scoring Practice

Use the videos below to practice scoring on Framework components. Note your evidence while watching the videos, and score using this evidence. Get instant feedback by reviewing the master scores and their rationales.

1. Sort by ID#	2. Length	3. Date Last Scored
 S-14_6	15m	12/10/2013
 S-1_5	18m	Not Viewed
 S-30_4	15m	Not Viewed
 S-45_1	17m	Not Viewed
 S-7_4	19m	Not Viewed
 New S-170_0	15m	Not Viewed
 New S-173_0	16m	Not Viewed
 New S-178_0	17m	Not Viewed

Note: The date in the Date Last Scored column will only be updated after you have scored the video.

4. Framework (PDF) 5. Rubric (PDF)

Acknowledgment

Teacher performances shown may have been edited for the purposes of training, practice, and assessment and may not necessarily reflect each teacher's classroom performance or practice. Teachscape would like to thank the teachers featured in the Framework for Teaching Proficiency System for allowing us to film in their classrooms.

- Sort by ID#:** A unique ID number is assigned to each practice video. You can sort the numbers in ascending or descending order by selecting the **Sort by ID#** heading.
Note: To open a practice video, select the filmstrip icon in the **Sort by ID#** column.
- Length:** The runtime of each practice video. You can sort by length by selecting the arrow to the left of the **Length** heading.
- Date Last Scored:** Displays the date on which you completed scoring the practice video.
Note: The date in the **Date Last Scored** column will only be updated after you have scored the video.
- Framework (PDF):** Opens a downloadable and printer-friendly (PDF) version of the Framework for Teaching in a new tab on your browser.
- Rubric (PDF):** Opens a downloadable and printer-friendly (PDF) version of the scoring rubric (levels 1-4) for each component, within domains 2 and 3, in a new tab on your browser.
- The edition of the Framework for Teaching your district is using and your specific grade band.
Note: If your district is using the 2011 edition of the Framework for Teaching, there are only five practice videos. Three new practice videos have been added to the Scoring Practice associated with the 2013 edition of the Framework for Teaching.

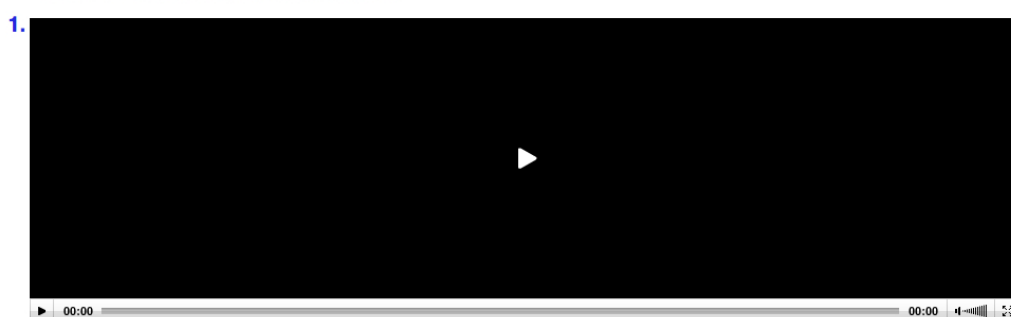
Understanding the Practice Video Overview Page

The image that follows shows the features and functionality of the **Scoring Practice Video** page, numbered to correspond with the below list. For more information about viewing practice videos or collecting evidence, refer to the **Viewing Practice Videos and Collecting Evidence** article.

5. 2013 edition • All Grades (K-12)
Observer for Teachscape Internal Demo

4. Overview ▶ Scoring Practice ▶ Video ID S-173_0

Type in your evidence while watching the video. Next, click on the evidence and select associated components. The number of components you select will be displayed below your evidence. Once you have completed this step, you can assign scores on the screen that follows. You will have the ability to edit or delete evidence statements until you click on the **Score** button. Watch the entire video, or you might miss critical evidence that may help you to score accurately.



3. Type Your Evidence Here: 5000 characters left 2. Video ID: S-173_0
Length: 16 mins
Start and End time: 0 : 14 - 16 : 45
Social Studies • Gradespan: All Grades

Evidence	Components
	2a: Creating an Environment of Respect and Rapport
	2b: Establishing a Culture for Learning
	2c: Managing Classroom Procedures
	2d: Managing Student Behavior
	3a: Communicating with Students
	3b: Using Questioning and Discussion Techniques
	3c: Engaging Students in Learning
	3d: Using Assessment in Instruction

0 of 0 evidence statements are associated with components

You cannot change evidence or how you coded it after you click on **Score**.

1. The Scoring Practice video
2. Scoring Practice video metadata
 - **Video ID:** the video's unique ID number
 - **Length:** the duration of the entire lesson plan

- **Start and End time:** the exact point at which time the video clip starts and ends in the lesson you are observing . For example, this scoring practice video begins 14 seconds into the lesson and ends 16 minutes and 45 seconds into the lesson
 - The subject area of the classroom being observed and the grade span associated with your specific grade span
3. **Type Your Evidence Here:** use this text box to enter your evidence while viewing the scoring practice video. For more information, refer to the **Viewing Practice Videos and Collecting Evidence** article.
 4. Breadcrumbs show the current page and path to access it. In this example, **Video ID S-173_0** is the current page, **Scoring Practice** is the page from which **Video ID S-173_0** was accessed, and **Overview** is the landing page in *Focus*.
 5. The edition of the Framework for Teaching your district is using and your specific grade span

Viewing Practice Videos and Collecting Evidence

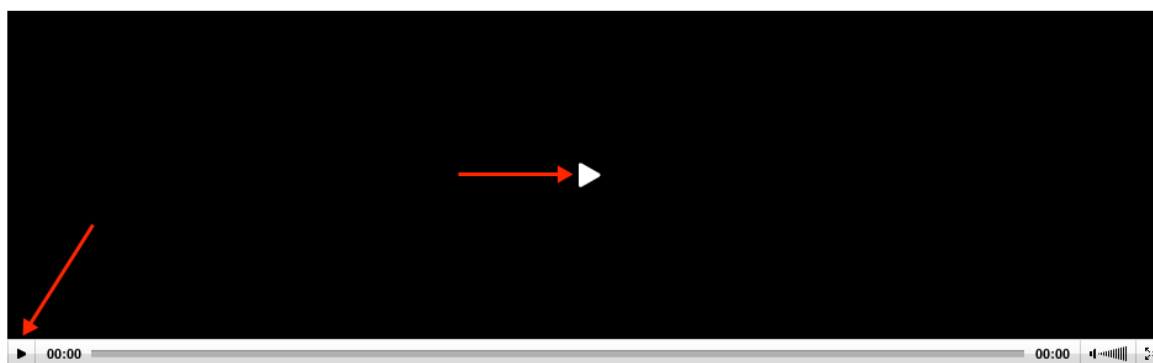
Scoring Practice videos are carefully chosen to present evidence of the four levels of the observable components (domains 2a-2d and 3a-3d) within a single video clip. While viewing the scoring practice videos, you will follow the process of recording evidence and aligning the evidence to components before scoring the observation. Aligning evidence to components is a necessary skill to ensure accurate scores.

Viewing Practice Videos

- To view the selected scoring practice video, either select the play icon located in the middle of the video or the play button located in the lower left-hand corner of the video.

[Overview](#) ► [Scoring Practice](#) ► [Video ID S-173_0](#)

Type in your evidence while watching the video. Next, click on the evidence and select associated components. The number of components you select will be displayed below your evidence. Once you have completed this step, you can assign scores on the screen that follows. You will have the ability to edit or delete evidence statements until you click on the **Score** button. Watch the entire video, or you might miss critical evidence that may help you to score accurately.



Type Your Evidence Here:

5000 characters left

Video ID: S-173_0

Length: 16 mins

Start and End time: 0 : 14 - 16 : 45

Social Studies - Gradespan: All Grades

Add

Note: The Scoring Practice videos are in the same format as the Proficiency Assessment videos and closely simulate the classroom observation setting. To keep the scoring practice experience as authentic as possible, rewind and forward functions are not available in the Practice Videos.

Collecting Evidence

As you view each scoring practice video, you must add evidence and align that evidence prior to scoring each component of the practice video. To facilitate your scoring, the evidence that corresponds to each component will be displayed on your screen.

Instructions provided describe how to add evidence and align components to that evidence while viewing


the scoring practice videos.

1. Type your evidence into the **Type Your Evidence Here** text box.
2. Select **Add**.

2013 edition • All Grades (K-12)
Observer for Teachscape Internal Demo

Overview ▶ Scoring Practice ▶ Video ID S-173_0

Type in your evidence while watching the video. Next, click on the evidence and select associated components. The number of components you select will be displayed below your evidence. Once you have completed this step, you can assign scores on the screen that follows. You will have the ability to edit or delete evidence statements until you click on the **Score** button. Watch the entire video, or you might miss critical evidence that may help you to score accurately.



Type Your Evidence Here: 4947 characters left

Teacher is actively involving students in the lesson.

Add ←

Video ID: S-173_0
Length: 16 mins
Start and End time: 0 : 14 - 16 : 45
Social Studies • Gradespan: All Grades

Your evidence is added to the **Evidence** column with the observable components (domains 2a-2d and 3a-3d) located on the right-hand side.

3. Select the components that align with your evidence from the **Components** column.

Evidence	Components
<p>Teacher is actively involving students in the lesson.</p> <p style="text-align: right; font-size: small;">Edit Delete Selected Component(s): 2</p>	<p><input type="checkbox"/> 2a: Creating an Environment of Respect and Rapport</p> <p><input type="checkbox"/> 2b: Establishing a Culture for Learning</p> <p><input type="checkbox"/> 2c: Managing Classroom Procedures</p> <p><input type="checkbox"/> 2d: Managing Student Behavior</p> <p><input checked="" type="checkbox"/> 3a: Communicating with Students</p> <p><input type="checkbox"/> 3b: Using Questioning and Discussion Techniques</p> <p><input checked="" type="checkbox"/> 3c: Engaging Students in Learning</p> <p><input type="checkbox"/> 3d: Using Assessment in Instruction</p>
<p>1 of 1 evidence statements are associated with components</p>	

Note: Because you will be asked to score each observable component, ensure that all eight components are included in your evidence-collecting process at least once.

Tips

- Use the PDF version of the Framework for Teaching to look up critical attributes and help you score accurately.

- [2013 edition of The Framework for Teaching](#)
- [2011 edition of The Framework for Teaching](#)
- Be sure to watch the entire video to avoid missing any critical evidence.

Scoring Practice Videos

Once you have viewed the Scoring Practice video, collected all your evidence, and aligned the components with your evidence, you must score each component of the video. To facilitate your scoring, the evidence that corresponds to each component will be displayed on your screen.

Instructions provided describe how to score practice videos.

1. Select **Score**.

Note: Once you select the **Score** button, you cannot change evidence or your coding of it.

The screenshot displays a user interface for scoring practice videos. It is divided into two main columns: 'Evidence' and 'Components'. The 'Evidence' column lists four statements, each with an 'Edit | Delete' link and a 'Selected Component(s)' count. The 'Components' column lists seven items, each with a radio button and a checkbox. A yellow banner at the bottom of the main area states '9 of 9 evidence statements are associated with components'. At the bottom of the interface, there is a 'Cancel' button on the left, a 'Score' button on the right, and a central message: 'You cannot change evidence or how you coded it after you click on Score.' A red arrow points to the 'Score' button.

Evidence	Components
Students play an important role throughout the lesson and the learning process Edit Delete Selected Component(s): 2	<input type="checkbox"/> 2a: Creating an Environment of Respect and Rapport
Uses process of elimination techniques effectively when students get tripped up on questions to help students be successful Edit Delete Selected Component(s): 1	<input type="checkbox"/> 2b: Establishing a Culture for Learning
Redirects learning effectively when a student is off track and/or confused. Edit Delete Selected Component(s): 4	<input checked="" type="checkbox"/> 2c: Managing Classroom Procedures
Ensures his students are staying on task and remain involved in the lesson at all times Edit Delete Selected Component(s): 2	<input checked="" type="checkbox"/> 2d: Managing Student Behavior
	<input type="checkbox"/> 3a: Communicating with Students
	<input checked="" type="checkbox"/> 3b: Using Questioning and Discussion Techniques
	<input checked="" type="checkbox"/> 3c: Engaging Students in Learning
	<input type="checkbox"/> 3d: Using Assessment in Instruction

9 of 9 evidence statements are associated with components

[Cancel](#) You cannot change evidence or how you coded it after you click on **Score**. [Score](#)

2. Select **Yes** in the pop-up window to verify that you are ready to score the practice video. Select **No** if you need to add any evidence or make any changes prior to scoring the practice video.

The screenshot shows a confirmation pop-up window with a title bar that says 'Note:'. The text inside the window asks: 'Have you watched the entire video, recorded all evidence, and associated as many evidence statements as you would like to the components? You cannot return to this screen after you click on **Score**. Are you ready to score now?' At the bottom of the window, there are two buttons: 'Yes' and 'No'. The 'Yes' button is highlighted with a blue border.

Note: Have you watched the entire video, recorded all evidence, and associated as many evidence statements as you would like to the components? You cannot return to this screen after you click on **Score**. Are you ready to score now?

[Yes](#) [No](#)

3. Review the evidence associated with the component.
4. Select the level of performance using the radio buttons.

Note: By default, the evidence not associated with the component you are evaluating is hidden. To view the evidence not associated with this component, select the **Show evidence not associated with this component** title bar under the Evidence associated with this component. To hide it, select **Hide evidence**

not associated with this component as indicated by the screenshot below.

5. Select **Next Component**.

6. Repeat Steps 3-5 above to score the Practice Video across all eight components.

2a: Creating an Environment of Respect and Rapport

Evidence associated with this component:	Score a level of performance for this component
Interacts directly with students to reinforce key points and topics throughout the lesson	<input type="radio"/> Level 1
Students play an important role throughout the lesson and the learning process	<input type="radio"/> Level 2
Hide evidence not associated with this component:	<input checked="" type="radio"/> Level 3
Asks questions and allows students to respond and interact	<input type="radio"/> Level 4
Keeps students grounded by setting realistic expectations and sticking to them	
Uses humor effectively to keep students engaged	
Allows students to provide answers and then builds on those answers to provide the necessary information that will be assessed later	
Ensures his students are staying on task and remain involved in the lesson at all times	
Redirects learning effectively when a student is off track and/or confused.	

Next Component

Notes and Tips

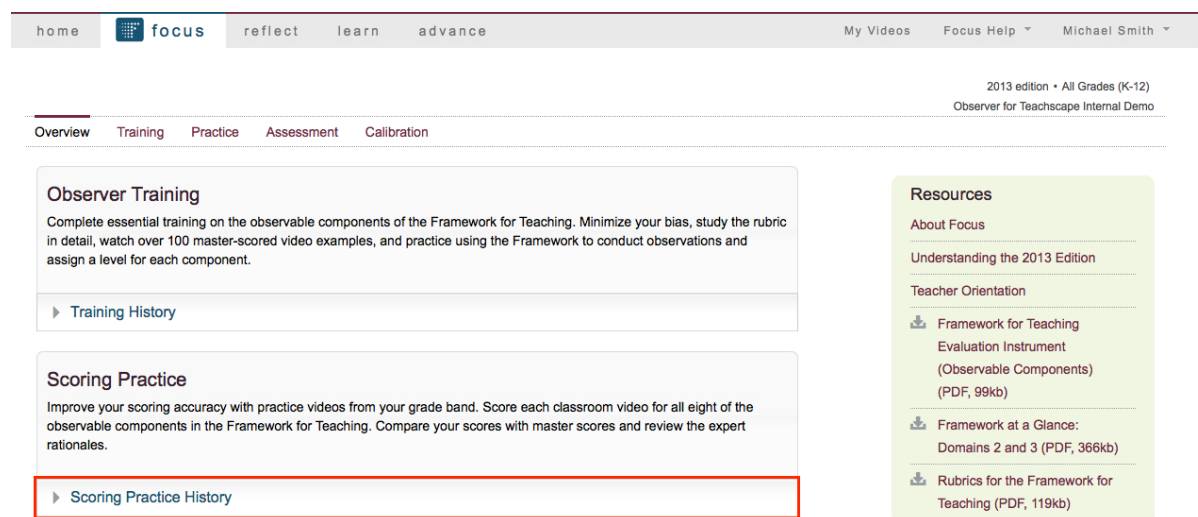
- By displaying the evidence not associated with each component, you obtain a holistic view of your evidence while you complete the scoring process.
- To change the level you have selected for a component, select the radio button next to the appropriate level of the component you are scoring before selecting **Next Component**.
- To edit the previous component's score, select **Previous Component** located on the left-hand side of the command bar along the bottom of each page.

Tracking Scoring Practice Progress

After you finish scoring a practice video, the video is added to your Scoring Practice History. Instructions provided describe how to track your Scoring Practice progress and access the Scoring Practice report for each video you've scored and a printer-friendly version of your Scoring Practice History.

Important: For the purpose of this help document, all screenshots are taken from the 2013 edition of the Framework for Teaching. Although functionality is the same, Scoring Practice is tailored to the edition of the Framework for Teaching your district is using (either the 2011 edition or the 2013 edition).

1. Select the **Scoring Practice History** drop-down list box at the bottom of the Scoring Practice section on the Overview page in *Focus*.



The **Scoring**

Practice History drop-down list box displays the video ID number and the date on which the video was last scored. Each video's description also includes a **Component Scores** link, which provides access to the Scoring Practice report for that particular video.

Note: This is the same report displayed when you finish scoring the practice video.

2. Select **Component Scores** to access the Scoring Practice report for that video.
3. Select **Print this report** to access a printer-friendly version of your Scoring Practice History.

Scoring Practice

Improve your scoring accuracy with practice videos from your grade band. Score each classroom video for all eight of the observable components in the Framework for Teaching. Compare your scores with master scores and review the expert rationales.

▼ Scoring Practice History

▼ Framework for Teaching 2013

Latest Practice Video Viewed	Last Reviewed	
S-14_6	12/10/2013	Component Scores ←
S-173_0	12/13/2013	Component Scores

 Print this report.

Note: If your organization was using the 2011 edition of The Framework for Teaching when you started your Scoring Practice, the practice videos that you scored using the 2011 edition will be listed under the heading **Framework for Teaching 2011** below the list of Framework for Teaching 2013 practice videos.

Accessing and Analyzing the Scoring Practice Report

A careful review of the feedback generated within the Scoring Practice report will help you accurately score many exercises throughout the *Focus* product, including the Proficiency Assessment.

Accessing a Scoring Practice Report

After scoring a practice video across all eight components, the Scoring Practice report is displayed.

You can also access the Scoring Practice report for each practice video you have scored within your Scoring Practice History:

1. Select the **Scoring Practice History** drop-down arrow.
2. Select the **Component Scores** link associated with the video for which you want to view the Scoring Practice report.

Scoring Practice

Improve your scoring accuracy with practice videos from your grade band. Score each classroom video for all eight of the observable components in the Framework for Teaching. Compare your scores with master scores and review the expert rationales.

▼ Scoring Practice History

▼ Framework for Teaching 2013

Latest Practice Video Viewed	Last Reviewed	
S-14_6	12/10/2013	Component Scores ←
S-173_0	12/13/2013	Component Scores

Print this report.

Note: Your

Scoring Practice report is not viewable until you have scored all eight components.

Analyzing Your Scoring Practice Report

The Scoring Practice report provides the scores you provided for each component and compares those scores to master scores while also providing a detailed rationale for each master score.

The image that follows shows a sample Scoring Practice report and corresponds to the numbered descriptions below.

Overview > Scoring Practice > Video ID S-173_0

1. Framework edition: 2013

Compare your score with the score assigned by a master scorer and review the rationale provided.

2. Components	3. Your Score	4. Master Score	5. Rationale
2a: Creating an Environment of Respect and Rapport	3	3	Your score is correct. For <i>Creating an Environment of Respect and Rapport (2a)</i> , this video segment is scored at a level 3. Teacher-student interactions are friendly and demonstrate general caring and respect. (The teacher uses humor throughout the lesson, to which the students react positively. / Students are attuned to the teacher. / The teacher calls students by name.) Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Talk between the teacher and students and among students is uniformly respectful. (A student says, "Can I please read the Declaration?" / A student asks to add to the discussion, and the teacher politely asks the student to hold the thought for a minute. / The students maintain eye contact with and listen to their peers while they offer their opinions on and interpretations of the Declaration of Independence.) The net result of the interactions is polite, respectful, and business-like.
2b: Establishing a Culture for Learning	4	4	Your score is correct. For <i>Establishing a Culture for Learning (2b)</i> , this video segment is scored at a level 4. The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. (The teacher reminds students about the court case involving questioning authority. / The teacher and students demonstrate enthusiasm in how they deliver opinions. / Many students ask questions about what they are learning.) The teacher conveys high expectations for learning for all students (When a student says "blah-blah-blah" in a response, the teacher insists on elaboration. / The teacher calls on students who do not initially raise their hands.) and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. (A student corrects another student's use of "hanged" instead of "hung." / In response to another student's question, a different student takes initiative to look up the word <i>liable</i> on her own when it becomes a question in the class. The teacher then asks her the page number and has all students turn to that page. / The teacher says, "So let's build on that. I think you're right, I think it has been forming.")
2c: Managing Classroom Procedures	3	3	Your score is correct. For <i>Managing Classroom Procedures (2c)</i> , this video segment is scored at a level 3. There is little loss of instructional time due to effective classroom routines and procedures. The teacher's handling of materials and supplies is consistently successful. (The students have the needed handouts in front of them. / The students have the textbooks open and use the books as a reference during the discussion.) With minimal guidance and prompting, students follow established classroom routines. (Students raise their hands to ask a question or participate in the discussion.)
2d: Managing Student Behavior	3	4	Your score is low. For <i>Managing Student Behavior (2d)</i> , this video segment is scored at a level 4. Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. (A student drops his pencil and quickly and quietly picks it up.) Teacher monitoring of student behavior is subtle and preventive. (The teacher recognizes that a student who is wailing to read is losing patience and asks him to wait for a moment.) The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. (The students begin to laugh and joke. The teacher responds, "When we all talk, we can't hear each other.")
3a: Communicating with Students	3	4	Your score is low. For <i>Communicating with Students (3a)</i> , this video segment is scored at a level 4. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. (The teacher removes a student from the group setting to demonstrate unfair imprisonment. / The teacher compares Puritans to dinosaurs.) Students contribute to extending the content by explaining concepts to their classmates (A student compares the Declaration of Independence to a "seed in people's minds") and suggesting strategies that might be used. (A student suggests using the textbook to find out the meaning of a word. The student says, "On page 16, that the jury is not supposed to interpret the law themselves or decide that there was libel, what was it for, then, if it couldn't decide?") The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. (The teacher defines ostracized in context. / The teacher presents the meaning of recourse by example and discussion.) Students contribute to the correct use of academic vocabulary. (A student corrects another student's use of "hanged" instead of "hung." / A student says, "Going back to what [Student Name] said, it's not necessarily true that Puritans are extinct. If you're American, then you're a Puritan.) The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. (The teacher leads students to discover the idea that women had no role in colonial decisions by describing students in the room who could or could not contribute to the discussion due to gender and race.)
3b: Using Questioning and Discussion Techniques	4	4	Your score is correct. For <i>Using Questioning and Discussion Techniques (3b)</i> , this video segment is scored at a level 4. The teacher uses a variety or series of questions and prompts to challenge students cognitively (The teacher asks open-ended questions throughout, such as, "What was it like before the Declaration?" [Student Name], give me one idea." / The teacher's questioning, such as, "Does it make sense that everyone here should vote?" leads to lengthy student responses.) , advance high-level thinking and discourse, and promote metacognition. Students formulate many questions (A student asks, "What would define better?"), initiate topics (A student questions the teacher by asking, "But what if she just pretends to be the same religion?"), challenge one another's thinking, and make unsolicited contributions. (A student says, "Yeah, I have two things, one thing is especially Quakers were persecuted a lot. And also are there still Puritans?") Although all discussion is between the teacher and students (The students continue to engage in discussion throughout the segment by asking high-level questions of the teacher.), and students are not invited to speak directly to one another, the preponderance of evidence is at the level 4.
3c: Engaging Students in Learning	4	3	Your score is high. For <i>Engaging Students in Learning (3c)</i> , this video segment is scored at a level 3. The learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. (A student asks the teacher a question. The teacher replies, "What do you think?" / A student says, "Number one is a question, and later on can I comment on this paragraph?") This technique results in active intellectual engagement by most students (The teacher questions and discusses topics with the whole group, calling on individual students while many volunteer.) with important and challenging content (The students use the Declaration of Independence as a resource.), and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. (The pace of the lesson allows time for students to ask questions and make comments.)
3d: Using Assessment in Instruction	3	2	Your score is high. For <i>Using Assessment in Instruction (3d)</i> , this video segment is scored at a level 2. The teacher monitors understanding through a single method. (The teacher and students participate in a class discussion and review previously-learned content leading up to the writing of the Declaration of Independence.) The teacher monitors student learning for the class as a whole. Feedback to students is general (The teacher responds, "Maybe to some lesser extent, but to a lesser degree" to a student answer. / The teacher responds to student answers with "OK" and "Very good."), and few students assess their own work. Adjustment of the lesson in response to assessment is minimal or ineffective. (The teacher is hesitant to adjust the lesson in response to a student question: "We're going to get to that paragraph, but we need to ☺")

6. Print this Report.

7. What do you want to do next?

Score the next practice video
Return Home

1. **Framework edition:** the edition of the Framework for Teaching your organization is using
2. **Components:** provides the number and name for each of the eight components you scored
3. **Your Score:** the score you gave the associated component
4. **Master Score:** the master score for the associated component
5. **Rationale:** provides the accuracy of your score and, in bold, a detailed explanation of the master score using the Framework for Teaching and, in parentheses, some examples of evidence
6. **Print this Report:** Select this link to access a printer-friendly version of the Scoring Practice report
7. **What do you want to do next?**
 - a. Select **Score the next practice video** to return to the Scoring Practice videos page
 - b. Select **Return Home** to return to the *Focus Overview* page—from there you can select **Scoring Practice History** and access your Scoring Practice report for each scored/completed video

Accessing and Preparing for Proficiency Assessment

The Proficiency Assessment is a rigorous summative assessment that is used to test and certify your knowledge of the Framework for Teaching and your ability to apply the Framework for Teaching consistently and accurately as you perform your observations.

Important: For the purpose of this help document, all screenshots are taken from the 2013 edition of the Framework for Teaching. Although functionality is the same, the Proficiency Assessment is tailored to the edition of the Framework for Teaching your district is using (either the 2011 edition or the 2013 edition).

Instructions provided describe how to access and prepare for your Proficiency Assessment.

Note: We recommend that you view and score all the practice videos within the Scoring Practice module before completing your Proficiency Assessment.

Accessing the Proficiency Assessment

- Select the **Assessment** tab on the *Focus* menu bar or the **Assessment** button to access Stage 1 of your Proficiency Assessment.

home **focus** reflect learn advance

Overview Training Practice **Assessment** Calibration

Observer Training

Complete essential training on the observable components of the Framework for Teaching. Minimize your bias, study the rubric in detail, watch over 100 master-scored video examples, and practice using the Framework to conduct observations and assign a level for each component.

▶ [Training History](#)

Scoring Practice

Improve your scoring accuracy with practice videos from your grade band. Score each classroom video for all eight of the observable components in the Framework for Teaching. Compare your scores with master scores and review the expert rationales.

▶ [Scoring Practice History](#)

Assessment

[Proficiency Assessment](#)

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Test Status: Not Assessed
Stage 1: 0 of 2 attempts, Not Started **Stage 2:** 0 of 2 attempts, Not Started
Last Tested:

▶ [Proficiency Assessment Results](#) · Status: Not Assessed

Proficiency Assessment Preparation

Before beginning your Proficiency Assessment, it is important to ensure that your system is configured properly, you understand and comply with the Terms of Use, and you review the test Instructions.

Checking Your System

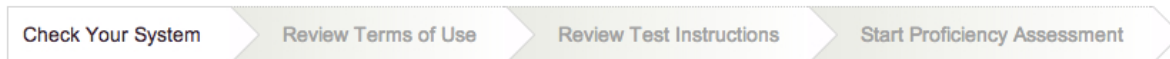
Upon accessing your Proficiency Assessment, you will be asked to check that your system is configured properly to perform the Proficiency Assessment and display all the necessary content.

Note: If your system does not pass the system check, contact the IT professional or systems administrator within your school or district. An improperly configured system can cause your Proficiency Assessment to fail.

Follow these steps while checking that your system is configured properly:

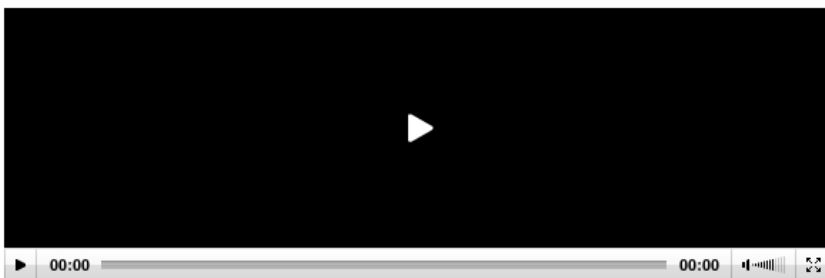
1. Review the system check options.
2. Ensure that your system complies with each option.
3. Select the check box or radio button next to each option to verify your system's compliance.
4. Select **Continue**.

Overview ► Proficiency Assessment - Stage 1



In order to take this online test, you will need to ensure your system is optimized to handle our streaming videos. Select each option below after ensuring they are accurate

- Ensure a wired broadband Internet connection, instead of WiFi or wireless connection, with a download speed of around 2Mbps.
- Run a speed test at <http://www.speedtest.net> to see if you have the recommended download speed of around 2 Mbps.
- Close all other programs and webpages except for this Framework for Teaching Proficiency System.
- Play this example video.



Can you clearly view this video? Yes No

Can you clearly hear this video? Yes No



Note: To ensure your system is optimized for the Proficiency Assessment, the **Continue** button is not activated until all the options have been selected.

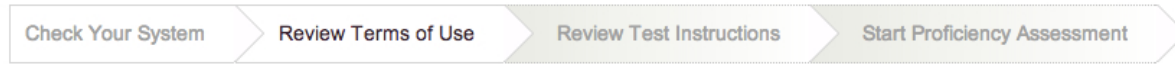
Review Terms of Service

Before starting Stage 1 of the Proficiency Assessment, you must agree with the Terms of Use.

1. Review the Terms of Use.
2. Select **I Agree**.

Note: You can access a printer-friendly version of the Terms of Use by selecting **Print the Terms of Use** in the upper right-hand corner of the **Test Procedures and Regulations** text box.

Overview ► Proficiency Assessment - Stage 1



The screenshot shows a text box titled 'Test Procedures and Regulations'. In the top right corner of the text box, there is a link that says 'Print the Terms of Use', which is highlighted with a red rectangular border. The text inside the box reads: 'By taking this test, you are agreeing to abide by all procedures and policies contained in the User Agreement and these Terms and Conditions. The following general guidelines apply to the Focus System. All of these procedures and guidelines begin when you start the proficiency test. Discussion or sharing of test content or answers at any time is prohibited. This test contains sections with video recordings. The recorded material can be paused, but it cannot be replayed. You will not be permitted to continue the test or any part of it beyond the established time limit. You may not copy any part of the test. The test is the property of ETS. Although security measures have been applied, testing irregularities may sometimes occur. Please contact Teachscape as soon as possible to report any observed irregular behavior—for example, someone copying from another test taker, taking a test for someone else, having access to test questions before the exam or using notes or unauthorized aids.'

A horizontal bar containing two buttons: 'I Agree' and 'I Disagree'. A red arrow points from the left towards the 'I Agree' button.

Review Test Instructions

It is important to carefully read the test instructions before beginning your Proficiency Assessment. Along with instructions on how to take the Proficiency Assessment, some best practices and tips to help you along the way are also provided.

Follow these steps to review the test instructions before beginning your Proficiency Assessment.

1. Read the test instructions.
2. Select **Start**.

To print the test instructions, follow the procedure below:

1. Select **Print Test Instructions** in the upper right-hand corner of the text box containing the test instructions to open a printer-friendly version of the test instructions.
2. Right-click in the Test Instructions pop-up window and select **Print** or select **File** and then select **Print**.

Overview ► Proficiency Assessment - Stage 1

Check Your System

Review Terms of Use

Review Test Instructions

Start Proficiency Test

Print Test Instructions

You are about to begin Stage 1 :

1. Stage 1 will take about 3.5 hours, but you will have up to 6 hours to complete each stage of the test. Make sure to set aside uninterrupted time.
2. Read the directions carefully. You are responsible for reading and understanding the directions before beginning the test. No oral instructions will be provided. The time you take to read the directions is not considered part of the testing time; however, it is recommended that you take no more than about 15 minutes to do this.
3. The Framework for Teaching and rubrics are available by clicking on the "Framework" and "Rubric" links located on the top-right corner of your screen. You may access them at any point during the test. They can be downloaded and printed for your reference.
4. You will not have access to online practice and training materials while taking the test.
5. In this stage, you will encounter 20 multiple-choice items. For each item, select the most appropriate option, and then click on "Submit" to move to the next item. Once you click on "Submit" and confirm your response, you will not be allowed to go back to a previous item.
6. You will also view and assign scores to 2 video clips.

Cancel

Once you start the test, you will have 6 hours to complete it.

Start

Resources and Tips

- For referencing throughout your Proficiency Assessment, open the Framework for Teaching and Rubrics for the Framework for Teaching PDF files in a new browser tab or print them.

- [Framework for Teaching, 2013 edition](#)
- [Rubrics for the Framework for Teaching, 2013 edition.](#)

Note: The 2011 Focus product includes a different Framework for Teaching and Rubrics for the Framework for Teaching. If you are using the 2011 Focus product, open the [Framework for Teaching, 2011 edition](#) and [Rubrics for the Framework for Teaching, 2011 edition.](#)

- The table that follows outlines the number of possible points in Stage 1 and Stage 2 you can earn in each sub-skill area on the Proficiency Assessment. This table can also be found in your Sub-skills Report, which is available after you have completed (pass or fail) each stage of the Proficiency

Sub-Skill	Number of Points in Stage 1	Number of Points in Stage 2
I. Distinguish between appropriate evidence and interpretation	10	12
II. Distinguish between appropriate evidence and statements that are biased or suggest professional preferences	10	12
III. Recognize evidence that has been mis-categorized to the wrong FFT component	10	3
IV. Assign an accurate score for each of the eight (8) FFT components based on a set of evidence	56	72
V. Assign evidence to the appropriate FFT component	14	21

Assessment.

Note: Certain questions are designed to measure multiple sub-skills. Therefore, your score for these questions is counted under multiple sub-skill areas, but only for the purpose of the Sub-Skills Report. Please note that because of this the sum of the sub-skill scores will not match the test attempt scores used to make the pass or not pass decision.

- The table that follows maps each sub-skill to specific portions of Observer Training. As preparation for the Proficiency Assessment, it is important to understand what the different sub-skills measure. This table provides specific areas to study and can also be found in your Sub-skills Report, which is available after you have completed (pass or fail) each stage of the Proficiency Assessment.

If a User Scores Lower in This Sub-Skill	The User May Want to Review These Sections of the Training Modules
I. Distinguish between appropriate evidence and interpretation	<ol style="list-style-type: none"> 1. <i>Applying the Framework for Teaching</i> <ol style="list-style-type: none"> 1. Pg. 2, Applying the Framework (also in <i>Overview of the Framework for Teaching</i>) 2. Pg. 3, Distinguish between evidence, interpretation, and bias 2. Component modules (2a–3d) <ol style="list-style-type: none"> 1. Indicators 2. Practice gathering evidence 3. <i>Minimizing Bias</i>
II. Distinguish between appropriate evidence and statements that are biased or suggest professional preferences	<ul style="list-style-type: none"> • <i>Applying the Framework for Teaching</i> <ul style="list-style-type: none"> ○ Pg. 2, Applying the Framework ○ Pg. 3, Distinguish between evidence, interpretation, and bias • Component modules (2a–3d) <ul style="list-style-type: none"> ○ Indicators ○ Practice gathering evidence • <i>Minimizing Bias</i>
III. Recognize evidence that has been mis-categorized to the wrong FFT component	<ol style="list-style-type: none"> 1. Component modules (2a–3d) <ol style="list-style-type: none"> a. Elements b. Identify relevant evidence
IV. Assign an accurate score for each of the eight (8) FFT components based on a set of evidence	<ol style="list-style-type: none"> 4. <i>Applying the Framework for Teaching</i> <ol style="list-style-type: none"> a. Pg. 2, Applying the Framework b. Pgs. 7 & 11, Part C: Determine the levels of performance for components in Domain 2 c. Pgs. 8 & 12, Part D: Determine the levels of performance for components in Domain 3 4. Component modules (2a–3d) <ol style="list-style-type: none"> a. Rubric section b. Levels of performance section
V. Assign evidence to the appropriate FFT component	<ol style="list-style-type: none"> 1. <i>Applying the Framework for Teaching</i> <ol style="list-style-type: none"> a. Pg. 2, Applying the Framework b. Pg. 4, Align evidence with components c. Pgs. 6 & 10, Part B: Align evidence with components 2. Component modules (2a–3d) <ol style="list-style-type: none"> a. Practice gathering evidence b. Rubric section: Critical attributes (possible examples)

Note: All of the information within the above table can be found in the Observer Training section of Focus.

Completing the Proficiency Assessment

The Proficiency Assessment uses master-scored videos and multiple-choice test items to measure your ability to distinguish between evidence and interpretation or bias, categorize evidence to the correct component of the Framework for Teaching, and assign accurate scores to classroom videos.

For more information about the Proficiency Assessment Objectives, refer to the [About Focus - Assessment Overview](#).

Structure of the Proficiency Assessment

The Proficiency Assessment is divided into two stages. You must pass both stages to be considered proficient as an observer.

Stage 1 consists of 50 questions divided into three different testing formats that require you to demonstrate your knowledge of the Framework for Teaching components and observation skills.

- Multiple-choice items
- Two 15-minute video-scoring tasks
- Selected-response items associated with the videos

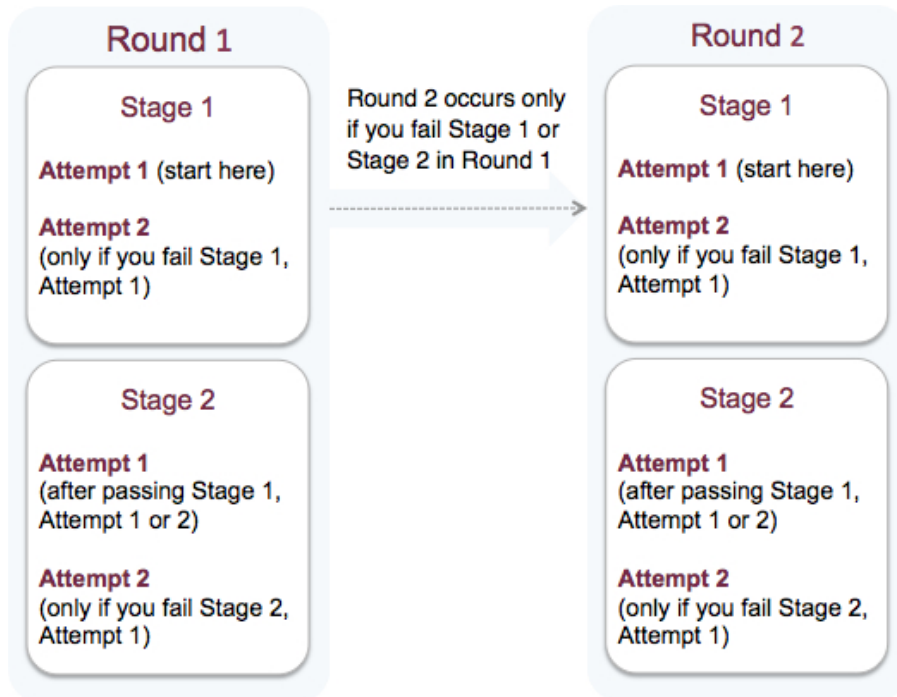
Stage 2 consists of 45 questions divided into two different testing formats that require you to apply your knowledge of the Framework for Teaching components in scoring videos.

- Three 15-minute video-scoring tasks
- Selected-response items associated with the videos

For more information about the structure of the Proficiency Assessment and the skills associated with each stage, refer to the [About Focus Assessment Overview - Contents](#).

Testing Path and Lockout Periods

The Proficiency Assessment testing path consists of two rounds. Each round consists of two stages, and each stage consists of two attempts. The image that follows shows each round and stage in detail.



Note: Passing the assessment entails passing Stage 1 **and** Stage 2 in either round.

Lockout Periods

Lockout periods are in place to ensure that the integrity of the Proficiency Assessment is being upheld throughout the testing process and to serve as a reminder to review the Framework for Teaching and Rubric along with any other training materials before reattempting the Proficiency Assessment.

A 24-hour lockout period occurs when a candidate

- Did not pass the 1st attempt of Stage 1 in Rounds 1 or 2
- Did not pass the 1st attempt of Stage 2 in Rounds 1 or 2

A 14-day lockout period occurs when a candidate

- Did not pass the 2nd attempt of Stage 1 in Round 1
- Did not pass the 2nd attempt of Stage 2 in Round 1

Note: If you have not passed the Proficiency Assessment after two rounds of testing (one round is composed of Stage 1 and Stage 2), your assessment becomes inactive. Specifically, your assessment is inactive after the following scenarios:

- You did not pass the 2nd attempt of Stage 1 in Round 2
- You did not pass the 2nd attempt of Stage 2 in Round 2

Additional rounds of testing can be requested if your administrator contacts Teachscope Technical Support (support@teachscope.com) with a rationale regarding your need for additional test attempts.

For more information and a step-by-step breakdown of the testing path, refer to [About Focus - Taking the Assessment](#).

Assessment Status

The images that follow show the Assessment section on the *Focus* Overview page and the various statuses of observers' proficiency assessment throughout the testing path and lockout periods.

Assessment
Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Test Status: Proficient ←

Stage 1: 1 of 2 attempts, Passed Stage 2: 1 of 2 attempts, Passed

Last Tested: 04/27/2013

▶ Proficiency Assessment Results · Status: Proficient on: 04/27/2013 ←

Assessment Status: Proficient

Assessment
Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Test Status: Not Assessed ←

Stage 1: 0 of 2 attempts, Not Started Stage 2: 0 of 2 attempts, Not Started

Last Tested:

▶ Proficiency Assessment Results · Status: Not Assessed

Assessment Status: Not Assessed

Assessment
Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Test Status: In Progress

Stage 1: 1 of 2 attempts, Not Passed ← **Stage 2: 0 of 2 attempts, Not Started**

Last Tested: 12/20/2013 ← **Retest Between: 12/21/2013 - 12/26/2014** ←

▶ Proficiency Assessment Results · Status: In Progress

Assessment Status: Did not pass 1st attempt of Stage 1 Lockout Period = 24 hours

Assessment
Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Test Status: In Progress
Stage 1: 1 of 2 attempts, Passed
Last Tested: 11/12/2013

Stage 2: 1 of 2 attempts, Not Passed
Retest Between: 11/13/2013 - 02/28/2014

► Proficiency Assessment Results · Status: In Progress

Assessment Status: Passed Stage 1, did not pass Stage 2
Lockout Period = 24 hours

Assessment
Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Retest Status: Not Assessed
Stage 1: 0 of 2 attempts, Not Started
Last Tested:

Stage 2: 0 of 2 attempts, Not Started
Retest Between: 01/26/2014 - 12/29/2014

Initial Proficiency Test Status: Not Proficient
Stage 1: 2 of 2 attempts, Not Proficient
Last Tested: 12/27/2013

Stage 2: 0 of 2 attempts, Not Started
Retest Between: 01/26/2014 - 12/29/2014

► Proficiency Assessment Results · Status: Not Assessed

Assessment Status: Not proficient, did not pass Stage 1 after 2 attempts
Lockout Period = 14 days

Assessment
Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Retest Status: Not Proficient
Stage 1: 2 of 2 attempts, Not Passed
Last Tested: 11/04/2013

Stage 2: 0 of 2 attempts, Not Started

Initial Proficiency Test Status: Not Proficient
Stage 1: 2 of 2 attempts, Not Proficient
Last Tested: 08/21/2013

Stage 2: 0 of 2 attempts, Not Started

► Proficiency Assessment Results · Status: Not Proficient

Assessment Status: Did not pass 1st or 2nd attempt of Stage 1 in Round 1 or Round 2
Lockout Period = Must contact administrator

Technical Information

If you experience technical difficulties, select **Quit Assessment** on the bottom left of the page and contact support@teachscape.com immediately. If Teachscape can validate your technical issues, the support staff can reset your timer so you don't lose your scores due to technical difficulties.

QUESTION 1 OF 50

The following statements are evidence collected by a rater. Select the statement that is an inappropriate evidence statement.

You cannot change your responses after you submit them.

Score

Quit Assessment 

Notes and Tips

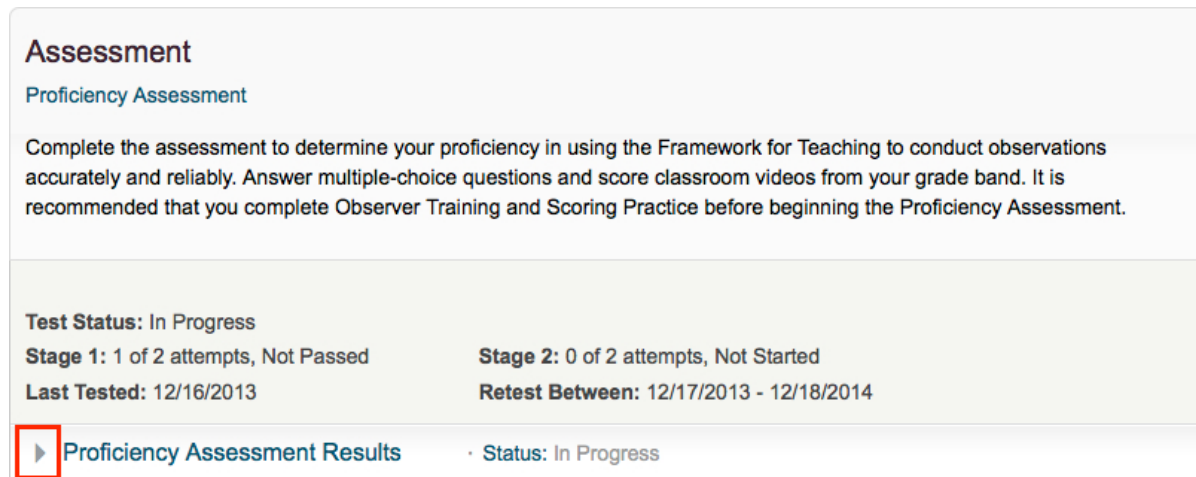
- Ensure that your system meets the minimum system requirements; it is not advisable to take the test unless you fulfill the criteria.
- After you pass Stage 1, take at least a one-hour break before attempting Stage 2. Fatigue can impact the quality of your performance.
- Prepare to spend the time allotted on the Proficiency Assessment:
 - Stage 1: 3.5 hours (estimated); you have 6 hours total
 - Stage 2: 3.5 hours (estimated); you have 6 hours total
- You can (and should) print the Framework for Teaching and Rubrics for the Framework for Teaching prior to taking the Proficiency Assessment. Use the links provided below to access the 2011 and 2013 versions of both documents. Please only use the Framework for Teaching and Rubrics that your district is assigned.
 - [2011 Framework for Teaching](#)
 - [2011 Rubrics](#)
 - [2013 Framework for Teaching](#)
 - [2013 Rubrics](#)
- [About Focus - Testing Tips](#)
- [About Focus - Study Tips](#)
- If you pass the assessment, be sure to Calibrate periodically to maintain your scoring accuracy over time. (Calibration is another section in *Focus*, and is accessible from the Calibration tab on the *Focus* Overview page or by selecting the Calibration button below the Assessment section.)

Accessing and Reviewing Proficiency Assessment Results

You can access your Proficiency Assessment results from the *Focus* Overview page after each attempt at the Proficiency Assessment. To understand the results, access the Guide to Proficiency Assessment Results located at the bottom of the Proficiency Assessment Results. This guide explains the scores in detail and provides recommendations on what you can do to learn from your results and/or improve on your next Proficiency Assessment attempt.

Accessing Proficiency Assessment Results and the Guide to Proficiency Assessment Results


1. On the *Focus* Overview page, select the **Proficiency Assessment Results** drop-down arrow.



Assessment
Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Test Status: In Progress
Stage 1: 1 of 2 attempts, Not Passed **Stage 2:** 0 of 2 attempts, Not Started
Last Tested: 12/16/2013 **Retest Between:** 12/17/2013 - 12/18/2014

 **Proficiency Assessment Results** · Status: In Progress

2. To open the Guide to Proficiency Assessment Results, select **Print Guide to Proficiency Assessment Results** at the bottom of your Proficiency Assessment Results.

Assessment

Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Test Status: In Progress

Stage 1: 1 of 2 attempts, Not Passed

Stage 2: 0 of 2 attempts, Not Started

Last Tested: 12/16/2013

Retest Between: 12/17/2013 - 12/17/2014

▼ **Proficiency Assessment Results** · Status: In Progress

Initial Proficiency Assessment Status: In Progress


Stage	Attempt	Score	Status	I	II	III	IV	V	Test Completed
Stage 1	1	43	✘ Not Passed	70%	70%	30%	41%	43%	12/16/2013 22:06


Result

Your results indicate that you have some understanding of the concepts of Framework for Teaching; however, you may experience difficulty in applying the concepts of the Framework to observation and scoring. Additional practice observation and scoring are recommended prior to retesting. You are eligible to retest in 24 hrs. from completion of last attempt.

Understanding Proficiency Assessment Scores

Total test performance scores for this proficiency assessment are reported to you as Passed or Not Passed. At the district level, your test results are reported as Proficient or Not Proficient. These results are based on a scale of 0 to 205, with a total score of 143 established as the passing score. The passing score for this test is designed to reflect the minimum level of knowledge and ability required to perform consistent, effective classroom observations.

 [Print Guide to Proficiency Assessment Results](#) ←

 [Print this report](#)

Reviewing Proficiency Assessment Results

Your Proficiency Assessment Results provide you with the current status of your Proficiency Assessment, a sub-skills report which is a breakdown of your percentage correct by sub-skill (designated by Roman numerals) for each attempt in either Stage 1 or Stage 2 (see the example below), a brief explanation of what your results indicate, and a paragraph to help you better understand the Proficiency Assessment Scores.

The image that follows is an example of a sub-skills report from the Proficiency Assessment Results. The intention of the sub-skills report is to show the areas you need to study before attempting the Proficiency Assessment again.

Initial Proficiency Assessment Status: Not Proficient

Percentage correct by sub-skill

Stage	Attempt	Score	Status	I	II	III	IV	V	Test Completed
Stage 1	1	80	✓ Passed	60%	60%	50%	100%	79%	02/06/2012 16:44
Stage 2	1	21 (101)	✗ Not Passed	8%	8%	0%	25%	5%	11/28/2012 15:35
Stage 2	2	10 (90)	✗ Not Passed	17%	8%	0%	13%	0%	03/12/2013 14:07

Retest Status: In Progress

Stage	Attempt	Score	Status	I	II	III	IV	V	Test Completed
Stage 1	1	8	✗ Not Passed	0%	0%	0%	16%	0%	08/06/2013 19:35

Note: Sub-skills' scores are reported as a percent correct. The percent correct is the sum of your correct answers divided by the possible number of points a user could earn in each sub-skill. There are overlapping questions in multiple sub-skills, so directly multiplying the percentages with the number of questions per section will not yield the number of questions that you answered correctly.

Using the Guide to Proficiency Assessment Results

The Guide to Proficiency Assessment Results provides detailed information on each sub-skill, a sample sub-skills report with an explanation of the columns and scores received, a table containing a breakdown of the number of points per sub-skill in each stage of the Proficiency Assessment, and a table containing recommendations for training and preparing yourself for your next attempt.

The table that follows outlines the number of possible points in Stage 1 and Stage 2 you can earn in each sub-skill area on the Proficiency Assessment. This table can also be found in your Guide to Proficiency Assessment Results.

Sub-Skill	Number of Points in Stage 1	Number of Points in Stage 2
I. Distinguish between appropriate evidence and interpretation	10	12
II. Distinguish between appropriate evidence and statements that are biased or suggest professional preferences	10	12
III. Recognize evidence that has been mis-categorized to the wrong FFT component	10	3
IV. Assign an accurate score for each of the eight (8) FFT components based on a set of evidence	56	72
V. Assign evidence to the appropriate FFT component	14	21

Note: The number of possible points does not correspond with the number of questions in each stage of the proficiency assessment.

The table that follows maps each sub-skill to specific portions of Observer Training. Most observers find this content particularly useful when they wish to study specific sections in the Observer Training in order to

improve upon their knowledge for the subsequent attempt. This table can also be found in your Guide to Proficiency Assessment Results.

If a User Scores Lower In This Sub-Skill	The User May Want to Review These Sections of the Training Modules
I. Distinguish between appropriate evidence and interpretation	<ol style="list-style-type: none"> 1. <i>Applying the Framework for Teaching</i> <ol style="list-style-type: none"> 1. Pg. 2, Applying the Framework (also in <i>Overview of the Framework for Teaching</i>) 2. Pg. 3, Distinguish between evidence, interpretation, and bias 2. Component modules (2a–3d) <ol style="list-style-type: none"> 1. Indicators 2. Practice gathering evidence 3. <i>Minimizing Bias</i>
II. Distinguish between appropriate evidence and statements that are biased or suggest professional preferences	<ul style="list-style-type: none"> • <i>Applying the Framework for Teaching</i> <ul style="list-style-type: none"> ○ Pg. 2, Applying the Framework ○ Pg. 3, Distinguish between evidence, interpretation, and bias • Component modules (2a–3d) <ul style="list-style-type: none"> ○ Indicators ○ Practice gathering evidence • <i>Minimizing Bias</i>
III. Recognize evidence that has been mis-categorized to the wrong FFT component	<ol style="list-style-type: none"> 1. Component modules (2a–3d) <ol style="list-style-type: none"> a. Elements b. Identify relevant evidence
IV. Assign an accurate score for each of the eight (8) FFT components based on a set of evidence	<ol style="list-style-type: none"> 4. <i>Applying the Framework for Teaching</i> <ol style="list-style-type: none"> a. Pg. 2, Applying the Framework b. Pgs. 7 & 11, Part C: Determine the levels of performance for components in Domain 2 c. Pgs. 8 & 12, Part D: Determine the levels of performance for components in Domain 3 4. Component modules (2a–3d) <ol style="list-style-type: none"> a. Rubric section b. Levels of performance section
V. Assign evidence to the appropriate FFT component	<ol style="list-style-type: none"> 1. <i>Applying the Framework for Teaching</i> <ol style="list-style-type: none"> a. Pg. 2, Applying the Framework b. Pg. 4, Align evidence with components c. Pgs. 6 & 10, Part B: Align evidence with components 2. Component modules (2a–3d) <ol style="list-style-type: none"> a. Practice gathering evidence b. Rubric section: Critical attributes (possible examples)

Printing Your Certificate of Achievement

After passing Stage 1 and Stage 2 of the Proficiency Assessment, you are given a Certificate of Achievement that you can save and print.

Instructions provided describe how to access, save, and print your Framework for Teaching Proficiency Test Certificate of Achievement.

1. Select the **Proficiency Assessment Results** drop-down arrow.

Assessment
Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Retest Status: Proficient
Stage 1: 1 of 2 attempts, Passed Stage 2: 1 of 2 attempts, Passed
Last Tested: 09/02/2013

Initial Proficiency Test Status: Not Proficient
Stage 1: 2 of 2 attempts, Not Proficient Stage 2: 0 of 2 attempts, Not Started
Last Tested: 07/28/2013

▶ Proficiency Assessment Results · Status: Proficient on: 09/02/2013 ←

Note: After passing your Proficiency Assessment, the Assessment section on the Overview page is shaded in gray, and your status displays the date on which you became proficient.

2. Select the **Download certificate of achievement** link.

Assessment

Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Retest Status: Proficient

Stage 1: 2 of 2 attempts, Passed

Stage 2: 1 of 2 attempts, Passed

Last Tested: 11/04/2013

Initial Proficiency Test Status: Not Proficient

Stage 1: 1 of 2 attempts, Passed

Stage 2: 2 of 2 attempts, Not Proficient

Last Tested: 07/28/2013

▼ Proficiency Assessment Results · Status: Proficient on: 11/04/2013

Initial Proficiency Assessment Status: Not Proficient

Stage	Attempt	Score	Status	I	II	III	IV	V	Test Completed
Stage 1	1	67	✓ Passed	100%	100%	90%	68%	43%	03/26/2013 04:28
Stage 2	1	67 (134)	✗ Not Passed	50%	42%	67%	57%	76%	07/01/2013 03:38
Stage 2	2	67 (134)	✗ Not Passed	50%	67%	100%	56%	71%	07/28/2013 04:14

Retest Status: Proficient

Stage	Attempt	Score	Status	I	II	III	IV	V	Test Completed
Stage 1	1	59	✗ Not Passed	70%	70%	90%	57%	50%	10/17/2013 04:33
Stage 1	2	70	✓ Passed	90%	90%	70%	77%	50%	10/29/2013 05:51
Stage 2	1	87 (157)	✓ Passed	75%	75%	67%	78%	81%	11/04/2013 02:51


Result


Congratulations. You have passed! Your results indicate that you have proficient knowledge and understanding of Framework for Teaching and proficiency in applying Framework for Teaching to classroom observations.

Calibration is recommended on a regular basis.

Understanding Proficiency Assessment Scores

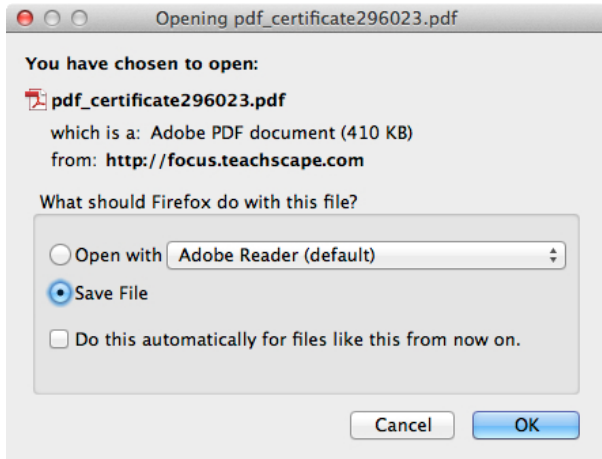
Total test performance scores for this proficiency assessment are reported to you as Passed or Not Passed. At the district level, your test results are reported as Proficient or Not Proficient. These results are based on a scale of 0 to 205, with a total score of 143 established as the passing score. The passing score for this test is designed to reflect the minimum level of knowledge and ability required to perform consistent, effective classroom observations.

 [Print Guide to Proficiency Assessment Results](#)

 [Print this report](#)

[Download certificate of achievement](#) ←

- To open the file, select **Open** in the File Download dialog box.
- To save the file, select **Save** in the File Download dialog box.



Note: You must have Adobe Acrobat Reader to open and print your Certificate of Achievement.

5. After opening your Certificate of Achievement, select the printer icon or **File > Print**, to print your Certificate of Achievement.

Accessing and Scoring Calibration Videos

Calibration is a measure of your scoring accuracy over time using the Framework for Teaching and Rubrics. The Calibration exercise requires you to score two 15-minute, grade-band specific video segments on each of the eight components of the Rubrics for the Framework for Teaching.

Instructions provided describe how to access and score your Calibration videos.

Accessing Calibration Videos

Calibration is only available after your administrator opens a Calibration window, which is the period of time that the Calibration videos can be viewed and scored.

1. Select the **Calibration** tab on the *Focus* menu bar or the **Calibration** button to access the current Calibration window page, which contains your Calibration videos.

Note: The Calibration window dates are located in your Calibration section on the *Focus* Overview page.

- Calibration is only available during the dates of the Calibration window.
- You can only calibrate (view and score the Calibration videos) once per Calibration window.

Observer Training

Complete essential training on the observable components of the Framework for Teaching. Minimize your bias, study the rubric in detail, watch over 100 master-scored video examples, and practice using the Framework to conduct observations and assign a level for each component.

▶ Training History

Scoring Practice

Improve your scoring accuracy with practice videos from your grade band. Score each classroom video for all eight of the observable components in the Framework for Teaching. Compare your scores with master scores and review the expert rationales.

▶ Scoring Practice History

Assessment

Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Test Status: In Progress

Stage 1: 1 of 2 attempts, Not Passed

Stage 2: 0 of 2 attempts, Not Started

Last Tested: 12/16/2013

Retest Between: 12/17/2013 - 12/23/2014

▶ Proficiency Assessment Results

· Status: In Progress

Calibration

Periodically monitor your scoring accuracy using the Framework for Teaching. For each Calibration exercise, score two classroom videos from your grade band. Compare your scores with master scores and compare your evidence with expert rationales.

Calibration Window:

Third Calibration Window - Winter: 12/01/2013 - 12/23/2013

Calibration Status: Needs Remediation and Monitoring

Video 1: Completed on 12/23/2013

Video 2: Completed on 12/23/2013

▶ Calibration Report

Resources

About Focus

Understanding the 2013 Edition

Teacher Orientation

Framework for Teaching Evaluation Instrument (Observable Components) (PDF, 99kb)

Framework at a Glance: Domains 2 and 3 (PDF, 366kb)

Rubrics for the Framework for Teaching (PDF, 119kb)

Acknowledgment

Teacher performances shown may have been edited for the purposes of training, practice, and assessment and may not necessarily reflect each teacher's classroom performance or practice. Teachscape would like to thank the teachers featured in the Framework for Teaching Proficiency System for allowing us to film in their classrooms.


2. Select **Start Calibration** located to the right of the Video heading under the current Calibration window menu. Video 2 is not available until after you have viewed and scored Video 1.

Overview Training Practice Assessment **Calibration**


Calibration

Third Calibration Window - Winter 12/01/2013 - 12/31/2013

 Video 1 →

 Video 2

Available after Video 1 has been completed

 Framework (PDF)

Acknowledgment

Teacher performances shown may have been edited for the purposes of training, practice, and assessment and may not necessarily reflect each teacher's classroom performance or practice. Teachscape would like to thank the teachers featured in the Framework for Teaching Proficiency System for allowing us to film in their classrooms.

Reports

Calibration Windows	Videos	Framework Edition	Completed	Results
Third Calibration Window - Winter 12/1/13-12/31/13 Not Started	Video1	N/A	N/A	
	Video2	N/A	N/A	
Another calibration 9/13/13-11/26/13 Not Started	Video1	N/A	N/A	
	Video2	N/A	N/A	
another calibration 8/21/13-8/31/13 Not Started	Video1	N/A	N/A	
	Video2	N/A	N/A	

Note: You can also directly access the Calibration videos by selecting **Start** located to the right of the Video heading in the Calibration section on the *Focus* Overview page.

Calibration


Periodically monitor your scoring accuracy using the Framework for Teaching. For each Calibration exercise, score two classroom videos from your grade band. Compare your scores with master scores and compare your evidence with expert rationales.

Calibration Window:

Third Calibration Window - Winter: 12/01/2013 - 12/31/2013 **Calibration Status:** Not Started

Video 1: Not Started Yet ←

Video 2: Unavailable

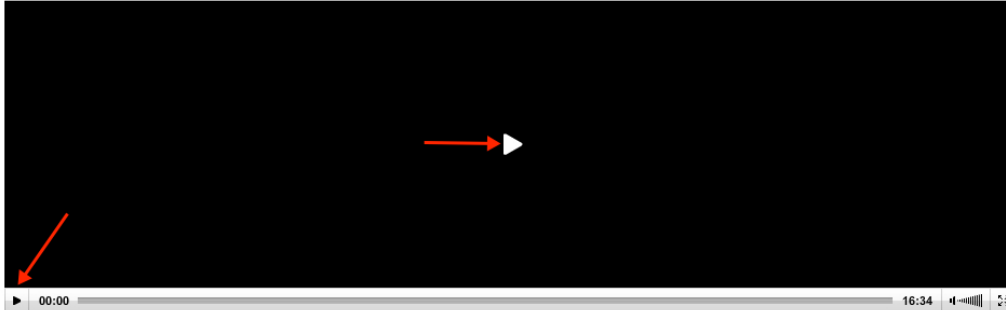
 Calibration Report

Viewing Calibration Videos

To view the selected Calibration video, either select the play icon located in the middle of the video or the play button located in the lower left-hand corner of the video.

Overview ► Calibration ► Video ID C-143_0

Type in your evidence while watching the video. Next, click on the evidence and select associated components. The number of components you select will be displayed below your evidence. Once you have completed this step, you can assign scores on the screen that follows. You will have the ability to edit or delete evidence statements until you click on the **Score** button. Watch the entire video, or you might miss critical evidence that may help you to score accurately.



Type Your Evidence Here:

5000 characters left

Video ID: C-143_0

Length: 16 mins

Start and End time: 0 : 0 - 16 : 33

U.S. History • Gradespan: All Grades

Add

Note: The Calibration videos are in the same format as the Scoring Practice and Proficiency Assessment videos. To keep the Calibration experience as authentic as possible, rewind and forward functions are not available in the Calibration videos.

Collecting Evidence

As you view each Calibration video, you must add evidence and align that evidence before scoring each component of the Calibration video.

1. Type your evidence into the **Type Your Evidence Here** text box.
2. Select **Add**.

Overview ► Calibration ► Video ID C-2_1

Type in your evidence while watching the video. Next, click on the evidence and select associated components. The number of components you select will be displayed below your evidence. Once you have completed this step, you can assign scores on the screen that follows. You will have the ability to edit or delete evidence statements until you click on the **Score** button. Watch the entire video, or you might miss critical evidence that may help you to score accurately.



Type Your Evidence Here: 4960 characters left Video ID: C-2_1
 Length: 43 mins
 Start and End time: 0 : 0 - 15 : 5
 Math • Gradespan: All Grades

Students engage with the learning task.

Add ←

Your evidence is added to the Evidence column with the observable components (domains 2a-2d and 3a-3d) located on the right-hand side.

3. Select the components that align with your evidence from the **Components** column.

Evidence	Components
Students engage with the learning task. Edit Delete Selected Component(s): 1	<input type="checkbox"/> 2a: Creating an Environment of Respect and Rapport <input type="checkbox"/> 2b: Establishing a Culture for Learning <input type="checkbox"/> 2c: Managing Classroom Procedures <input type="checkbox"/> 2d: Managing Student Behavior <input type="checkbox"/> 3a: Communicating with Students <input type="checkbox"/> 3b: Using Questioning and Discussion Techniques <input checked="" type="checkbox"/> 3c: Engaging Students in Learning <input type="checkbox"/> 3d: Using Assessment in Instruction
1 of 1 evidence statements are associated with components	

Note: Because you will be asked to score each observable component, we strongly recommend that you ensure all eight components are included in your evidence-collecting process at least once.

Scoring Calibration Videos

Once you have viewed the Calibration video, collected all the evidence, and aligned the components with your evidence, you must score each component of the video. To facilitate your scoring, the evidence that corresponds to each component will be displayed on your screen.

Follow these steps to score your Calibration video.

1. Select **Score**.

Note: Once you select the **Score** button, you cannot change any evidence or your coding of it.

The screenshot shows a user interface for scoring a calibration video. It is divided into two main sections: 'Evidence' and 'Components'.
Evidence Section: Contains four rows of evidence statements. Each row has an 'Edit | Delete | Selected Component(s):' link below it. The statements are:
1. 'Students play an important role throughout the lesson and the learning process' (Selected Component(s): 2)
2. 'Uses process of elimination techniques effectively when students get tripped up on questions to help students be successful' (Selected Component(s): 1)
3. 'Redirects learning effectively when a student is off track and/or confused.' (Selected Component(s): 4)
4. 'Ensures his students are staying on task and remain involved in the lesson at all times' (Selected Component(s): 2)
Components Section: Lists eight components with radio buttons for selection:
- 2a: Creating an Environment of Respect and Rapport (unselected)
- 2b: Establishing a Culture for Learning (unselected)
- 2c: Managing Classroom Procedures (selected)
- 2d: Managing Student Behavior (selected)
- 3a: Communicating with Students (unselected)
- 3b: Using Questioning and Discussion Techniques (selected)
- 3c: Engaging Students in Learning (selected)
- 3d: Using Assessment in Instruction (unselected)
Footer: A yellow bar states '9 of 9 evidence statements are associated with components'. Below this is a 'Cancel' button on the left and a 'Score' button on the right. A red arrow points to the 'Score' button. A warning message reads: 'You cannot change evidence or how you coded it after you click on Score.'

2. Select **Yes** in the pop-up window to verify that you are ready to score the Calibration video. Select **No** if you need to add any evidence or make any changes prior to scoring the Calibration video.

The screenshot shows a 'Note' pop-up window with a close button (x) in the top right corner. The text inside reads:
'Have you watched the entire video, recorded all evidence, and associated as many evidence statements as you would like to the components? You cannot return to this screen after you click on **Score**. Are you ready to score now?'
At the bottom of the window, there are two buttons: 'Yes' (highlighted with a blue border) and 'No'.

- 3. Review the evidence associated with each component.
- 4. Select the level of performance using the radio buttons.

Note: By default, the evidence not associated with the component you are evaluating is hidden. To view the evidence not associated with this component, select the **Show evidence not associated with this component** title bar under the Evidence associated with this component. To hide it, select **Hide evidence not associated with this component** as indicated by the screenshot below.

- 5. Select **Next Component**.
- 6. Repeat Steps 3-5 above to score the Calibration video across all eight components.

2a: Creating an Environment of Respect and Rapport

Evidence associated with this component:

Score a level of performance for this component

Interacts directly with students to reinforce key points and topics throughout the lesson

Level 1

Students play an important role throughout the lesson and the learning process

Level 2

Level 3

Level 4

Hide evidence not associated with this component:

Asks questions and allows students to respond and interact

Keeps students grounded by setting realistic expectations and sticking to them

Uses humor effectively to keep students engaged

Allows students to provide answers and then builds on those answers to provide the necessary information that will be assessed later

Ensures his students are staying on task and remain involved in the lesson at all times

Redirects learning effectively when a student is off track and/or confused.

Next Component

7. Select **Submit** after scoring your last component (domain 3d).

Notes and Tips

- Use the PDF version of the Framework for Teaching and Rubrics for the Framework for Teaching to look up critical attributes and score accurately.
 - [2013 edition of the Framework for Teaching](#)
 - [2013 edition of Rubrics](#)
 - [2011 edition of the Framework for Teaching](#)
 - [2011 edition of Rubrics](#)
- Be sure to watch the entire video to avoid missing any critical evidence.
- By displaying the evidence not associated with each component, you obtain a holistic view of your evidence while you complete the scoring process.
- To change the level you have selected for a component, select the radio button next to the appropriate level of the component you are scoring before selecting **Next Component**.
- To edit the previous component's score, select **Previous Component** located on the left-hand side of the command bar along the bottom of each page.

Accessing and Analyzing Your Calibration Report(s)

After you finish scoring each Calibration video, your scores and results for that video are returned to you in a Calibration report. The Calibration report includes:

- The accuracy of your scores compared to those of master raters
- The rationales for the master-rated scores assigned to each component
- Recommendations for improving your scoring accuracy, if necessary

Accessing Your Calibration Report(s)

Your Calibration report is displayed after you have completed and scored each Calibration video. The Calibration report is unique according to each Calibration video. Once you have viewed and scored Calibration Video 2, your Calibration report will contain an Overall Report and the reports (your results) associated with Video 1 and Video 2.

You can also review and access your Calibration report(s) at a later date. Follow the steps under the bulleted headings below to access your Calibration report(s).

• Calibration Report from the Current Calibration Window Only

1. From the *Focus* Overview page, select the **Calibration Report** button to access the Calibration Report from the current Calibration Window only.
 - The **Calibration Report** button can only be used to access your Calibration report while the current Calibration window is open.

Calibration


Periodically monitor your scoring accuracy using the Framework for Teaching. For each Calibration exercise, score two classroom videos from your grade band. Compare your scores with master scores and compare your evidence with expert rationales.

Calibration Window:
Third Calibration Window - Winter: 12/01/2013 - 12/31/2013

Calibration Status: Needs Practice and Support

Video 1: Completed on 12/19/2013

Video 2: Completed on 12/19/2013

 **Calibration Report**

Note: The Calibration Window date range is indicated within the Calibration section on the *Focus* Overview page. The date on which you completed scoring each Calibration video is also displayed in the Calibration section on the *Focus* Overview page.

• All Calibration Reports

1. Select the **Calibration** tab or the **Calibration** section button.

2013 edition • All Grades (K-12)
Observer for Teachscape Internal Demo

Overview Training Practice Assessment **Calibration**

Observer Training

Complete essential training on the observable components of the Framework for Teaching. Minimize your bias, study the rubric in detail, watch over 100 master-scored video examples, and practice using the Framework to conduct observations and assign a level for each component.

▶ Training History

Scoring Practice

Improve your scoring accuracy with practice videos from your grade band. Score each classroom video for all eight of the observable components in the Framework for Teaching. Compare your scores with master scores and review the expert rationales.

▶ Scoring Practice History

Assessment

Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Test Status: In Progress

Stage 1: 1 of 2 attempts, Not Passed

Stage 2: 0 of 2 attempts, Not Started

Last Tested: 12/16/2013

Retest Between: 12/17/2013 - 12/23/2014

▶ Proficiency Assessment Results - Status: In Progress

Calibration

Periodically monitor your scoring accuracy using the Framework for Teaching. For each Calibration exercise, score two classroom videos from your grade band. Compare your scores with master scores and compare your evidence with expert rationales.

Calibration Window:

Third Calibration Window - Winter: 12/01/2013 - 12/23/2013

Calibration Status: Needs Remediation and Monitoring

Video 1: Completed on 12/23/2013

Video 2: Completed on 12/23/2013


 Calibration Report


Resources


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 Framework for Teaching Evaluation Instrument (Observable Components) (PDF, 99kb)

 Framework at a Glance: Domains 2 and 3 (PDF, 366kb)

 Rubrics for the Framework for Teaching (PDF, 119kb)

Acknowledgment

Teacher performances shown may have been edited for the purposes of training, practice, and assessment and may not necessarily reflect each teacher's classroom performance or practice. Teachscape would like to thank the teachers featured in the Framework for Teaching Proficiency System for allowing us to film in their classrooms.

1. Select the **View Report** link associated with the Calibration Window.

Calibration

Third Calibration Window - Winter 12/01/2013 - 12/23/2013



 Video 1

Start Calibration

 Video 2

Start Calibration

Reports

Calibration Windows	Videos	Framework Edition	Completed	Results
Third Calibration Window - Winter 12/1/13-12/23/13	Video1	2013	07/29/2013	Demonstrated Scoring Accuracy
	Video2	2013	07/30/2013	View Report 
Another calibration 9/13/13-11/26/13	Video1	2013	10/31/2013	Needs Practice and Support
	Video2	2013	10/31/2013	View Report 

Note: You may or may not see a description of your scoring accuracy results above the **View Report** link. If your administrator has chosen not to show your overall status, you will see **Completed** displayed above the **View Report** link on your Calibration page.

Analyzing Your Calibration Report

As with the Proficiency Assessment and Practice exercises in *Focus*, recommendations for improving your scoring accuracy will be provided as part of the feedback process. Recommendations are based on how many of the scores are in exact agreement with, adjacent to, or discrepant with the master rater's scores. The feedback for Calibration is a bit different in that there are three different categories of accuracy (green, yellow, and red), which are described below.

- **Demonstrating Scoring Accuracy:** This is considered the "green" category. Of the 16 scores assigned during the Calibration exercise, at least 12 scores are in exact agreement with (match) the expert scores and no more than 2 discrepant scores (more than one level off) are present.
- **Needs Practice and Support:** This is considered the "yellow" category. The scores assigned are any combination of exact (matching), adjacent (one level off), and discrepant (more than one level off) scores that fall between the green and the red categories.
- **Needs Remediation and Monitoring:** This is considered the "red" category. Of the 16 scores assigned during the Calibration exercise, 8 or more are discrepant scores (more than one level off) and 4 or fewer scores are exact matches to the master rater.

Overall Report Diagram

The image that follows shows a sample Overall Report and corresponds to the numbered descriptions below it.

[Overview](#) ► [Calibration Report](#)

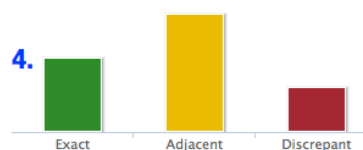
1. Report for Third Calibration Window - Winter 12/01/2013 - 12/31/2013

2. Overall Report **Results for:** Video 1 Video 2

3. Needs Practice and Support

This bar graph displays the number of scores you assigned that were "exact" (exactly the same as expert scores), "adjacent" (one point higher or lower than expert score), or "discrepant" (more than one point higher or lower than the expert score).

Your scores indicate that it would be beneficial for you to revisit training for the components that you did not score exactly. Make sure you examine the component rubrics before you assign scores. It would also be advisable for you to complete additional scoring practice videos to strengthen your skills in applying the rubric accurately.



5. What do you want to do next?

[Return to Calibration home](#)

1. **Report title:** the name of the Calibration window and date range for that calibration window
2. **Tabs:** the Overall Report tab is active by default. Select the **Video 1** or **Video 2** tab to view the Calibration report (results and feedback) for each video.
3. **Overall status:** displays your status according to the scoring accuracy categories (green, yellow, or red). **Note:** If your administrator has opted not to display your status, it will be displayed as **Completed**.
4. **Scoring accuracy bar graph:** displays your overall scoring accuracy, by color-coded category, as a bar graph
5. **What do you want to do next?:** provides a link back to your Calibration home page

Calibration Video 1 Report Diagram

After you score Video 1, the Calibration report containing your results, recommendations, and any feedback specific to Video 1 is displayed. The Calibration report for Video 2, along with the Overall Report, is available after you have scored Video 2.

The image that follows shows a sample Calibration report for Video 1 and corresponds to the numbered descriptions below it.

Note: The image of the Calibration report below has been cropped, so the results for all eight components (domains 2b-2d and 3a-3c) are not displayed. Your own Calibration report for Video 1, on the other hand,

will include all your evidence and scores across all eight components (domains 2a-2d and 3a-3d).

Calibration: Results for video 1

1. Framework Edition: 2013

2. Third Calibration Window - Winter - 12/01/2013 - 12/31/2013

3. [Reading Your Report](#)

There are two sections to your calibration report. The first section provides details of your scoring in comparison to expert scoring.

The first column displays the evidence that you noted for each component that you scored. To the right of each component's evidence, you will see the score you assigned and the score assigned by the expert, as well as the identifier of "exact", "adjacent", or "discrepant". Directly below these scores, you will see the rationale written by the expert that conveys why the score was assigned. This rationale has language from the rubric and/or critical attributes from the score level assigned (in bold text), followed by the specific evidence from the video that relates to this aspect of the rubric (in parentheses).

Compare the evidence you have listed to the evidence listed by the expert. Although this will not always be an exact one-to-one match, it may help to provide further clarification of where evidence may have been overlooked, misinterpreted, or assigned to the wrong component. These are all aspects of the scoring process that may have had an impact on your score. This review may also help to confirm whether you have assigned an accurate score using the same evidence as the expert.

4. Components and Evidences

2a: Creating an Environment of Respect and Rapport

Teacher is not paying attention to the entire class. Student put his hand down after waiting to be called on and never being called on.

Reinforces students comments by acknowledging them throughout the lesson

5. Your Score

Master Score

2 **Exact** 2

Rationale: For *Creating an Environment of Respect and Rapport (2a)*, this video segment is scored at a level 2. Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. (The teacher is sarcastic with a student who is not working, "Yes. When have I ever been OK with you sitting and not doing anything?" The student replies with a sarcastic comment, "I can't remember the exact date." The teacher says, "Exactly." / The teacher scratches her head and says, "You guys scratch your head and remember, do you remember what the Berlin Conference was?" Most students just look at her and one student says, "OK, I'm not scratching my head.") **Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results.** (When the teacher assigns partner work, some partners listen to each other, some do not. The teacher walks by students and they begin to work in partners and listen to each other's comments.) **The net result of the interactions is neutral, conveying neither warmth nor conflict.**

3 **Discrepant** 1

Rationale: For *Using Assessment in Instruction (3d)*, this video segment is scored at a level 1. Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning (The teacher says, "It asks us on our page to keep track of when each of these were created. So, a gentleman's agreement—early 1900s. Make sure you have gentleman's agreement on your page, what it says and when it was passed." / When one student raises his hand with a question, the teacher ignores him. The student asks the question anyway. / The teacher monitors for behavior and completion of the task by walking around the classroom, but does not monitor student learning. The teacher says, "OK, I see that about half of us have something written down. And half of us are still getting started."); **feedback is absent or of poor quality.** (The teacher says, "So that was the Berlin Conference. If that helps you remember the Open Door Policy was just like this only about China.") **Students do not engage in self- or peer assessment. Although the teacher attempts to adjust the lesson, the adjustment is successful for only a few students, resulting in the preponderance of evidence in the level 1 score band.** (When the teacher sees that over half of the class has not started the jump-start, she has them discuss the questions with partners to "warm up their brains." Some students discuss the questions; others do not.)

3d: Using Assessment in Instruction

Allows students to interact and ensures all students have partners to work with on the assignment. Students are assessing the documents and sharing information.

Ensures students are taking notes on the proper information and know what they will be assessed on by highlighting that information or telling them to write it down.

The next section of your report provides recommendations for next steps, a graphical display of your total scores, and a description of the video you scored.

This bar graph displays the number of scores you assigned that were "exact" (exactly the same as the expert score), "adjacent" (one point higher or lower than the expert score), or "discrepant" (more than one point higher or lower than the expert score).

6. Recommendation

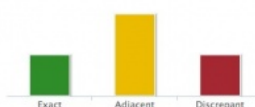
You have several discrepant and/or adjacent scores that do not match the expert scores. Look at your evidence and the expert rationales to determine whether you interpreted the evidence like the experts did. Next, move to a component for which you have an adjacent or discrepant score. Review your evidence and the rationales to see if the expert rationale is aligned with the evidence that you wrote. Sometimes evidence is correctly noted but placed in a different component. Check to make sure you did not sort the evidence into another component. After you check the alignment, check the scores and think about whether you were interpreting the evidence and rubric language differently than intended by the rubric. Return to the training examples for the component to get re-anchored by watching the benchmarks and rangefinders for the expert score and the adjacent scores. Carefully review the expert rationales for each of the videos that you review. Continue for each component that you did not match exactly. It may also be useful for you to complete additional scoring practice videos to strengthen your skills in accurately applying the rubric.

Video ID: C-143_0

Subject: U.S. History

Lesson Length: 16 mins

Start Time and End time: 0 : 0 16 : 33



7. What do you want to do next?

[Score next Calibration video](#)
[Return to Calibration home](#)

1. **Framework edition:** The edition of the Framework for Teaching your organization is using.
2. **Calibration window data:** Provides the number of the calibration window being scored, the title of the calibration window, and the date range for which the calibration window is open. (**Note:** this observer is currently completing his or her third calibration window exercises.)
3. **Reading Your Report drop-down arrow:** Select this drop-down arrow for an explanation of what is displayed and the information provided in the Calibration report.
4. **Components and Evidences column:** Displays each of the eight components and the evidence that you assigned to each component as you scored the Calibration video.
5. **Scoring accuracy column:** Displays your score compared to the master rater's score for each component. The scores are rated using the three categories (green, yellow, or red), and a rationale for each master rater's score is provided.
6. **Recommendation:** Recommendations for improving your scoring accuracy. Recommendations are based on how many of the scores are in exact agreement with, adjacent to, or discrepant with the master rater's scores.
7. **What do you want to do next?** links include:
 - Score next Calibration video - select this link to go directly to and begin scoring Calibration Video 2.
 - Return to Calibration home - select this link to go back to your Calibration home page.

Accessing and Preparing for the Recertification Assessment

Recertification Assessment measures your ability to accurately apply Domains 2 and 3 of Danielson's Framework for Teaching within the grade span for the grade levels observed. If your district or organization has determined that observers who achieved proficiency on the Proficiency Assessment must recertify at a certain frequency, eligible observers will receive an email invitation to return to Teachscape *Focus* and take the Recertification Assessment.

To be eligible to take the Recertification Assessment:

- You must have passed (shown proficiency) on the Proficiency Assessment.
- Your district or organization must have the necessary license and provisioning to implement the Recertification Assessment.
- Your *Focus* Administrator has created the appropriate Recertification settings.

For more information about the Recertification Assessment, please visit the [Recertification Assessment](#) section of About Focus.

Accessing Your Recertification Assessment

- Select the **Assessment** tab on the *Focus* menu bar or the **Assessment (Recertification Assessment)** button.

The screenshot shows the Teachscape Focus interface with a navigation bar at the top containing 'home', 'focus', 'reflect', 'learn', and 'advance'. Below the navigation bar are tabs for 'Overview', 'Training', 'Practice', 'Assessment', and 'Calibration'. The 'Assessment' tab is highlighted with a red border. The main content area is divided into several sections:

- Observer Training**: Complete essential training on the observable components of the Framework for Teaching. Minimize your bias, study the rubric in detail, watch over 100 master-scored video examples, and practice using the Framework to conduct observations and assign a level for each component. Includes a link for 'Training History'.
- Scoring Practice**: Improve your scoring accuracy with practice videos from your grade band. Score each classroom video for all eight of the observable components in the Framework for Teaching. Compare your scores with master scores and review the expert rationales. Includes a link for 'Scoring Practice History'.
- Assessment**: Proficiency Assessment. Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.
- Assessment** (highlighted in red):
 - Recertification Assessment: Complete every 3 school year(s) starting on: 11/19/2013**
 - Complete the Recertification Assessment to determine if you have maintained your ability to assign accurate scores to the observable components in the Framework for Teaching. This test is one stage only in which you will score 4 classroom videos from your grade band.
 - Next attempt available on: 11/19/2013
 - ▶ **Recertification Assessment Results** · Status: Not Recertified
- Proficiency Assessment Results** · Status: Proficient on: 11/04/2013
 - Test Status: Proficient
 - Stage 1: 1 of 2 attempts, Passed Stage 2: 1 of 2 attempts, Passed
 - Last Tested: 11/04/2013

At the bottom of the page, there are links for 'Print Guide to Proficiency Assessment Results', 'Print this report', and 'Download certificate of achievement'.

Note: You can also select the link included in the email notification to return to Teachscape *Focus* and take the Recertification Assessment.

Recertification Assessment Preparation

Before beginning your Recertification Assessment, it is important to ensure that your system is configured properly, you understand and comply with the Terms of Use, and you review the test instructions.

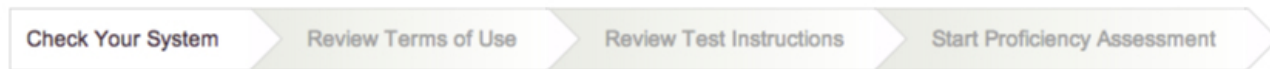
Checking Your System

Upon accessing your Recertification Assessment, you will be asked to check your system to ensure that it is configured properly to perform the reassessment assessment and display all the necessary content. You may remember this process from taking your proficiency assessment.

Note: If your system does not pass the system check, contact the IT professional or systems administrator within your school or district. Your system not being configured properly can cause your recertification assessment to fail.

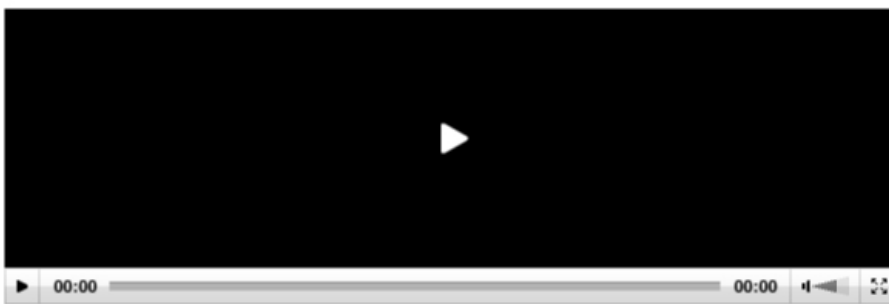
1. Review the **Check Your System** options.
2. Ensure that your system complies with each option.
3. Select the check box or radio button next to each option to verify your system's compliance.
4. Click **Continue**.

Overview ► Recertification Assessment - Attempt 2



In order to take this online test, you will need to ensure your system is optimized to handle our streaming videos. Select each option below after ensuring they are accurate

- Ensure a wired broadband Internet connection, instead of WiFi or wireless connection, with a download speed of around 2Mbps.
- Run a speed test at <http://www.speedtest.net> to see if you have the recommended download speed of around 2 Mbps.
- Close all other programs and webpages except for this Framework for Teaching Proficiency System.
- Play this example video.



Can you clearly view this video? Yes No

Can you clearly hear this video? Yes No



Note: The **Continue** button is not activated until all the options have been selected to ensure that your system is optimized for the Recertification Assessment.

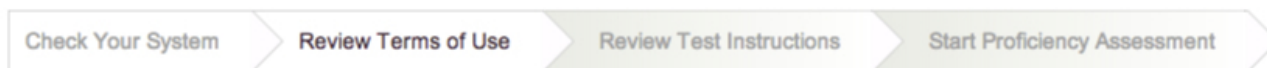
Review Terms of Use

Prior to beginning the Recertification Assessment, you must agree with the Terms of Use.

1. Review the Terms of Use.
2. Click **I Agree**.

Note: You can access a printer-friendly version of the Terms of Use by selecting **Print the Terms of Use** link on the upper right-hand corner of the **Test Procedures and Regulations** text box.

Overview ► Recertification Assessment - Attempt 2



Print the Terms of Use

Test Procedures and Regulations

By taking this test, you are agreeing to abide by all procedures and policies contained in the User Agreement and these Terms and Conditions.

The following general guidelines apply to the Focus System. All of these procedures and guidelines begin when you start the proficiency test. Discussion or sharing of test content or answers at any time is prohibited. This test contains sections with video recordings. The recorded material can be paused, but it cannot be replayed. You will not be permitted to continue the test or any part of it beyond the established time limit. You may not copy any part of the test. The test is the property of ETS.

Although security measures have been applied, testing irregularities may sometimes occur. Please contact Teachscape as soon as possible to report any observed irregular behavior—for example, someone copying from another test taker, taking a test for someone else, having access to test questions before the exam or using notes or unauthorized aids.

I Agree

I Disagree

Review Test Instructions

It is important to carefully read the test instructions before beginning your Proficiency Assessment. Along with instructions on how to take the Proficiency Assessment, some best practices and tips to help you along the way are also provided.

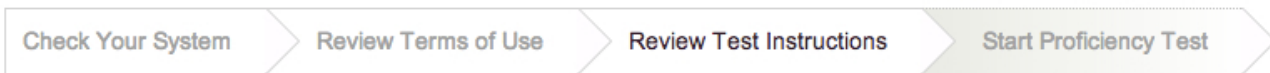
Follow these steps to review the test instructions before beginning your Proficiency Assessment.

1. Read the test instructions.
2. Select **Start**.

To print the test instructions, follow the procedure below:

1. Select **Print Test Instructions** in the upper right-hand corner of the text box containing the test instructions to open a printer-friendly version of the test instructions.
2. Right-click in the Test Instructions pop-up window and select **Print** or select **File** and then select **Print**.

Overview ► Recertification Assessment - Attempt 2



Print Test Instructions

You are about to begin Stage 1 :

1. Stage 1 will take about 3.5 hours, but you will have up to 6 hours to complete each stage of the test. Make sure to set aside uninterrupted time.
2. Read the directions carefully. You are responsible for reading and understanding the directions before beginning the test. No oral instructions will be provided. The time you take to read the directions is not considered part of the testing time; however, it is recommended that you take no more than about 15 minutes to do this.
3. The Framework for Teaching and rubrics are available by clicking on the "Framework" and "Rubric" links located on the top-right corner of your screen. You may access them at any point during the test. They can be downloaded and printed for your reference.
4. You will not have access to online practice and training materials while taking the test.
5. In this stage, you will encounter 20 multiple-choice items. For each item, select the most appropriate option, and then click on "Submit" to move to the next item. Once you click on "Submit" and confirm your response, you will not be allowed to go back to a previous item.
6. You will also view and assign scores to 2 video clips.

Cancel Once you start the test, you will have 6 hours to complete it. Start

Resources and Tips

- To help you prepare for the Recertification Assessment, you can review Observer Training and complete Scoring Practice. **Note:** You will have access to new Scoring Practice videos.

For referencing throughout your Recertification Assessment, open the Framework for Teaching and Rubrics for the Framework for Teaching PDF files in a new browser tab or print them.

- [Framework for Teaching, 2013 edition](#)
- [Rubrics for the Framework for Teaching, 2013 edition](#)

Note: The 2011 Focus product includes a different Framework for Teaching and Rubrics for the Framework for Teaching. If you are using the 2011 Focus product, open the [Framework for Teaching, 2011 edition](#) and [Rubrics for the Framework for Teaching, 2011 edition](#).

- [Recertification Assessment Study Tips](#)
- [Recertification Assessment Testing Tips](#)

Completing the Recertification Assessment

The Recertification Assessment is a single-stage summative assessment to reassess your ability to accurately observe classroom teaching practice using Domains 2 and 3 of Charlotte Danielson's Framework for Teaching.

For more information about the Recertification Assessment, please visit the [Recertification Assessment](#) section of the *About Focus* guide.

Structure of the Recertification Assessment

The Recertification Assessment, which only measures video scoring accuracy, consists of four grade-specific videos. You must view and score the four videos on all eight observable components of Domains 2 and 3 of the Framework for Teaching.

The Recertification Assessment should take about 2.5 hours to complete, but you have up to 6 hours to complete the assessment, which must be completed within one sitting.

Note: You will not receive immediate feedback after scoring each video. You will only receive feedback at the conclusion of the overall exercise (scoring all four videos).

For more information about the structure of the Recertification Assessment, refer to the [Recertification Assessment Overview - Contents](#).

Testing Path and Lockout Periods

Recertification is associated with the school year, which extends between June 1 and May 31 in Teachscape *Focus*. If you pass the assessment on May 15, 2014, you are considered recertified for the 2013–2014 school year. Similarly, if you pass the assessment on June 15, 2014, you are considered recertified for the 2014–2015 school year.

Note: Once you have passed the Proficiency Assessment, the Recertification Assessment becomes active in the school year in which you are required to recertify.

If you do not pass the Recertification Assessment on your first attempt, you can take the assessment again after a 14-day waiting period (or another waiting period determined by your district). During that time, the Observer Training and Scoring Practice modules and exercises are available for you to review.

You may take the Recertification Assessment as many times as is necessary until you pass. **Note:** Your district or organization may limit the number of attempts based on local policy determinations.

For more information about the Recertification Assessment testing path and lockout periods, refer to [How](#)

[to Recertify – Recertification Path.](#)

Technical Information

At the end of the Recertification Assessment, in order to receive your assessment results, you are required to confirm that you were able to complete the assessment without any technical difficulties.

If you experience technical difficulties, you should select the **Quit Assessment** link located at the bottom left of the current component being scored. Once you select **Quit Assessment**, you will be asked to describe the technical difficulties you are having and you will be given the option to submit a technical feedback ticket to the Teachscape Technical Support team (see instructions that follow).

2a: Creating an Environment of Respect and Rapport

Evidence associated with this component: _____ Score a level of performance for this component

Show evidence not associated with this component: _____

- Level 1
- Level 2
- Level 3
- Level 4

Next Component

Quit Assessment

Quit Assessment Procedure

Follow the steps below to quit the assessment, provide technical feedback, and send a technical feedback ticket to Teachscape Technical Support.

1. Select the **Quit Assessment** link located at the bottom left of the page.
2. Select the **I had technical difficulties** button in the **Finished** pop-up window.
3. Describe your technical difficulties in the text box provided in the pop-up window.
4. Select either **Yes** or **I don't know** in the same pop-up window to continue through the process of submitting a technical feedback ticket to Technical Support.

Note: If you select **No**, your Recertification Assessment results will be displayed, and a technical feedback ticket will not be sent to Technical Support.

5. In the **View Scores?** pop-up window, select the **No** checkbox and select **Submit** to start a technical feedback ticket.

Note: If you select the **Yes** checkbox and then select **Submit**, your Recertification Assessment

results will be displayed, and a technical feedback ticket will not be sent to Technical Support. This will also count toward one of your Recertification Assessment attempts.

6. After you have filled out the Teachscape Technical Feedback ticket, you must select **Submit** to send it to the Teachscape Technical Support team.

Note: Even if you did not encounter any technical difficulties during the Recertification Assessment, you must confirm that you have finished the assessment and are ready to receive your results.

Accessing Your Recertification Assessment Certificate of Scoring Accuracy

After successfully completing the Recertification Assessment and being deemed recertified, you are given a Recertification Assessment Certificate of Scoring Accuracy.

The following instructions describe how to download, save, and print your Recertification Assessment Certificate of Scoring Accuracy.

1. Select the **Recertification Assessment Results** drop-down arrow.
2. Select the **Recertification Certificate** button.

home focus learn

▶ Scoring Practice History

Assessment

Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Assessment

▼ Recertification Assessment Results · Status: Recertified

Attempts	Test Date	Status	Action
1	11/27/2013	Recertified	View Report

● Recertification Certificate ←

Retest Status: Proficient
Stage 1: 1 of 2 attempts, Passed Stage 2: 1 of 2 attempts, Passed
Last Tested: 11/25/2013

Initial Proficiency Test Status: Not Proficient
Stage 1: 2 of 2 attempts, Not Proficient Stage 2: 0 of 2 attempts, Not Started
Last Tested: 11/21/2013

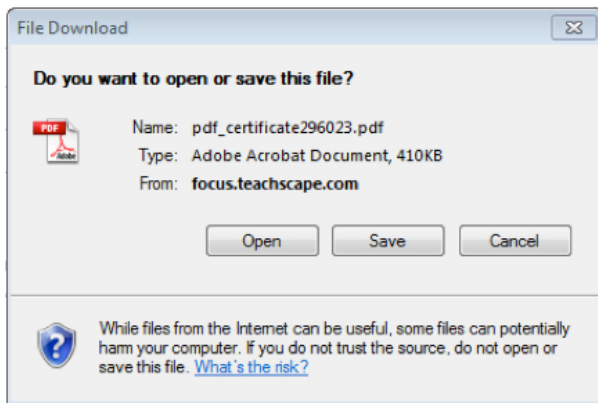
▶ Proficiency Assessment Results · Status: Proficient on: 11/25/2013

Calibration

Note:

You must have Adobe Acrobat Reader to open and print your certificate.

3. To open the file, select **Open** in the File Download dialog box.
4. To save the file, select **Save** in the File Download dialog box.



5. After opening your Recertification Assessment Certificate of Scoring Accuracy, select the printer icon or **File > Print** to print the certificate.

Note: Depending upon what Internet browser you are using (e.g., Safari, Firefox, Chrome), Steps 3-5 may vary slightly. For instance, rather than a File Download dialog box appearing, the file download may appear in the bottom left-hand corner of your browser window. Select the downloaded file to open it.

Assessment
Proficiency Assessment

Complete the assessment to determine your proficiency in using the Framework for Teaching to conduct observations accurately and reliably. Answer multiple-choice questions and score classroom videos from your grade band. It is recommended that you complete Observer Training and Scoring Practice before beginning the Proficiency Assessment.

Assessment

▼ **Recertification Assessment Results** · Status: Recertified

Attempts	Test Date	Status	Action
1	02/08/2014	Recertified	View Report

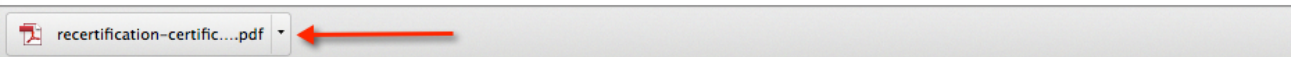
Recertification Certificate

Test Status: Proficient
Stage 1: 1 of 2 attempts, Passed Stage 2: 1 of 2 attempts, Passed
Last Tested: 01/06/2013

► **Proficiency Assessment Results** · Status: Proficient on: 01/06/2013

Calibration
Periodically monitor your scoring accuracy using the
No Calibration Windows

teachscape



You can also download, save, and print your Recertification Assessment Certificate of Scoring Accuracy from the Recertification Assessment Results Report.

1. Select the **Recertification Certificate** button.

2011 edition • Elementary (K-5)
Observer for max-org

Overview ▶

Recertification Assessment Result

You have completed the Recertification Assessment Attempt 1

You have earned your certificate. Download the .pdf here:



What do you want to do next?

- Return to home

● Recertification Certificate ←

Scoring Accuracy					Scoring Performance Analysis (Average Absolute Difference Score)							
					Component-level							
Test Date	Test Time (Start - End)	Attempt	Passing Status	Score	2a	2b	2c	2d	3a	3b	3c	3d
11/27/2013	05:09:35 to 05:14:39	1	Pass	68 %								

Interpreting Your Scores

📄 Sample Report .pdf

In the sample report, the user earned 43% of the available points. Based on a cut-score of 63%, he did not pass his first attempt. The Score Performance Analysis section of the score report shows that the test taker tended to be closer to the expert score for components 2a, 2b, 2c, and 2d and farthest from the expert score for components 3b, 3c, and 3d.

Disclaimer: Component-level results are based on a subset of the total score. Results should be interpreted with caution, as sub-scores are generally a less reliable indicator of proficiency than total score.

2. Follow Steps 3–5 above.