

TIERS TO DISTINCTION

BUILDING SUPPORT FOR ALL TEACHERS



JOHN UNGER & ANDREA WARD
WEST FORK SCHOOL DISTRICT

SESSION GOAL

BUILDING SUPPORT FOR ALL TEACHERS

- A practical blueprint for a tiered teacher support system using evaluation and feedback measures that work for your district



RESOURCES



West Fork School District Tiered Teacher Support System 2026–2027 School Year



WFSD Teacher Support Tiers

Distinguished

Performance Indicators:	Performance Description:
Educator Effectiveness System: Summative and/or PGP	Overall Rating of 3.5 or Above
WFSD Instructional Model Rating: - Feedback - Content - Context	WFSD Instructional Model Feedback Section Rating: 3.5 or Above Content Section Rating: 3.5 or Above Context Section Rating: 3.5 or Above
Student Outcome Measures: - Most Recent Teacher Growth Score (VAM) - Discipline Data - Assessment/Performance Data	Value-Added Growth Composite Score of 89.68 and Above (Top 1st Percentile) Value-Added Growth Composite Score of 85.94–89.67 (Top 5th Percentile) Value-Added Growth Composite Score of 84.54–85.93 (Top 10th Percentile) Three-Year Positive Growth Trend in Discipline Referral Data Three-Year Positive Growth Trend in Assessment/Performance Data

Additional Indicators of Distinction: Advanced Degrees, Lead/Master Designation, Instructional Coaching Endorsement, WFSD Leadership Service, Professional Development Presenter

Tier I: Standard Support Level

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Tier II: Enhanced Support Level

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Tier III: Intensive Support Level

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TESS Domain 4

Professional responsibilities including reflection, maintaining accurate records, communicating with families, participating with the professional community, and growing and developing as a professional, and showing professionalism are apparent in practice and meet the expectations of West Fork Schools.

Yes;

No;



RESOURCES



West Fork School District Instructional Model 2026-2027 School Year



Feedback

- ❖ Communicating Learning Goals
 - Establishing mastery and/or proficiency criteria for all essential standards and learning targets
 - Tracking Student Progress
 - Celebrating Success
- ❖ Using Assessments

Content

- ❖ [Conducting Direct Instruction Lessons using HOIM](#)
 - Chunking Content
 - Processing Content
- ❖ [Conducting Practicing and Deepening Lessons](#)
 - Structured Practice Sessions
 - Examining Similarities and Differences
- ❖ [Conducting Knowledge Application Lessons](#)
 - Engaging Students in Cognitively Complex Tasks



- ❖ [Using Strategies that Appear in All Types of Lessons](#)
 - Reflecting on Learning
 - Organizing Students to Interact

Context

- ❖ [Using Engagement Strategies](#)
 - Noticing When Students are Not Engaged and Reacting Appropriately
 - Motivating and Inspiring Students
- ❖ [Implementing Rules and Procedures](#)
 - Establishing Rules and Procedures
 - Acknowledging Adherence to Rules and Procedures
- ❖ [Building Relationships](#)
 - Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
 - Understanding Student Backgrounds and Interests
- ❖ [Communicating High Expectations for All Learners](#)



MISSION O.U.R.S.



- Opportunities for Student Engagement
- **Uplifting Teachers to Build Capacity**
- Reaching Potential in Academic Success
- Safe and Positive Culture

LET'S TALK ABOUT RTI



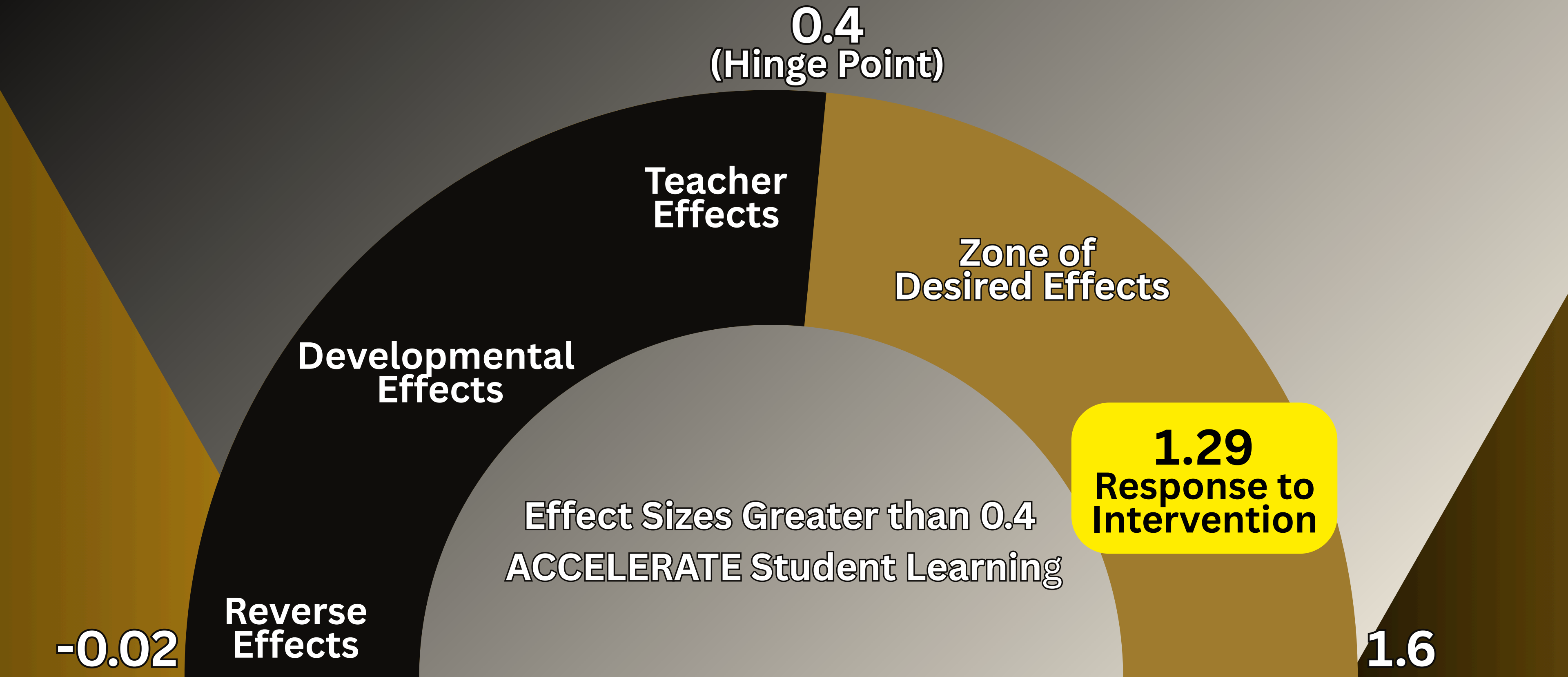
- What is RTI?
- Why do we provide RTI to our students?
- What data tell us which RTI supports a student needs?
- What resources do we provide to them?
- How do we know if the resources we provide in RTI are working?
- What is the goal?

WFSD STUDENT RTI SUPPORT



- Diagnostic Evaluation of **STUDENT** Needs
- Equitable Feedback System
- Identifies Areas for Targeted Support
- Progress Monitoring Tool

DOES IT WORK?



GOOSE AND GANDER



Why wouldn't we do this for teachers?

WFSD TIERED TEACHER SUPPORT



- Diagnostic Evaluation of **TEACHER** Needs
- Equitable Feedback System
- Identifies Areas for Targeted Support
- Progress Monitoring Tool

WFSD TIERED TEACHER SUPPORT SYSTEM



West Fork School District Tiered Teacher Support System 2026–2027 School Year



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TESS Domain 4

Professional responsibilities including reflection, maintaining accurate records, communicating with families, participating with the professional community, and growing and developing as a professional, and showing professionalism are apparent in practice and meet the expectations of West Fork Schools.

Yes;

No;



PERFORMANCE INDICATORS



- Educator Effectiveness System
 - Overall Summative Rating
 - Professional Growth Plan

PERFORMANCE INDICATORS



- WFSD Instructional Model
 - Feedback
 - Content
 - Context

West Fork School District
Instructional Model
2026-2027 School Year


WEST FORK
TIGERS

Feedback

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 - Establishing mastery and/or proficiency criteria for all essential standards and learning targets
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 - Celebrating Success
- ❖ Using Assessments

Content

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 - Chunking Content
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Context

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 - Noticing When Students are Not Engaged and Reacting Appropriately
 - Motivating and Inspiring Students
- ❖ [Implementing Rules and Procedures](#)
 - Establishing Rules and Procedures
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 - Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
 - Understanding Student Backgrounds and Interests
- ❖ [Communicating High Expectations for All Learners](#)



The diagram shows a central circle labeled "Effective Tier 1 Instruction". Surrounding this central circle are three segments, each representing a component of the instructional model: "Feedback" (top), "Content" (bottom left), and "Context" (bottom right). The segments are colored in a gradient from dark grey to light grey.



PERFORMANCE INDICATORS



Context					
Component	Insufficient	Emerging	Proficient	Distinguished	Score:
	1 point	2 points	3 points	4 points	
Engagement	Disengagement is ignored or not noticed.	Noticing occurs, but the reaction is ineffective or generic.	Notices disengagement, reacts appropriately, and motivates students.	Engagement is proactive; teacher applies targeted engagement strategies and motivates students effectively throughout the lesson	
High Expectations	Expectations are low, inconsistent, or not communicated.	High expectations are stated but not effectively communicated or implemented.	Communicates and maintains high expectations for every learner, appropriately probing disengaged students for correct answers	Communicates and maintains high expectations for every learner while building reciprocal success through intentional moments of communication	
Rules & Procedures	Rules are absent or inconsistently applied.	Rules are established but lack consistency and procedure.	Consistently acknowledges and implements well-established rules and procedures.	Consistent application of rules and procedures is apparent based on observed student behaviors in the classroom.	
Relationships	Teacher exhibits inappropriate care regarding students	Teacher uses generic praise but has limited knowledge of students.	Uses supportive behaviors and understands the majority of students' backgrounds interests	Teacher leverages deep student knowledge to make learning personally relevant for every student	
				Total Points:	
				Mean Score:	0

Feedback					
Component	Insufficient	Emerging	Proficient	Distinguished	Score:
	1 point	2 points	3 points	4 points	
Learning Goals	Mastery and/or proficiency criteria are not defined or shared.	Goals are shared, but proficiency criteria for essential standards are unclear.	Establishes mastery and/or proficiency criteria for all essential standards and targets.	Clearly communicates the scope of learning, rubrics and proficiency scales for each topic, and uses student-friendly language.	
Using Assessments	Assessments are not used or are disconnected from the learning targets.	Assessments are used for grading only, with little impact on instructional adjustments.	Uses assessments to inform instruction and provide students with feedback on their progress towards mastery.	Uses assessment data to diagnose gaps in understanding and implement progress monitoring and/or RTI support.	
Tracking & Celebrating	No evidence of tracking growth or acknowledging success.	Progress is tracked by the teacher only; celebrations are rare or generic.	Tracks student progress and celebrates success to maintain motivation.	Consistently tracks student progress, celebrates milestones, and adjusts instruction accordingly.	
				Total Points:	0
				Mean Score:	0.00

Content					
Component	Insufficient	Emerging	Proficient	Distinguished	Score:
	1 point	2 points	3 points	4 points	
Direct Instruction	HQIM is not used; content is presented without structure.	HQIM is used, but content is not chunked effectively or students are not provided with the appropriate tools and opportunities for processing content.	Conducts direct instruction using HQIM by effectively chunking and processing content.	Students are expertly grouped for effective direct instruction that provides check-ins for understanding. Content is chunked using multiple strategies so that all students may process at a high level.	
Practice & Deepening	Practice is unguided or lacks a clear connection to the standard.	Practice lacks structure or fails to examine similarities/differences.	Uses structured practice and examines similarities/differences to deepen knowledge.	Teachers utilize multiple strategies to deepen their understanding of complex content for students who have reached mastery.	
Knowledge Application	Students are only provided opportunities to perform rote tasks; no application of knowledge.	Tasks lack cognitive complexity or opportunities for reflection.	Engages students in cognitively complex tasks and requires reflection.	Teacher provides a structured, complex task and monitors student application of knowledge	
Universal Strategies	Student interaction and/or reflection is missing from the lesson.	Student interaction and/or reflection strategies are used sporadically or are poorly timed during the lesson.	Organizes students to interact and ensures reflection occurs in all lesson types.	Students are expertly grouped for effective interaction and reflection; discourse is seamless and student-led, driving the flow of the lesson.	
				Total Points:	
				Mean Score:	0

PERFORMANCE INDICATORS



- **Student Outcome Measures**
 - **Value-Added (VAM) Growth**
 - **Discipline Data**
 - **Assessment/Performance Data**

TIER I: STANDARD SUPPORT LEVEL



Tier 1: Standard Support Level	
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TIER I: STANDARD SUPPORT RESOURCES



- Job Embedded Supports
 - PLCs
 - Professional Development
 - Evaluations and Walkthroughs
 - Instructional Model

TIER II: ENHANCED SUPPORT LEVEL



Tier II: Enhanced Support Level	
Performance Indicators:	Performance Description:
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TIER II: ENHANCED SUPPORT RESOURCES



- All Tier I Supports
- Targeted Coaching
 - Peer to Peer Observations
 - More Frequent Walkthroughs
 - Prescriptive Professional Development
 - Instructional
 - Behavioral

TIER III: INTENSIVE SUPPORT LEVEL



Tier III: Intensive Support Level	
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TIER III: INTENSIVE SUPPORT RESOURCES



- All Tier I and II Supports
- Intensive Coaching
 - 1 on 1 Coaching with Administrator or Instructional/Behavioral Coach
- Individualized Plan of Action
 - Required Progress Monitoring with Built-In Benchmarks



What about the **students** who have never needed RTI?



What about those same **teachers**?

WFSD DISTINGUISHED TEACHER



Distinguished	
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WFSD DISTINGUISHED FELLOWSHIP



Intensive, one-year commitment designed for high impact educators who are ready to extend their influence beyond the classroom

- Access to high-level professional development
- District Level Team Meetings
- \$1,000 Stipend in Perpetuity of Employment



HOW TO USE A TIERED TEACHER SYSTEM



Evaluator:	Teacher:	Grade/Discipline:	Overall Tier Assignment:	Tier Assignment Justification:	Support Plan:
Outlaw		Spanish	Tier 1	Ratings in Tier 1, needs help with IM	No extra support other than implementing weekly PLC process with CTE
Outlaw		FACS	Tier 1	Ratings in Tier 1, needs help with IM	No extra support other than implementing weekly PLC process with CTE
Outlaw		Math	Tier 2	Ratings in Tier 2, Needs help with IM	Build a better PLC to help support the rest of the math department
Outlaw		EAST	Distinguished	Ratings are distinguished	
Outlaw		Science	Tier 1	Ratings in Tier 1	No extra support, find ways to take ownership
Outlaw		Sped/ELA	Distinguished	Ratings are distinguished	
Outlaw		ELA	Tier 1	Ratings in Tier 1	No extra support, find leadership opportunities
Outlaw		Math	Tier 2	Ratings in Tier 2, Needs help with IM & Classroom Mgmt	Check ins with classroom Mgmt, more support in PLC and IM
Outlaw		Counseling	Tier 2	Ratings in Tier 2	Needs motivational help, weekly meetings, support, maybe talk with Ms. McKnight to help encourage her
Outlaw		History	Tier 2	Ratings in Tier 2, Needs help with IM & Classroom Mgmt	Checkins with classroom Mgmt and IM
Outlaw		ELA/Theater/Art	Tier 2	Ratings in Tier 2, Needs help with IM & Classroom Mgmt	Check ins with classroom Mgmt, more support in PLC and IM
Outlaw		Science	Tier 1	Ratings in Tier 1	Build a better PLC to support Science
Outlaw		Sped/Math	Tier 1	Average ratings, Low VAM	Build a better PLC to help support Caleb and the rest of the math department
Outlaw		ELA	Tier 1	Great VAM, Needs help with IM and playing with others	Continue to support and encourage to buying into the PLC process

WFSD TIERED TEACHER SUPPORT SYSTEM



West Fork School District Tiered Teacher Support System 2026–2027 School Year



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Yes;

No;



BUILDING A TIERED TEACHER SYSTEM



What do you want your teachers to know and be able to do? **This will drive your performance indicators.**

How do you know if they learned it? **This will drive your assessments for each indicator.**

What do you do if they do/don't? **This will drive your support structure for each tier.**

WHY USE A TIERED TEACHER SYSTEM



- Prescriptive support and structure for all teachers
- Targeted areas of growth
- Allocation of available resources
- Supports non-renewal decisions
- For kids.



QUESTIONS?



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THANK YOU



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