

## COURSE SYLLABUS

**Course:** Making the Most of Teacher Evaluation

**Presenters:** Charlotte Danielson and Karyn Wright

**Hours:** 30

**Suggested Text:** *Enhancing Professional Practice: A Framework for Teaching* (Charlotte Danielson, ASCD, 2007), available at [www.amazon.com](http://www.amazon.com)

### Course Overview

Schools and districts across the country have found in Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* a tool to promote and assure quality in teaching and continual professional learning for educators. Danielson offers an evaluation system that compels its users to address the fundamental questions of how good is good enough in teaching and good enough at what exactly? How do we know and who should decide? Educators will learn a range of functions for the Framework, from supporting self-assessment and reflection to providing formative assessment of teachers' practice to providing support for improving their practice. A panel of administrators with experience implementing the Framework in their schools and districts detail necessary steps to implementation and guidelines to facilitate the process. Karyn Wright and her panel add to the discussion considerable detail about what constitutes evidence of teaching practice, where and how to locate relevant data, and how to read that data. They also augment the course's consideration of professional learning's role in teacher evaluation, returning to the Framework itself and scrutinizing the role of mentoring and inducting. Educators will come away prepared to instigate and utilize this evaluation system that has been adopted and touted by so many—teachers and administrators alike.

### Presenters' Bios

**Charlotte Danielson**, who earned her Master's of Education in Educational Administration and Supervision at Rutgers University, is a former economist and an educational consultant based in Princeton, New Jersey. She has taught at all levels, from kindergarten through college, and has worked as an administrator, a curriculum director, and a staff developer. In her consulting work, Ms. Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. Ms. Danielson is the author of a number of books supporting teachers and administrators. These include *Enhancing Professional Practice: A Framework for Teaching* (1996, 2007), the Professional Inquiry Kit *Teaching for Understanding* (1996), *Teacher Evaluation to Enhance Professional Practice* (in collaboration with Tom McGreal) (2000), *Enhancing Student Achievement: A Framework for School Improvement* (2002), and *Strengthening the Profession Through Teacher Leadership* (2006), all published by ASCD. In addition, she has written *Collections of Performance Tasks and Rubrics*, published by Eye on Education, *Teaching Methods* (2009), published by Merrill, and *Talk about Teaching: Leading Professional Conversations*, (2009) published by Corwin Press.

**Karyn Wright** is currently the Director of K-12 Teacher Development for the Clark County School District. She has been an educator for 27 years serving as a teacher, curriculum consultant, building level administrator and district level administrator. In her current role, she directs Preservice Development and the New Teacher Induction programs for the fifth largest school district in the nation. Ms. Wright also



designs, develops, and presents numerous district training sessions and workshops on a variety of topics for both teachers and administrators.

## Objectives

After completing this course, educators will know:

- Teacher leaders' and principals' potential uses of the Framework
- Attitudes and dispositions about teacher evaluation
- What constitutes evidence of teaching practice
- How to promote professional learning
- Tools to support improvement of instructional practice using the levels of performance
- How to reflect on practice
- General evaluation procedures
- How to use the Framework across the career spectrum

## Student Learning Outcomes

After completing this course, educators will apply the following skills:

- Promote collaborative and self-reflection on teaching practice
- Utilize a common language to discuss teaching practice
- Use the Framework in the capacity of teacher leader or principal
- Collect and analyze evidence of teaching practice
- Conduct observations and professional conversation
- Promote professional learning
- Execute evaluation procedures
- Use the Framework across the career spectrum

### Unit 1: The Functions of the *Framework*

In this unit, Charlotte Danielson and her panel of administrators discuss the essential purposes of a teacher evaluation system. They enumerate the strengths and weaknesses of different kinds of teacher evaluation systems and explore using *The Framework for Teaching* in a number of different related capacities.

### Unit 2: Professional Conversations

Danielson and her panel detail what an effective evaluation system should include and how it should be utilized. The uses they address range from supporting self-assessment and reflection, to providing formative assessment of teachers' practice, to supporting teachers' practice. They discuss evaluation systems in the context of promoting teaching as a profession and educators as professional learners. Educators will come away prepared to instigate and utilize this evaluation system that has been adopted and touted by so many—teachers and administrators alike.



### Unit 3: Professional Learning

With a panel of principals who have implemented Charlotte Danielson's *Framework for Teaching* as their teacher evaluation tool, Karyn Wright, a consultant for the Danielson Group, details what data evaluations should include, how to conduct evaluations, for whom, and for what purposes. In this unit, they define teacher evaluation, discuss the impact of attitudes and dispositions on the process, as well as some of the central issues that need to be negotiated, including how to establish trust, to incorporate teachers' self-assessment, and to create a community of learners. They list and discuss the many sources of data that constitute evidence of teaching practice, and consider the matter of the evaluator's biases, opinions, and interpretations.

### Unit 4: The Evaluation Process

Teacher evaluations work most efficiently and productively within a solid culture for professional inquiry. In this unit, Wright and her panel consider how administrators can best promote and sustain that culture, including foregrounding the presumption of professional competence, being consistent, upholding confidentiality, allowing ample time for reflection, and providing clear standards for teaching practice. The panel illustrates the essential truth that evaluation procedures should include not only classroom observations, but pre- and post-conferences and the collection of sufficient data.

### Unit 5: Multiple Applications of the *Framework*

In this unit, Wright and her panel introduce the *Framework for Teaching* as an essential tool in school-wide teacher evaluation processes. They review the structure of the Framework—from domains, through components, through elements—and its status as comprehensive, grounded in research, public, generic, coherent, and independent of any particular teaching methodology. Using the Framework to inform teacher evaluations can be done for novice and experienced teachers, struggling and agile teachers, and for a range of purposes, including teacher preparation, supervision, recruitment and hiring, mentoring, structuring professional development, and evaluating teacher performance. Finally, Wright and her panel model the process of using the Framework as an evaluation tool by applying it to classroom footage. The panel's concluding remarks foreground not only how useful the Framework can be, but how inspiring to a community of educators.

### Methods of Instruction

- Videos with PowerPoint presentations (teacher workshops and additional resources)
- Reflection questions (open-ended questions at intervals throughout the videos where educators are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)

### Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other



than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

**Passing Requirements:**

In order to complete the requirements of the course, the participant must complete all course work. We do not award partial credit.

- Quizzes 40% of total grade
- Reflection Questions 60% of total grade

**KDS Self-Assessment Rubric:**

	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Quizzes</b>	100% Correct	80% Correct	60% Correct	0-40% Correct

	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Reflection Questions</b>	Participant provides rich detail from the content of the course in his or her responses Participant makes his or her responses to the questions personally meaningful	Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions	Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully	Participant includes no content from the course in his or her responses Participant does not address the questions posed