Teacher Evaluation to Promote Professional Learning
CCSSO Policy Forum, November 16, 2012

Charlotte Danielson
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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

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

<table>
<thead>
<tr>
<th>Rating Level</th>
<th>Akron Public Schools SY 05-06 to 07-08</th>
<th>Chicago Public Schools SY 03-04 to 07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>638 (60.1%)</td>
<td>25,332 (68.7%)</td>
</tr>
<tr>
<td>Very Good</td>
<td>332 (31.3%)</td>
<td>9,176 (24.9%)</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>85 (8.0%)</td>
<td>2,232 (6.1%)</td>
</tr>
<tr>
<td>Improvement Needed</td>
<td>7 (0.7%)</td>
<td>149 (0.4%)</td>
</tr>
<tr>
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<td>0 (0.0%)</td>
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A Question of Fairness

Performance Evaluation in Los Angeles Unified 2008

## Teacher Evaluation System Design

<table>
<thead>
<tr>
<th>Low Rigor</th>
<th>High Rigor</th>
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<tr>
<td>Low ------------------------</td>
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<td></td>
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</tr>
<tr>
<td>Level of Stakes</td>
<td>High ------------------------</td>
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- **High Rigor**
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- **Level of Stakes**
- **Low**
# Teacher Evaluation System Design

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<tr>
<td><strong>Structured Mentoring Programs, e.g. New Teacher Center</strong></td>
<td><strong>Informal Mentoring Programs, Traditional Evaluation Systems</strong></td>
</tr>
<tr>
<td><strong>National Board Certification Praxis III</strong></td>
<td><strong>Level of Stakes</strong></td>
</tr>
<tr>
<td></td>
<td>High</td>
</tr>
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**Level of Stakes**

- Low ←-----------------------------
- High

**DANGER!!**
Why Assess Teacher Effectiveness?

- Quality Assurance
- Promote professional Learning
What are we trying to accomplish?

“Teacher Effectiveness”
“We’re not going to fire our way to Finland!”
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
Getting It “Right”

- 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

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 Malsko, Frances K. Miller, Claire E. Darwood, Jeannie Y. Jiang, and Danielle Glazer

Working with Teachers to Develop Fair and Reliable Measures of Effective Teaching

Bill & Melinda Gates Foundation
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**
- Outstanding: 638 (60.1%)
- Very Good: 332 (31.3%)
- Satisfactory: 85 (8.0%)
- Improvement Needed: 7 (0.7%)
- Unsatisfactory: 0 (0.0%)

**CHICAGO PUBLIC SCHOOLS SY 03–04 to 07–08**
- Superior: 25,332 (68.7%)
- Excellent: 9,176 (24.9%)
- Satisfactory: 2,232 (6.1%)
- Unsatisfactory: 149 (0.4%)
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

Assessing Teacher Effectiveness, Charlotte Danielson
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 while the main results discussed in the text do include experience controls. SOURCE: Authors’ calculations.
“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*
Defining What Teachers Do
The Four Domains

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities
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 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 4: Professional Responsibilities
• Reflecting on Teaching
• Maintaining Accurate Records
• Communicating with Families
• Participating in a Professional Community
• Growing and Developing Professionally
• Showing Professionalism

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
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<tbody>
<tr>
<td>2: The Classroom Environment</td>
<td></td>
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</table>

**Domain 2: The Classroom Environment**

**Component 2A: Creating an Environment of Respect and Rapport**

Elements:
- Teacher interaction with students
- Student interaction with one another

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Interaction with Students</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Student Interactions with one another</td>
<td>Student interactions are characterized by conflict, sarcasm, or put-downs.</td>
<td>Students do not demonstrate disrespect for one another.</td>
<td>Student interactions are generally polite and respectful.</td>
<td>Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed.</td>
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Assessing Teacher Effectiveness, 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
The Impact of the CCSS on The Framework for Teaching

Domain 1: Planning and Preparation
• Demonstrating Knowledge of Content and Pedagogy
• Demonstrating Knowledge of Students
• Setting Instructional Outcomes
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• Growing and Developing Professionally
• Showing Professionalism
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.
Dr. Robert Marzano Causal Teacher Evaluation Model

Michael Toth, CEO, and Dr. John Edwards, Learning Sciences International Marzano Center for Teacher and Leadership Evaluation
About the Learning Sciences Marzano Center

Founded by Dr. Robert Marzano and Learning Sciences International to:

- Conduct research and develop the next generation of tools and supports
- Advance the field of teacher and leadership evaluation
- Support state departments of education and districts throughout their evaluation model adoption and implementation phases including professional development and next generation tools
- Provide resources and technical assistance
3rd Party Research

Dr. Paul Mielke, 2012: Qualitative comparative case study of teacher evaluation models:

- Purpose of study: to discover impact of a potential teacher supervision and evaluation process focusing on developing self-directed teachers
- Marzano Model was found to have greater emphasis on current research and alignment to the new demands of Common Core
- Marzano Model found to have greater emphasis on classroom strategies and behaviors
- Marzano Model teachers more likely to identify specific elements of improvement, compared to the general insights from the other model

Recently received a federal grant for the creation of a new Regional Educational Laboratory (REL) – Central

- Colorado
- Kansas
- Missouri
- Nebraska,
- North Dakota
- South Dakota
- Wyoming
Research on Student Learning Gains

Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies:

• 1,036 classroom studies, 38 schools

• On the average, the strategies used in the independent studies represent a gain of **16 percentile points** over what would be expected if teachers did not use the instructional strategies.

A Correlational Study: What Works in Oklahoma Schools:

• Correlations were associated with a **31 percentile point increase** in student achievement.
Third Party Research Partnerships

- Learning Sciences Marzano Center entered research partnerships with:
  - Florida Atlantic University
  - University of Washington
  - The University Council for Educational Administration (UCEA) Joint Center for Research on the Superintendency and School District Governance
Domain 1: Classroom Strategies and Behaviors (41 Elements)
- Routine Segments (5 Elements)
- Content Segments (18 Elements)
- On the Spot Segments (18 Elements)

Domain 2: Planning and Preparing (8 Elements)
- Lesson and Units (3 Elements)
- Use of Materials and Technology (2 Elements)
- Special Needs of Students (3 Elements)

Domain 3: Reflecting on Teaching (5 Elements)
- Evaluating Personal Performance (3 Elements)
- Professional Growth Plan (2 Elements)

Domain 4: Collegiality and Professionalism (6 Elements)
- Promoting a Positive Environment (2 Elements)
- Promoting Exchange of Ideas (2 Elements)
- Promoting District and School Development (2 Elements)
Marzano Teacher Evaluation Model

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**Lesson Segment Involving Routine Events**

**Learning Goals & Feedback**
- Providing Clear Learning Goals and Scales to Measure those Goals
- Tracking Student Progress
- Celebrating Student Success

**Rules & Procedures**
- Establishing Classroom Routines
- Organizing Physical Layout of the Classroom for Learning

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**Domain 1: Classroom Strategies and Behaviors**
Domain 1: Classroom Strategies and Behaviors (Common Core Alignment)

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Lesson Segments Addressing Content
- Interacting With New Knowledge
  - Identifying Critical Information
  - Organizing Students to Interact with New Knowledge
  - Previewing New Content
  - Chunking Content into “Digestible Bites”
  - Processing of New Information
  - Elaborating on New Information
  - Recording and Representing Knowledge
  - Reflecting on Learning
- Practicing & Deepening Knowledge
  - Reviewing Content
  - Organizing Students to Practice and Deepen Knowledge
  - Using Homework
  - Examining Similarities and Difference
  - Examining Errors in Reasoning
  - Practicing Skills, Strategies, and Processes
  - Revising Knowledge
- Generating & Testing Hypothesis
  - Organizing Students for Cognitively Complex Tasks
  - Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
  - Providing Resources and Guidance

Lesson Segments Enacted on the Spot
- Student Engagement
  - Noticing When Students are Not Engaged
  - Using Academic Games
  - Managing Response Rates
  - Using Physical Movement
  - Maintaining a Lively Pace
  - Demonstrating Intensity and Enthusiasm
  - Using Friendly Controversy
  - Providing Opportunities for Students to Talk about Themselves
  - Presenting Unusual or Intriguing Information
- Adherence to Rules & Procedures
  - Demonstrating “Withitness”
  - Applying Consequences for Lack of Adherence to Rules and Procedures
  - Acknowledging Adherence to Rules and Procedures
- Teacher/Student Relationships
  - Understanding Students’ Interests and Backgrounds
  - Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
  - Displaying Objectivity and Control
- High Expectations
  - Demonstrating Value and Respect for Low Expectancy Students
  - Asking Questions of Low Expectancy Students
  - Probing Incorrect Answers with Low Expectancy Students
Domain 1: Classroom Strategies and Behaviors (Common Core Alignment)

**Lesson Segment Involving Routine Events**
- **Learning Goals & Feedback**
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Learning Goal
“What”

Daily Objective
Day-to-Day Instructional Target

Activity
Guided learning experiences that take place in a classroom setting

“How”

Assignment
Learning experiences designed to be completed independently in a class or as a homework opportunity to extend classroom learning
Domain 1: Classroom Strategies and Behaviors  (Common Core Alignment)

Lesson Segment Involving Routine Events

Learning Goals & Feedback
• Providing Clear Learning Goals and Scales to Measure those Goals
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Rules & Procedures
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Creating Scale Tasks and Assessments

Level Four: Knowledge Utilization
- Decision Making, Problem Solving, Experimenting, Investigating

Level Three: Analysis
- Matching, Classifying, Analyzing Errors, Generalizing, Specifying

Level Two: Comprehension
- Integrating, Symbolizing

Level One: Retrieval
- Recognizing, Recalling, Executing
Scaffolding of Content

Learning Goal

• Would have a formal scale that represents a learning progression toward meeting the goal or standard at a level 3.0

Daily Objective

• Align with the cognitive levels of the learning goal scale

Activities & Assignments

• Are designed to support learning at specific levels of the learning goal scale.
Innovating

Applying

Developing

Beginning

Not Using

<table>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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New strategies are created to meet needs of specific students or class as a whole in order for the desired effect to be evident in all students.

Strategy is used and monitored to see if it has desired effect with the majority of students.

Strategy is used correctly but the majority of students are not monitored for the desired effect of the strategy.

Strategy is used but pieces or components are missing.

Strategy is called for, but not used.
The school district looked for the following in a Teacher Evaluation Model. A system that:

- Will help teachers grow; can act as a formative assessment as well summative.
- Can help us instructionally prepare for Common Core State Standards and the PARCC assessment.
- Enables us to focus on specific teacher behaviors - deliberate practice.
- Steers teachers towards starting with the standard rather than the textbook or a program when designing lessons.
- Provides a “common language” to discuss pedagogy, professional development, assessment, deliberate practice, professional learning communities and other instructional type discussions.
- Provides an objective measure of teacher behavior transparent and understood by all parties.
Orange County Public Schools

- Provides an objective measure of teacher behavior transparent and understood by all parties.
- Serves as a model for what quality instruction looks like. One that can guide the first year teacher, as well as the grizzly veteran to improve pedagogy.
- Provides all needed training and support.
- Guides administrators in their growth and development of pedagogy so they become capable of coaching a teacher up as well as provide an honest, objective assessment.
In addition, a model that will work hand-in-hand with a compatible School Leader Evaluation Model was important. In our case we selected the Marzano School Leadership Model one that:

• Contains a common language

• Emphasizes instructional leadership

• Focuses on specific leadership practices compatible with deliberate practice

• Would coach school leaders so they would have the capacity to successfully lead the implementation of Common Core State Standards

• Could be used for formative as well as a summative assessment
Principal Evaluation System Design and Implementation

November 16, 2012
In 2000, New Leaders was founded to confront the education crisis and address the need for strong school leaders who could transform underperforming schools.

New Leaders currently serve 250,000 students - 90 percent of whom are students of color and 85 percent of whom are from low-income households.
Lessons Learned in Leader Evaluation

- Evaluate principals on things that matter most: Actions & Outcomes
- Keep the design simple
- Demand a lot from evaluators
- Invest in system implementation and improvement
- Attend to both development and accountability
Field Research Demonstrates Priority of Talent Management and School Culture

- **Developing Teachers**
  - Leading group learning activities
  - Creating a professional climate of shared accountability
  - Fostering "Teacher Learning Communities"

- **Managing Talent**
  - Conducting observations w/useful feedback
  - Staffing up
  - Ensuring accountability
  - Individualizing roles and responsibilities

- **Creating a Great Place to Work and Learn**
  - Building a culture of respect
  - Instituting a student code of conduct

2011 © New Leaders | 53
Establish Few, Focused Standards for Practice

- Learning and Teaching
- Culture and Family Engagement
- Strategic Planning and Systems
- Talent Management
- Personal Leadership and Growth
Design student outcome measures based on five core principles

- Focus on growth over attainment
- Value all students
- Close achievement gaps
- Include “on track” to college measures
- Align to school accountability
Invest in Substantial Training for Principal Managers

| Evidence Gathering               | • Setting student achievement goals  
|                                 | • Conducting targeted school visits  
|                                 | • Reviewing school and stakeholder data |
| Performance Rating              | • Defining standards & levels of performance  
|                                 | • Aligning evidence to indicators  
|                                 | • Norming ratings to case examples |
| Development and Growth          | • Providing leadership feedback  
|                                 | • Supporting strategic planning  
|                                 | • Designing principal learning networks |
Provide Strong Supports to Districts

- High-quality state model
- Range of evaluation tools
- Convening and training evaluators
- Online systems for evaluation process
- Principal PD resources
To access the New Leaders research report, evaluation framework, and training plan, please visit [www.newleaders.org](http://www.newleaders.org)