

Defining, Evaluating, and Supporting Teacher Effectiveness

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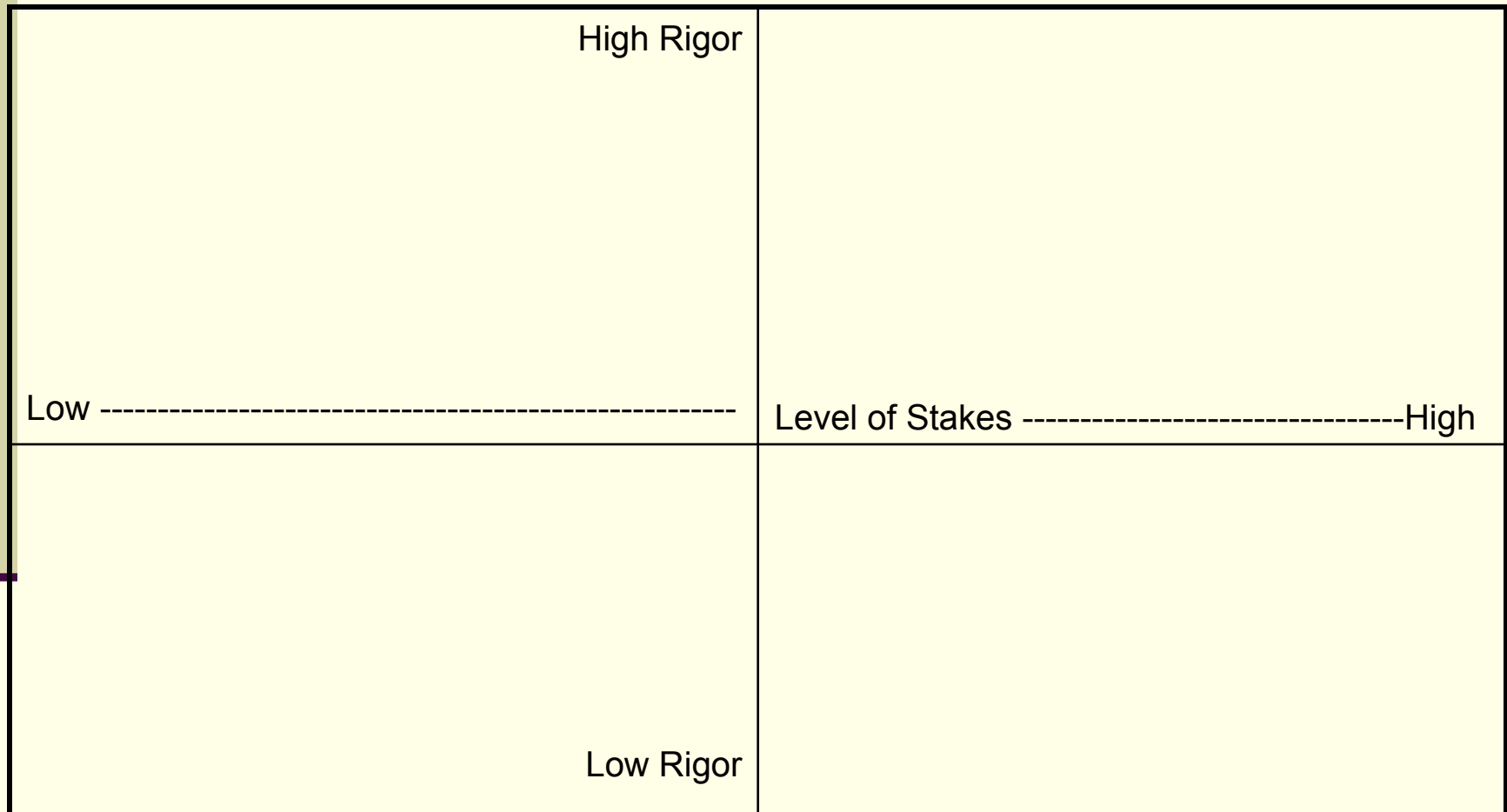
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Defining Effective Teaching

Two basic approaches:

- Inputs, that is, what teachers *do*, how well they do the work of teaching
- Outputs, that is, what teachers *accomplish*, typically how well their students learn

Teacher Performance Assessment System Design



Performance Assessment System Design

High Rigor Structured Mentoring Programs, e.g. New Teacher Center, Framework Induction Program	
Low ----- Informal Mentoring Programs	Level of Stakes -----High

Performance Assessment System Design

<p>High Rigor</p> <p>Structured Mentoring Programs, e.g. New Teacher Center, Framework Induction Program</p> <p>Low -----</p>	<p>National Board Certification Praxis III</p> <p>-----High</p> <p>Level of Stakes -----</p>
<p>Informal Mentoring Programs</p> <p>Low Rigor</p>	<p>DANGER!!</p>

First, a System Based on “Inputs”

- What is it that teachers do? What is the work of teaching?
(for non-classroom educators, such as school media specialists, it's important to have clear definitions of their work)
- What constitutes evidence of that work?
- What represents good (or poor) performance?
- How good is good enough?

The Domains

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Further Professional Responsibilities

The Framework for Teaching

Second Edition

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 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

- 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 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.

Advantages of Evaluating Teachers Using an Input Approach

- Teachers reflect on their practice
- Teachers assess their own practice using the levels of performance
- The result of the evaluation provides specific guidance as to areas on which to focus
- Teachers and administrators engage in productive professional conversation

Challenges of Evaluating Teachers Using an Input Approach

- Depends on training of both teachers and evaluators

In their concern to “look good” on the rubric,

- Teachers may become “legalistic,” parsing the words, defending their performance
- Teachers may adopt a low-risk approach, not willing to try new approaches
- Teachers may be unwilling to accept challenging students in their classes

Recognizing What Teachers *Accomplish*

- Typically linked to student achievement on state-wide assessments
- Because of the importance of out-of-school factors, validity demands “value-added” measures

Assumptions of Evaluating Teachers Based on Student Learning

- Available assessments include all valuable learning
- Assessments are available for all teachers
- In preparing students for the assessments, teachers will use good instructional strategies
(That is, “teaching to the test” is good teaching)
- Statistical techniques can attribute student learning to individual teachers

Negative Consequences of Evaluating Teachers Based on Student Learning

Even if the assumptions are satisfied:

- Cheating, by teachers or administrators
- Narrowing the curriculum to what is assessed, and the manner in which it is assessed
- If student achievement is defined as the percentage who exceed a standard, teachers concentrate their efforts on those close to the line, ignoring others

Promoting and Supporting Teacher Learning

- Teacher learning is *learning*; all learning is done by the *learner* through an active intellectual process
- Teacher evaluation processes to support teacher learning depend on:
 - self-assessment
 - reflection on practice
 - professional conversation

Supporting Individual Teacher Learning

- Observation and analysis of practice yield teacher awareness of areas for growth, informed by both teacher self-assessment and observer perspectives
- Awareness yields goal setting, action planning, and reflection
- But effectiveness depends on a sufficient level of trust to admit the benefits of continuing learning

Supporting Group Teacher Learning

- Results of teacher assessment and goal-setting may be aggregated at the department, grade-level, school, or district level
- School leaders can direct professional development resources to those areas in greatest need of improvement
- As a consequence, teaching (and therefore student learning) improves, thus building system capacity

Summary

- Assessments of teacher practice may be based either on inputs or outputs, each with advantages and challenges
- Only assessment of practice based on teacher action, however, offers the potential of pointing teachers, either individually or as a group, in the direction of improvement of practice