THE EXCELLENCE IN TEACHING PROJECT

CHICAGO PUBLIC SCHOOLS WWW.CHICAGOTEACHEREXCELLENCE.ORG

Clarity. Conversation. Change.

Building a Quality Teacher Evaluation System: A Perspective From Chicago

May 10-11, 2010

Enhancing Teacher Evaluation:
A Critical Lever for Improving Teaching and Learning,
A workshop hosted by the
National Comprehensive Center for Teacher Quality

CHICAGO PUBLIC SCHOOLS | CPS

Current State

Teacher Evaluation at Chicago Public Schools

- Observation tool is a 35-year-old compliance-focused checklist
- Tenured teachers in good standing evaluated every two years; pre-tenured teachers evaluated annually
- System does not include teaching standards or guidance to principals regarding application
  - *More than 90% of teachers are rated Excellent or Superior (top 2 ratings)*
  - *Ratings cannot be compared across schools or used for district-level personnel decisions*

CLASSROOM TEACHER VISITATION FORM
(Required)

Teacher's Name _____ Room _____ Date _____
School _____ Subject/Grade _____

(Place a (✓) or brief comment in the appropriate column.)

	Strength	Weakness	Does Not Apply
I Instruction			
a) Provides written lesson plans and preparation in accordance with the objectives of the instructional program.			
b) Establishes positive learning expectation standards for all students.			
c) Periodically evaluates pupils' progress and keeps up to date records of pupils' achievements.			
d) Applies contemporary principles of learning theory and teaching methodology.			
e) Draws from the range of instruction materials available in the school.			
f) Exhibits willingness to participate in the development and implementation of new ideas and teaching techniques.			
g) Provides bulletin board and interest areas reflective of current student work.			
h) Exhibits and applies knowledge of the curriculum content related to subject area and instructional level.			
i) Shows evidence of student performance and progress.			
II School Environment			
a) Establishes and maintains reasonable rules of conduct within the classroom consistent with the provisions of the Uniform Discipline Code.			
b) Maintains attendance book(s), lesson plans, seating chart(s), and grade book accurately.			
c) Uses recommendations and suggestions from conference and special education staffings.			
d) Encourages student growth in self-discipline and positive self-concept.			
e) Makes students aware of the teacher's objectives and expectations.			
f) Practices fairness in teacher-pupil relationships.			
g) Exhibits an understanding and respect for students as individuals.			
III Professional and Personal Standards			
a) Presents an appearance that does not adversely affect the students' ability to learn.			
b) Demonstrates proper diction and grammatical usage when addressing students.			
c) Uses sound and professional judgment.			
IV Local School Unit Criteria			
a) _____			
b) _____			
c) _____			

V COMMENTS: _____

THE EXCELLENCE IN TEACHING PROJECT
CHICAGO PUBLIC SCHOOLS WWW.CHICAGOTEACHEREXCELLENCE.ORG
Clarity. Conversation. Change.

The Vision

Teacher Evaluation at Chicago Public Schools

1) Detailed feedback for teachers during formative evaluations
2) Summative evaluation that draws upon student achievement and teacher practice data
3) Evaluation tied to targeted support, tenure attainment, and career ladders

The Performance Evaluation Reform Act of 2010, signed into Illinois law on January 15, 2010, requires:

- Use of student growth data for all teachers
- Standards-based teacher observation practices
- Aggressive timeline for implementation (2012)
- 90-day window of collaboration with union; CPS implements last best offer if parties cannot reach agreement

Excellence in Teaching Project

A Brief Timeline

The Excellence in Teaching Project

2006-2008: CPS-CTU Joint Committee on Teacher Evaluation

- Selection of Charlotte Danielson's *Framework for Teaching* as the definition of effective teaching practice
- Principals and teachers at 9 volunteer schools test the Framework

SY 2008-2009: Year 1, the Excellence in Teaching Project

- 44 CPS elementary schools randomly selected for the pilot
- 43 schools successfully implemented the Framework

SY 2009-2010: Expansion of the pilot

- 100 CPS elementary schools implementing the Framework
- Working groups with 8 high schools and instructional coaches

SY 2010-2011: High school pilot and district-wide refinement

- 232 CPS elementary schools in 14 Areas will be implementing the Framework
- 28 CPS high schools in 7 Areas will help navigate high school-specific issues

Overview

The CPS Framework for Teaching

CPS Framework for Teaching

Domain 1: Planning and Preparation

- 1a Demonstrating knowledge of content and pedagogy
- 1b Demonstrating knowledge of students
- 1c Setting instructional outcomes
- 1d Demonstrating knowledge of resources
- 1e Designing coherent instruction
- 1f Designing student assessment

Domain 2: The Classroom Environment

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

Domain 4: Professional Responsibilities

- 4a Reflecting on teaching
- 4b Maintaining accurate records
- 4c Communicating with families
- 4d Participating in a professional community
- 4e Growing and developing professionally
- 4f Demonstrating professionalism

Domain 3: Instruction

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

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

- Modified slightly, with permission, from Charlotte Danielson's Framework
- Describes effective teaching practices for all classroom teachers across all grades and subjects
- Rubric for each component has four performance levels

Levels of Performance

The CPS Framework for Teaching

Unsatisfactory: Practice that is doing harm

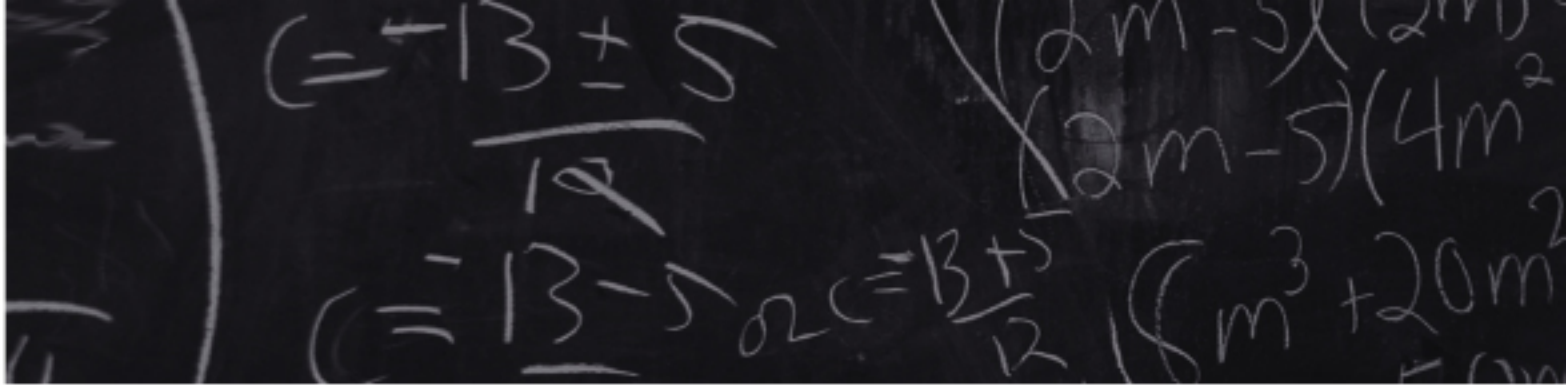
Basic: Inconsistent, inexperienced practice

Proficient: Experienced, effective practice

Distinguished: Student-led community of learners

Component	Unsatisfactory	Basic	Proficient	Distinguished
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.

Proficient	Distinguished
Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.



Studying the CPS Excellence in Teaching Project

Presented by Lauren Sartain, CCSR

with support and funding by The Joyce Foundation and Chicago Public Schools

THE CONSORTIUM ON CHICAGO SCHOOL RESEARCH
AT THE UNIVERSITY OF CHICAGO / URBAN EDUCATION INSTITUTE

CCSR Study: Research Questions & Methods

1. What are principal and teacher perceptions of the Framework?
   - Interviews with principals and teachers
2. Is the Framework a reliable tool? *Is it valid?*
   - Joint classroom observations by school administrators and external observers
3. *How does the Framework and teacher evaluation relate to bigger school change?*
   - *Case studies in elementary schools*

ccsr

1. Principal and Teacher Perceptions

	Mostly Positive	***Mixed***	***Mostly Negative***
Principal Attitudes (N=39)	69%	16%	16%
Teacher Attitudes (N=26)	65%	35%	0%

Overall, more than half of principals highly engaged in Year 1

ccsr

2. Reliability of the Framework

- High level of agreement about low-level teaching
- Principals more likely to label practice as "distinguished"
- There are some differences in how individual principals rate
  - 30% severe
  - 16% lenient

ccsr

Questions Raised: Summative Evaluation

Benchmark	*% of Ts who meet the benchmark (N=130)*
No unsatisfactory	92%
Only 4 basic	64%
Only 2 basic	52%
Only proficient and distinguished	34%

ccsr

Questions about . . .

The Excellence in Teaching Project

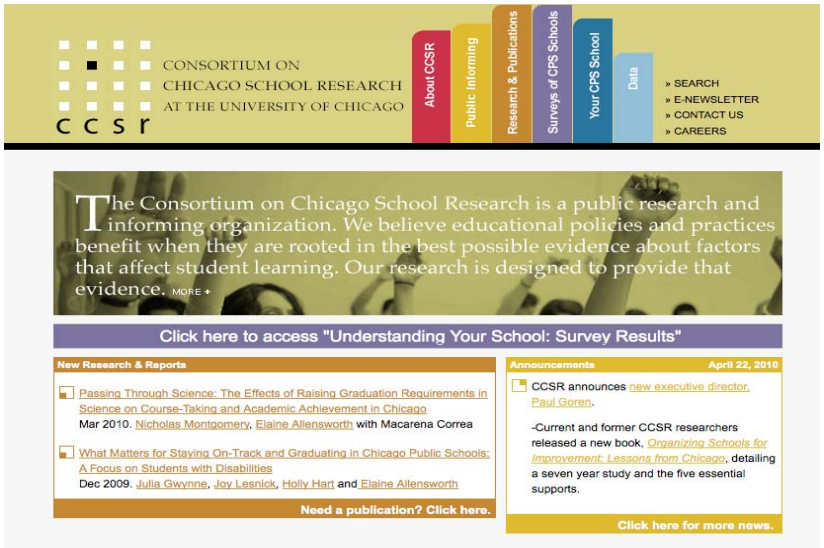
Sheri Frost Leo

Visit our website:
www.ChicagoTeacherExcellence.org

E-mail: TeacherExcellence@cps.k12.il.us

The Consortium on Chicago School Research

Lauren Sartain

Visit our website: ccsr.uchicago.edu

E-mail: lsartain@ccsr.uchicago.edu