Rethinking Teacher Evaluation:
Piloting the Charlotte Danielson Framework for Teaching

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UEI

Excellence in Teaching Pilot timeline

2006-08: CPS-CTU Joint Committee on Teacher Evaluation
- Selection of Charlotte Danielson's *Framework for Teaching* as the definition of effective teaching practice
- Principals and teachers at 9 volunteer schools test the Framework

SY 2008-09: Year 1, the Excellence in Teaching Project
- 44 CPS elementary schools randomly selected for the pilot
- 43 schools successfully implemented the Framework

Y1 of the CCSR study

SY 2009-10: Expansion of the pilot
- 100 CPS elementary schools implementing the Framework
- Working groups with 8 high schools and instructional coaches

SY 2010-11: High school pilot and district-wide refinement
- 232 CPS elementary schools will be implementing the Framework
- 28 CPS high schools will help navigate high school-specific issues

The Framework observation process

• Administrators (principal or AP) conduct two classroom observations per year

• The observation process

    o Pre-observation conference (15-25 minutes)***

    o Observation--take notes on what happens during the lesson, including what the teacher and students do (30-60 minutes)

    o Administrator aligns observation notes to the Danielson Framework and assigns ratings (45 minutes)***

    o Post-observation conference (45 minutes)

***Pieces of the process that are not required by CPS-CTU contract.*

CPS Framework for Teaching

Domain 1: Planning and Preparation

1a Demonstrating knowledge of content and pedagogy

1b Demonstrating knowledge of students

1c Setting instructional outcomes

1d Demonstrating knowledge of resources

1e Designing coherent instruction

1f Designing student assessment

Domain 2: The Classroom Environment

2a Creating an environment of respect and rapport

2b Establishing a culture for learning

2c Managing classroom procedures

2d Managing student behavior

2e Organizing physical space

Domain 4: Professional Responsibilities

4a Reflecting on teaching

4b Maintaining accurate records

4c Communicating with families

4d Participating in a professional community

4e Growing and developing professionally

4f Demonstrating professionalism

Domain 3: Instruction

3a Communicating with students

3b Using questioning and discussion techniques

3c Engaging students in learning

3d Using assessment in instruction

3e Demonstrating flexibility and responsiveness

The CPS Framework for Teaching has been modified slightly, with permission, from Charlotte Danielson's Framework for Teaching.

CCSR study: Research questions

1. Is the Framework a good tool for teacher evaluation?

   - Is it reliable?

   - Is it valid?

2. Does the system scale for full-district use?

   - Can this be done successfully in different school contexts with varied principal instructional leadership?

3. How does teacher evaluation relate to school change?

   - Does implementation affect professional culture/instruction?

   - How does school context relate to successful implementation?

Finding 1: Overall Danielson Framework is reliable

- In aggregate, no difference in ratings between principals and experts

- Principals and experts high agreement on unsatisfactory practice

- However, individual differences in rater severity
    - 30% of principals significantly severe
    - 16% of principals significantly lenient
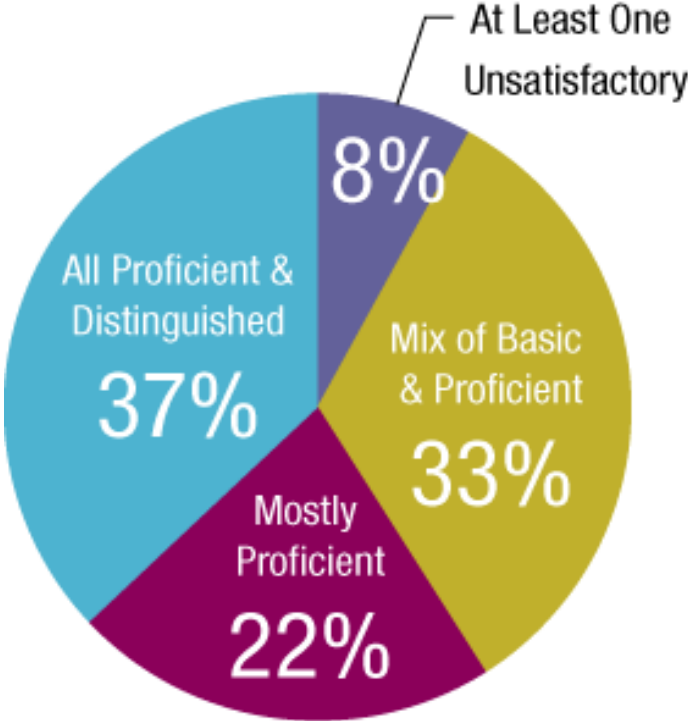   - Rater severity is generally consistent

Finding 2: Framework differentiates among teachers

0.30%

7%

32%

61%

- Superior
- Excellent
- Satisfactory
- Unsatis
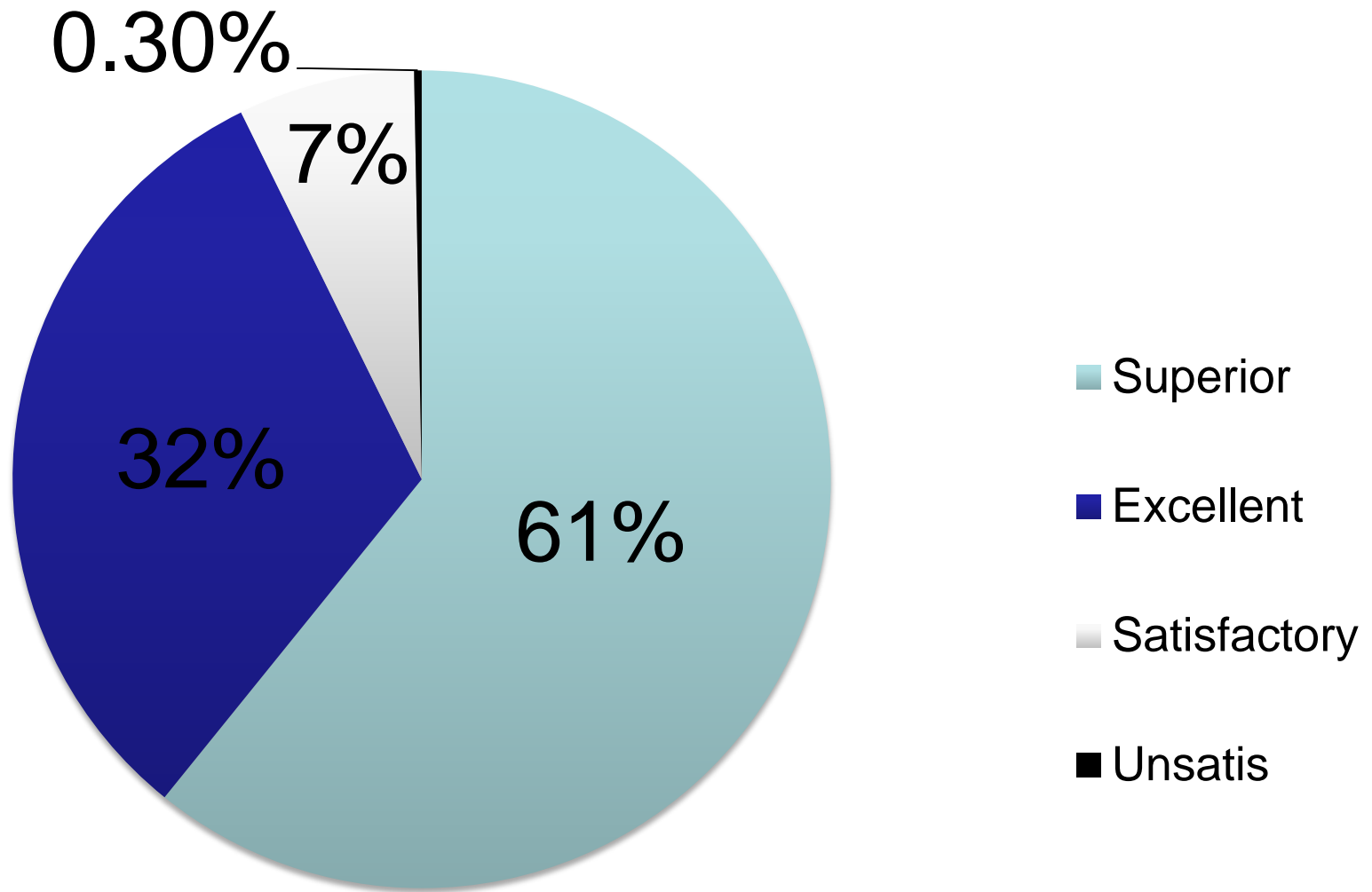
Danielson Framework Ratings

Pre-tenured teachers received a much wider range of ratings under the new Framework than under the old CPS checklist system.

At Least One Unsatisfactory

8%

All Proficient & Distinguished

37%

Mix of Basic & Proficient

33%

Mostly Proficient

22%

Finding 3: Principals more frequently rate instruction as distinguished

Framework Rating	Principal	External observer
Unsatisfactory	3%	2%
Basic	32%	29%
Proficient	53%	67%
Distinguished	**12%**	**2%**

Finding 4: The majority of CPS Principals were highly engaged in the evaluation system

Low Enthusiasm 15%

Paradigm Shift 15%

Mixed Emotions 28%

High Enthusiasm 42%
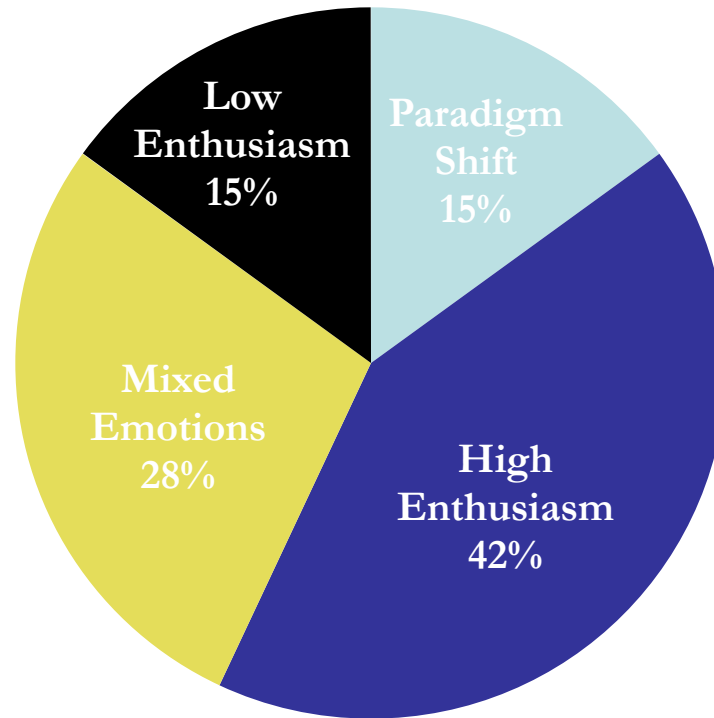
Finding 5: Non-tenured and Tenured Teachers Look the Same

Aggregate Framework Evaluation Ratings

Finding 6: Principals Need to Deepen Talk about Instruction

|	Level 1	Level 2	Level 3
Principal Questioning of Teachers in Discussion of Instructional Practice	Principal's questions are low-level, requiring limited teacher response rather than discussion. Principal does not critique or challenge the teacher through questioning.	Some of the principal's questions elicit a thoughtful response, but most are low-level. Principal questions critique or challenge teacher in a few instances, but this is exception to norm.	Questions reflect high expectations and require deep reflection about instructional practice. Principal and teacher questions push one another's interpretations.

Finding 6: Principals Need to Deepen Talk about Instruction

	Level 1	Level 2	Level 3
Principal Questioning of Teachers in Discussion of Instructional Practice	65%	25%	10%

Finding 7: Most Principals Developed Across Dimensions

	Framework	**Teacher Evaluation**	**Reflection on Teacher Practice**
Level 1	Exhibits <u>limited</u> understanding of the Danielson Framework. Misinterpretation of the domains, components, or rating scale	Exhibits <u>limited</u> understanding of teacher evaluation. Teachers are 'good' or 'bad'. Tool used to reward or sanction.	Depth of conversation about and description of teacher practice is <u>limited</u>. Focus on compliance to curriculum, following lesson plans, etc.
Level 2	Exhibits <u>mixed</u> understanding of the Danielson Framework. Some misinterpretation of domains, components or rating scale, some accurate portrayal.	Exhibits <u>mixed</u> understanding of teacher evaluation. A tool can differentiate between low and high performing teachers.	Depth of conversation about and description of teacher practice is <u>mixed.</u> Some focus on compliance blended with attention to differentiation, use of time, grouping, etc.
Level 3	Exhibits <u>strong</u> understanding of Danielson Framework. Interpretation of domains, components and ratings are accurate.	Exhibits <u>strong</u> understanding of teacher evaluation. Talks about tool as way to identify strengths and weaknesses of teachers, developmental process	Depth of conversation about and description of teacher practice is <u>strong.</u> Nuanced descriptions of classroom practice with a focus on differentiation, use of time, grouping, interactions with students, pacing, teacher expectation
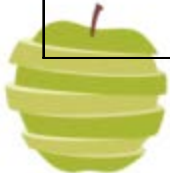
Finding 7: Most Principals Developed Across Dimensions

	Framework	Teacher Evaluation	Reflection on Teacher Practice
Deepened Understanding of Principals	78%	57%	57%

Thank You.

Evaluating 🍏 Rewarding
EDUCATOR EFFECTIVENESS
Navigating the Evolving Landscape

NATIONAL CENTER ON
Performance Incentives

Battelle *for* **Kids**
Bringing clarity to school improvement