

Assessing Teacher Effectiveness

State Teachers of the Year

January 16, 2013

Charlotte Danielson

info@danielsongroup.org

www.danielsongroup.org

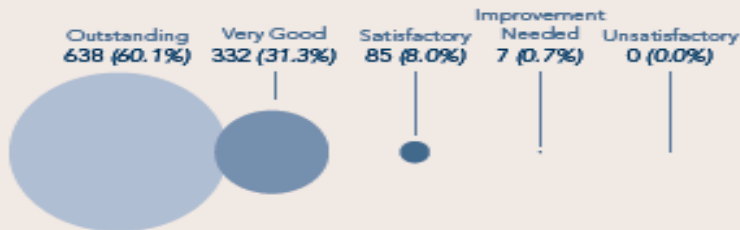
Where It All Began -- Summer 2009

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

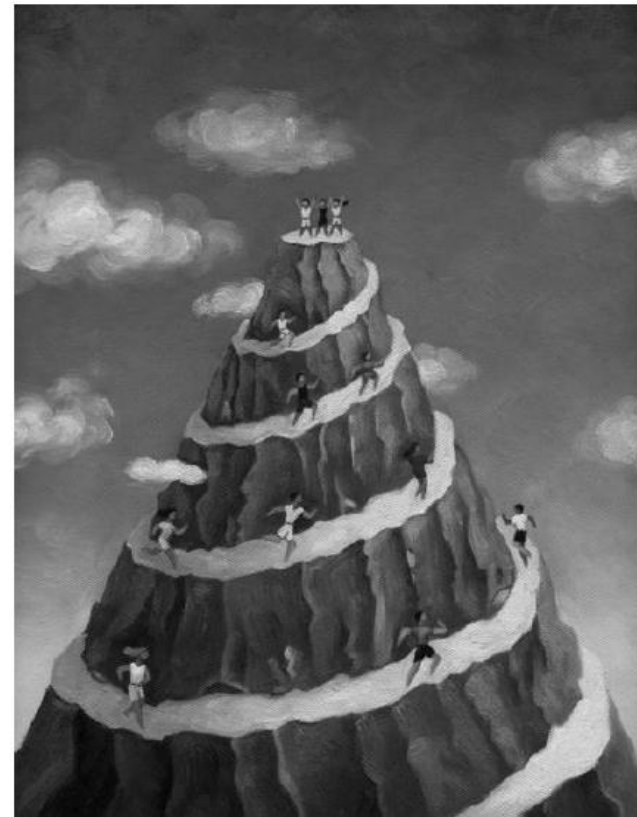
#6: A Great Teacher For Every Child

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

AKRON PUBLIC SCHOOLS SY 05-06 to 07-08

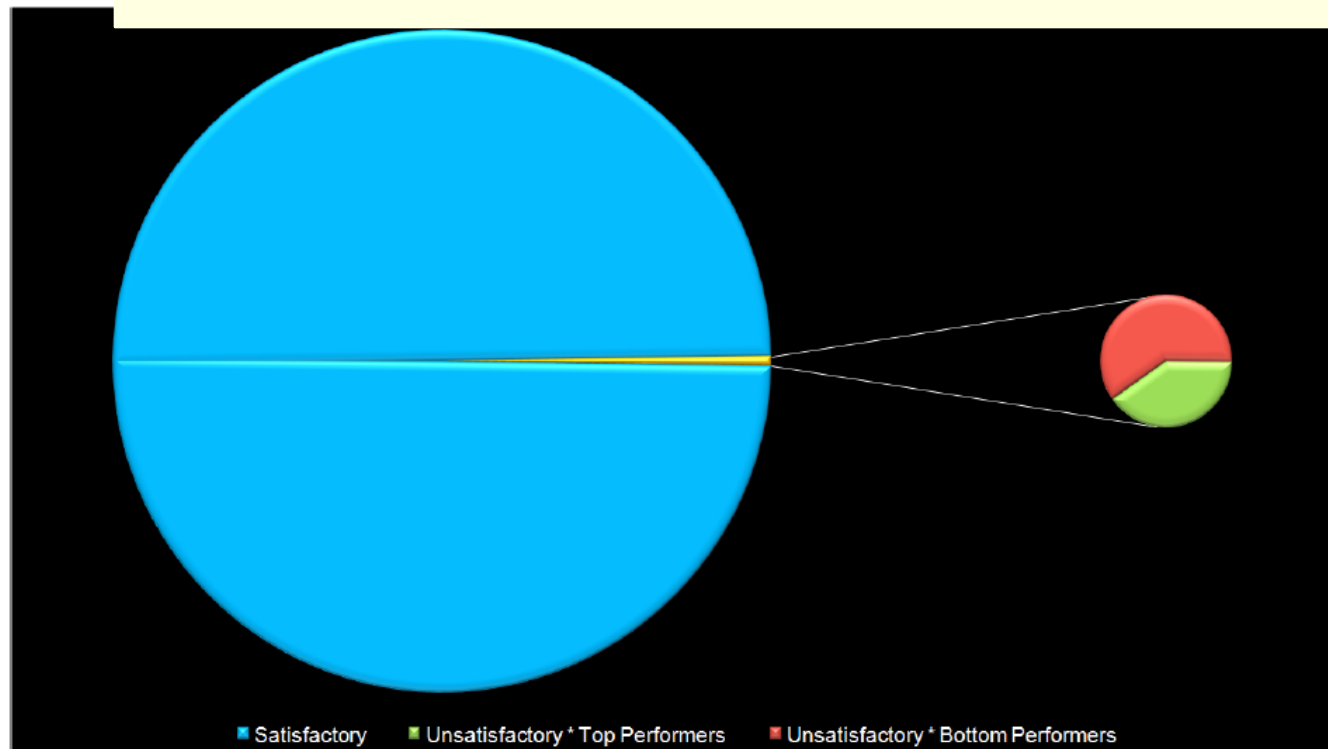


CHICAGO PUBLIC SCHOOLS SY 03-04 to 07-08



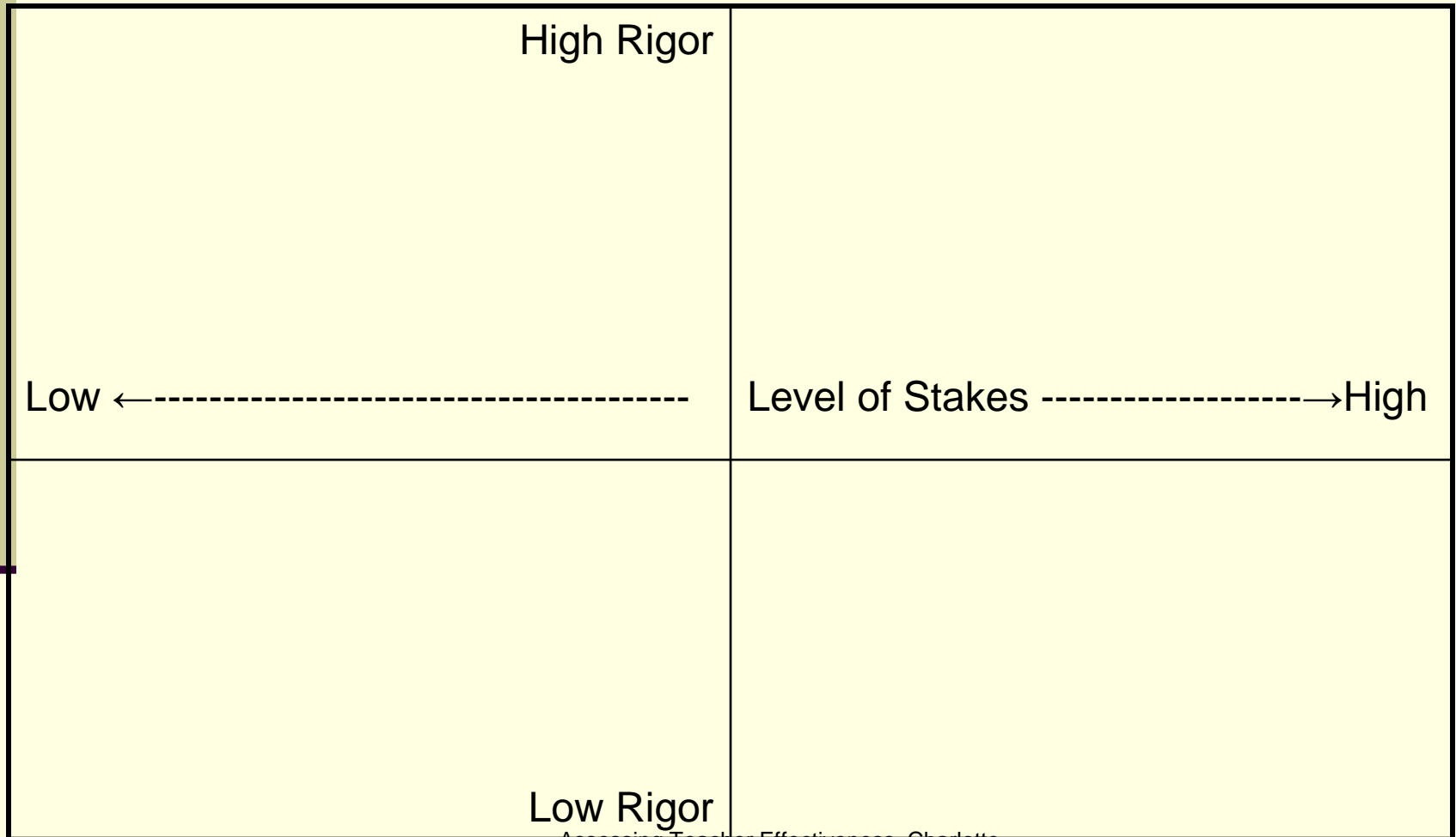
A Question of Fairness

Performance Evaluation in Los Angeles Unified 2008



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

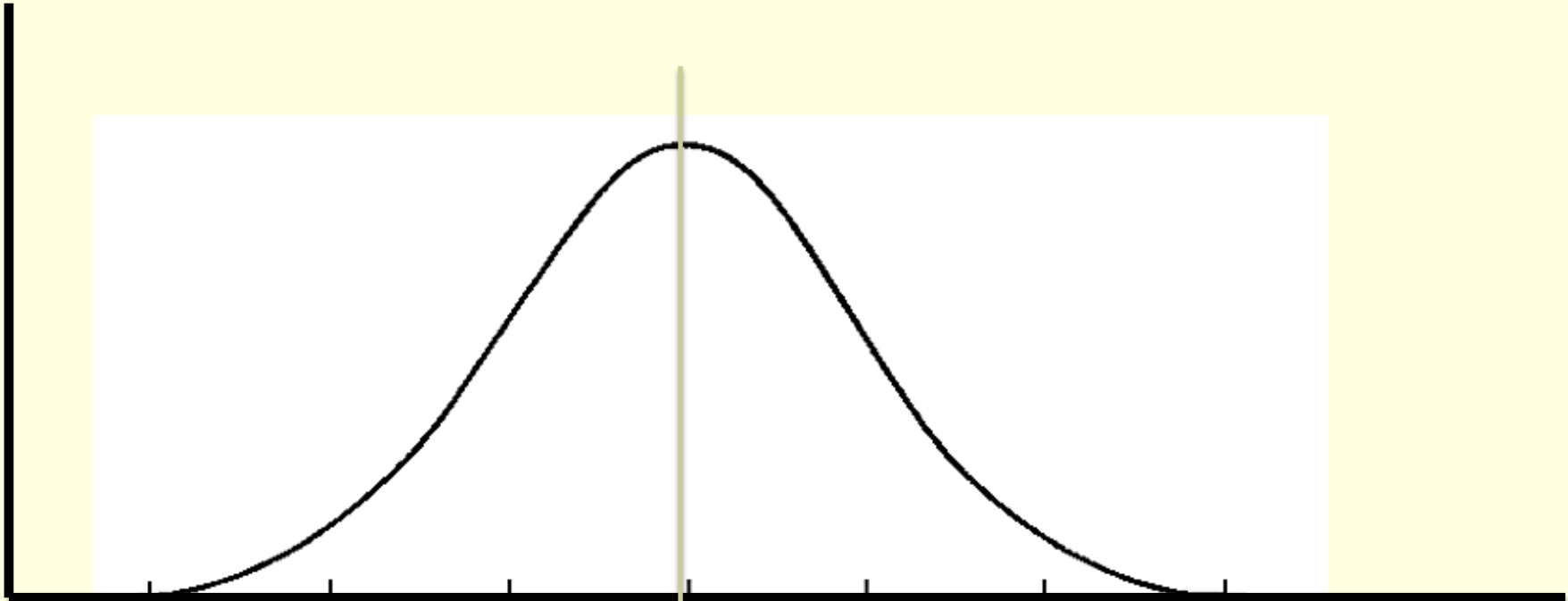


Why Assess Teacher Effectiveness?

- Quality Assurance
- Promote professional Learning

What are we trying to accomplish?

Number of Teachers



“Teacher Effectiveness”

Defining Effective Teaching

Two basic approaches:

- Teacher practices, that is, what teachers *do*, how well they do the work of teaching
- Results, that is, what teachers *accomplish*, typically how well their students learn

A System for Teacher Evaluation

- Clear *and validated* definition of teaching (the “what”)
- Instruments and procedures that provide evidence of teaching (the “how”)
- Trained *and certified* evaluators who can make accurate and consistent judgments based on evidence
- Professional development for teachers to understand the evaluative criteria
- Process for making final judgment

Two Major Research Studies

Research Report
November 2011


CONSORTIUM ON
CHICAGO SCHOOL RESEARCH
AT THE UNIVERSITY OF CHICAGO
URBAN EDUCATION INSTITUTE

CCSR

Rethinking Teacher Evaluation in Chicago

Lessons Learned from Classroom Observations, Principal-Teacher Conferences, and District Implementation

Authors: Lauren Sartain, Sara Ray Stoelinga, and Eric R. Brown; with: Stuart Luppescu, Kavita Kapadia Matsko, Frances K. Miller, Claire E. Durwood, Jennie Y. Jiang, and Danielle Glazer

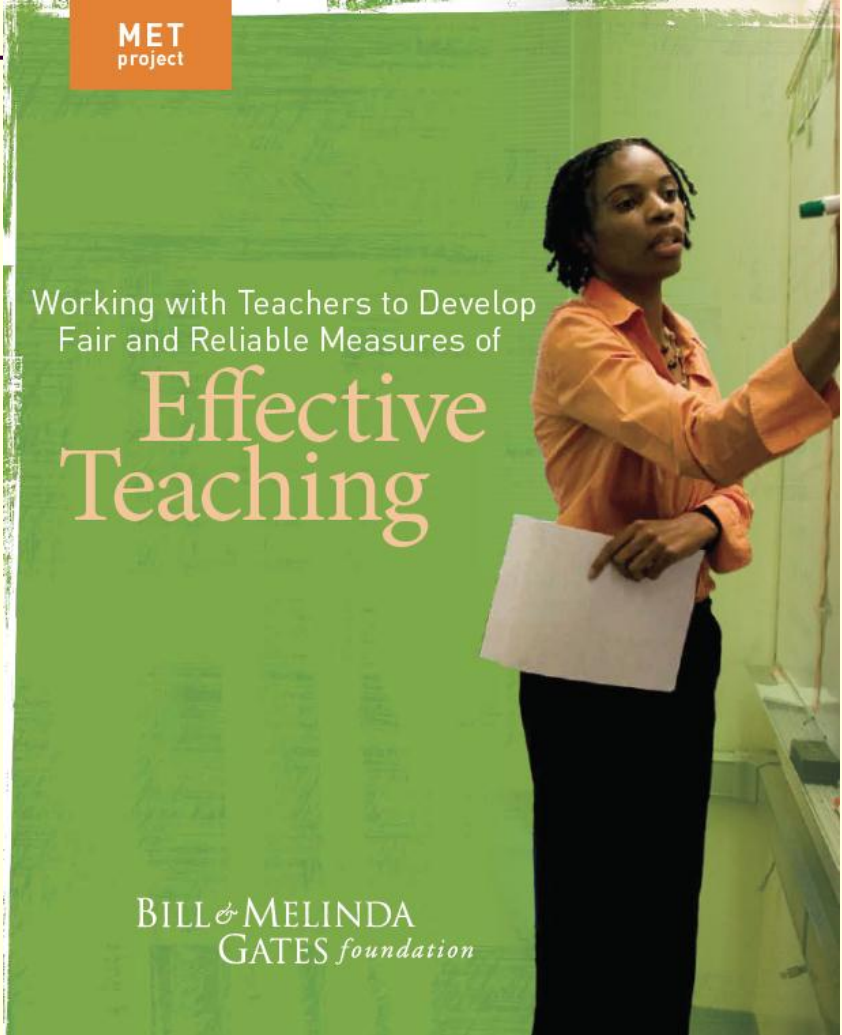


MET
project

Working with Teachers to Develop
Fair and Reliable Measures of

Effective Teaching

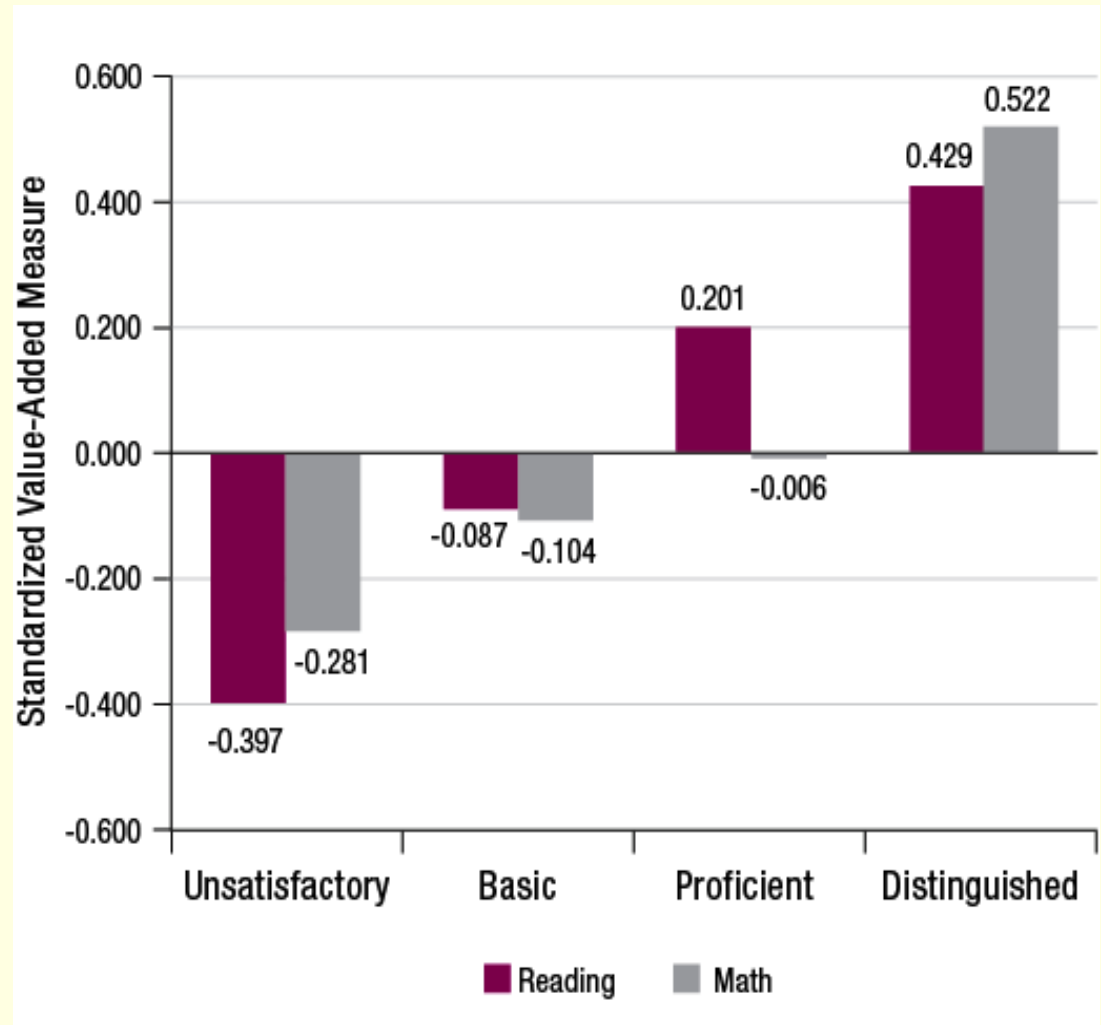
BILL & MELINDA
GATES foundation



There is a strong relationship between observation ratings and VAM (CCSR)

Results:

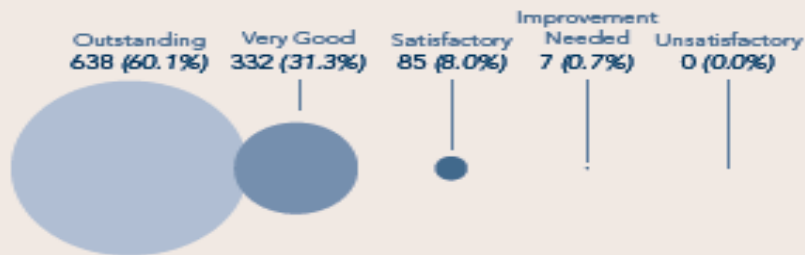
- Ratings explained a significant portion of variation in VAM in reading and math
- Relationship stronger in reading than in math
- Teachers with high observation ratings had high VAMs (and vice-versa)



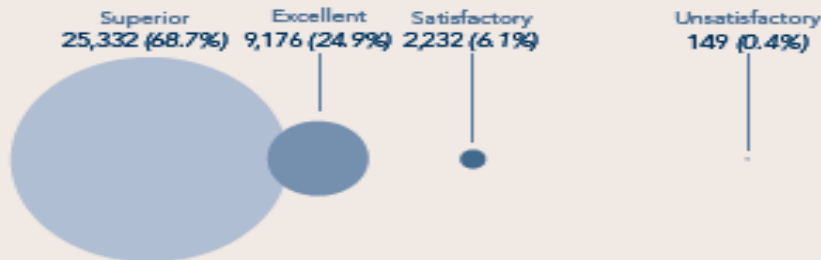
The Widget Effect meets MET

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

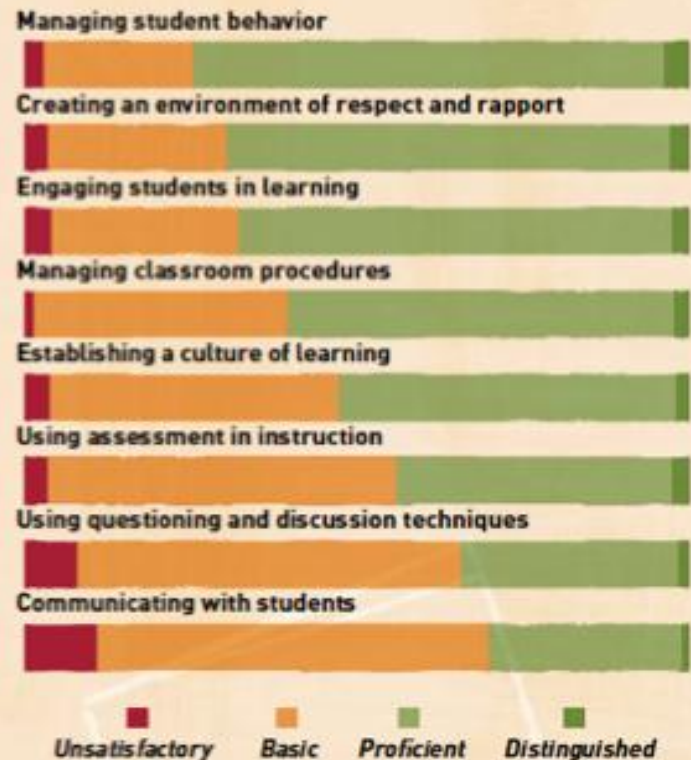
AKRON PUBLIC SCHOOLS SY 05-06 to 07-08



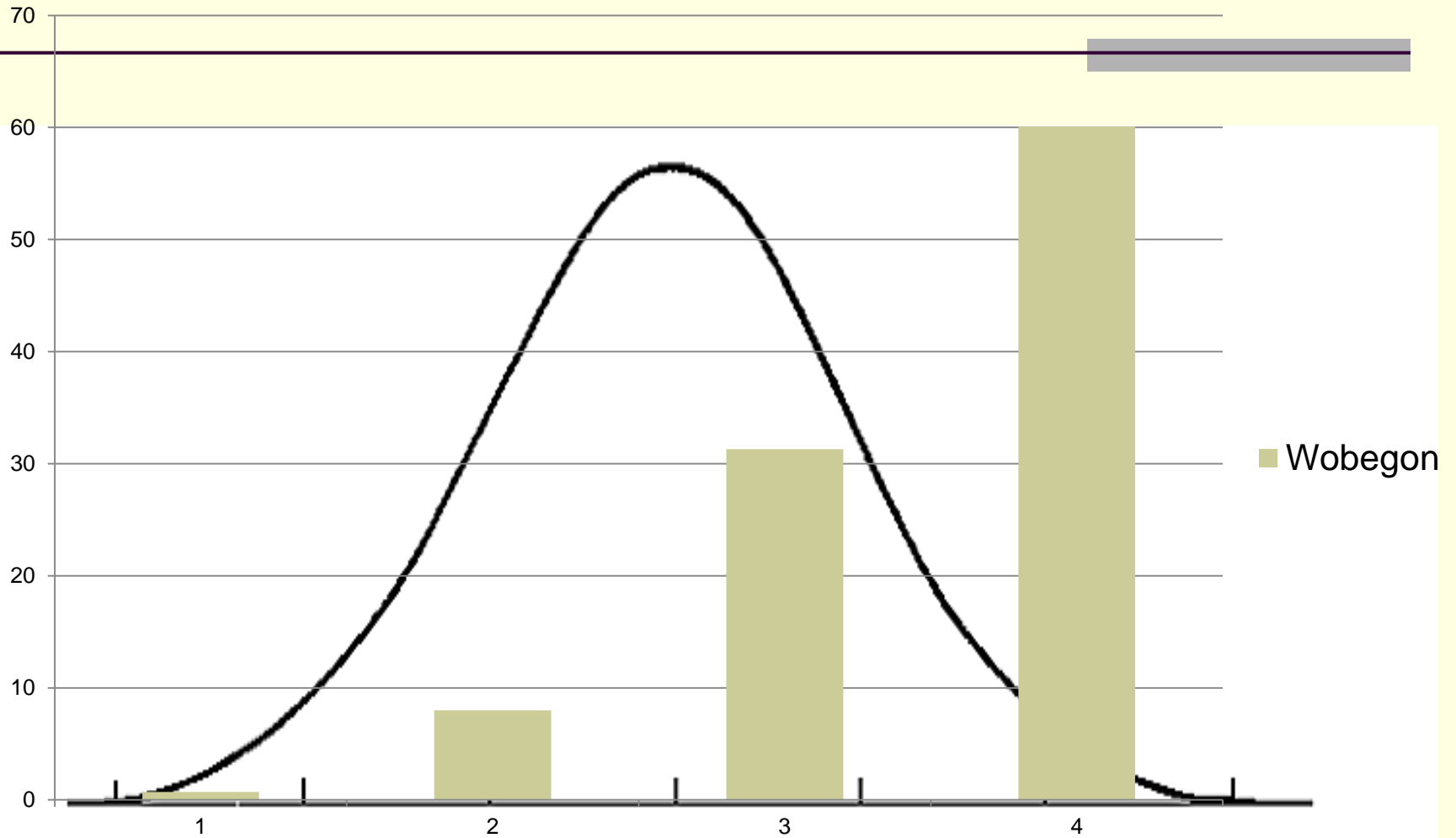
CHICAGO PUBLIC SCHOOLS SY 03-04 to 07-08



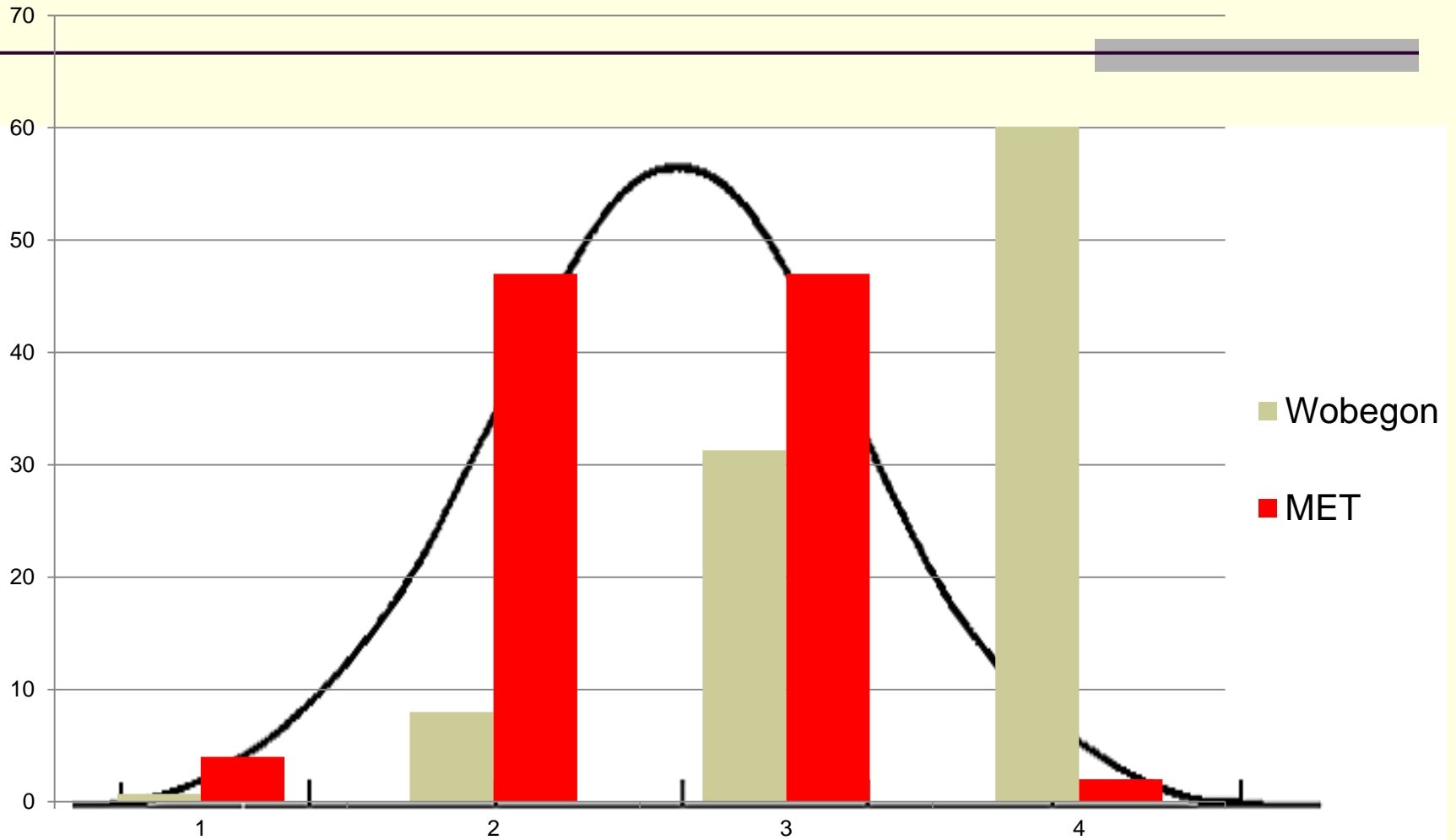
Observation Score Distributions: FFT



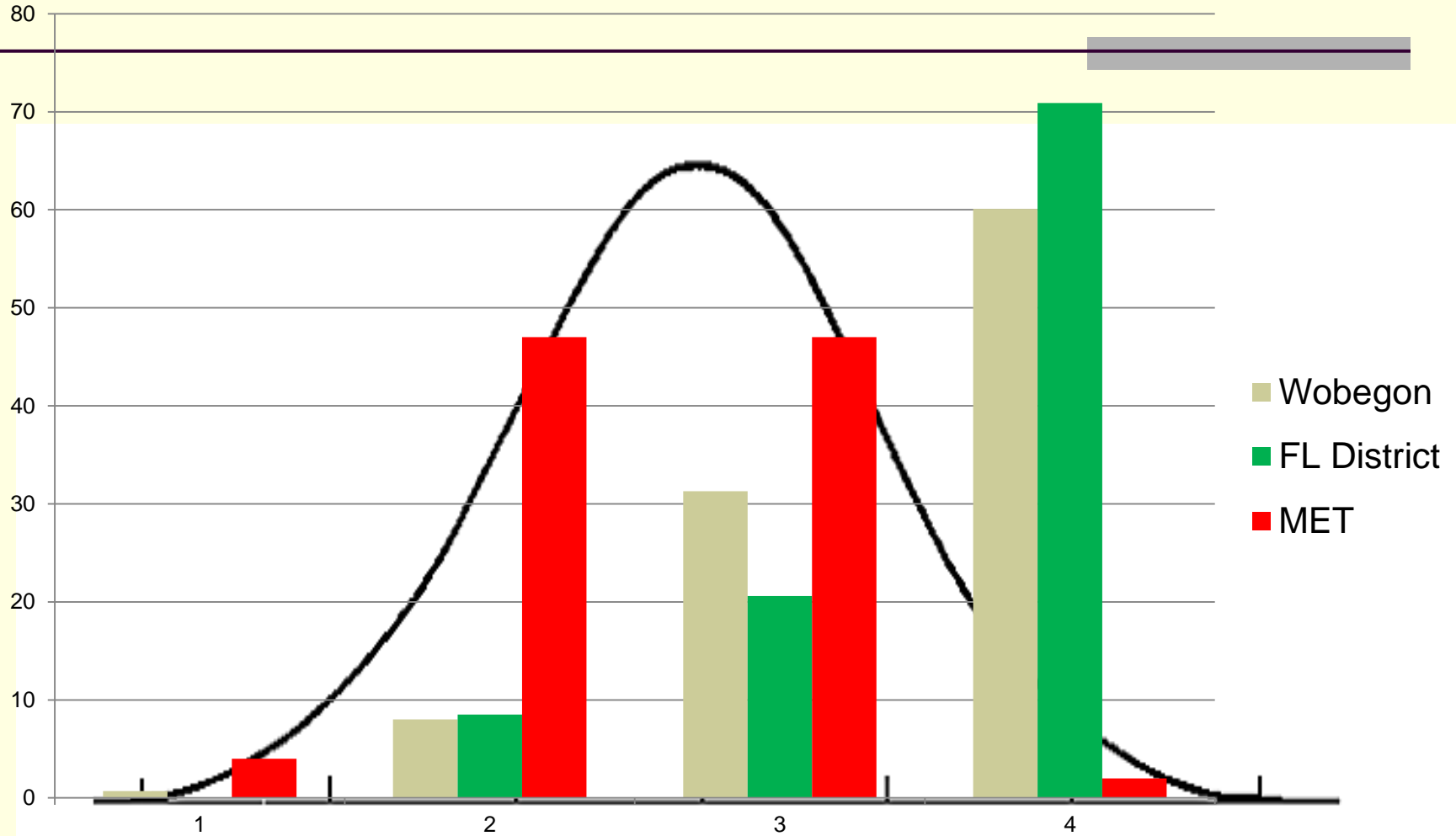
First there was Wobegon (aka Akron)



MET showed us how



One Story from Florida



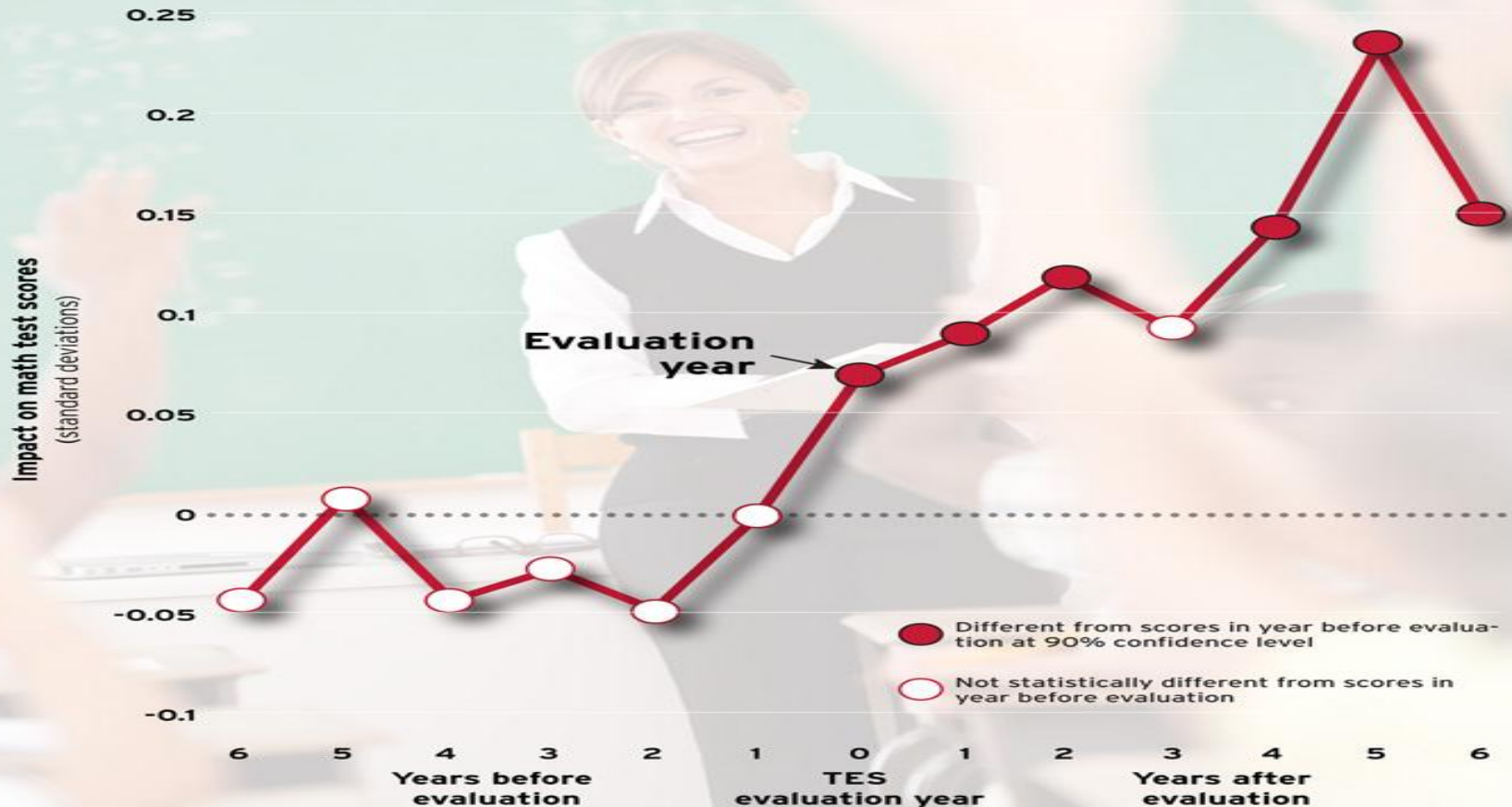
A Third Important Study: Eric Taylor and John Tyler in Cincinnati

- Studied mid-career teachers, evaluated by classroom observation
- Evaluators were principals and teacher evaluators; they were trained and required to demonstrate accuracy in observation
- Compared the achievement of teachers' students before, during, and *after* the year of evaluation
- Evaluation instrument based on the Danielson Framework for Teaching

Student Growth Relative to Year of Evaluation

Improvement through Evaluation (Figure 1)

Veteran teachers in Cincinnati became more effective in raising student math test scores the year they participated in the district's evaluation system (TES), and even more effective in the years after evaluation.



Note: Chart shows teachers' estimated impact on student math test scores in the years before, during, and after their participation in the TES evaluation system. Estimates with solid markers are statistically significant at the 90% confidence level. These estimates do not control for teacher experience, while the main results discussed in the text do include experience controls.

SOURCE: Authors' calculations

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 Wisdom of Practice

If you were to walk into a classroom, what might you see or hear there (from the students as well as the teacher) that would cause you to think that you were in the presence of an expert?

What would make you think: “Oh, this is *good*; if I had a child this age, this is the class I would hope for.”

Defining What Teachers *Do*

The Four Domains

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

The Framework for Teaching

Second Edition

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

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.

Features of The Framework for Teaching

- Comprehensive
- Public
- Research-based
- Validated
- Generic
- Independent of any particular teaching methodology

Enhancing

P
P

Enhancing
**PROFESSIONAL
PRACTICE**

A FRAMEWORK FOR TEACHING

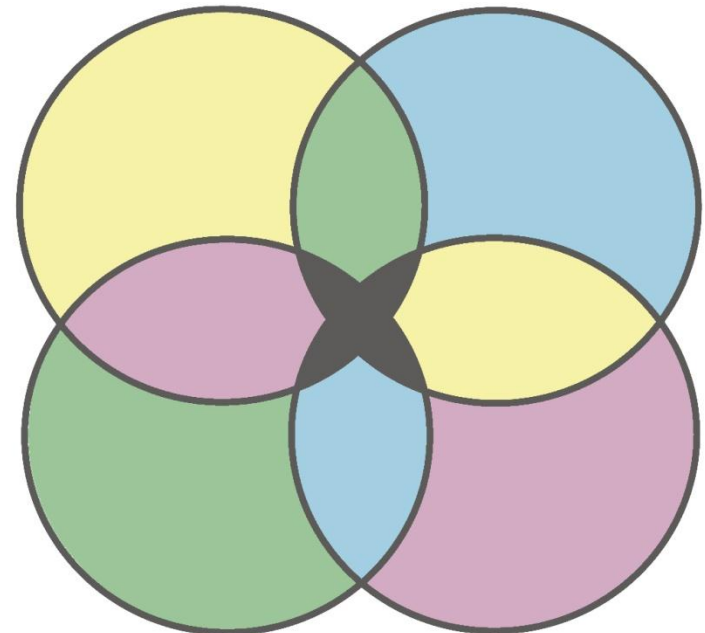
2nd Edition

CHARLOTTE DANIELSON ▶

**The Framework for Teaching
Evaluation Instrument**

2011 Edition

by Charlotte Danielson



The 2011 Version of the Framework for Teaching, Compared to Earlier Editions

- Same “architecture:” same four domains, 22 components, all elements
- Compared to the 2007 edition (ASCD)
 - rubrics written at the component (rather than element) level
 - tighter rubric language
 - critical attributes
 - examples of classroom practice
- Used as the basis for FfT proficiency system (Teachscape) and accompanying training materials for both teachers and observers

Future FfT Evolution

- Integration of the instructional implications of the Common Core State Standards
- Guidance for educators working with special needs students
- Integration of student perceptions to augment the assessment of teacher performance
- Tools for discipline-specific applications of the FfT

The Impact of the CCSS on The Framework for Teaching

Domain 1: Planning and Preparation

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Domain 4: Professional Responsibilities

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Domain 2: The Classroom Environment

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Domain 3: Instruction

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

The Nature of Professional Learning

- Trust
- Self-assessment
- Reflection on practice
- Professional conversation
- A community of learners

What is the evidence?

Questioning and Discussion

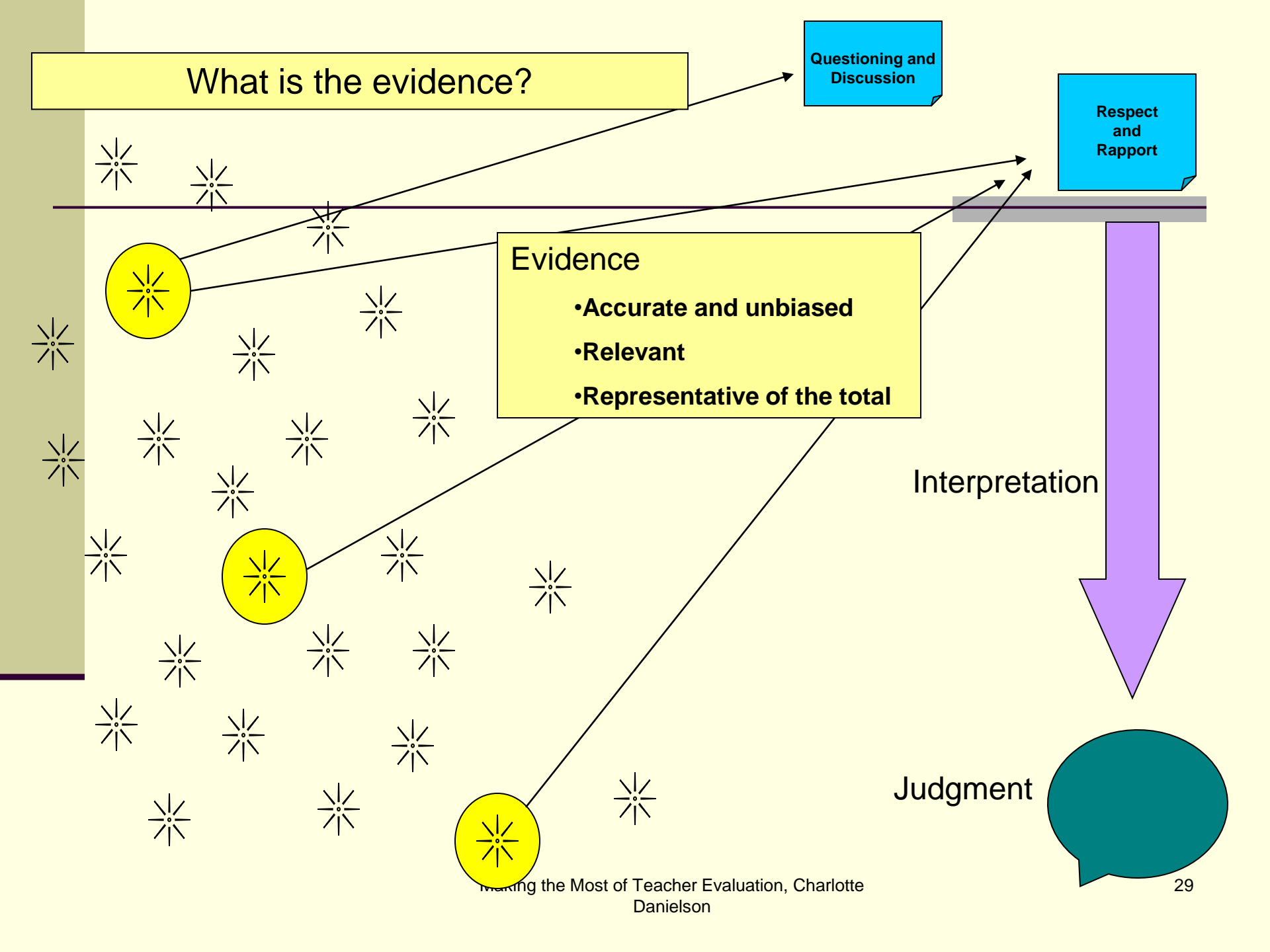
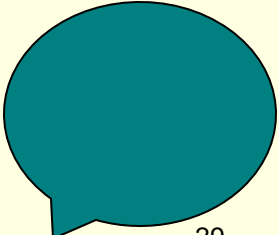
Respect and Rapport

Evidence

- Accurate and unbiased
- Relevant
- Representative of the total

Interpretation

Judgment



Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport

Figure 4.2b

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Uses of The Framework for Teaching

- Teacher preparation
- Supervising student teachers
- Teacher recruitment and hiring
- Mentoring beginning teachers
- Structuring professional development
- Evaluating teacher performance

Summary

- Both teacher practices and results of teaching are important indicators of teacher effectiveness
- Both approaches pose formidable technical and psychometric challenges
- Both must be highly evolved before they are used for high-stakes personnel decisions
- When done well, both can yield significant benefits in enhancing capacity