

Beyond Numbers, Ratings, and Rankings: Connecting the Dots

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Why “Do” Teacher Evaluation?

- Ensure teacher quality (accountability)
- Promote professional learning (professional growth)

There is tension between these two functions:

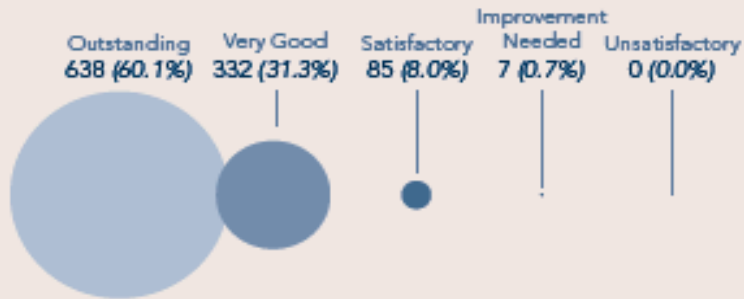
- high stakes evaluation demands teachers to look as good as possible
- learning entails vulnerability



Some Recent US History -- Summer 2009

FIGURE 02 | Evaluation Ratings for Tenured Teachers in Districts with Multiple-Rating Systems*

AKRON PUBLIC SCHOOLS SY 05-06 to 07-08



CHICAGO PUBLIC SCHOOLS SY 03-04 to 07-08

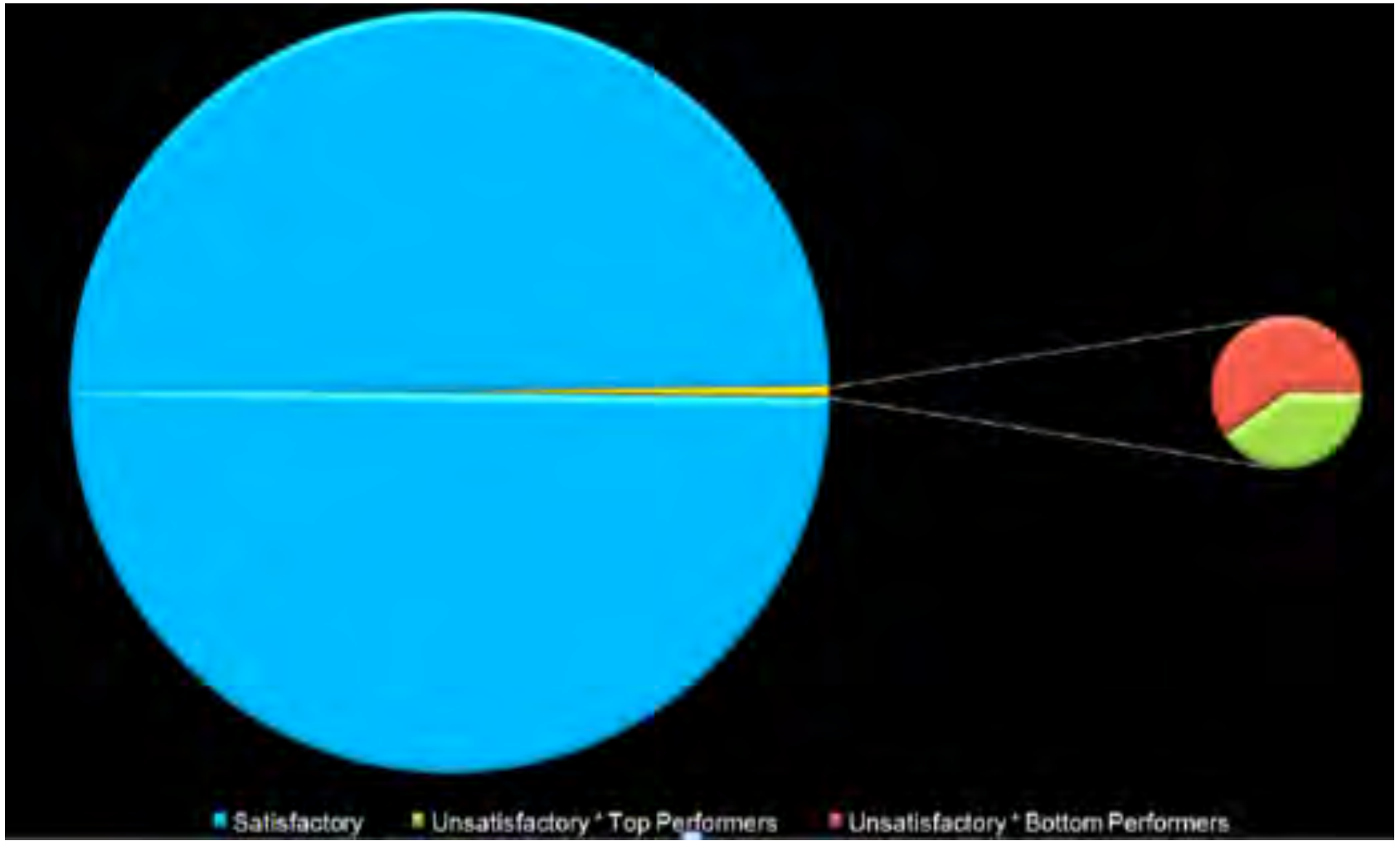


Racing To The Top: American Recovery and Reinvestment Act Issues Brief Series

#6: A Great Teacher For Every Child

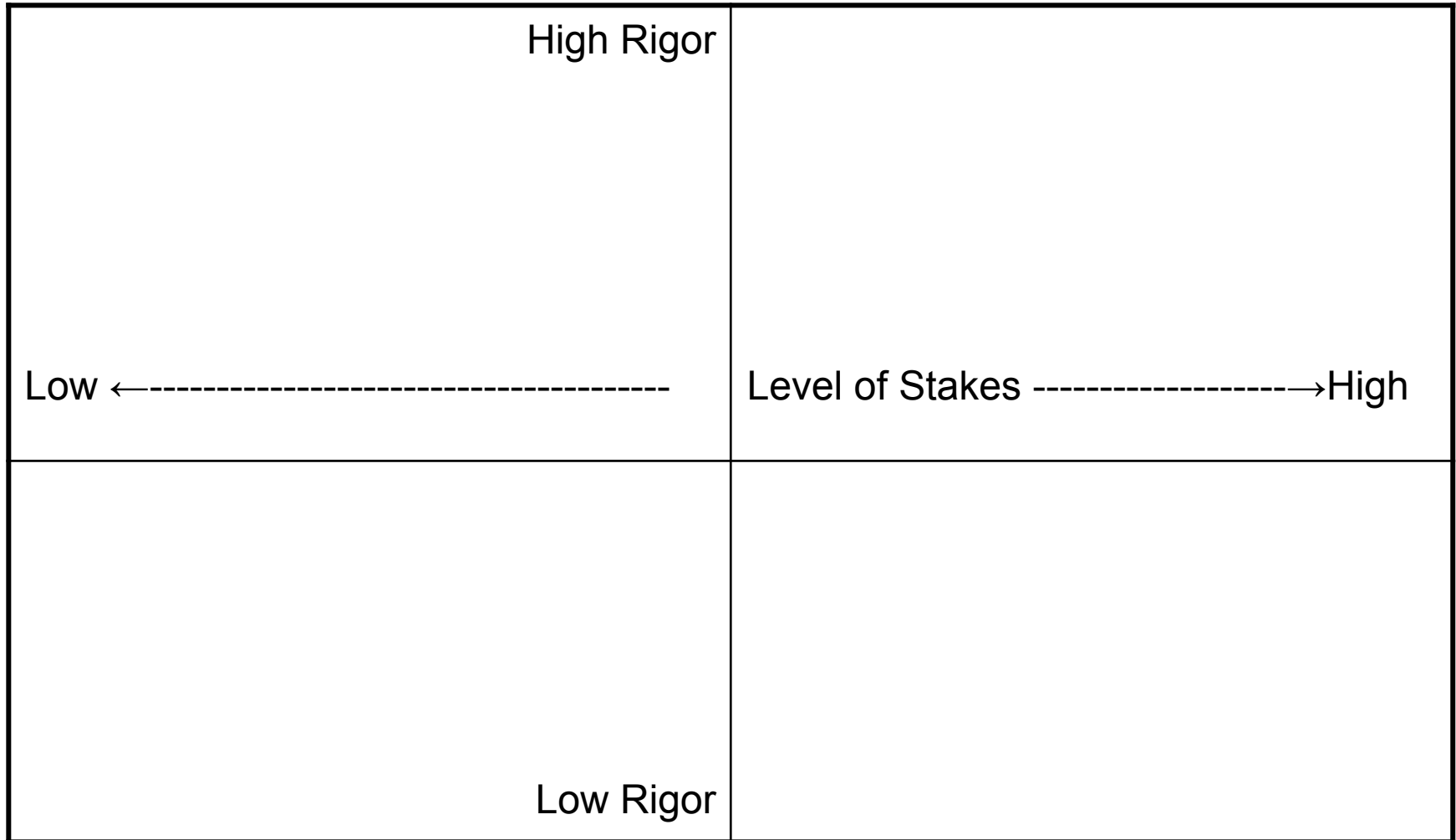


A Question of Fairness



Teacher Hiring, Transfer and Evaluation in Los Angeles Unified School District, The New Teacher Project, November 2009

Teacher Evaluation System Design



Teacher Evaluation System Design

<p>High Rigor</p> <p>Structured Mentoring Programs, e.g. New Teacher Center</p> <p>Low ←-----</p>	<p>National Board Certification Praxis III</p> <p>Level of Stakes -----→High</p>
<p>Informal Mentoring Programs Traditional Evaluation Systems</p> <p>Low Rigor</p>	<p>DANGER!!</p>



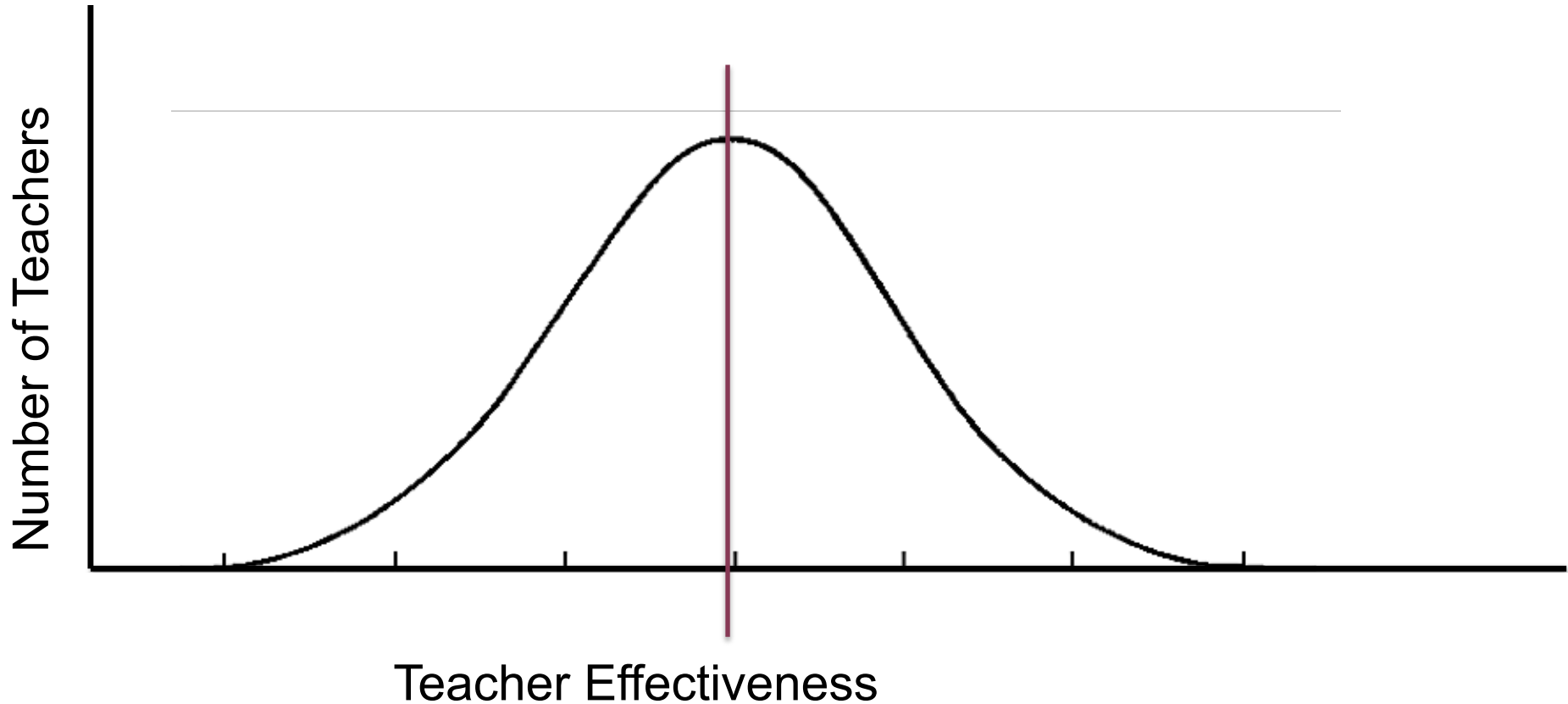
Evaluation for Accountability: What's Needed?

- Technical defensibility: the system must be able to withstand challenge:
 - clear definition of practice
 - validated instrument
 - trained and certified evaluators

- Professional defensibility: the system must promote learning
 - “We’re not going to fire our way to Finland”
 - activities and structures that promote learning



Accuracy is Not Sufficient: We have to “Move the Curve”



The Complexity of Teaching

“After 30 years of doing such work, I have concluded that classroom teaching ... is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented. ..The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster”

Lee Shulman, *The Wisdom of Practice*



The Framework for Teaching

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities



The Framework for Teaching

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 3: Instruction

- Communicating With Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness



Common Themes

- Equity
- Cultural sensitivity
- High expectations
- Developmental appropriateness
- Accommodating individual needs
- Appropriate use of technology
- Student Assumption of responsibility



Domain 2: The Classroom Environment

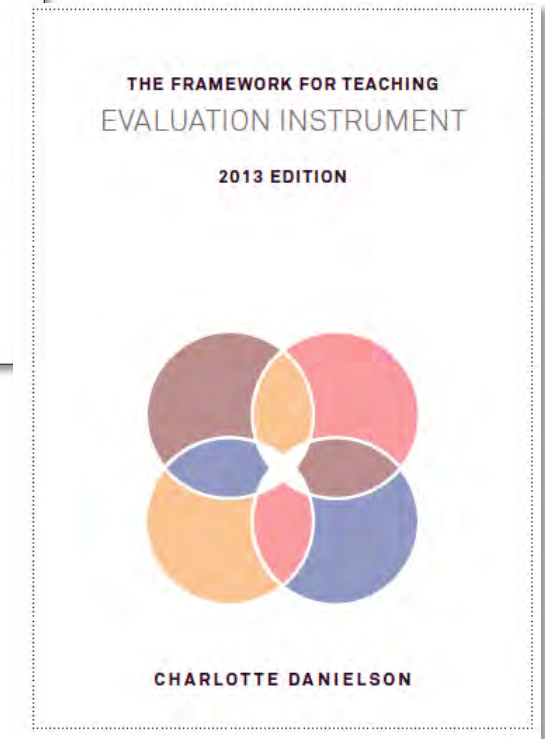
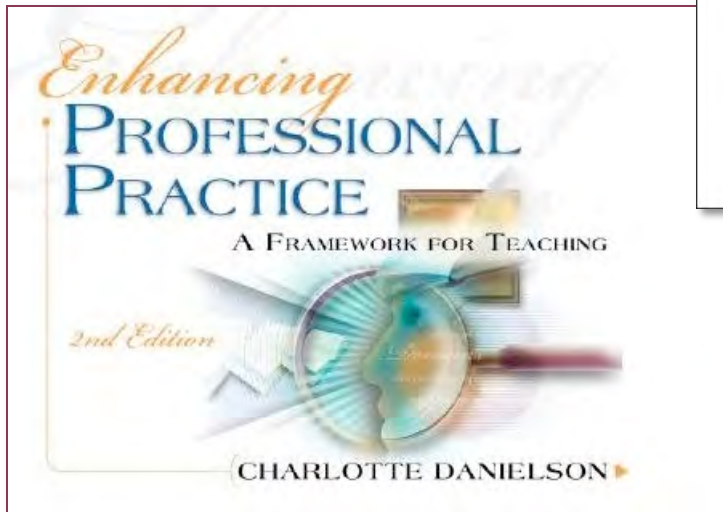
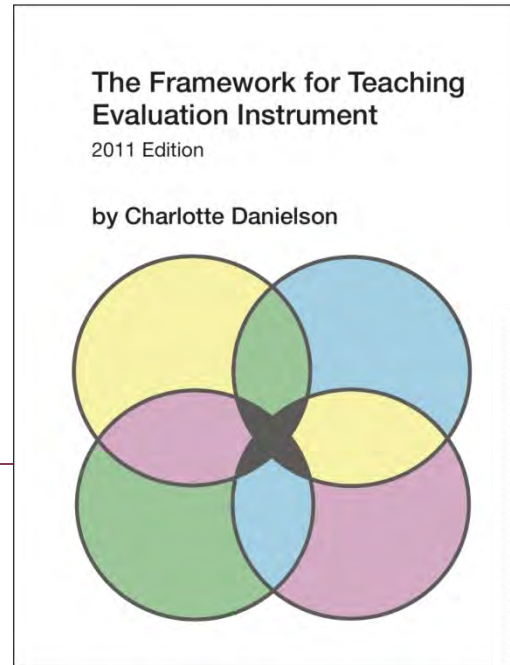
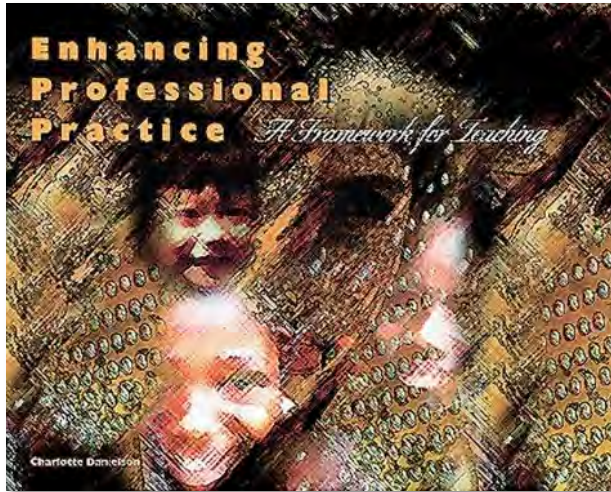
2a: Creating an Environment of Respect and Rapport

Figure 4.2b

DOMAIN 2: THE CLASSROOM ENVIRONMENT
COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT
 Elements:
 Teacher interaction with students • Student interaction *with one another*

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher's interactions with students reflect genuine respect and caring, for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student Interactions with one another	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Evolution of the Framework for Teaching



Feedback on the Framework for Teaching

- We *love* the FfT
 - it provides a common language
 - it helps us develop a shared understanding of good teaching
 - we can engage in rich professional conversations to strengthen practice
- BUT: it's too big
 - it's cumbersome for everyday use
- One response: focus on only a few components of the fft
 - how does one select?



The Framework for Teaching (It's Still Evolving): The Six Clusters

Cluster 1: Clarity of Purpose and Accuracy of Content

Cluster 2: Safe, Respectful, Supportive, and Challenging Learning Environment

Cluster 3: Classroom Management

Cluster 4: Student Intellectual Engagement

Cluster 5: Successful Learning of All Students

Cluster 6: Professionalism



The Framework for Teaching Component “Clusters”

- Clarity of Purpose and Accuracy of Content: 1a, 1b, 1c, 1d, 1e, 3a (explanations), 3b and 3c for alignment
- Safe, Respectful, Supportive, and Challenging Learning Environment: 2a, 2b (expectations, student pride in work and perseverance)
- Classroom Management: 2c, 2d, 2e
- Student Intellectual Engagement: 1e, 2b (importance), 3a, 3b, 3c
- Successful Learning of All Students: 3d, 3e, 4a, 4b, 4c
- Professionalism: 4d, 4e, 4f

The fft (2013) will, for the time being at least, continue to be the “foundational document”



Merging Accountability and Professional Learning into a Single System

- Any system MUST be able to identify seriously under-performing teachers (probably no more than 5% of the total number of teachers)
- For all other teachers, the evaluation system is designed to promote professional learning
- An essential step in the system is the movement from probationary to continuing status
- In subsequent years, the accountability aspect of the system ensures that teachers are “in good standing”
- Beyond that, the emphasis is on self-assessment, reflection on practice, and professional conversations, in an environment of trust and professional inquiry



Elements of a System

- Novice teachers:
 - evaluated every year on an instructional framework (FfT)
 - supported by a mentor using the same framework
 - after three (?) years, decision made regarding continuing contract status (tenure; “career” teachers)
 - teachers on continuing contract are “in good standing”
- Career teachers
 - evaluated periodically to ensure they are still in good standing
 - are eligible to apply for leadership positions (mentor, coach, etc.), positions that may carry higher salaries
 - engage in professional development (PLCs, lesson study, etc. as their principal professional focus



The “Dots” to be Connected

- Mentoring and induction
- Professional development, e.g.
 - PLC's
 - Lesson study
- Evaluation
- Career pathways, including leadership roles, e.g.
 - Mentor
 - Instructional coach
 - Team leader/department chair
- Compensation



Career Stages

- Novice teacher
- Career teacher
- Mentor teacher
- Instructional coach
- Master teacher



Characteristics of the Professional Learning Aspect of a Complete System

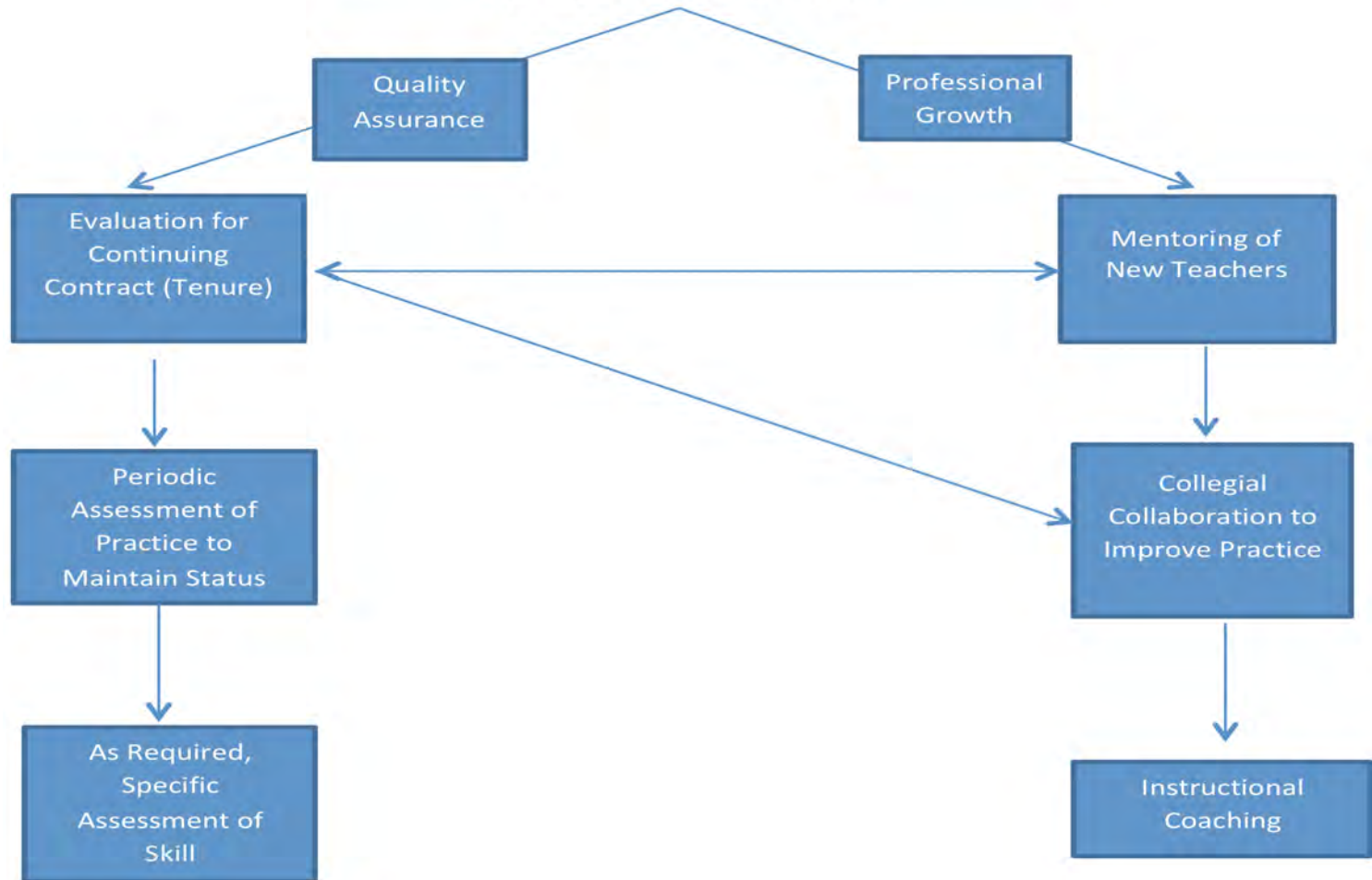
- School structures and culture are designed to permit time for professional collaboration: (instructional teams, lesson study, with expectations of ongoing, continuing learning)
- Teachers “in good standing” are eligible to apply for leadership positions (mentor, instructional coach, etc.) for which they receive appropriate training
- Leadership positions also carry additional stipends, resulting, in effect, in a career ladder
- Rather than following the “medical model” (diagnosis and prescription), collegial interactions but are designed to work on “problems of practice”



A System for Teacher Evaluation and Professional Growth



The Whole System



Questions to be Considered

- Is one organization of the FfT (Domains/Components or Clusters) more suitable for one purpose – coaching, professional development, evaluation – than the other?
- What are the challenges inherent in having teachers assume leadership roles within schools?
- What is the optimal role for site administrators in a school organized such that teachers take on much off the non-evaluative function of promoting teacher learning?