



# Teacher Evaluation Meets the Common Core State Standards

American Federation of Teachers

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Charlotte Danielson, 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**

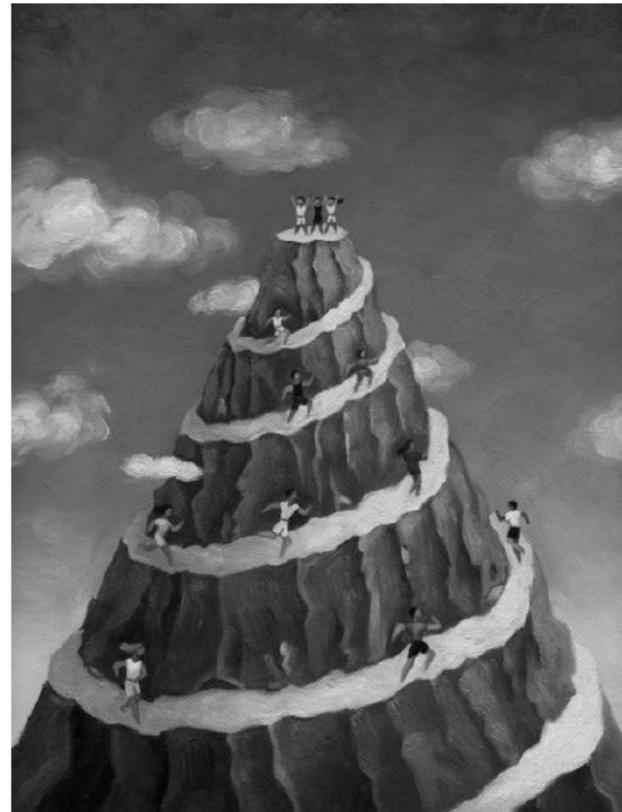


**CHICAGO PUBLIC SCHOOLS SY 03-04 to 07-08**

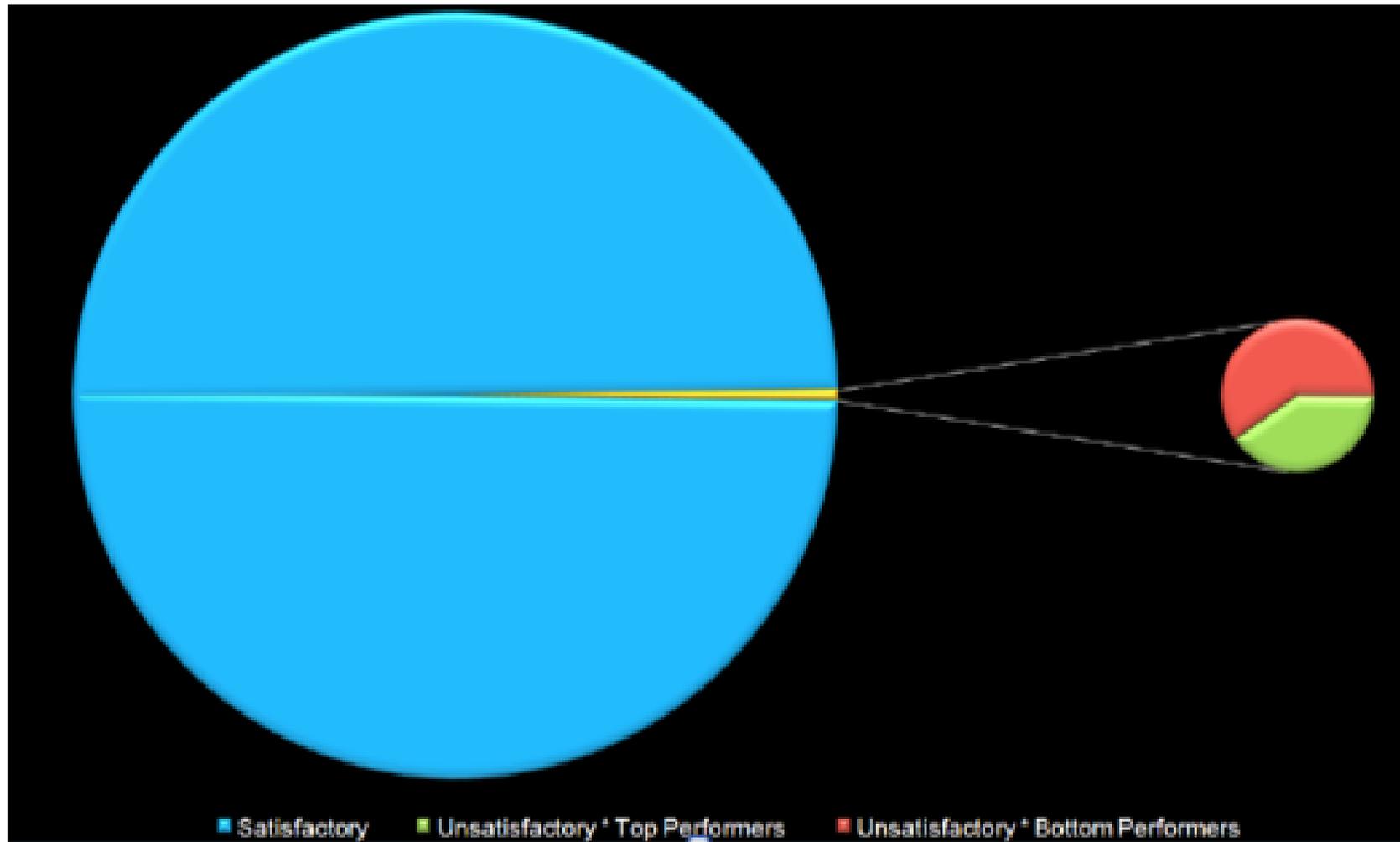


## Racing To The Top: American Recovery and Reinvestment Act Issues Brief Series

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



# A Question of Fairness

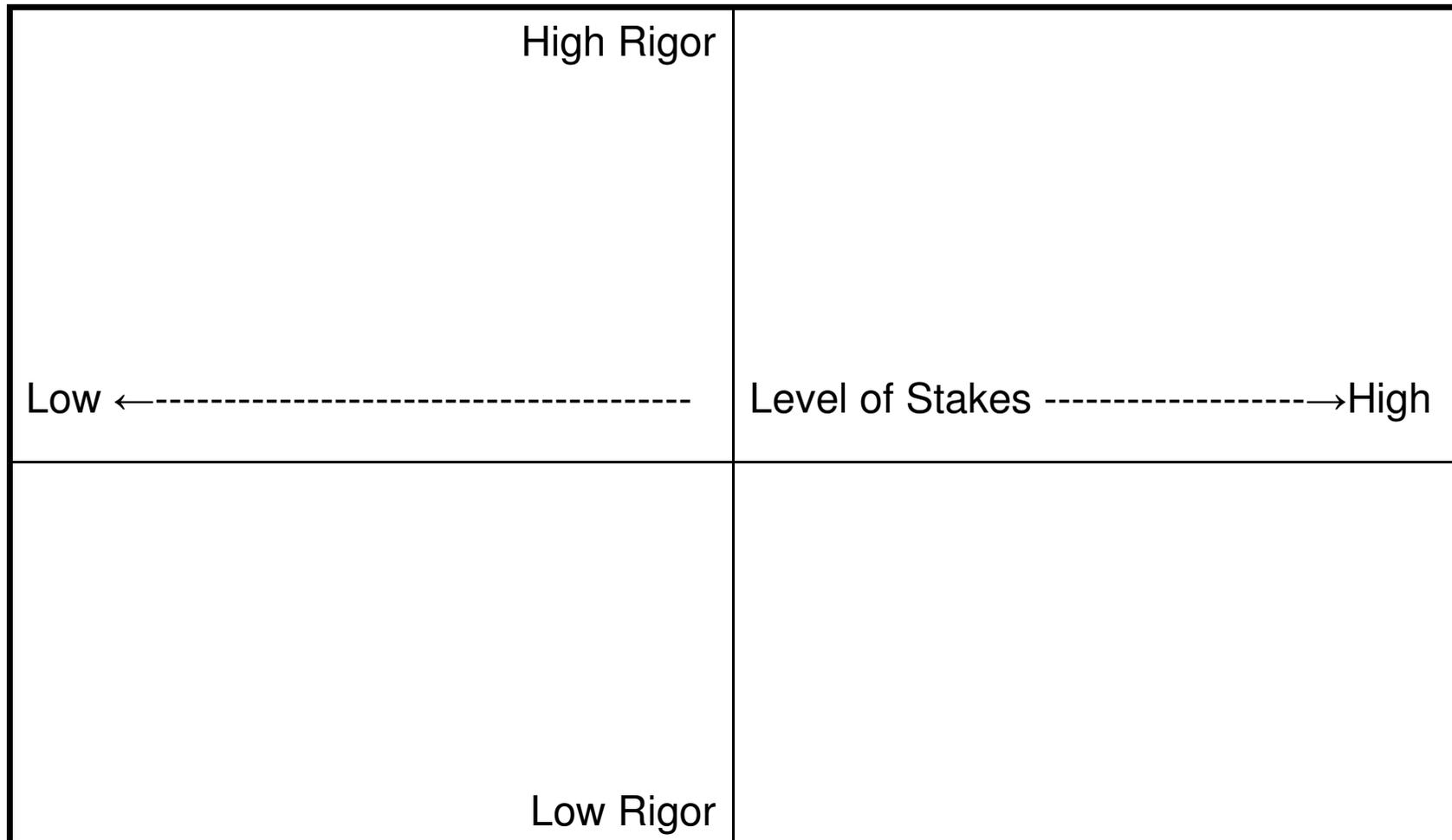


# Why Assess Teacher Effectiveness?

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- Ensure teacher quality
- Promote professional learning

# Teacher Evaluation System Design



# Teacher Evaluation System Design

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# Getting it “Right” ...What Does This Mean?

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- Technically defensible
  - clear definition of practice
  - validated instrument
  - trained and certified evaluators
  - psychometrically valid
- Professionally defensible
  - “We’re not going to fire our way to Finland”
  - systems that promote learning

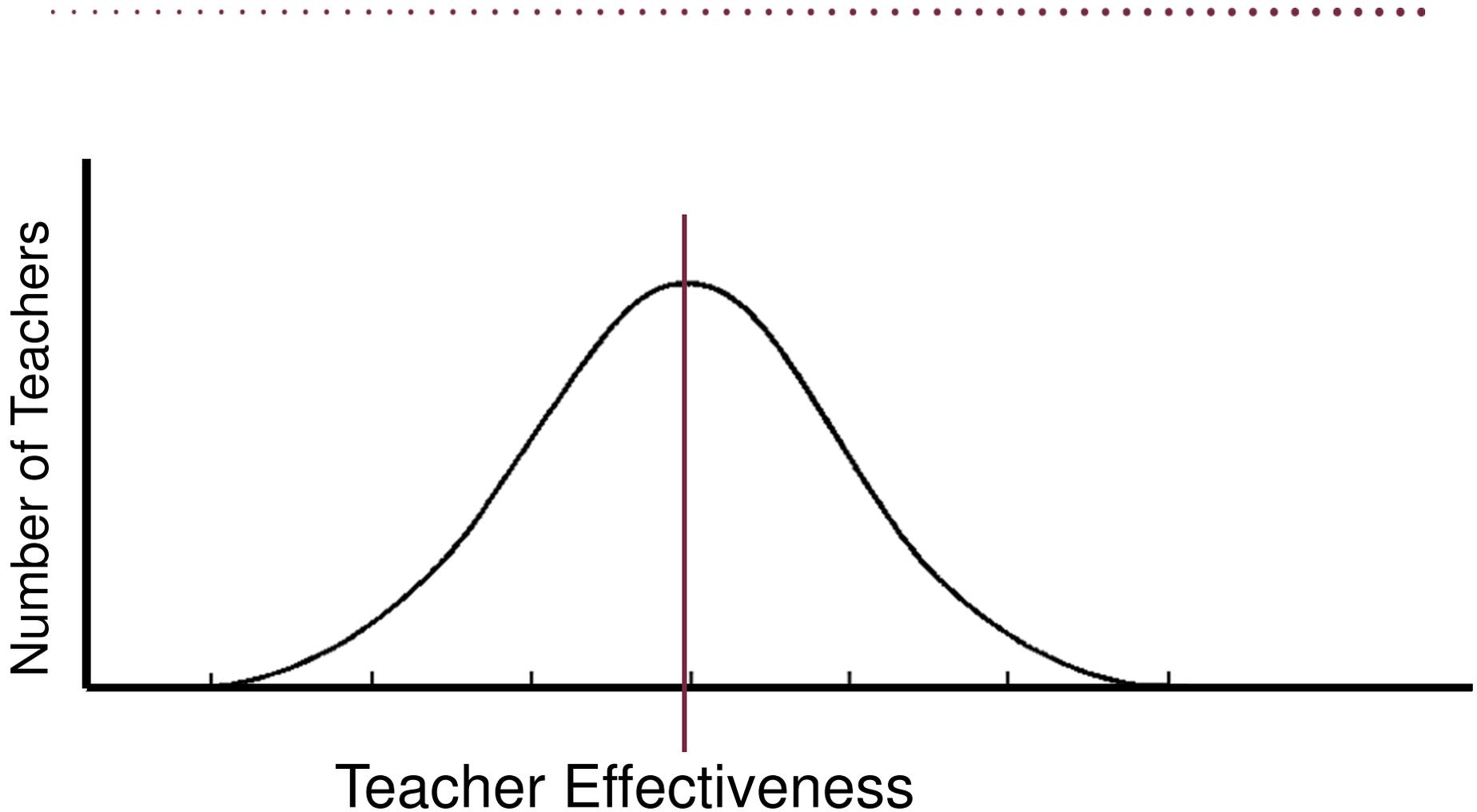
# Establishing Validity of the Framework for Teaching

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Three Important studies:

- Chicago pilot evaluation study, conducted by CCSR
- The MET study, funded by the Gates Foundation
- The Cincinnati study, conducted by Eric Taylor and John Tyler

# Accountability is Not Enough



# Defining Effective Teaching

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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

# White Paper on Accuracy

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## Teacher Evaluator Training & Certification:

Lessons Learned from the Measures of Effective Teaching Project



# The Complexity of Teaching

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“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

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Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

# 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

# Common Themes

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

# Domain 2: The Classroom Environment

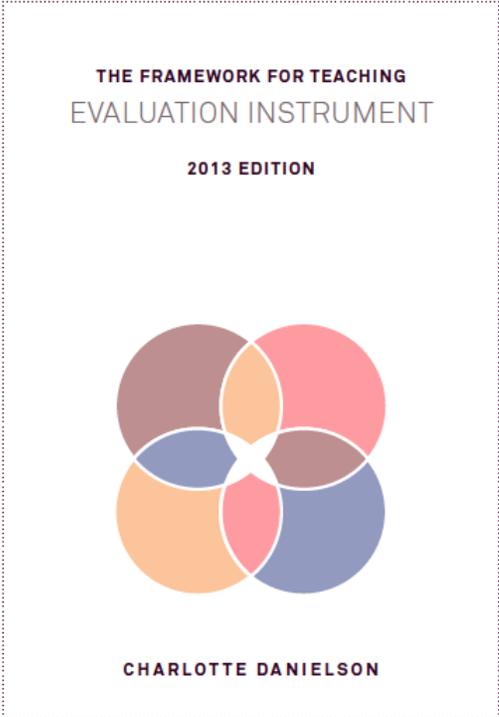
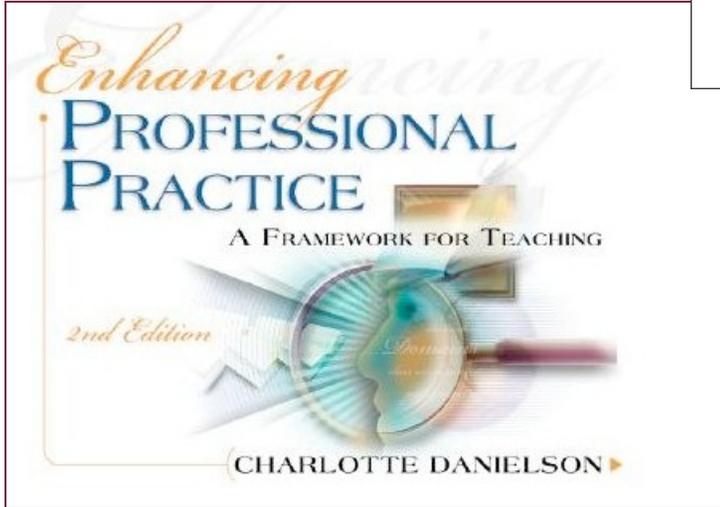
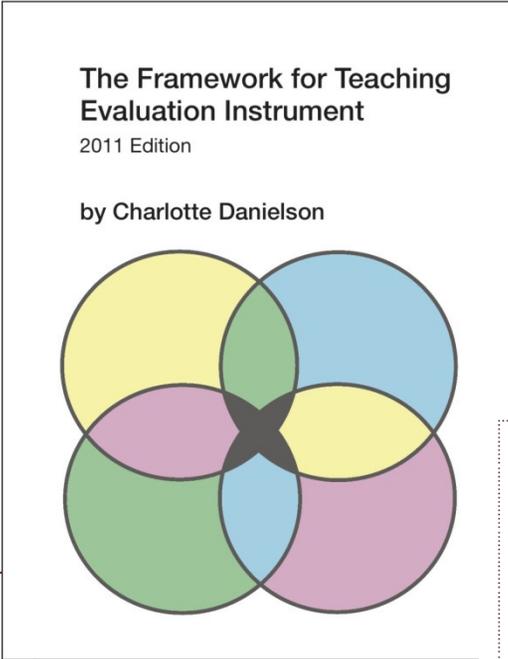
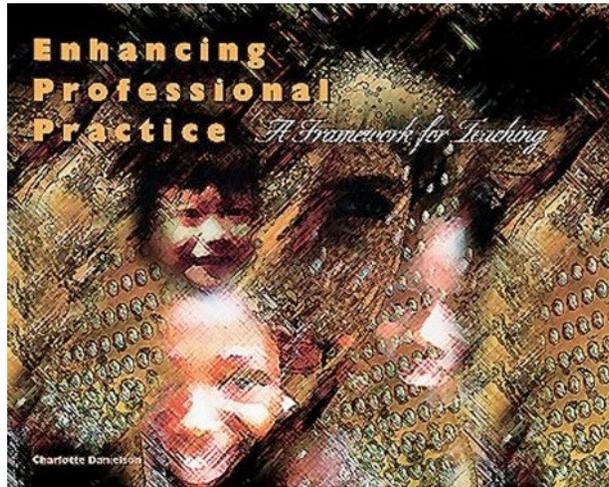
## 2a: Creating an Environment of Respect and Rapport

**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	LEVEL OF PERFORMANCE			
	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

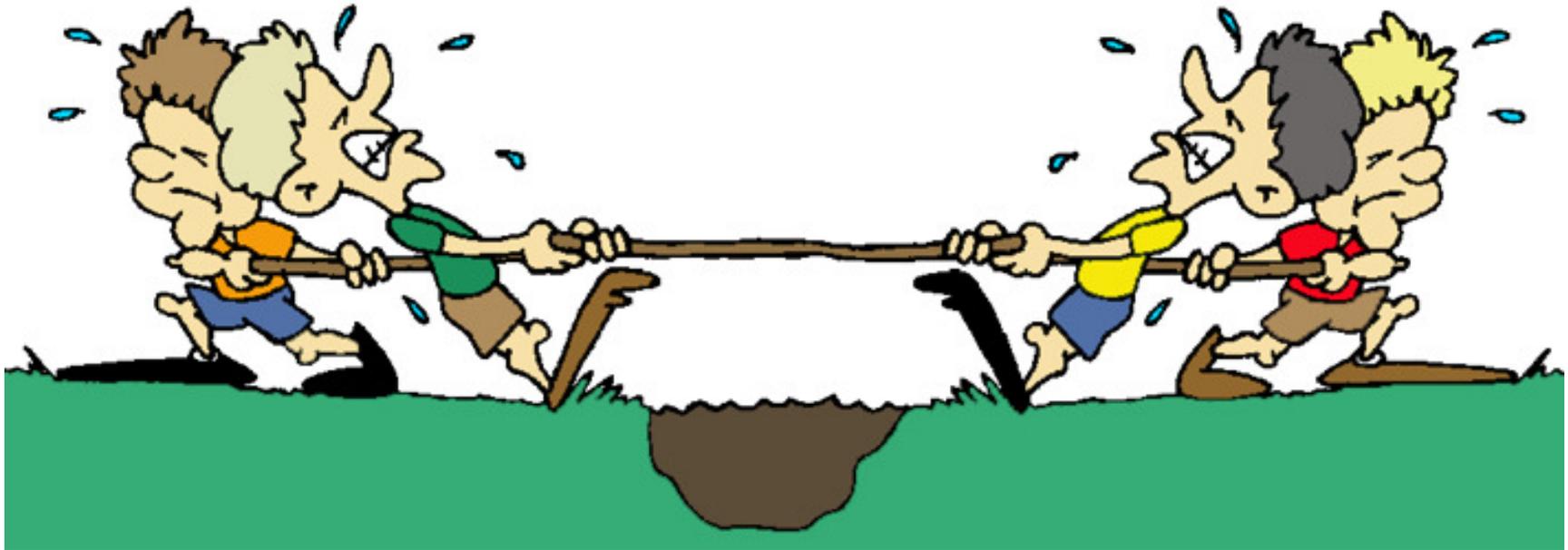


# The 2011 Version of the Framework for Teaching, Compared to Earlier Editions.....

- 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 practice
- Used as the basis for FfT proficiency system (Teachscape) and accompanying training materials for both teachers and observers
- Training on earlier versions of the FfT transfers to the 2011 edition

# Teacher Evaluation Meets the Common Core

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# The “Big Ideas” of the CCSS (in all disciplines)

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These concepts have always been part of the Framework for Teaching:

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

# The Integration of the CCSS into The Framework for Teaching

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# FfT Evaluation Instrument, 2013 Edition

## *Specific Common Core Examples*

2011	2013
	<p><i>Examples for 1c, level 3:</i>            ADDED            The learning outcomes include students defending their interpretation of the story based on citations from the text.            (Curriculum)</p>
	<p><i>Examples for 1e, level 4:</i>            ADDED            The teacher has contributed to a curriculum map that organizes the Common Core Standards in tenth grade to a coherent curriculum.</p>
	<p><i>Critical Attributes for 2b, level 3:</i>            ADDED            The teacher insists on precise use of language by students. (Language)</p>

# FfT Evaluation Instrument, 2013 Edition

## *Specific Common Core Examples*

2011	2013
<p><i>Rubric description for 3a, level 3:</i>            ...During the explanation of content, the teacher invites student intellectual engagement.</p>	<p><i>Rubric description for 3a, level 3:</i>            ...During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. (Student strategies)</p>
<p><i>Rubric Language for 3a, level 3:</i>            ...Vocabulary is appropriate to students' ages and interests.</p>	<p><i>Rubric Language for 3a, level 3:</i>            ...The teacher's use of academic vocabulary is precise and serves to extend student understanding. (Academic Language)</p>
	<p><i>Critical Attributes for 3b, level 3:</i>  <b>ADDED</b>            The teacher asks students to justify their reasoning, and most students attempt to do so. (Argumentation)</p>
<p><i>Critical Attributes for 3b, level 4:</i>            Students invite comments from their classmates during a discussion.</p>	<p><i>Critical Attributes for 3b, level 4:</i>            Students invite comments from their classmates during a discussion and challenge one another's thinking. (Argumentation)</p>

# Important Questions

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- How will the CCSS be translated into specific curricular expectations, local assessments?
  - in ELA, mathematics, other academic disciplines
  - in “other” disciplines, e.g. physical education, art, chess club
- Since the CCSS are discipline-specific and the FfT is generic, what documents/tools would be helpful in building the bridge between them?

# Challenges in Integrating the CCSS and the FfT

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- Depth of teacher subject knowledge
- Teacher skill in teaching for conceptual understanding, argumentation
- Capacity of supervisors to recognize/promote rigorous learning across disciplines
- Others?

# Linking Student Surveys to the FfT

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## FfT Component

## Student Survey Questions

### 3a: Communicating with Students

- Expectations for learning
- Directions for activities
- Explanation of content
- Use of oral and written language

### 3b: Using Questioning and Discussion Techniques

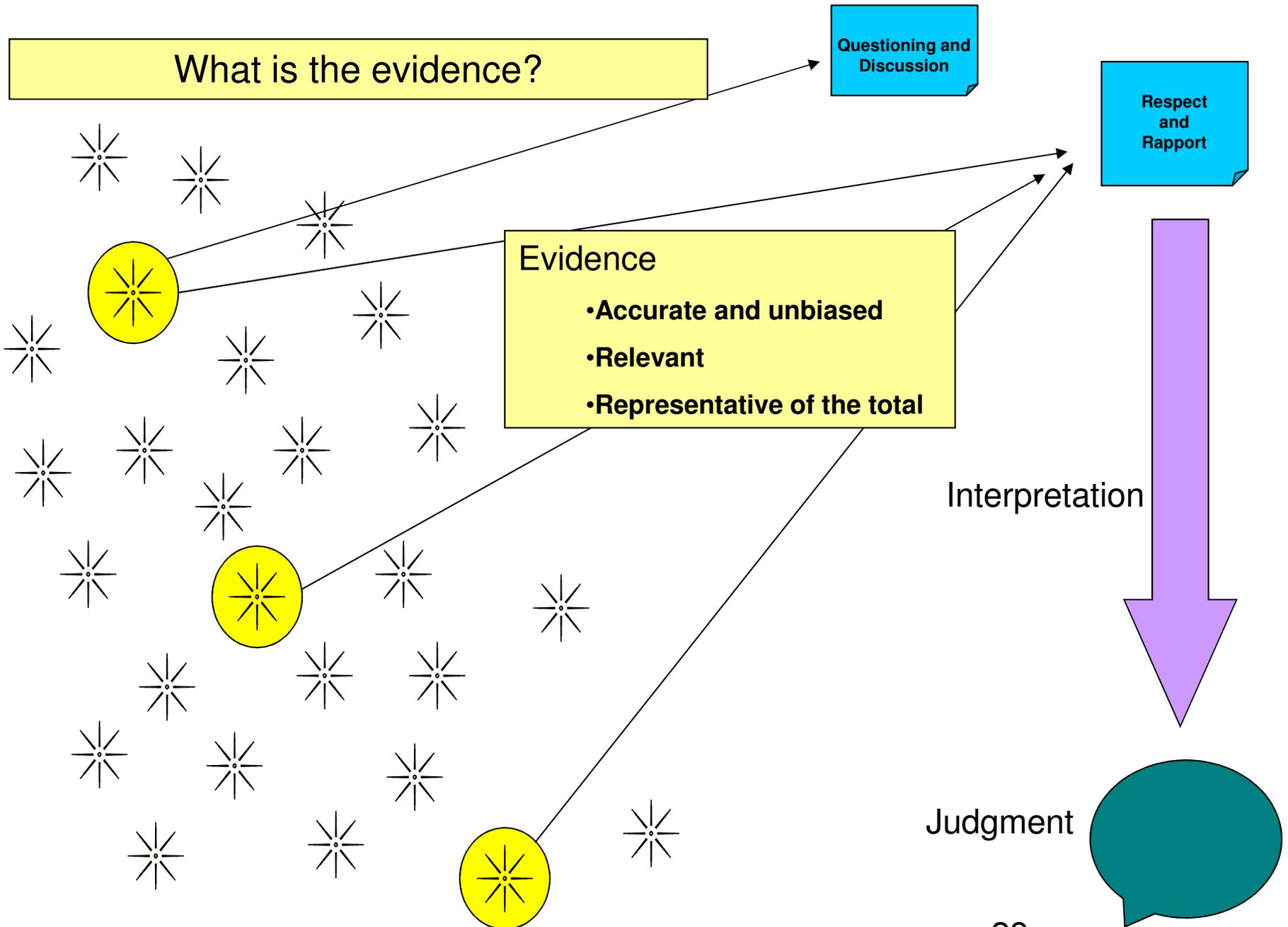
- Quality of questions
- Discussion techniques
- Student participation

- My teacher explains information in a way that makes it easier for me to understand.
- My teacher asks questions in class that make me really think about the information we are learning
- When my teacher asks questions, he/she only calls on students that volunteer (reverse)

# The Nature of Professional Learning

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



# Domain 2: The Classroom Environment

## 2a: Creating an Environment of Respect and Rapport

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# Features of The Framework for Teaching

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

# Summary

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- 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
- Any approach to teacher evaluation must be aligned with important learning for students (the CCSS), and the teaching that will yield that learning