

A close-up photograph of a woman with long, light brown hair and black-rimmed glasses. She is looking upwards and to the right with a focused expression. A single, shiny red apple is balanced perfectly on top of her head. The background is a dark, solid green color.

PICCS – NYC

Approach to Teacher Evaluation

Presented August 24, 2010
At Teacher Incentive Fund
Grantee Meeting



About PICCS



- PICCS:
Partnership for Innovation
in Compensation for Charter Schools
- Launched in 2007 with a \$10.5 million TIF grant.
- 10 NYC charter schools came together to propose a performance-based incentive program.
- Center for Educational Innovation – Public Education Association (CEI-PEA) manages the PICCS project.



About PICCS



- 10 charter schools
 - Two union schools
 - 296 teachers; 57 para-professionals
 - 32 school leaders
 - Span K-12
- 3,780 students
 - 80.2% FRL
 - 49.6% Black; 43.5% Hispanic; 3.75% Asian; 3.2% Other
 - 6.9% ELL
 - 13.5% Special Education



Early Signs of Success

- During first 2 years, PICCS schools had double-digit increases in percentages of students meeting standards in ELA and math
- In 2009, 94.2% of PICCS school students in grades 3-8 met the standards in math, compared with 69.6% in 2006—an increase of 25 points.





PICCS Approach to PBCS

- PICCS takes an **integrated approach** to PBCS that addresses the range of new work and professional development needs that arise with such a shift in compensation.





PICCS Approach to PBCS

PERFORMANCE BASED COMPENSATION





PICCS Approach to PBCS

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Effective Evaluation

- Focus on linking teacher and administrator evaluation to curricula and data-informed performance targets. Evaluation models include:
 - Research-based evaluation processes (Charlotte Danielson, Paula Bevin, etc.)
 - Teachers and administrators establish annual performance targets with input from students
 - Evaluation considers progress towards achieving targets, as well as classroom observations
 - Evaluation is key factor in performance-based compensation



Danielson Framework

- “A research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.” - <http://www.danielsongroup.org/theframeteach.htm>



Danielson Framework

- **4 Domains** of teaching responsibility
- **22 Components**, each defining a distinct aspect of a domain.
- **76 Elements** that describe a specific feature of a component.
- **Rubrics** describe each component and provide a roadmap for improvement of teaching.



Domains & Components

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 3: Instruction

- Communicating With Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism



Elements & Rubrics

Figure 4.2b

DOMAIN 2: THE CLASSROOM ENVIRONMENT
COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPOR
 Elements:
 Teacher interaction with students • Student interaction *with one another*

ELEMENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher's interactions with students reflect genuine respect and caring, for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student Interactions with one another	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.



Danielson Process

1. Defensible definition of teaching
2. Differentiation of evaluative processes
3. Evidence-driven process
4. Teacher learning integral
5. Transparency



Key Benefits of Danielson

- Common language
- Development of shared understandings
- Self-assessment and reflection on practice
- Structured professional conversation



Implementation

- **End of Grant Year 1** - PICCS provided training in the Danielson Framework through “train the trainer” method.
- **In Grant Year 2** – Danielson implemented in schools.
- **In Grant Year 3** – Danielson integrated into PBCS plans at schools.



Year 2 Evaluation Data

- Teachers and school leaders “considered the Danielson Group training to be *beneficial* and *clear*. But for teachers, the training did not have strong appeal/interest.”
- 63% of teachers and 67% of school leaders indicated that training improved their ability to improve practice through self-reflection.



Year 2-3 Evaluation Data

Teacher perspectives on PD:

Survey Item	2009 % Agreed	2010 % Agreed
Filled a big gap in my knowledge of teaching methods	49%	58%
Provided me with new techniques for teaching	78%	87%
Shifted my emphasis on how to teach	66%	78%
Provided me with useful feedback on my teaching	70%	80%
Made me pay closer attention to things I was doing in the classroom	86%	91%



Danielson in the PBCS Plans

- 10 charter schools with different mandates (charters), Boards of Directors, etc.
- PICCS requires “customized standardization”
- Schools tweak Danielson Framework to match their charter, community, and PBC system.



Danielson in the PBCS Plans

- All PICCS PBCS plans have multiple variables in the formula.
- Danielson forms one set of variables.
- Schools use either growth or attainment models for the portion that includes Danielson component.



Example 1: The Attainment School

- One portion of their PBCS focuses on “professional performance”.
- 60% of this portion of the PBCS is based upon scoring from Danielson observation rubric.
- School conducts fall and spring observations but only the spring observation score is used to determine this portion of their PBCS.
- If teacher scores at basic or unsatisfactory, the teacher receives 0% of this portion of his/her PBC.



Example 2: The Growth School

- One portion of their PBCS focuses on “professional performance”.
- 70% of this portion of the PBCS is based upon scoring from Danielson observation rubric.
- School conducts fall and spring observations and uses the teacher’s attainment of growth targets to award 0%, 50% or 100% of this portion of his/her PBC.



Example 2: The Growth School

- On the fall observation, teachers scoring an average of 22 to 44 points (possible of 0 to 88) receive:
 - 0% if they do not obtain an average of 60 in the spring
 - 50% if they receive 60 to 65 in the spring
 - 100% if they exceed 66 in the spring
- On the fall observation, teachers scoring an average of 45-66 points receive:
 - 0% for scoring below 66
 - 50% if they receive 67 to 69 in the spring
 - 100% if they exceed 70 in the spring



Example 2: The Growth School

- On the fall observation, teachers scoring an average of 67-88 receive:
 - 0% if they decrease below 67
 - 50% if they maintain their fall score
 - 100% if they achieve an increase (or maintain 88, if fall is 88).



Example 3: The “Feedback” School

- Teacher evaluation based on Danielson Framework serves primarily as a professional development/ feedback tool.
- Not included in the core PBCS plan.
- Teachers’ evaluation scores only come into play in the PBCS during the “re-distribution” period.
- Then use an attainment model that turns the spring score into a 4-point scale:
 - 0% for teachers who scored below a 3.0
 - 50% for teachers who scored between 3.1 and 3.4
 - 100% for teachers who scored above 3.5