



Alaska School Leadership Institute 2011 - Preconference
**TEACHER EVALUATION:
TRENDS AND ISSUES**
May 31, 2011
1:00 – 4:00 p.m.
Captain Cook Hotel - Anchorage, Alaska
Session Leader: Al Bertani, Leadership Development Consultant




Session Objectives

- Identifying the components of high quality instruction
- Examining teacher evaluation frameworks
- Analyzing trends and issues reflected in policy and procedural changes in teacher evaluation



Session Norms

1. The **LEARNING** belongs to you, and it rests largely with you.
2. Enter into the discussions **ENTHUSIASTICALLY!!!**
3. Give **FREELY** of your experience, but don't dominate the discussion.
4. **CONFINE** your discussions to the task assigned.
5. Say what you **THINK...** be honest!
6. Only **ONE PERSON** should talk at a time... avoid private conversations while someone else is talking...
7. Listen **ATTENTIVELY** to the presentations and discussions.
8. **BE PATIENT** with other participants... appreciate their point of view...
9. Be **PROMPT** and **REGULAR** in attendance.
10. Place your cell phones on **SILENT** or **VIBRATE** to minimize interruptions.




“Parents, practitioners, and policy makers agree that the key to improving public education in America is placing highly skilled and effective teachers in all classrooms.”

Evaluating Teacher Effectiveness
How Teacher Performance Assessments Can Measure and Improve Teaching
Linda Darling Hammond for the Center for American Progress
October 2010

HIGH QUALITY INSTRUCTION

Are Your Students Learning...

How Do You Know...



Think-Pair-Share


When you think about high quality instruction...

What does it look like?


What does it sound like?

What does it feel like?

What does it produce?



What is High Quality Instruction?	
What does it LOOK Like?	What does it SOUND like?
What does it FEEL Like?	What does it PRODUCE?




High Quality Teacher Evaluation Systems

Possess these common characteristics...

- ⤷ A consistent definition of good teaching
- ⤷ A shared understanding of this definition
- ⤷ Skilled evaluators

Evaluations That Help Teachers Learn by Charlotte Danielson
Educational Leadership – December 2010
ASCD




Evaluations That Help Teachers Learn

A good system of teacher evaluation must answer four basic questions:

- ✓ How good is good enough?
- ✓ Good enough at what?
- ✓ How do we know?
- ✓ Who should decide?

How well does your local teacher evaluation system answer these questions?

Evaluations That Help Teachers Learn by Charlotte Danielson
Educational Leadership – December 2010
ASCD



Definition of Teacher Effectiveness

Effective teachers...

1. have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.
2. contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, self-efficacy, and cooperative behavior.
3. use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively; adapting instruction as needed; and evaluate learning using multiple sources of evidence
4. contribute to the development of classrooms and schools that value diversity and civic-mindedness
5. collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk of failure.

Approaches to Evaluating Teacher Effectiveness – June 2008
Goe, Bell, and Little
National Comprehensive Center on Teacher Quality

The Domains from Danielson's Framework for Teaching

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

The Framework for Teaching Charlotte Danielson

Danielson's Framework for Teaching

<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> • Demonstrating Knowledge of Content and Pedagogy • Demonstrating Knowledge of Students • Selecting Instructional Goals • Demonstrating Knowledge of Resources • Designing Coherent Instruction • Assessing Student Learning 	<p>Domain 2: The Classroom Environment</p> <ul style="list-style-type: none"> • Creating an Environment of Respect and Rapport • Establishing a Culture for Learning • Managing Classroom Procedures • Managing Student Behavior • Organizing Physical Space
<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> • Communicating Clearly and Accurately • Using Questioning and Discussion Techniques • Engaging Students in Learning • Providing Feedback to Students • Demonstrating Flexibility and Responsiveness 	<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> • Reflecting on Teaching • Maintaining Accurate Records • Communicating with Families • Contributing to the School and District • Growing and Developing Professionally • Showing Professionalism

The Framework for Teaching Charlotte Danielson

A Blueprint for Teacher Evaluation

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

Making the Most of Teacher Evaluation, Charlotte Danielson

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Supervising The Art and Science of Teaching Marzano; ASCD; 2007

1. Learning Goals and Feedback
2. Interacting with New Knowledge
3. Practicing and Deepening
4. Generating and Testing Hypotheses
5. Student Engagement
6. Establishing Rules and Procedures
7. Adherence to Rules and Procedures
8. Teacher-Student Relationships
9. High Expectations

THE ART AND SCIENCE OF TEACHING Marzano; ASCD; 2007

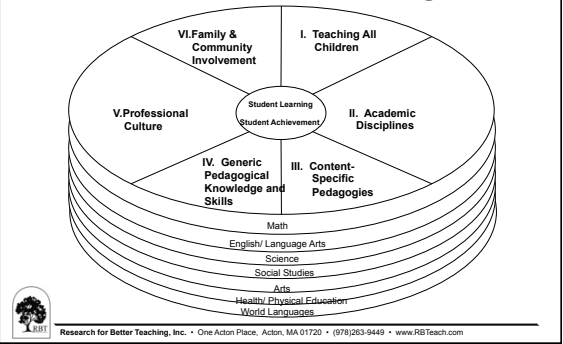
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What must a district or school do?

- Develop a common language of teaching
- Provide opportunities for focused feedback and practice
- Provide opportunities for observing and discussing effective teaching
- Require individual teacher growth and development plans on a yearly basis

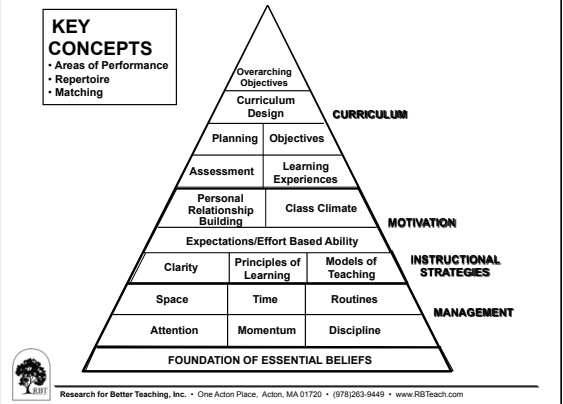
The Art and Science of Teaching; Robert Marzano

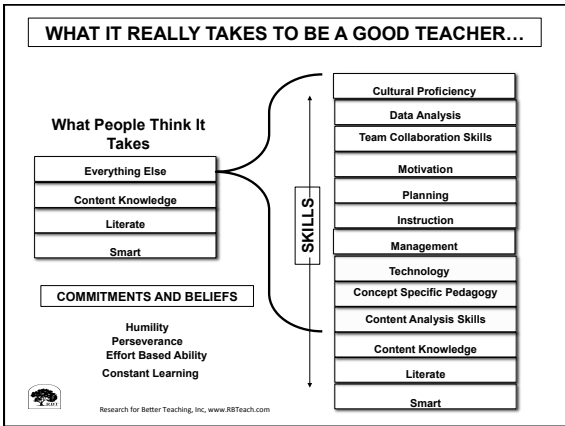
Knowledge and Skills for Professional Teaching



KEY CONCEPTS

- Areas of Performance
- Repertoire
- Matching





Jigsaw Preparation Instructions

Review your assignment in your learning trio:

Person 1 Danielson – Blue Sheet
 Person 2 Marzano – Pink Sheet
 Person 3 Saphier – Yellow Sheet

Be prepared to talk about your assignment with members of your trio.

Venn Jigsaw Instructions

Step 1 Review your assignment.

Step 2 Teach your colleagues about your assignment.

Step 3 Discuss commonalities across the jigsaw pieces.

Step 4 Construct a venn diagram to compare and contrast key ideas.

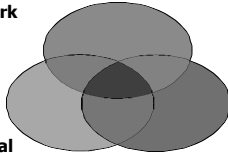
Step 5 Compare your venn diagram to the diagrams from other groups.

Venn Jigsaw Instructions

When you consider the results of your venn diagram regarding the Danielson, Marzano, and Saphier frameworks, reflect on the framework used by your school and district.

Consider the following:

- ✦ How does your local framework resonate with the research-based frameworks?
- ✦ What gaps might exist in your local framework when you compare it with these research-based frameworks?
- ✦ How could you improve your local teacher evaluation framework?



“One of the few areas of consensus among education policy makers, practitioners, and the general public today is that improving teacher quality is one of the most direct and promising strategies for improving public education outcomes in the United States especially for children who have historically been taught by the least qualified teachers.”

Evaluating Teacher Effectiveness
How Teacher Performance Assessments Can Measure and Improve Teaching
Linda Darling Hammond for the Center for American Progress
October 2010


Evaluations That Help Teachers Learn

A good system of teacher evaluation must answer four basic questions:

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Evaluations That Help Teachers Learn by Charlotte Danielson
Educational Leadership – December 2010
ASCD



Good Enough at What...

When you consider this question posed by Charlotte Danielson, **what should the components of a highly effective teacher evaluation system include?**


- ☐ Working with a partner – develop a list of components
 - Consider Inputs, Processes, and Outputs
- ☐ Working with a partner – represent these components on a pie chart.
- ☐ Follow the instructions of your facilitator to develop the pie chart.



Evaluating Teachers – Three Ways

- **Inputs** are what a teacher brings to his or her position, generally measured as teacher background, beliefs, expectations, experience, pedagogical and content knowledge, certification and licensure, and educational attainment.
- **Processes** refers to the interaction that occurs in a classroom between teachers and students. It also may include a teacher's professional activities within the larger school and community.
- **Outputs** represent the results of classroom processes, such as impact on student achievement, graduation rates, student behavior, engagement, attitudes, and social-emotional well-being.


Approaches to Evaluating Teacher Effectiveness – June 2008
Goe, Bell, and Little
National Comprehensive Center on Teacher Quality



A clear message has taken shape following Race to the Top, Investing in Innovation, and School Improvement Grants as part of the stimulus package...

“Federal policy now focuses on teacher ‘effectiveness’ rather than teacher ‘quality’.”

Measuring Effectiveness: What Will It Take? By Stumbo and McWalters
Educational Leadership – December 2010
ASCD




Race to the Top

The Race to the Top applications asked states to:

“design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that ... differentiate effectiveness using multiple rating categories that take into account *DATA ON STUDENT GROWTH AS A SIGNIFICANT FACTOR.*”

(Page 34 – Application Process)

Measuring Effectiveness: What Will It Take? By Stumbo and McWalters
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Blueprint for Reform

The focus on teacher effectiveness is also reflected in the Blueprint for Reform in the ESEA Reauthorization...

“We are calling on states and districts to develop and implement systems of teacher and principal evaluation and support and to identify effective and highly effective teachers and principals on the basis of student growth and other factors.”


Measuring Effectiveness: What Will It Take? By Stumbo and McWalters
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Influence of the Gates Foundation

“We know that of all the variables under a school’s control, the single most decisive factor in student achievement is excellent teaching. It is astonishing what great teachers can do for their students. Yet compared with the countries that outperform us in education, we do very little to measure, develop, and reward excellent teaching. **We have been expecting teachers to be effective without giving them feedback and training.**”


How Teacher Development Could Revolutionize Our Schools?
By Bill Gates published in the Washington Post
February 28, 2011



Goals of the Gates Foundation MET Study

A new approach to development and evaluation that teachers endorse and that helps all teachers improve.


Learning about Teaching – Initial Findings from the MET Project
Published by the Bill and Melinda Gates Foundation
2010



Data Collected-Gates Foundation MET Study

Measure 1	Student achievement gains on different assessments.
Measure 2	Classroom observations and teacher reflections.
Measure 3	Teacher pedagogical content knowledge.
Measure 4	Student perceptions of the classroom instructional environment.
Measure 5	Teacher perceptions of working conditions and instructional support at their school.

Learning about Teaching – Initial Findings from the MET Project
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Initial Findings from the Gates MET Study

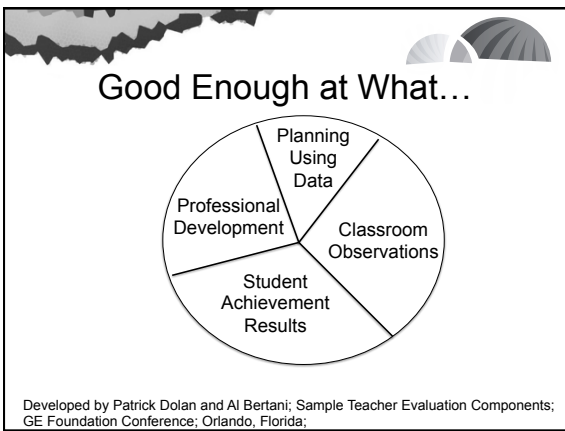
1. In every grade and subject studied, a teacher's past successes in raising student achievement on state tests is one of the strongest predictors of his/her ability to do it again.
2. Teachers with the highest value-added scores on state tests also tend to help students develop a deeper conceptual understanding as well.
3. The average student knows effective teaching when he/she experiences it.
4. Valid feedback need not be limited to test scores alone.

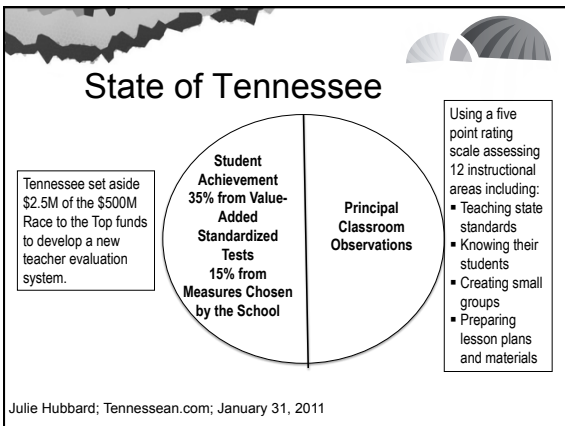
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State Trends

State(s)	Specific Trends
Tennessee and Delaware	<ul style="list-style-type: none"> Teacher merit pay Adding student scores to evaluations
Florida, Georgia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, Rhode Island, and Washington, D.C.	<ul style="list-style-type: none"> Rewards for effective teachers Rewards for effective principals
Louisiana	<ul style="list-style-type: none"> Requires 1/2 of a teacher's evaluation be based on growth in student scores Changes implemented by 2012 - 2013
Colorado	<ul style="list-style-type: none"> Ties teacher and principal evaluation to student growth Makes it tougher for teachers to secure tenure
Thirteen States Implementing TAP	<ul style="list-style-type: none"> Defines and measure teacher effectiveness Links evaluations and P.D. Bonuses paid for growth in student scores

Sabrina Lane
National Comprehensive Center for Teacher Quality
Cited in Journal Sentinel; Milwaukee, Wisconsin — November 2010





Denver, Colorado
Leading Effective Academic Practice

LEAP is currently being piloted in 16 Denver Public Schools. Full implementation is expected in August 2011. LEAP includes a 28 page rubric to evaluate teacher effectiveness.

Classroom observations will also consider:

- Student perceptions
- Overall professional collaboration with parents and colleagues

Yesenia Robles; DenverPost.com; January 31, 2011

Why Do We Evaluate Teachers?

- ◆ The Law - Public schools funded by public money = Public has the right to expect high quality teaching.
- ◆ To ensure teacher quality = Answer the question "Everyone here is good – here is how I know".
- ◆ To promote professional development


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Evaluations That Help Teachers Learn

The Problem

- ☒ Outmoded criteria usually in checklist form.
- ☒ Simplistic evaluative comments – “needs improvement, satisfactory, outstanding” without understanding what these terms mean.
- ☒ No differentiation in procedures for novice and veteran teachers.
- ☒ Lack of consistency among evaluators.
- ☒ One-way, top-down process – done to teachers.


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Evaluations That Help Teachers Learn

“Before, I had no idea what my principal was looking for – I had to be a mind reader! So I just played it safe, taught a familiar lesson, one I knew would go well – but did the process improve my teaching? Not at all! In my old school, the principal just came in with a checklist, but we never really talked. But this time, we had a great conversation about how to help my students want to write. It really made me think. As a result, I’ve got a new approach: I’m going to engage some students around the things they’re passionate about and have them try to convince their classmates about the value of such interests.”

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Implications for Practice

When you consider your learnings across the session, what changes would you advocate to improve the teacher evaluation process...

- ◆ For yourself...
- ◆ For your school...
- ◆ For your district...

Work with your table group to chart your responses as recommendations for each category.

Teacher Evaluation: Trends and Issues
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Thank You for Your Participation



If you would like additional information, please feel free to contact:

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