Designing and Implementing Teacher Evaluation Systems

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The Changing Landscape for Teacher Evaluation

- The “Widget Effect” report
- The RTTT competition
- New state legislation

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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%)
A Question of Fairness

Performance Evaluation in Los Angeles Unified 2008

Teacher Evaluation System Design

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Teacher Evaluation System Design

<table>
<thead>
<tr>
<th>High Rigor</th>
<th>Low Rigor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured Mentoring Programs, e.g. New Teacher Center</td>
<td>Informal Mentoring Programs, Traditional Evaluation Systems</td>
</tr>
<tr>
<td>National Board Certification Praxis III</td>
<td>Level of Stakes</td>
</tr>
</tbody>
</table>

Low ←----------------------------- Level of Stakes ------------------→High

DANGER!!
Why Assess Teacher Effectiveness?

- Quality Assurance
- Promote professional Learning
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
Two Major Research Studies

Rethinking Teacher Evaluation in Chicago
Lessons Learned from Classroom Observations, Principal-Teacher Conferences, and District Implementation

Authors: Lauran Sartain, Sara Ray Stoolinga, and Eric R. Brown, with: Stuart Leppescu, Kaytta Kopetski Metsko, Frances X. Miller, Claire E. Dorwood, Jennie Y. Jiang, and Danielle Glazer

Consortium on Chicago School Research at the University of Chicago Urban Education Institute
A System for Teacher Evaluation

- Clear definition of teaching (the “what”)
- Instruments and procedures that provide evidence of teaching (the “how”)
- Trained 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
Components Needed for a Defensible System for Classroom Observation

- Validated instrument

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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)
Components Needed for a System for Classroom Observation

- Validated instrument
- Process to train and certify observers
- Software tools for observers that enable them to observe teaching and capture evidence
- Formula to “roll up” observation ratings into an overall score
The FfT Proficiency System

- Complete online system, designed for individual use, but can be used in group setting for conversation
- Includes text descriptions and ongoing activities and feedback for users
- Over 100 video clips illustrate every score point (benchmarks and high and low rangefinders) for each component in domains 2 and 3, with annotations
- Practice videos with feedback on accuracy
- Test to ensure proficiency in observing practice
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
### 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 3: Instruction
- Communicating With Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

### 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

### 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

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<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>
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<td>Student interactions are characterized by conflict, sarcasm, or put-downs.</td>
<td>Students do not demonstrate disrespect for one another.</td>
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<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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Features of The Framework for Teaching

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

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The Nature of Professional Learning

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

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What is the evidence?

Evidence
- Accurate and unbiased
- Relevant
- Representative of the total

Questioning and Discussion

Respect and Rapport

Interpretation

Judgment

Making the Most of Teacher Evaluation, Charlotte Danielson
## 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

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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.

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