


**From Compliance to Competence:  
 What Every Proficient Teacher Evaluator  
 Must Be Able to Do Well**  
**AM Session**  
 Dr. Ann Riebock  
 Ross Truemper

DuPage Regional Office of Education  
 Midwest Principals' Center



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## Agenda

- Welcome and Purpose
- Framework for Teaching Evaluation Instrument / MET Study
- Inter-Rater Reliability, Bias and Interpretation
  - Evidence Collection
  - Evidence Alignment
- Lunch
- Inter-Rater Reliability, Performance Rating
- Constructive and Supportive Feedback
  - Supervisory Continuum
  - Post Conference
  - Teacher Reflection
- Putting it All Together
- Evaluation/Reflections

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**"The Framework At A Glance" Danielson, 2013**

Domain 2: The Classroom Environment	Domain 3: Instruction
<b>2a) Creating an Environment of Respect &amp; Rapport</b> <ul style="list-style-type: none"> <li>• Teacher interaction with students, including both words and actions</li> <li>• Student interactions with other students, including both words and actions</li> </ul>	<b>3a) Communicating with Students</b> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanation of content</li> <li>• Use of oral and written language</li> </ul>
<b>2b) Establishing a Culture for Learning</b> <ul style="list-style-type: none"> <li>• Importance of content and learning</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul>	<b>3b) Using Questioning/Prompts &amp; Discussion Techniques</b> <ul style="list-style-type: none"> <li>• Quality of questions/prompts</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul>
<b>2c) Managing Classroom Procedures</b> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Management of non-instructional duties</li> </ul>	<b>3c) Engaging Students in Learning</b> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul>
<b>2d) Managing Student Behavior</b> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Response to student misbehavior</li> </ul>	<b>3d) Using Assessment In Instruction</b> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> </ul>
<b>2e) Organizing Physical Space</b> <ul style="list-style-type: none"> <li>• Safety and Accessibility</li> <li>• Arrangement of Furniture</li> <li>• Use of Physical Space</li> </ul>	<b>3e) Demonstrate Flexibility/Responsiveness</b> <ul style="list-style-type: none"> <li>• Lesson Adjustment</li> <li>• Response to Students</li> <li>• Persistence</li> </ul>

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## What are the Differences between Evaluation 2011 & Evaluation 2013?

- Principle reason of 2013 release was to respond to the instructional implications of the Common Core State Standards
  - Specific additions to the rubric language to bring it into complete Common Core alignment are found in Domain 1-c, e, f, Domain 2 a, b, and Domain 3 a, b, c, d
  - The changes are located primarily in the examples but also in the actual rubric language particularly in levels 3 and 4
  - In Domains 2 and 3, the changes revolve around the addition of academic language, argumentation, and student strategies as expectations for teacher behavior and sources of evidence collection

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## Why Are We Here?

Is it possible to know something but not understand it?

**What is the difference between:**

Knowing Danielson's Framework for the Module 2 state assessment? (Compliance)

Understanding and apply it as part of your district's teacher evaluation process? (Competence)

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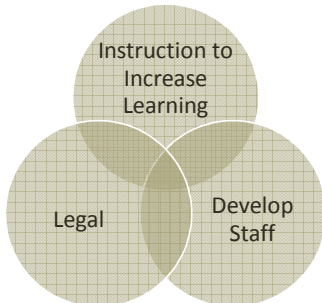
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## Why Are We Here?



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## Session Outcomes

- Assist qualified teacher evaluators to understand compliance vs. competency per PERA (Rule 50.420)
- Assist school districts to develop inter-rater reliability using the required performance evaluation ratings (Rule 50.420b1)
- Assist qualified teacher evaluators in providing constructive and supportive feedback to teachers, both verbally and in writing (Rule 50.420b5)
- Understand sources of personal bias and recognize and control for bias when determining results and conducting evaluations (Rule 50.420b6)

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## DESIGN ASSUMPTIONS

Both sessions utilize the 2013 Danielson Framework for Teaching Evaluation Instrument inclusive of the rubric language and critical attributes

- Districts design and create their own plan for data collection related to their framework
- For the purpose of the sessions, the activities will require collection of evidence around Domain 2 and 3 only
- All participants are prequalified evaluators
- Video clips used for session activities will highlight only segments of required classroom observations (Rules 50.120c)

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## Inter-rater Reliability

INDIVIDUAL SKILLS to LEADERSHIP TEAM SKILLS

**Valid (Are we assessing what we say we will assess?)**

Fair: clear, open, honest, evidence based  
Same Standards  
Vision for Effective Instruction  
District values driven  
"Walk our talk..."

**Reliable (Will we get the same results, day after day, teacher after teacher?)**

Consistent: Clear Procedures  
What We See  
What We Talk About  
"How we make judgments!"

**Why are validity and reliability so important?**

**What can you do yourself and with your district to ensure validity and reliability? Discuss at your table.**

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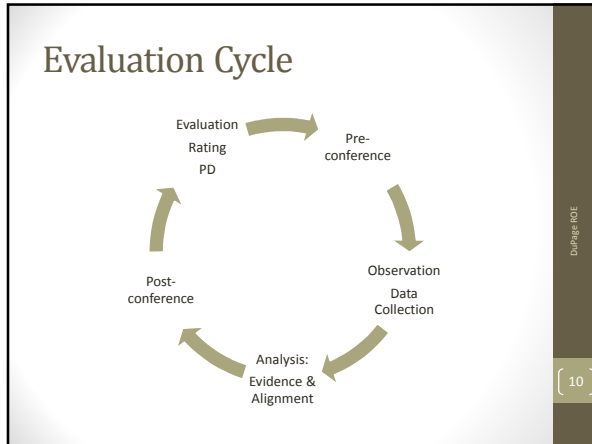
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**Effective instruction in your school!**

What 3 aspects of effective instruction are you most proud of?

What 3 aspects of instruction would you like to further develop?

Examine Danielson's Framework and review how it captures your 3 aspects.

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### What Are We Collecting?

**Observational Evidence is Collected through Four Methods:**

1. Verbatim scripting of teacher or student comments
2. Non-evaluative statements of observed teacher or student behavior
3. Numeric information about time, student participation resource use, etc.
4. An observed aspect of the environment
5. Can you think of any others?

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**BREAK**  
(15 minutes)

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**Tips on Collecting Evidence**

- Be aware that sometimes the teacher/student behaviors we take for granted may not be recorded in our observation scripts
- The evidence that we collect must be free of bias and interpretation
- Recorded evidence must reflect both teacher and student behaviors
- A preponderance of evidence must be used to justify ratings for each component

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Watch the video and collect evidence using Domain 2: Classroom Environment

<b>Classroom Environment</b>	<b>Instruction</b>
2a) Creating an environment of respect & rapport	3a) Communicating
2b) Establishing a culture for learning	3b) Using questioning/prompts and discussion techniques
2c) Managing classroom procedures	3c) Engaging students in learning
2d) Managing student behavior	3d) Using assessment in instruction
2e) Organizing physical space	3e) Demonstrate flexibility and responsiveness

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## Evidence Collection

- Collect evidence for all Components in Domains 2 & 3
- Assign the evidence for each Component in each Domain
- Assign levels of performance for each component based on the evidence
- As a table, discuss and reach consensus on the levels of performance one table Be prepared to report out
  
- What are the TAKE AWAYS????

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## A moment to reflect...

How can a thorough knowledge of Danielson's Framework for Teaching broaden and deepen your field of vision in a classroom observation?

How can it improve and expand your individual knowledge of instruction?

Each table: Make three points based on the above two questions

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Session 2 PM Agenda Preview

- Bias and Interpretation
- Evidence Alignment and Assignment of Levels of Performance
- Constructive and Supportive Feedback
- Post Conferencing
- Reflection

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What Are We Collecting?

**Observational Evidence is Collected through Four Methods:**

1. Verbatim scripting of teacher or student comments
2. Non-evaluative statements of observed teacher or student behavior
3. Numeric information about time, student participation, resource use, etc.
4. An observed aspect of the environment

**Which methods do you use and why?**

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## Classroom Evidence

Sometimes the teacher/student behaviors we take for granted may not be recorded in our observation scripts. Recorded evidence must reflect both teacher and student behaviors.

*Evidence may be what the teacher or a student says or what they do, including body language*

- teacher walking around the classroom
- students waving their hands in the air to be recognized
- students slumping in their chairs
- students putting their heads on their desks

A preponderance of evidence must be used to justify ratings for each component.

Record only what you **see, hear, or read**—not interpretation or opinion. Evidence that we collect must be free of bias and interpretation.

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## Two Types of Opinion - Interpretation

**Interpretation:** what one thinks they see/hear or their preference or opinion about teaching

- While collecting evidence, **refrain** from making interpretative statements.
- Use the language used in the **rubrics** to interpret evidence **after** it has been collected.
- To make a **scoring judgment** for each component, **interpret your evidence**.

Would it be interpretation to say, that the students **appear** comfortable, happy, or bored? These are interpretations of the actual evidence, which would describe what students actually did or said.

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## Two Types of Opinion - Bias

**Bias:** an inclination one possesses or a prejudice

Making **value judgments** based on a teacher's or the students' age, race, gender, appearance, perceived economic status, or accent.

*Example: If a teacher is wearing jeans, it would be bias to assume that the teacher has established a casual, laid-back classroom atmosphere.*

**Bias** may also exhibit itself when **personal preferences about teaching practices**, materials, and classroom environment influence your judgment.

*Example: If you think that using technology is the best way to teach and let that opinion get in the way of identifying evidence of what is actually happening in the classroom when no technology is used.*

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**Warning flags**- could have, should have, must have, ought to have, seems and so on.

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## Evidence vs. Opinion

e	o	Comp	Statement from observer
1			A couch and beanbag chairs are conveniently placed in the room for student enjoyment.
2			Flexible grouping seating arrangements are best used in middle school classrooms.
3			Mr. N stated that they would continue their discussion on the following day.
4			Ms. R clearly has planned and organized time for maximum effect.
5			Mr. W greeted a student who had been absent for several days by saying, "We missed you hope you are feeling better."
6			Ms. J asked her students questions regarding the novel they were reading.
7			Ms. X consistently called on boys more frequently, causing girls not to be engaged.
8			Mr. S's students showed frustration when they began working on quadratic equations.
9			Students have a defined space for their classroom supplies.
#			Miss K utilized the KWL strategy to introduce a new science unit. It was apparent that the students were well acquainted and somewhat bored with this strategy.
#			Mr. G directed the students to look over their quiz and correct their errors.
#			Two students sharpened their pencils while Mr. T explained the assignment.

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## Self and Partner Assessment

- Examine your script (or script from this AM)
- Highlight areas of bias and interpretation (any statements of non-evidence)
- Exchange with a partner for peer review of document. Partner to underline areas of non-evidence not highlighted
- Partners discuss
- Report out as comfortable

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## Constructive and Supportive Feedback

- Fuels learning
- Has the possibility of promoting professional learning when it is:
  - Timely
  - Specific
  - Builds on other strengths
  - Address possible improvements

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## Constructive and Supportive Feedback

- This type of feedback
  - Clarifies idea or behavior under consideration
  - Communicates positive features worth preserving
  - Poses questions and concerns
  - Provides suggestions toward improvement
  
- What does constructive mean to you?
- What does supportive mean to you?
- How does your current practice align with these attributes?

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## Domains 2 & 3: Danielson 2013

### Classroom Environment

- 2a) Creating an environment of respect & rapport
- 2b) Establishing a culture for learning
- 2c) Managing classroom procedures
- 2d) Managing student behavior
- 2e) Organizing physical space

### Instruction

- 3a) Communicating with students
- 3b) Using questioning and discussion techniques
- 3c) Engaging students in learning
- 3d) Using assessment in instruction
- 3e) Demonstrate flexibility and responsiveness

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## Evidence Collection using Video Clips

Collect evidence only reflecting the domain: Classroom Environment

- Compare your notes with a colleague and discuss similarities and differences.
- Assign the evidence to components Domain 2, then assign levels of performance
- As a table group chart and post the above
- What comments can you make regarding your comparisons?

Repeat steps above with reference to: Classroom Instruction

- Compare your notes with a colleague and discuss similarities and differences.
- Assign the evidence to components Domain 2, then assign levels of performance
- As a table group chart and post the above
- What comments can you make regarding your comparisons?

With a partner practice constructive and supportive feedback using evidence to support your opinion .

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## Building a culture for constructive and supportive feedback

- A professional learning community...
  - educators who come together to discuss and share their work with a focus on improving their practice through collaborative learning
  - Honest and productive conversations with colleagues
  - Trust and confidentiality are established among participants
  - Group members might request a peer observation to help them improve a specific aspect of their practice
  - Understand the dynamics of offering and receiving warm (supportive) or cool feedback
  - Use of clarifying or probing questions

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## Post-Conference Sample Sequence

At your table discuss

- what does this sequence look like for you and your district?
- How do you include Constructive and Supportive feedback?
- Is there consistency throughout the district? Should there be?

Phase One:  
Greeting/Setting the Tone

Phase Two:  
Teacher self-reflection: Encourages examination of current skills  
*(Principal prepares question to probe reflection)*

Phase Three:  
Examine relevant assessment data

Phase Four:  
Recognition/reinforcement of specific strengths based on evidence

Phase Five:  
Identification of area(s) of concern/growth based on evidence

Phase Six:  
Conclude with goal setting plan

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## Setting the Stage for the Post-Conference

You are planning for your supportive and constructive conversation around evidence you collected using a rubric

- Facilitate teacher self-reflection on his/her performance and give feedback
- Identify an area of strength and a growth area
- Conclude with a plan for further improvement



Now, you have to think about your staff in terms of your supervisory approach.

**What will you consider?**

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## Engaging in Teacher Reflection

- It is imperative that the conversation is **two-way** and is centered around good instruction
- It allows for the evaluator and the teacher to *engage in a productive dialog* about the observation
- It encourages *teachers to self assess* their areas of strength and areas of growth
- Teachers must become *more reflective* practitioners
- It provides a chance to *compare notes* with the evaluator

### Evaluators should assist teachers on how to reflect on their instructional practices.

- Ask teachers to *analyze the evidence* that they remember from the lesson and from the script from observation
- Teachers should *reflect* on the opportunities for growth
- Teachers should be prepared to *share out their reflections* with evaluators to create a professional dialogue

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## Reflection

### Observations/Reflections

- Changes/Things you would do differently?
- Best Practices?
- Legal Implications?

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