

# High-Level Teaching for High-Level Learning

NNSTOY

Philadelphia, PA

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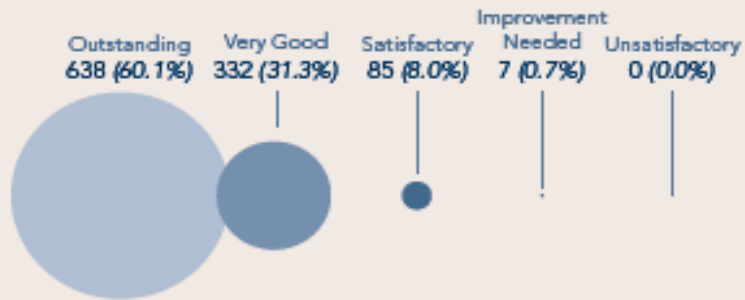
The Danielson Group



# Where It All Began -- Summer 2009

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

## AKRON PUBLIC SCHOOLS SY 05-06 to 07-08

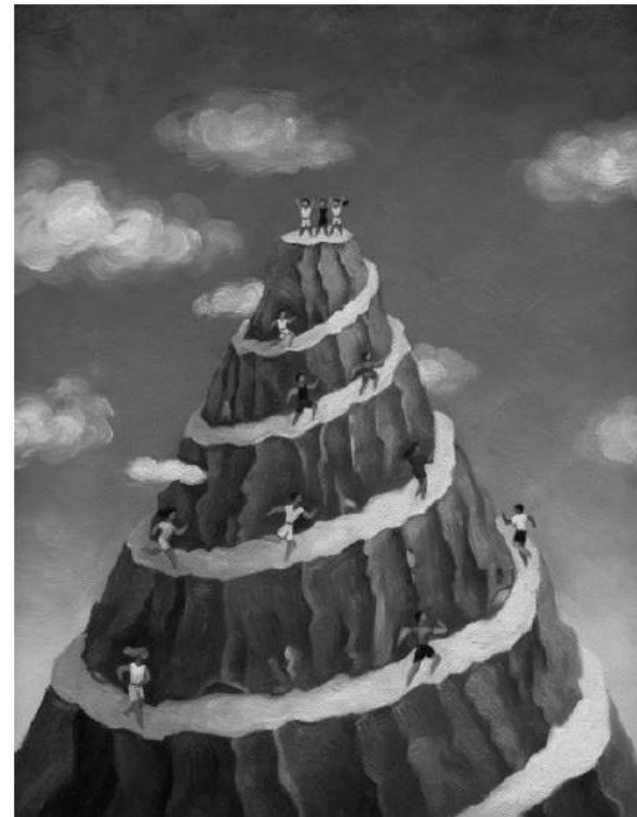


## CHICAGO PUBLIC SCHOOLS SY 03-04 to 07-08

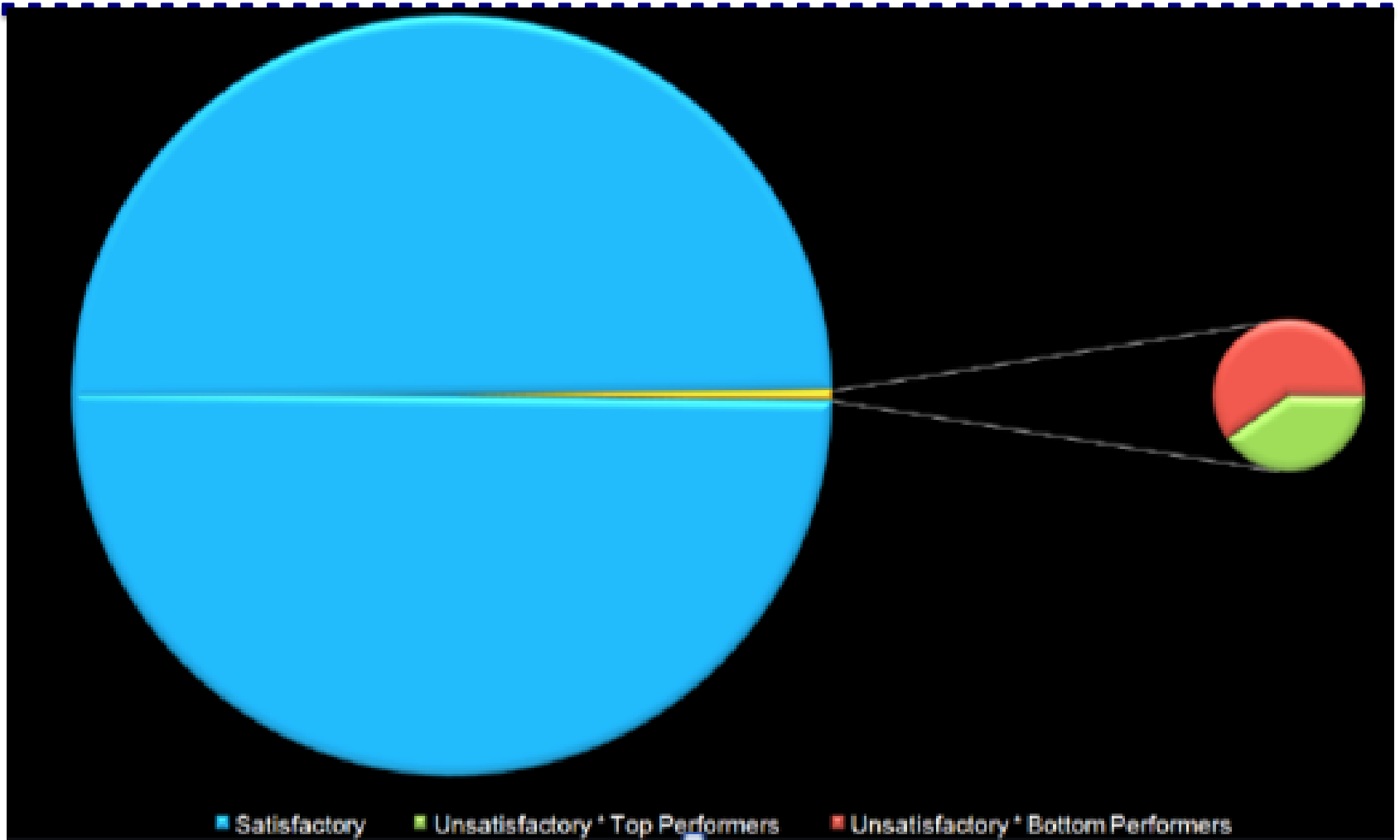


## Racing To The Top: American Recovery and Reinvestment Act Issues Brief Series

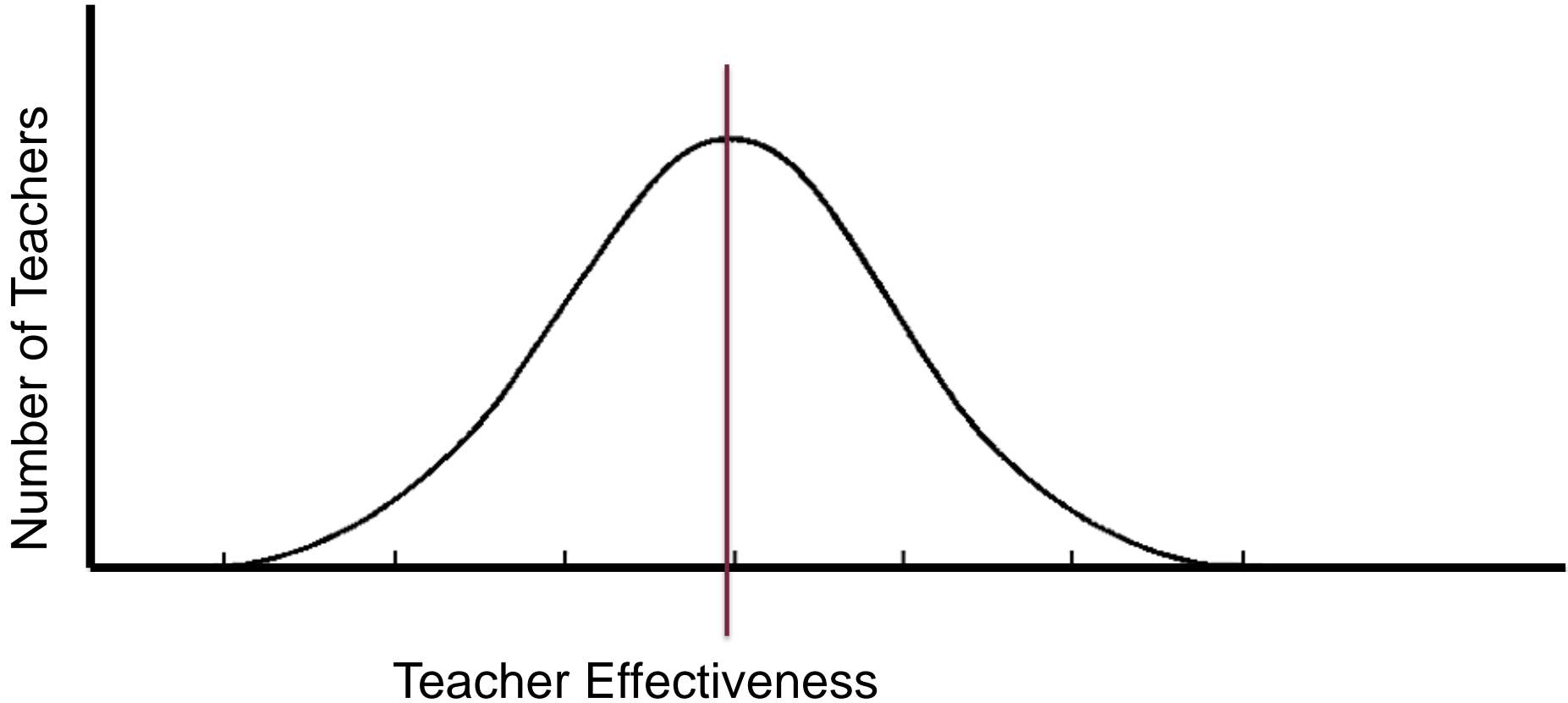
### #6: A Great Teacher For Every Child



# A Question of Fairness



# Accountability is Not Enough



# Teacher Evaluation Meets the Common Core: One View

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# Teacher Evaluation Meets the Common Core: Another View

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- Two parallel initiatives, both enormous
- Independent demands, timelines, pressures
- Educators forced to make a decision as to which initiative to focus on

# Teacher Evaluation Meets the Common Core: A Third View: Merging The Two Important Initiatives

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This involves:

- Understanding the content challenges of the CCSS
- Considering the instructional implications of the CCSS
- Creating a version of the FfT that reflects teaching to the CCSS

# Teaching the Core: Supported by a Grant from The Helmsley Charitable Trust

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The project has involved training observers on both the FfT and the Instructional Practice Guides, created by Student Achievement Partners

Questions we're trying to answer:

1. When observers watch lessons using either/both the FfT (2013) and the IP Guides, do they detect relevant information with the IP Guides that is not discernible with the FfT?
2. How can (should?) the FfT be modified so it captures important evidence found when observers use the IP Guides?





# Those Questions Are Not Sufficient

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- Initially, we thought the project was answering questions about the instrument (fft 2013)
- It's not just about the instrument. That is, we can't answer that question without answering some others:
  - used by whom (generalist principal, specialist)?
  - used for what purpose (evaluation, coaching on CCSS)?
  - what is the level of content and pedagogical content knowledge of the user?
- Is one instrument sufficient, or is there a need for multiple, discipline-specific tools? If so, how many of them are needed?



# The “Big Ideas” of the CCSS, reflected in all disciplines (But they play out differently in different disciplines/levels)

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These concepts are included in the Framework for Teaching 2013 (many have always been part of the ftf):

- Conceptual understanding and application
- Intellectual rigor and reasoning
- Precision in thought and language
- Analysis and development of logical arguments based on evidence
- Strategic thinking
- Student hard work, resilience, independence and responsibility for learning



# The Integration of the CCSS into The Framework for Teaching

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## 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



# Questions to be Answered in this Project

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Given that the FfT is generic (and is about teaching) and the CCSS are discipline- and level-specific (and are about learning):

- Should there be discipline- and level-specific versions of the FfT?
- If the answer to that is “yes,”
  - what should be their “grain size?” (Are there different versions for mathematics and literacy? Is 4<sup>th</sup> grade math different from high school math?)
- Are such tools usable by observers who are not experts in the discipline?
- What’s the best use of such tools? High-stakes evaluation? Coaching?



# Challenges in Integrating the CCSS and the FfT

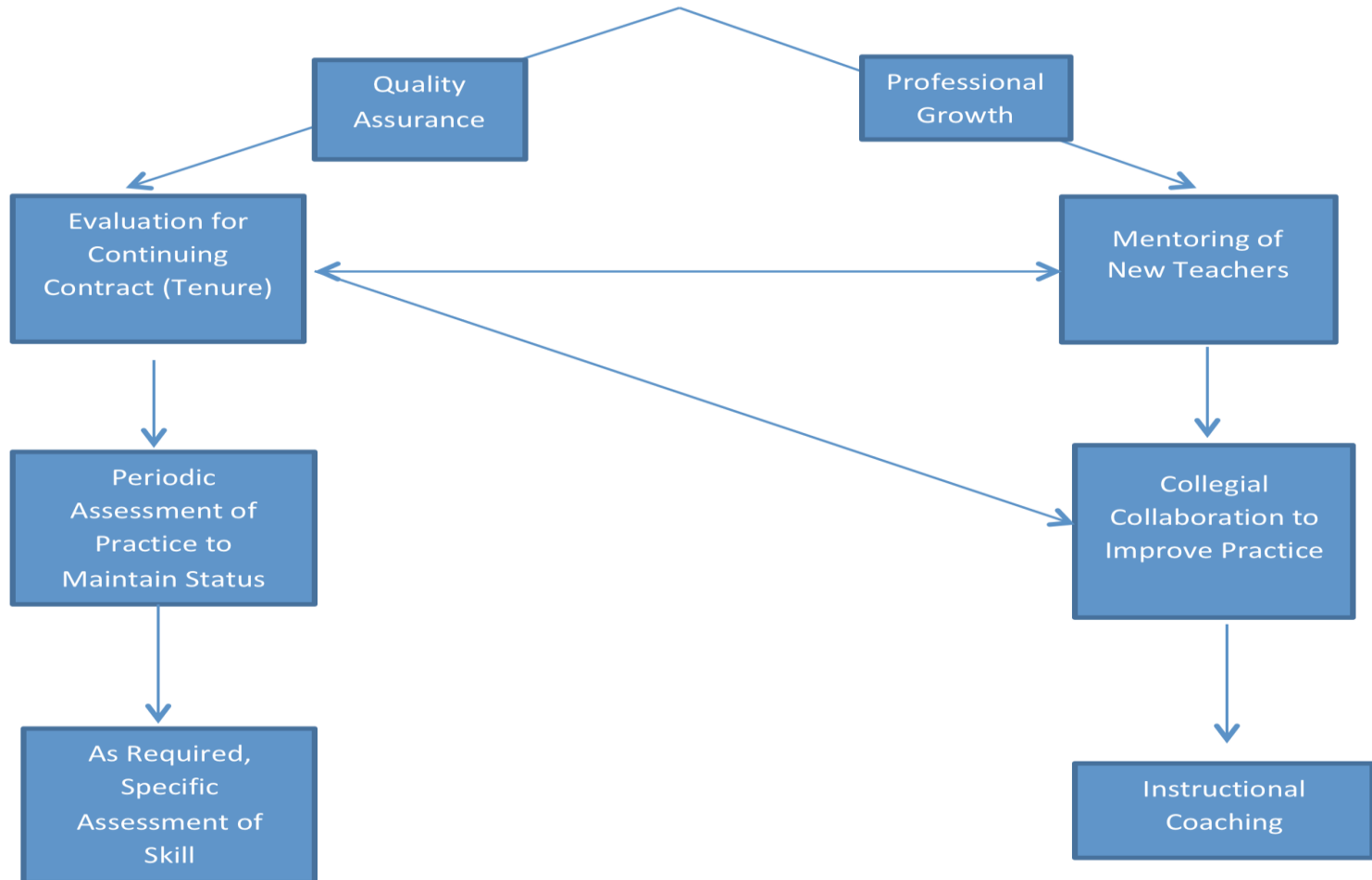
- Curriculum work:
  - ensuring that the year's units and lessons accommodate all the learning outcomes of that year
  - recommending texts that lend themselves to the analysis called for in the ELA/literacy standards
  - incorporating high-quality informational text into science and social studies lessons
- Depth of teacher subject knowledge
- Students' possession of essential knowledge/skills/cognitive structures for grade-level work
- Teacher skill in teaching for conceptual understanding, argumentation
- Capacity of supervisors to recognize/promote rigorous learning across disciplines



# A System for Teacher Evaluation and Professional Growth



## The Whole System





Questions? Comments?

