Summer 2003

Advancement in Teacher Evaluation: An Evaluation System Based on the Frameworks for Teaching

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ADVANCEMENTS IN TEACHER EVALUATION:

AN EVALUATION SYSTEM BASED ON THE FRAMEWORKS FOR TEACHING

A Project Report

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

Of the Requirements for the Degree

Master of Education

Education Administration

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by

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July 2003

ABSTRACT

ADVANCEMENTS IN TEACHER EVALUATION:

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June 2003

The use of standards, active involvement, and self-reflection in evaluation were studied. With a focus on professional growth and accountability, *The Frameworks for Teaching* by Charlotte Danielson (1996) were created. The literature showed that the *Frameworks for Teaching* provided a clear explanation of teacher performance and supplied accountability to parents and legislators when used for summative evaluation. To systemically support Danielson's *Frameworks*, Danielson and McGreal (2000) collaborated to create *Teacher Evaluation to Enhance Professional Practice.* The system encouraged teachers to direct their professional growth and become involved in summative evaluation. The *Frameworks for Teaching* and *Teacher Evaluation to Enhance Professional Practice* were adapted to fit the needs of the evaluation system at Tahoma Junior High School in the Tahoma School District, Maple Valley, Washington.

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CHAPTER ONE

Introduction

> Competent, dedicated, and well-performing teachers are any school's most important resource. Teachers are the professionals most directly responsible for helping all students learn, and students benefit or suffer from the quality of teaching they receive. Moreover, any society is at risk when its schools fail to educate its children and youth. So, clearly, effective teaching must be assured, and the teaching profession, school boards, school administrators, and school faculties must recognize that teacher evaluation is a key means of providing that assurance (Shinkfield & Stufflebeam, 1995, p. 82).

In the previous quotation, Shinkfield and Stufflebeam delineated that teacher evaluation provided assurance of effective instruction and accountability, key components to successful students. Rating a teacher's effectiveness for the purpose of deciding to renew a contract, offer a tenure contract, or place a teacher on a plan of assistance, otherwise known as summative evaluation outcomes, was the only purpose of evaluation recognized by legislators, policymakers, and parents (Danielson, 2001; Darling-Hammond, Wise, & Pease, 1983). These groups were driven by the desire for quality instruction delivered by qualified teachers and believed that summative evaluation outcomes provided that assurance (Danielson, 2001).

History of Evaluation

Supervisors, evaluators, and teachers were able to extend the purpose of evaluation to include both formative and summative procedures to meet the goal of improved teacher performance (Ribas, 2000). Evaluation practices have

evolved from evaluator-centered inspections to a cooperative venture between practitioner and supervisor, and with progress came changed aims (see appendix) (Wiles & Bondi, 2004). Other purposes of both formative and summative evaluation processes included informing the teacher about performance, motivating the teacher to higher performance levels, problem solving, developing strategies to solve a problem, and goal setting (Helm, 1997). Sullivan and Zirkel (1999) added that evaluation procedures needed a protocol for assessing for evidence in termination hearings. The definitive goal of evaluation was to improve a teacher's practice to advance student learning (Linde, 1998).

Early supervisory roles were to inspect and maintain the curriculum of one-room school houses (Bolin and Panaritis, 1992; Glanz, 2000). The ministers or schoolmasters that fulfilled these roles were known as "snoopervisors" as their goal was to look for faults in a teacher's performance, and then offer suggestions for improvement (Glanz, 2000). Later the Industrial Revolution brought about the analogy of a school as a factory; teachers were cogs and supervisors were mechanics that made adjustments while focusing on efficiency (Glanz, 2000). A more democratic view of teaching developed from John Dewey's work in the late 1920s (Glanz, 2000). Supervisors and teachers were viewed as colleagues seeking solutions to educational problems (Bolin and Panaritis, 1992; Glanz, 2000). This set the path for classroom observations by

evaluating supervisors; now they had firsthand knowledge of a teacher's performance (Glanz, 2000). Soon a process termed clinical supervision developed to formalize a collaborative method for problem-solving which involved many formative techniques, while it effectively collected data for the summative evaluation (Glanz, 2000).

Typical methods of summative evaluation in the 1980s included classroom observation by the evaluating administrator and a review of lesson plans and other classroom records (Boyd ,1989). The majority of measured teaching strategies were those communicated from teacher to student: lecture, demonstration, recitation, and modeling (Weiss, 1998). Schools also became responsive to the needs of teachers, parents, and students by assigning teachers greater roles in determining policies (Glanz, 2000).

As more results of cognitive research focused on teaching and learning became available, performance standards were developed that encouraged reflective, analytical skills (Weiss, 1998). This change of focus was accompanied by teachers engaging in reflection and analysis in a collegial environment through peer coaching (Glanz, 2000). To refocus the role of supervisors, Glickman (1992) entitled them "instructional leaders" to further promote collegial practices in education, rather than top-down management that typically rated and ranked teachers. The future of evaluation was to incorporate accountability and professional growth (Weiss, 1998).

The impetus for change in evaluation was first spurred by the report *A Nation at Risk* in 1983 which focused on implementing longer school years and more academic courses to support improved student learning, but ignored the need for higher standards for teachers (Danielson, 2001). The second cause of change were the challenging academic standards and high-stakes testing mandated by the federal government in the 1990s, which necessitated higher standards for students (Danielson, 2001).

Problems with Evaluation

Annunziato (1997) astutely remarked that teacher evaluation was viewed by many as a dichotomy: one side prodded professional growth, and the other side was used to demand accountability for use in an employment or licensure decision (Darling-Hammond et al., 1983). Both accountability and professional development needed to coexist in the school (Acheson & Gall, 2003). Garmston and Wells (1994) noted that evaluation and professional growth were not synonymous because an administrator could not serve as both evaluator and coach (Danielson, 2001).

Despite the stated goals of teacher evaluation, the system failed to meet its potential as evidenced by complaints about staff evaluation programs that arose from teachers in the form of "not grounded in clear rationale and policy, not focused on defensible criteria, not reliable, not credible, not sensitive to particular teaching settings, not influential, biased, superficial and demoralizing" as

reported by Scriven, Wheeler, and Haertel in 1993 (Shinkfield and Stufflebeam, 1995, p. 83). Dissatisfaction typically resulted from lack of teacher input into the development of the evaluation criteria, limited time investment by evaluators, lack of training for evaluators, and lack of connection between evaluation and staff development (Boyd, 1989). In addition, Sawyer (2001) found that teachers felt the evaluation process was completed by a supervisor simply to fulfill a school district mandate instead of improving instruction through a collaborative effort between supervisor and teacher. Boyd (1989) advised that an evaluation system should have provided feedback, given opportunities to improve deficiencies, and accorded guidance on methods to implement improvements.

Airasian and Gullickson (1997) confirmed the need for change in teacher evaluation developed from three recent trends in education: low performance by students as measured by national and international tests, bottom-up reform efforts to improve school and teacher performance, and new perspectives of teaching and learning strategies. Specifically, the changed strategies of teaching and learning resulted from brain research that led to the instruction of higher-order thinking skills and constructivist methods of learning in the classroom (Airasian and Gullickson, 1997; Weiss, 1998). New approaches implemented by classroom professionals, which included the teaching of higher-order thinking skills and constructivist methods, changed the look of teaching and, therefore, needed to be incorporated in the description and evaluation of teaching

(Danielson & McGreal, 2000). The outdated, limited supervision and evaluation systems that were developed in the 1970s, many based on the work of Madeline Hunter who had not intended for her work to be used in such a way, were insufficient when used to evaluate constructivist methods due to the rigid, prescribed checklist of desired teacher behaviors (Danielson & McGreal, 2000).

Another flaw in the evaluation system was that of non-differentiated standards for novice and experienced teachers (Danielson & McGreal, 2000). Because new teachers lacked practice and documented experience, they needed continued support and assurance in understanding and meeting instructional standards (Danielson & McGreal, 2000; Peterson, 1995). Experienced teachers struggling in practice needed intensive support which necessitated more descriptive criteria for their summative evaluation (Danielson & McGreal, 2000; Peterson, 1995). Even in systems with separated teacher evaluation tracks, complaints arose from veteran teachers that evaluations did not provide an opportunity for growth in the summative evaluation process (Sawyer, 2001). New and struggling teachers received needed attention from evaluators, but usually did not obtain specific information in time to make a difference (Sawyer, 2001).

Preferred Model

Frameworks, or clearly defensible, research-based performance standards, created a comprehensible guide for novice and experienced teachers to dedicate

efforts of improvement (Danielson, 1996). The frameworks also communicate to professionals and community members the expectations of teachers and evaluators (Danielson, 1996). These clearly stated performance criteria for teachers promoted growth in the professional practice of teachers (Annunziata, 1997).

Like other professions, teachers needed a clear set of standards to provide accountability, while simultaneously defining the qualities of effective teaching (Danielson, 1996). *Enhancing Profession Practice: a Framework for Teaching* by Danielson (1996) changed the data collection method for classroom observations from a checklist to a performance-based rubric to accommodate for constructivist and other approaches to teaching and learning. Likewise, it utilized information from the PRAXIS III test, which defined performance standards for new teachers, and incorporated general language that applied to most teaching settings. *Teacher Evaluation to Enhance Professional Practice* by Danielson and McGreal (2000) outlined a timely and reliable evaluation system to support professional growth and accountability while using the Frameworks (Danielson & McGreal, 2000).

Statement of Problem

The mission statement and the evaluation system at Tahoma Junior High were incongruent. Teachers engaged in the process, but rarely learned from the experience. There was little to no training on evaluation procedures in both the

mentoring and induction processes. The Tahoma School District created an ad-hoc committee to restructure the evaluation procedures and documents to accommodate current research in the field of teaching and learning.

How does an evaluation system integrate accountability with professional growth? How does a school effectively evaluate and document the performance of teachers teaching higher-order thinking and using constructivist methods?

Statement of Purpose

The purpose of this project was to develop a three track summative evaluation process that was time-efficient, reliable, and effective in evaluating the teaching of higher-order thinking and constructivist teaching methods for the Tahoma School District #409 in Maple Valley, Washington at Tahoma Junior High School. The goals for this project were to incorporate the standards of effective evaluation systems for teachers, and to develop a handbook that described the methods and documents used in the formative and summative evaluation procedures.

Definition of Terms

Evaluation: collecting and using information to make judgments of worth (Darling-Hammond et al, 1983)

Formative evaluation: "the act of identifying strengths and weaknesses for the purpose of professional development" (McConney, Schalock, & Schalock, 1997, p. 174)

Instructional rubrics: an evaluation instrument that describes levels of quality, from excellent to poor, for the criteria on a specific assignment (Andrade, 2000)

Probationary teacher: A teacher in the first two years of provisional contract (Danielson & McGreal, 2000)

Professional development: the process of competent teachers improving professional competence of self, role, and career (Duke & Stiggins, 1990; in Danielson & McGreal, 2000).

Self-evaluation: teachers make judgments about their own knowledge, performance, beliefs, and effects for the purpose of self-improvement (Airasian and Gullickson, 1997)

Summative evaluation: "act of making personnel decisions about a teacher for purposes of promotion, dismissal, tenure, and the like" (McConney, Schalock, & Schalock, 1997, p. 174)

Supervision: overseeing, inspecting, and looking for strengths and weaknesses (Acheson & Gall, 2003)

Tenured teacher: a teacher with a continuing contract (Danielson & McGreal, 2000)

CHAPTER TWO

Review of Literature

This chapter will examine formative and summative teacher evaluation purposes, methods, processes, and effects. Moreover, this chapter will discuss the problems associated with formative and summative teacher evaluation, and provide a rationale for using *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (1996) and *Teacher Evaluation to Enhance Professional Practice* by Charlotte Danielson and Thomas McGreal (2000).

History of Evaluation

Supervision and evaluation has mirrored society throughout history (see appendix) (Bolin and Panaritis, 1992). The population boom after the Civil War caused a dramatic increase in public schools and public school teachers (Bolin and Panaritis, 1992). The teachers of this era were young, immature, unprepared, and inexperienced, thus necessitating a new style of supervision (Bolin and Panaritis, 1992). The supervisor's duty was to inspect the physical and intellectual aspects of the one-room school houses (Bolin and Panaritis, 1992). One-room schools then restructured to form efficient school districts as society embodied efficiency with the factory model (Bolin and Panaritis, 1992). These supervisors patrolled the schools to check the teacher's ability to implement curriculum and efficiency (Bolin and Panaritis, 1992; Glanz 2000). As

supervisors were laden with more responsibilities and businesses and industries demanded a skilled labor force, the supervisor became a leader in the district (Bolin and Panaritis, 1992; Glanz, 2000). Building administrators evaluated teachers, curriculum, classrooms, and instructional methods (Bolin and Panaritis, 1992). The evolving model of supervision became a problem-solving process reflecting societal trends (Bolin and Panaritis, 1992).

Aims of Evaluation

Evaluation systems evolved into a process of measuring teacher competence and cultivating professional development (Boyd, 1989; Danielson, 2001). Assurance was provided to legislators and policymakers that teachers were effectively delivering instruction to students (Danielson, 2001; Darling-Hammond et al., 1983). To meet the needs of professional development and competence, evaluation systems needed several methods to measure teacher performance (McConney, Schalock, & Schalock, 1997).

Principles of a Teacher Evaluation System

The Center for Research on Educational Accountability and Teacher Evaluation (CREATE) recommended that school districts: (1) link evaluation systems to the goals and needs of the school and the teacher, (2) connect duties and responsibilities explained in the job description and contract to the evaluation system, (3) judge teacher performance to be exemplary, satisfactory,

or unsatisfactory, (4) and use both formative and summative methods in their evaluation systems (McConney et al., 1997). Teachers craved a system that encouraged self-improvement, allowed various teaching styles, and protected their rights (Darling-Hammond et al., 1983).

Development of Standards

The National Board for Professional Teaching Standards [National Board] developed more meaningful standards and a performance-based assessment system (Weiss & Weiss, 1998). The National Board, developed three years after the publishing of *A Nation at Risk,* addressed the shortcomings of reform efforts (National Board, 2003). Research was conducted and standards were developed to guide teachers in professional growth (National Board, 2003). These standards clearly delineated effective classroom instruction (National Board, 2003). The creation of the standards also spurred meaningful discussion and all levels regarding standards and quality instruction (Weiss & Weiss, 1998). State and local standards developed as a result of the National Board's standards (Danielson, 1996). The effects of using standards as an evaluation and professional development instrument had not been quantitatively studied due to the quickly changing atmosphere of education (Danielson & McGreal, 2000). Charlotte Danielson, president of the Association for Supervision and Curriculum Development, used the National Board standards to create a set of

frameworks for districts to clarify performance standards (Danielson, 1996). The frameworks were later extended into an evaluation system to support formative and summative aims (Danielson & McGreal, 2000).

Promoting Teaching and Learning

Standards, or rubrics, in the evaluation process promoted thinking and learning (Andrade, 2000). Rubrics also provided accountability when used for evaluation (Andrade, 2000). These aims were accomplished by using research-based criteria in a four-point rubric that articulated varying levels of proficiency (VanScriver, 1999). The pivotal factor in growth and improvement of teacher practice was the link between evaluation practices and staff development (Annunziata, 1997). The criteria in the rubrics clarified effective teaching and provided a guide for professional development (Danielson & McGreal, 2000).

When rubrics were used to guide data collection, the clinical supervision method was the most useful (Danielson & McGreal, 2000). The goals of clinical supervision aligned with Danielson's Frameworks by providing teachers with objective feedback, diagnosing and solving instructional problems, helping teachers develop skill in solving instructional problems, evaluating teachers, and helping teachers develop a positive attitude about professional development (Acheson & Gall, 2003). These aims were fulfilled through the planning conference, classroom observation, and feedback conference (Acheson & Gall,

2003). The cycle promoted reflection, collegiality, self-growth, positive attitudes, and student achievement (Acheson & Gall, 2003). To build success, teachers needed to be trained on implementing the standards (Danielson & McGreal, 2000).

Differentiated evaluation tracks met the needs of teachers at various levels of experience and success (Danielson & McGreal, 2000). To meet the needs of both teachers and administrators, Danielson and McGreal created three tracks of evaluations that provided clarity and support for tenured, new, and struggling teachers (Danielson & McGreal, 2000).

The tenured teacher track focused on continuous professional development (Danielson & McGreal, 2000). Teachers maintained a portfolio during the formative years and engaged in summative evaluation procedures every fourth year (Danielson & McGreal, 2000). This was a continuous cycle in which the supervisor acted as a coach by being involved in both formative and summative processes (Danielson & McGreal, 2000). This was achieved through democratic, teacher-centered clinical supervision in the planning, observing, and feedback process (Acheson & Gall, 2003).

The aims of the new teacher track, which included teachers new to the profession and district, were to collect data to make a decision about a tenured contract, to give reassurance about performance to the teacher, and to create

positive attitudes about evaluation (Danielson & McGreal, 2000; Peterson, 1995). Mentoring, induction, formative evaluation, and summative evaluation operated to support new teachers during their state-mandated probationary years (Danielson & McGreal, 2000; Peterson, 1995). The criteria used to assess new teacher performance worked best when it was introduced in a limited number, and then gradually increased to include all criteria (Danielson & McGreal, 2000). Criteria that were tiered helped focus the new teacher's efforts, which prevented an overwhelmed feeling (Danielson & McGreal, 2000). Often a group of people participated in inducting, mentoring, and evaluating a new teacher to ensure that teachers received needed assistance (Danielson & McGreal, 2000).

Struggling teachers received organizational support and assistance through remediation (Danielson & McGreal, 2000). Teachers who were not meeting the standards entered the track until they performed consistently in the prescribed area of teaching (Danielson & McGreal, 2000). Three phases progressed from awareness, to assistance, and finally to disciplinary action (Danielson & McGreal, 2000). Awareness included contact between the administrator and the teacher with a notification of the area in which the teacher had not met the standard (Danielson & McGreal, 2000). If the shortcoming persisted, the teacher moved into the assistance phase in which he or she received a plan of improvement specifying the deficiency, prescribed trainings,

and desired behaviors for exiting the track (Danielson & McGreal, 2000; Peterson, 1995). Oftentimes a team of teachers and administrators, excluding the evaluating administrator, met to support a teacher's progress to foster a spirit of improvement that was free from negative personal emotions between the teacher and evaluator (Danielson & McGreal, 2000; Peterson, 1995). Once the teacher consistently displayed the desired behaviors stated in the plan of assistance, the teacher was moved to the professional development track to continue progress towards a self-selected goal (Danielson & McGreal, 2000). If a teacher did not meet the declared criteria, had questionable commitment towards achievement, nor made progress toward the goal, then the teacher was placed in the disciplinary track (Danielson & McGreal, 2000). This track had a more urgent and serious tone and may have led to dismissal if the teacher could not meet the established criteria despite intensive assistance and training (Danielson & McGreal, 2000). The teacher assistance track followed legal procedures to ensure teachers and administrators were protected by the law (Danielson & McGreal, 2000).

Training the Evaluator

To provide legally defensible data for tenure and dismissal decisions, evaluator training was an essential element (Danielson, 2001; Darling-Hammond et al., 1983). Training in understanding the standards, implementing the

standards, and collecting data was necessary to ensure validity (Danielson, 2001). Training evaluators on these components created interrater reliability, another important component of valid and reliable evaluation systems (Ribas, 2000). Interrater reliability provided objectivity to the evaluation process and pushed low-performing teachers to take responsibility for their deficiencies rather than blaming them on the rater (Ribas, 2000).

Actively Involving the Teacher

Teacher evaluation systems were taking on a new focus, one in which the teacher established his or her quality of performance and took responsibility for documenting it (Peterson, 1995). Acceptable data sources to document teacher performance were logical --developed by the teacher, supported the teacher's job description, and showed student gains (Peterson, 1995).

Goal setting encouraged teachers to become self-reflective and adjust their own practice (Sawyer, 2001). Ownership was given to individual and groups of teachers to develop goals, choose a method to accomplish their goals, and then to report their findings about their goals (Danielson & McGreal, 2000). This provided opportunity for self-directed learning, a main component of adult learning (Danielson & McGreal, 2000). Methods of accomplishing the teacher's goal were often limited to three processes, such as action research, peer coaching, and professional growth portfolio development (Danielson & McGreal, 2000).

Teachers were then trained depending on the process chosen and progress in the track (Danielson & McGreal, 2000). All of these methods had goals linked to the standards for teaching (Danielson & McGreal, 2000).

Teachers collected data to support progress made towards goals (Danielson & McGreal, 2000). The data was organized by the teacher into a professional growth portfolio to inspire active participation (Danielson, 2001). Portfolios consisted of evidence from the classroom, committee work, and other non-classroom school related events (Danielson, 2001). In the process of gathering artifacts, teachers benefited from examining work that showed good practice, reflected on practice, explained artifacts, and clarified the definition of expert teaching (Danielson, 2001).

There were several types of data sources to be used in the professional growth portfolio ranging from teacher to student created (Danielson & McGreal, 2000). Student surveys about the class content, physical organization, and environment gathered the student's perceptions about the effectiveness of a classroom and course content developed by the teacher as rated on a Lichert scale (Peterson, 1995). These were reliable, cost-effective, and delivered an understanding of a pupil's point of view about teacher quality (Peterson, 1995). Since the result of effective teaching was student achievement, it was desirable to use the data in portfolios and as part of evaluations (Danielson, 2001). Student

achievement data showed the knowledge or skills gained by a student when there were both pre-instruction and post-instruction tests (Peterson, 1995). Most student achievement data relied on standardized test scores that measured knowledge, which did not support the shifting focus to performance-based assessment in the constructivist classroom (McConney et al., 1997). Standardized test scores were the easiest test scores to interpret and compare to students from similar backgrounds; they also offered credibility to the evaluation system (Peterson, 1995). Parent surveys, much like student reports, gathered perceptions of the parent about difficulty of classroom content and teacher expectations (Peterson, 1995). Teacher documentation of professional activity was collected to show his or her involvement beyond the classroom and into the school community, community at large, and professional growth activities (Peterson, 1995).

Teachers collaborated to encourage reflection and growth in the evaluation process (Weiss & Weiss, 1998). Professional conversations provided a collegial environment that promoted self-reflection about practice (Danielson, 2001). Self-reflection and assessment about practice were crucial to self-improvement since teachers learned best by reflection, not usually by the action itself (Danielson, 2001). The formative use of teacher self-evaluation encouraged teachers to make judgments about their effectiveness (Airasian and Gullickson,

1997). Teachers took responsibility for their performance, improvement, and professional growth (Airasian and Gullickson, 1997). Peterson (1995) warned against the use of teacher self-assessment as summative evaluation practice due to inaccurate analysis of one's own behavior because of the desire to succeed. Training on self-assessment methods and tools yielded effective practice (Airasian and Gullickson, 1997). There were several tools that supported teacher reflection: checklists, rating scales, questionnaires, audio- or videotapes, student feedback, teacher portfolios, peer observation data and conferences, journaling, and collegial dialogue and joint problem-solving (Airasian and Gullickson, 1997).

The more a teacher spoke in an evaluation conference, the more satisfied a teacher was with the conference and supervisor (Helm, 1997). To shift the focus to a teacher during a conference, the supervisor asked a teacher to present information, such as a self-evaluation, a review of performance goals and accomplishments, or an explanation of successes and strengths, and then the evaluator solicited a teacher's ideas for areas of self-improvement (Helm, 1997). To prepare, the teacher gathered documentation, depending on the type of conference, ranging from examples of student and own work, a self-assessment using the evaluation form, a list of strengths and successes, an analysis of goals, and a specified area for growth (Bartz & Bartz, 1995; Helm, 1997). The conferences also provided time for problem solving areas that the teacher needed

improvement (Bartz & Bartz, 1995; Helm, 1997). During a summative evaluation conference, the teacher presented documentation and the administrator combined those with her documentation to prepare the final report (Bartz & Bartz, 1995; Helm, 1997). A narrative effectively closed the evaluation forms by providing examples of performance and/or specific description of necessary remediation (Danielson & McGreal, 2000).

Rationale for Project

Ribas (2000) stated that evaluation was the future of public schools that depended on teachers, administrators, and districts to demonstrate their commitment to ensuring that all children receive teaching that is competitive in quality. To demonstrate this commitment, the profession had implemented research-based methods in which children constructed their own knowledge rather than the pervious models of children receiving other's knowledge (Airasian and Gullickson, 1997). This change to constructivist methods in the classroom demanded new evaluation tools that supported these practices and promoted growth (Weiss & Weiss, 1998). There was an additional need to evaluate the supplementary responsibilities of teacher performance that extended beyond the observable teacher behaviors as seen in a classroom observation (Helm, 1997). When designing evaluation instruments and procedures, it was important to recognize that not one approach could serve all

of the evaluation aims (McConney et al., 1997).

Danielson's frameworks provided a common vocabulary for teachers to use as they engage in collegial conversations (Danielson, 1996). They also clarified and described the professional duties of experienced teachers for novices while explaining effective instruction and performance levels for experienced teachers (Danielson, 1996). They also aided new and struggling teachers in identifying areas of weakness and a structure for improving practice (Danielson, 1996). Charlotte Danielson and Thomas McGreal developed an evaluation system, including documents and processes, that aided school districts in implementing the frameworks established by Danielson (1996) (Danielson & McGreal, 2000). The evaluation system's design encouraged teachers to actively participate in their professional development (Danielson & McGreal, 2000). Implementing the frameworks by Danielson (1996) and the evaluation system by Danielson & McGreal (2000) encouraged teacher-directed professional growth addressed the common complaints regarding lack of credibility, reliability, and opportunity for growth.

Summary

The review of literature in Chapter 2 focused on the processes and methods of supervision and evaluation, and its effects on teacher growth. Additional literature was cited on training evaluators, producing active engagement from all participants, encouraging teacher-directed growth, and

CHAPTER THREE

Project Procedures

Introduction

The purpose of this project was to develop a handbook for evaluation procedures and documents to improve communication between evaluators and general education classroom teachers at Tahoma Junior High School in the Tahoma School District. A review of related literature and research was conducted and the information was analyzed to achieve the aforementioned objective.

Need

Teaching practices changed from direct-instruction to constructivist strategies (Weiss & Weiss, 1998). This change of focus was accompanied by teachers engaging in reflection and analysis in a collegial environment through peer coaching (Glanz, 2000). These evolving methods necessitated a change in the evaluation processes and documents to accommodate for various teaching styles and provide opportunity for continued growth (Danielson & McGreal, 2000). The Tahoma School District and Tahoma Junior High had created two ad-hoc committees to revise documents and procedures to reflect the research in teaching and learning. The mission of the Tahoma School District for the past ten years has been to ensure that students are taught critical thinking behaviors and skills through core content, yet this had not shown up in the evaluation

documents. The procedures for formative and summative assessments often went unmentioned rendering new teachers confused and unprepared for the rigorous evaluation process that determined if they were to receive a tenured contract or dismissal. The procedures for evaluating new, tenured, and struggling teachers in the junior high setting were unclear to all. New and tenured teachers were expected to submit a goal each at the beginning of each school year, but never held accountable for attaining the goal. Assistance was not systematically applied for teachers, rather done at the request of individuals.

A new approach for supporting new and experienced teachers was therefore needed to foster and support the district's mission and each teacher's need for professional growth. Against this backdrop, the author was recruited to aid in developing an evaluation process and revised documentation at Tahoma Junior High School.

Procedures for the Project

The writer undertook the following procedures to develop a model formative and summative evaluation system for Tahoma Junior High School:

1 An extensive review and analysis of related research and literature was completed.

2 A visitation to Kent School District was made to examine the evaluation program.

Implementation

Two ad-hoc district committees were formed to examine and revise the district's evaluation processes and documents during the 2002-2003 school year. The modified evaluation program will be implemented at Tahoma Junior High School in the 2003-2004 school year. Building administrators and teachers modified the district procedures and documents to further meet the needs of teachers, evaluators, and other staff affected by the system.

A model evaluation program was now developed for general education classroom teachers. The program designed to implement formative and summative evaluation methods at Tahoma Junior High School was in effect, which is the subject of this project, is presented in Chapter 4.

Tahoma Junior High

Staff Evaluation Handbook

E^2MPOWERING EXCELLENCE

TAHOMA
SCHOOL DISTRICT NO. 409

District Mission and Objectives

The Tahoma School District strives for teaching excellence. Our evaluation system is created, implemented, and modified to support the following mission statement:

In this guide, one will find documents, procedures, and guidelines that form the formative and summative evaluation systems. Please take time to review the information.

Our mission is to develop a 'learning community where all students, staff and patrons continually teach and learn.'

The actions and teachings of successful teachers revolve around this mission. Tahoma Junior High administrators and staff support teachers implementing the district mission. As a teacher, it is your duty to practice the mission in your classroom, school, and community. The supervision and evaluation system at Tahoma Junior High supports the implementation of the mission through collegial partnerships and other professional growth activities.

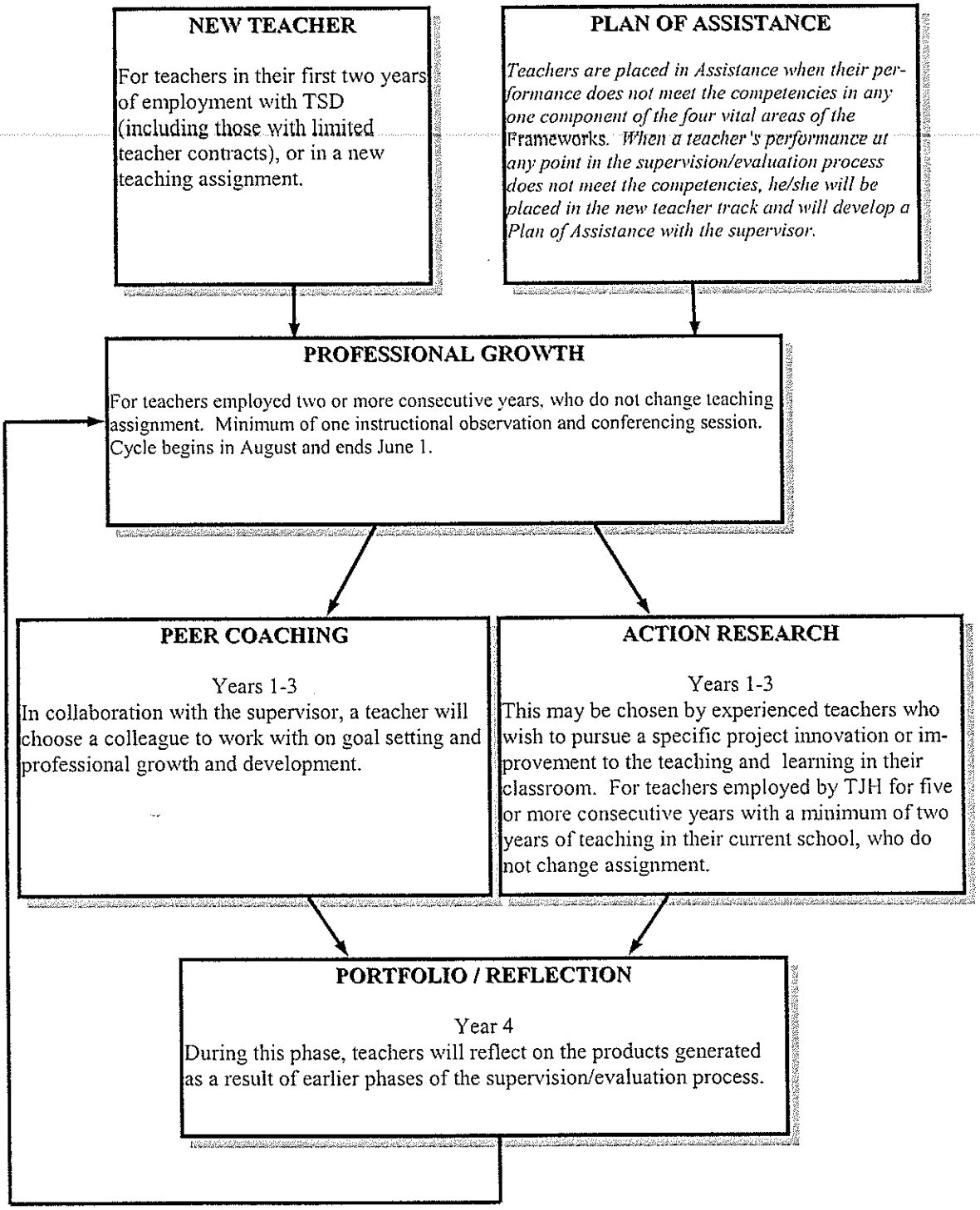
New teachers will be trained during staff orientation prior to the school year. Tenured teachers will be reviewing their track requirements and participating in trainings to support their success in the evaluation system at Tahoma Junior High.

Definitions

Formative assessment: engaging in collegial partnerships and reflection to promote professional growth
Summative assessment: assessing teacher performance for accountability

New teacher: one who is serving the first two years in the profession and/or district
Tenured teacher: one who is teaching with a continued contract in the school district

Tahoma Differentiated Evaluation System



Adapted from ASCU

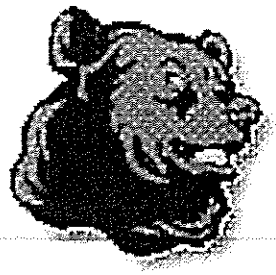
New Teacher Evaluation Deadlines	
Procedure	**Due Dates Years 1 & 2**
Goal/Action Plan	
Drafted and Reviewed with Administrator	September 15
Completed and submitted to Administrator	October 1
Formal Observations	
Pre– and Post-conferences and post-observation form completed by administrator	December 1
Pre– and Post-conferences and post-observation form completed by administrator	March 1
Professional Growth Portfolio	
Documentation and support of job description, competencies, and growth	April 1
Self-Assessment	
Completed evaluation form based on collected documentation and performance	April 1
Summative Evaluation Conference	
Written appraisal by administrator. Recommends renewal, re-newal with Plan of Assistance, or non-renewal	May 1

Adapted from C. Danielson, Addison School District

Professional Growth for the Tenured Teacher Evaluation Deadlines

Procedure	Due Dates
Goal/Action Plan	
Drafted and Reviewed with Administrator	Years 1-4 September 15
Completed and submitted to Administrator	Years 1-4 October 1
Goal Meeting	
Discuss goals, accomplishments, and/or problems	Years 1-3 January 15
Formal Observations	
Pre– and Post-conferences and post-observation form completed by administrator	Year 4 December 1
Pre– and Post-conferences and post-observation form completed by administrator	Year 4 March 1
Professional Growth Portfolio	
Documentation and support of job description, competencies, and growth	Year 4 April 1
Self-Assessment	
Completed evaluation form based on collected documentation and performance	Year 4 April 1
Summative Evaluation Conference	
Written appraisal by administrator. Recommends renewal, re-newal with Plan of Assistance, or non-renewal	Year 4 May 1

Adapted from C. Danielson, Addison School District



E² EMPOWERING EXCELLENCE

Goal/Action Plan

Goal Setting

Each teacher will engage in practices that encourage learning, practice, reflection, and collegiality to build upon and accomplish the Tahoma School District mission. When you develop goals at the beginning of the Professional Growth cycle, you may set a goal and then select the best practice for achieving that goal. Feedback from peers and administrators is a key component to improving practice in the professional growth track.

The Tahoma Junior High Staff has selected the following practices to best meet the needs of our building goal:

Peer coaching—Select a team of teachers to observe each other, collect data, analyze and assess the data, study student outcomes, and strive to reach the goal set forth for the professional growth plan.

Action research—Identify a problem and then conduct research to develop a solution. First, define the problem, develop a plan of action and timeline, gather information about the problem, continue gathering and analyzing data until an effect can be supported by data. Report your findings and insights with the faculty.

Training on each of the professional development methods will be provided at the beginning of the professional development cycle. There will be explanations, modeling, and support for each staff member.

Directions: Use the following goal setting form or develop one of your own that best suits the needs of you and your evaluating administrator. A meeting with the principal will be necessary after submitting your goal form so that she may discuss your goals, methods, data collection, and documentation.

Professional Growth Goal and Plan Form

Staff member _____ Subject _____

Other participants _____

Method: (circle one) Peer coaching Action Research

Length of Plan: (circle one) 1 2 3 years

Goal:

Describe how this will improve student learning:

1. Methods/Strategies

2. Indicators of progress

3. Resources/ Support needed

Starting date of plan _____ Today's date _____

Staff Member(s) signature _____

Administrator Signature _____

Additional pages may be added. A word processor may be sued to write the plan in lieu of this form.

Adapted from Peterson (1995)

Professional Growth Plan Review

Staff member(s) _____

Date _____ Year: 1 2 3

1. What was the goal stated on the Profession Growth Plan?

2. List a descriptive summary of the process used in the Professional Growth Plan.

3. What are the results or outcomes from the Professional Growth Plan?

Staff member(s) comments:

Administrator comments:

Signatures:
Staff member(s) _____

Administrator _____ Date _____

Additional pages may be added. A word processor may be sued to write the plan in lieu of this form.

Copies: Staff member(s) Principal

Adapted from Peterson (1995)

Goal Meeting

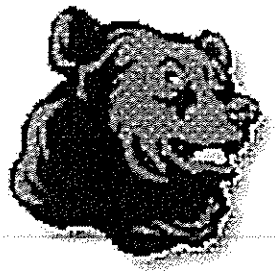
*Only for tenured teachers in years 1-3 of professional growth track

The purpose of this meeting is to support your progress in attaining your goal.

This meeting follows the Clinical Supervision model. You may expect to engage in the following during our meeting:

- Review your goal for the professional growth track
- Break the goal into smaller steps or goals
- Define observable student behaviors that will show attainment of your goal
- Discuss problems or barriers to your goal
- Identify trainings or readings to assist your progress
- Set personal goals

30 minutes will be scheduled for the meeting. If you feel that more time will be necessary, please address this when the meeting is scheduled. There are no additional documents to prepare for the meeting.



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Formal Observations

Pre– and Post-Conferences

*Only for New teachers and those in year 4 of the Professional Growth track

The aim of the formal observation process is to help teachers improve practice by setting goals, making a plan, collecting data, analyzing data, and making decisions about effectiveness.

The Clinical Supervision model will be followed for the pre– and post-conference. You will be an active participant during the conferences.

Pre-conference

The pre-conference is a time to educate the evaluator about relevant information for the observation. It is also a time to voice concerns and turn those into observable teacher and student behaviors. The meeting will be scheduled for 30 minutes.

You may expect to do the following:

1. Describe the lesson
2. Describe your role/actions during the lesson
3. Describe student behaviors
4. Predict problems in the lesson
5. Agree on the observers role and form of data collection (see Classroom Observations)

Post-conference

The post-conference is a time to share what occurred during the lesson. To begin, the evaluator will present the data collected during the observation. Together you will analyze the data, reach a conclusion about what is happening, and develop alternative approaches. 45 minutes will be scheduled to engage in analysis and reflective conversation.

Classroom Observations

The classroom observation follows the pre-conference. It is a time for the evaluator to gather data on a teacher's performance. Depending on a teacher's goal, different methods of gathering data will be used. These options will be discussed during the pre-conference. Here is a list of commonly used techniques:

- Video tape
- Audio recording
- Anecdotal record
- Selective verbatim
- Checklist
- At task behavior record
- Movement patterns
- Verbal flow amongst students and students or teacher
- Reflective journal writing

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Professional Growth Portfolio

Professional Growth Portfolio

Teachers are expected to maintain documentation of their effort, learning, and practices involving peer coaching or action research procedures. During the first three years of professional growth you may select any of the aforementioned practices. The fourth year in the cycle should be dedicated to building and refining a professional growth portfolio. Portfolios are a common way of organizing materials to reflect your accomplishment of the goal set forth at the beginning of the cycle.

Common entries into the portfolio include, but are not limited to:

- Student surveys
- Parent surveys
- Student achievement test scores
- Standardized test scores
- Pre-instruction and post-instruction test scores
- Documentation of professional activity
- Certificates, notes, and/or brochures from professional development courses
- Transcripts from college courses
- Certificates and/or brochures from community events
- Hour log of school and community events
- Lesson reflections
- Self-reflections on learning, effort, effectiveness, etc.

All entries should:

- Be developed and organized by the teacher
- Support the teacher's job description
- Be reliable and accurate
- Be fair
- Be legal
- Be cost effective

Goals of the Portfolio

1. Show professional growth
2. Show attainment of goals
3. Support teacher's job description

On the following pages are examples of documents you may choose to use in building your professional growth portfolio.

Student Survey

Portfolio Entry

Dear Student,
The purpose of this questionnaire is to help your teacher. Do not put your name on it! Please read each statement below. For each one, decide how true you think it is. Give each statement a score from 1 to 4, with 4 meaning the statement is very true, and 1 meaning the statement is not very true.

#	Question	Rating
1.	I think my teacher cares about me as a person.	1 2 3 4
2.	The rules and routines in this class make sense to me.	1 2 3 4
3.	I can't learn well in this class because students are disruptive.	1 2 3 4
4.	I feel like I have control over my own learning in this class.	1 2 3 4
5.	I feel physically comfortable in this classroom.	1 2 3 4
6.	I have learned important new ideas in this class.	1 2 3 4
7.	Students show respect for each other in this class.	1 2 3 4
8.	I feel like the content of this class is too hard for me to understand.	1 2 3 4
9.	I can see how information learned in this class can be used in real life.	1 2 3 4
10.	Students in this class get choices in the way we do our assignments and projects.	1 2 3 4
11.	I really have to think in this class to do well.	1 2 3 4
12.	I learn a lot when students work in groups in this class.	1 2 3 4
13	When I don't understand something, my teacher helps me.	1 2 3 4
14.	We sue an interesting variety of resources and materials in this class.	1 2 3 4
15.	I am not sure how my teacher is going to grade assignments before I turn them in.	1 2 3 4
16.	My teacher encourages students to express different ideas.	1 2 3 4
17.	I get to show my learning in a lot of different ways in this class.	1 2 3 4
18.	When we work in this class, everyone does his/her fair share.	1 2 3 4
19.	Students take good care of the resources and materials used in this class.	1 2 3 4
20.	In this class, I try to hide ways that I am different from other students.	1 2 3 4
21.	My teacher encourages us to set goals and assess our own learning.	1 2 3 4
22.	When students don't understand a concept in this class, my teacher takes time to go over the concept in a new way.	1 2 3 4
23.	My teacher gives me comments on my tests and assignments that help me improve my performance for next time.	1 2 3 4

Student Survey (continued)

Portfolio Entry

24. What do you like about this class?

25. What would you change about this class?

Adapted from Edmonds School District

Parent/Guardian Survey

Portfolio Entry

Teacher's Name _____

Your child's teacher asked for a survey of parents to make the class the best it can be. Please circle the following responses that describe your experience with the teacher. No individual parents will be identified with these survey forms. Thank you for helping!

Did you ask the teacher for:		Did the teacher give you:
1. An overview of class content & goals?	Yes / No	Yes / No
2. Description of student's progress?	Yes / No	Yes / No
3. Ideas for home support of learning?	Yes / No	Yes / No

For each of the following, circle the number that best describes your opinion. Give each statement a score from 1 to 4, with 4 meaning the statement is very true, and 1 meaning the statement is not very true.

	Very true = 4...Not very true = 1
4. Did your child know what was expected in the class?	4 2 3 1
5. Was the classroom work the right difficulty for your child?	4 2 3 1
6. Did the teacher treat your child with respect, care, and knowledge of a child's needs?	4 2 3 1
7. Were you satisfies with your child's overall school experience as provided by this teacher?	4 2 3 1

Do you have any comments for the teacher?

Adapted from Peterson (1995)

Student Achievement Scores

Portfolio Entry

Student achievement data shows the knowledge or skills gained by a student.

Teachers may demonstrate student learning in the classroom by providing scores from both *preinstruction and postinstruction tests*. Provide a copy of the quiz or test and an explanation of how it fits into the curriculum. If there are special circumstances in the learning environment, please include those descriptions with the explanation of the quiz or test.

Date	Preinstruction Score	Postinstruction Score	Skill or Content Knowledge Tested

Standardized test scores are the easiest test scores to interpret and compare to students from similar backgrounds. Obtain the scores and data from the district and include those as evidence. Provide an analysis of the data and how it shows student learning from your classroom. If there are special circumstances in the learning environment, please include those descriptions with the explanation of the standardized test scores.

Professional Contribution Log

Portfolio Entry

Hour Log

Date	Event or Service (e.g., conference, presentation, mentoring)	Contribution

To supplement this hour log, include certificates, brochures, notes, and any other relevant materials that demonstrate your contributions and learnings to the school community.

Adapted from Danielson (1996)

School and District Contribution Log

Portfolio Entry

Hour Log

Date	Event (e.g., committee meeting, open house)	Contribution

To supplement this hour log, include certificates, brochures, notes, and any other relevant materials that demonstrate your contributions and learnings to the school community.

Adapted from Danielson (1996)

Professional Development Contribution Log

Portfolio Entry

Hour Log

Date	Event (e.g., workshop, conference, course)	Benefits Derived

To supplement this hour log, include certificates, brochures, notes, and any other relevant materials that demonstrate your contributions and benefits derived.

Adapted from Danielson (1996)

Family Contact Log

Portfolio Entry

Hour Log

Date	Person Contacted	Type of Contact (person, phone, email)	Purpose	Outcome

Adapted from Danielson (1996)

Instructional Artifact Sheet

Portfolio Entry

Name _____ School _____
Grade Level _____ Subject _____ Date _____
Concept of Topic _____
Instructional Goal or Goals _____

1. Attach directions or an assignment that engages students in learning about the concept or topic cited above. Examples are a worksheet, homework or class assignment, project guidelines, or a problem.

2. Provide several samples of student work on this assignment. They should reflect the full range of student ability in your class and include feedback you provided to the students on their papers.

3. Write a brief commentary about the assignment, answering the following questions:

- What is the context of the assignment in terms of student's prior knowledge and the other topics they have been studying?
- What do the samples of student work tell you about the students' level of understanding?
- How does the assignment help students develop their understanding?
- What do you plan to do next with these students?

Adapted from Danielson (1996)

Lesson Reflection Sheet

Portfolio Entry

Name _____ School _____
Grade Level _____ Subject _____ Date _____

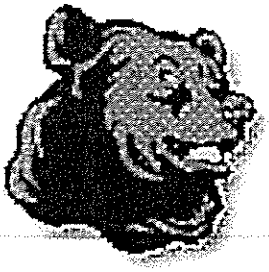
1. As I reflect on the lesson, to what extent were students productively engaged?

2. Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know?

3. Did I alter my goals or instructional plan as I taught the lesson? Why?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

Adapted from Danielson (1996)



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Self-Assessment

Self-Assessment Procedures

Self-assessment aids teachers in reflecting upon and evaluating practice in the process of professional growth.

Procedures

1. Build a professional growth portfolio.
2. Fill out the *Frameworks for Teaching* at the back of this handbook. Use the professional growth portfolio to justify the level of performance on the rubric.
3. Bring the self-completed *Frameworks for Teaching* to the Summative Evaluation conference (described in the next section).

You may choose to set time aside for regular self-assessment using the *Frameworks for Teaching* or another means of measuring practice and growth. This will support the Tahoma School District's mission.

Our mission is to develop a 'learning community where all students, staff and patrons continually teach and learn.'

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Summative Evaluation

Summative Evaluation Conferences

Goal
The goals of the conference are threefold: (1) to document teacher performance to make decisions about tenured or assistance track (2) to inform the teacher about work performance, and (3) to motivate the teacher to perform at higher levels.

Time
The principal will schedule a summative evaluation conference with you two weeks prior in advance. Agree on a time and place that suits both of your needs. The actual length of the conference may vary anywhere from 45 minutes to two hours.

What to expect
The evaluation conference will involve both praise and constructive criticism about specific behaviors observed by the principal during the evaluation cycle. These comments are to provide you with an honest view of your performance. The documentation you provide during the conference will support the evaluating administrator in completing the summative evaluation documents, and, therefore, to make a decision about with track you will participate in during the next evaluation cycle.

What to Bring
Goal/Action Plan and Goal Review forms
Professional Growth Portfolio
Self-evaluation

The evaluating administrator may ask you to begin the conference with one of the following, please be prepared to speak about both items:
Description of performance goals and degree of accomplishment
Explanation of successes and strengths

Classroom Teacher Job Description

JOB PURPOSE: The job of a Teacher is done for the purpose of facilitating student success in academic and interpersonal skills through implementing District approved curriculum; documenting teaching and student progress/activities/outcomes; addressing specific educational needs of students; providing a safe and optimal learning environment and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

Essential Job functions:

- **Advises** parents and/or legal guardians of student progress for the purpose of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment.
- **Assesses** student academic learning and/or skills for the purpose of providing feedback to student, parents, and administration regarding students' progress, expectations, goals, etc.
- **Assists** other teachers for the purpose of implementing curriculum.
- **Collaborates** with school personnel, parents and various community agencies for the purpose of improving the quality of student outcomes, developing solutions and planning curriculum.
- **Directs** instructional assistants, volunteers and/or student aides for the purpose of providing an effective school program and addressing the needs of individual students.
- **Instructs** students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study.
- **Monitors** student activities (e.g. classroom, lunch, grounds, etc.) for the purpose of providing a safe and optimal learning environment.
- **Participates** in various meetings (e.g. parent conferences, in-service training, site meetings, etc.) for the purpose of receiving and/or providing information and/or meeting credential requirements.
- **Prepares** teaching materials and reports (e.g. grades, attendance, anecdotal records, etc.) for the purpose of implementing lesson plans and providing documentation of teacher student progress.
- **Reports** incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to Education Code, district and/or school policies.
- **Participates** with students in group activities for the purpose of developing students' leadership, teamwork, responsibility and social skills.
- **Demonstrates** methods required to perform assignments for the purpose of modeling the skills necessary to perform the tasks safely and/or accurately.

OTHER JOB FUNCTIONS:

- **Assist** other personnel as may be required for the purpose of supporting them in the completion of their work activities.

JOB REQUIREMENTS - QUALIFICATIONS:

- **Experience Required:** Prior job related experience.
- **Skills, Knowledge and/or Abilities Required:**

1. *Skills* to motivate students, communicate with individuals from varied educational and cultural backgrounds, direct support personnel, evaluate performance.
2. *Knowledge* of age appropriate teaching methods, state curriculum framework, education code.
3. *Abilities* to stand and walk for prolonged periods, perform a variety of specialized tasks, maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedules and deadlines. Significant physical abilities include lifting/carrying, reaching/handling, talking/hearing conversation, near/far visual acuity/depth perception/accommodation/color vision/field of vision.

Teaching Standards

Overview
The *Frameworks for Teaching* were modeled after the National Board for Professional Teaching Standards set of standards. Charlotte Danielson, president of the Association for Supervision and Curriculum Development, created the *Frameworks for Teaching* in response to the growing need for a clear set of standards to clarify a teacher's responsibilities. She published *Enhancing Professional Practice: A Framework for Teaching* in 1996 and it has been adopted by many districts across the nation to support teachers, administrators, parents, and legislators in the quest for professional development and accountability.

Purpose
The *Frameworks for Teaching* clearly describe the professional duties of teachers. They offer a guide for new teachers and road map for success for tenured teachers. When used for summative evaluation, they provide accountability.

The evaluation system at Tahoma Junior High School revolves around attaining the *Frameworks for Teaching*.

Using the *Frameworks for Teaching*
There are four (4) domains. Each domain is further divided into five or six competencies. The competencies are defined by indicators. Tenured teachers will be evaluated on all four domains.

New teachers will be evaluated according to the following schedule:
Observation 1— 2 domains
Observation 2— 3 domains
Observation 3— 4 domains
Observation 4— 4 domains

The New teacher and evaluator will select the domains together.

The following competencies have been taken from Charlotte Danielson's book, Enhancing Professional Practice: A Framework for Teaching, an ASCD publication.

Competencies for *Frameworks for Teaching*

DOMAIN 1: PLANNING AND PREPARATION

Competency 1a: Demonstrating Knowledge of Content and Methodology

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Competency 2a: Creating an Environment of Respect and Rapport

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Competency 4a: Reflecting on Teaching

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Competency 4b: Compliance with Administrative/Board Policies and Procedures

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Competency 4c: Maintaining Accurate Records

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Competency 4d: Communicating with Families

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Competency 4e: Contributing to the School, District and Profession

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4f: Growing and Developing Professionally

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Competency 4g: Showing Professionalism

CHAPTER FIVE

Summary, Conclusion, and Recommendations

Summary

The purpose of this project was to develop a handbook for using *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (1996) and *Teacher Evaluation to Enhance Professional Practice* by Charlotte Danielson and Thomas McGreal (2000) as a model for the supervision and evaluation system at Tahoma Junior High School in the Tahoma School District. To accomplish this purpose a review of related literature and research was conducted. Additional related information from selected sources were obtained and analyzed.

Research was conducted to affirm the methods of formative and summative evaluation that had a positive effect on professional growth for teachers. Primary and secondary articles were analyzed and evaluated to understand the research relevant to supervision and evaluation systems. In addition to researching literature, an extensive investigation of published texts was conducted to create a framework for the article findings. Best practices were examined from an assortment of texts as resources. Finally, individuals and school districts with knowledge and experience of effective supervision and evaluation practices were consulted for an understanding of best practices.

Conclusions

Designing and implementing a supervision and evaluation system required attention to the needs of administrators, teachers, legislators, parents, and students. The dual aims of evaluation were professional growth and accountability. The goal of supervision and evaluation system designers was to meet these goals while promoting satisfied feelings from all those involved, especially teachers.

The key factor that endorsed satisfaction from teachers was active involvement in formative methods of evaluation. Professional growth occurred when teachers set goals and determined their methods of attaining the goal. Peer coaching in an evaluation system encouraged reflection, a pivotal factor in learning. Maintaining a professional growth portfolio also supported active involvement in tracking ones learnings and progress.

Another important factor in developing an evaluation system was providing opportunities for growth in the summative evaluation process. As many classroom teachers used rubrics to aid in explaining their expectations and to measure growth, rubrics also benefit teachers when used to define the performance expected by an administrator. Clearly defensible criteria in the form of a rubric supported growth in new and tenured teachers during the summative evaluation process. *Professional Practice: A Framework for Teaching* by

Charlotte Danielson (1996) developed clear standards for use by classroom teachers and administrators.

When using the *Frameworks* by Danielson (1996), the district and school also benefited from differentiated tracks to support the needs of most teachers. New, tenured, and struggling teachers made more gains when there were differentiated tracks. New teachers succeeded with induction, mentoring, and summative evaluation programs, while tenured teachers desired professional growth in a self-directed track.

Recommendations

As a result of this project, the following recommendations are suggested:

1. Adaptations to any prescribed process or document needs to be made to support the district and school mission. Aligning programs and systems to goals is a critical component for success.
2. When implementing any system, it should be a top-down reform effort involving all people who will be involved in or affected by the change (Wiles & Bondi, 2004). Ownership in the supervision and evaluation process will encourage support from the majority.
3. Create a school community where teachers focus on growth through collaboration. When collegial partnerships form, dialogue and reflection occur, which encourage professional growth.

4. Make time for problem-solving opportunities between colleagues, and teachers and administrators. Problem-solving in the field of evaluation mirrored the societal focus (see figure in appendix).
5. Teachers should be actively involved in the summative and formative processes to ensure satisfaction with the process. Without satisfaction, apathy or resistance occurs, which inhibit professional growth.
6. Each teacher should have a professional growth goal and a plan of action to accomplish that goal that clearly delineates the improvement of student ability and instructional practices. Clear direction from the beginning eliminates confusion and frustration for the teachers, administrators, and students.

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APPENDIX

Evolution of the Supervisory Role

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