



Using the Danielson Framework to Improve Teacher Evaluation and Inter-rater Reliability

Hillsborough County Public Schools, Tampa, Florida

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Agenda

- What is Empowering Effective Teachers (EET)?
- The Danielson Framework
 - Cross-walk FEAPs-Danielson
- Hillsborough County Public Schools four day evaluator training
- Three Day Coached Observations
- Calibration and Inter-rater Reliability
- Resources for Enhancing Teacher Effectiveness
- Questions

Hillsborough County Public Schools (HCPS)

- 8th largest school district in the nation
- 267 schools K-12/82 adult programs (2012)
- 200,074 students, PK-12 (2012)
- 15,383 certified teachers (2012)
- 25,403 permanent personnel (2012)

Empowering Effective Teachers (EET)

- 7 year, \$100 million grant from the Bill & Melinda Gates Foundation (2009)
- New teacher induction program: mentoring, teacher/principal evaluation systems, enhanced professional development
- 90 mentors - @1200 first/second yr. teachers – New Teacher Center
- 150 peer evaluators

2012 – 95% of its first year teachers returned to the classroom, increase from:

2011 – 86%

2010 – 72%

EET has transformed the way that HCPS recruits, retains, supports and evaluates teachers.

The Danielson Framework

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: 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 3: Instruction

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

Domain 4: Professional Responsibilities

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

Levels of Proficiency

Performance Rating

Broad Description

Exemplary

- Teachers performing at this level are master teachers.
- Their classrooms consist of a community of learners, with students highly motivated, engaged and assuming considerable responsibility for their own learning.
- Exemplary level performance is very high performance .which results from a combination of an understanding of students, pedagogy and content with instructional planning, delivery and reflection.

Accomplished

- Teachers performing at this level have mastered the work of teaching while working to improve their practice.
- They thoroughly know their content, students, and curriculum.
- They have a broad repertoire of strategies and activities and can move easily to Plan B if necessary.

Progressing

- Teachers performing at this level appear to understand the concepts underlying the components and attempt to implement its elements, but implementation is sporadic, intermittent or otherwise not entirely successful.

Requires action

- Teachers performing at this level do not yet appear to understand the concepts underlying the components.
- Teachers have difficulty internalizing effective teaching practices and need ongoing assistance and support to complete daily responsibilities.

Cross-walk – FEAPS – Danielson

- ✿ Instructional Design and Lesson Planning (**Domains 1 and 4**)
- ✿ The Learning Environment (**Domains 1, 2 and 3**)
- ✿ Instructional Delivery and Facilitation (**Domains 1, 2 and 3**)
- ✿ Assessment (**Domains 1 and 3**)
- ✿ Continuous Professional Improvement (**Domain 4**)
- ✿ Professional Responsibilities and Ethical Conduct (**Domain 4**)

HCPS Four Day Initial Evaluator Training: The Program Structure

Day	Focus of the Day
Day 1	Seminar 1: Lesson observation, scripting & rubric training
Day 2	In school 1: Shared observation process
Day 3	Seminar 2: Lesson observation and pre & post observation conferencing
Day 4	In school 2: Shared observation process

HCPS Four Day Initial Evaluator Training

- Newly hired administrators, district personnel, district peers and district mentors
- Introduce the formal observation process
- Activities with rubric, scripting and conferencing
- Video and classroom observation scripting
- Collecting evidence throughout process – talking to students
- Provide effective feedback, identifying strengths, focus areas and next steps

Three Day Coached Observation Training

- Follow up to the initial 4-day training
- One-to-one training
- Participants complete 2 formal observations with trained coach
 - Pre-conference
 - Observation
 - Post-conference
- Serves as both coaching tool and certification process

Three Day Coached - Schedule

☞ Day 1

- ☞ Conduct two teacher pre-conferences

☞ Day 2

- ☞ Conduct two 30-minute observations
- ☞ Rate and then discuss with coach
- ☞ Write up post conference document (see handout)

☞ Day 3

- ☞ Conduct two teacher post-conferences
- ☞ Receive overall feedback from trainer

The Post-Conference

- See handout
- Post-conference form includes:
 - Three Strengths
 - Three Areas for Focus
 - Three Next Steps
- Post-conference includes:
 - Teacher reflection
 - Discussion of strengths and areas for focus
 - Discussion of next steps to help teacher improve student achievement

Calibration and Inter-rater Reliability

External Calibration

- Coordinate by HCPS annually
- Conducted by Cambridge Education trainers
- Trainer and 2-3 participants observe the same two lessons
- All district personnel must match 7/10 ratings with trainer on each observation
- District personnel that do not meet the standard are recalibrated and/or retrained

Calibration and Inter-rater Reliability (cont.)

☞ Internal Calibration

- ☞ Conducted informally
- ☞ Two or more district evaluators observe the same lesson
 - ☞ Administrators, peers, mentors, district administration
- ☞ Evaluators rate and compare their observations and evidence
- ☞ Goal is to improve inter-rater reliability

Resources



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Community and Business Leaders Rally Around Education, Come Together at Inaugural Event

District-led Partners in Education breakfast briefing provides information on key initiatives to the community



Exploring and Expanding School Leadership Opportunities

Recruitment event helps inform the continuing education goals of teachers



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 and Technology](#)
- [1e. Designing Coherent Instruction](#)
- [1f. Designing Student Assessments](#)

Domain 2: The Classroom Environment

Domain 3: Instruction

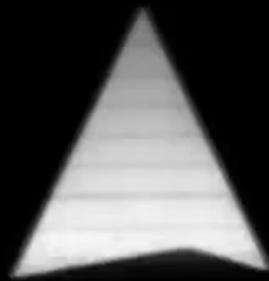
Domain 4: Professional responsibilities



HCPS Mentors

"The mentor program has given new teachers access to support and assistance to ensure they become successful earlier in their careers."

- Jamalya Jackson, Director of Professional Development and New Teacher Induction



EET Reflection

“ My perspectives of teaching have changed completely. I’ve found that the way I taught before is not how I would teach now. I’ve learned so many different techniques and teaching styles from so many phenomenal teachers that it’s helped me grow as a teacher. Additionally, knowing the process for EET has also made me more reflective in my own teaching and the effect it’s having on my kids.”

– Kirsten Meyer, fourth-grade teacher at Lewis Elementary, HCPS

Questions





Empowering
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Thank you!

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