

Date: 5/8/2014

To: Ronn Nozoe, Deputy Superintendent

From: Danielson Teacher Leader Workgroup

Re: Policy Change for Core Professionalism

#1. How can the Core Professionalism measure be refined?

Option 1: Rate Domains 1 and 4 at the Domain level

Domain 1: Planning and Preparation

Domain	Unsatisfactory	Basic	Proficient	Distinguished
Domain 1	The teacher's plans reflect little knowledge of the content or of prerequisite relationships within the discipline. Learning outcomes are stated as activities, reflecting unimportant learning and little understanding of students' prior knowledge and skill. Lessons and units are not designed to engage students in high-level thinking and problem solving, permit no differentiation, and use only district-provided materials. Assessments are poorly aligned with the learning outcomes and yield little information that can be used to shape future instruction.	The teacher's plans reflect superficial knowledge of the content or scant knowledge of prerequisite relationships within the discipline. Some of the learning outcomes are not stated clearly, and not all represent important learning; they also reflect uneven understanding of students' prior knowledge and skill. Lessons and units are not designed to engage students in high-level thinking and problem solving, permit little differentiation, and use a narrow range of materials. Assessments are partially aligned with the learning outcomes and yield only moderate information that can be used to shape future instruction.	The teacher's plans reflect important learning and knowledge of the content and prerequisite relationships within the discipline. Learning outcomes are stated clearly, reflecting understanding of prior knowledge and skill of groups of students. Lessons and units are designed to engage students in high-level thinking and problem solving, may be differentiated to address the needs of groups of students, and use a wide range of materials. Assessments, both formative and summative, are largely aligned with the learning outcomes and yield information that can be used to shape ongoing instruction.	The teacher's plans reflect important learning and deep knowledge of the content and prerequisite relationships within the discipline and between disciplines. Learning outcomes are stated clearly, reflecting understanding of prior knowledge and skill of individual students. Lessons and units are designed to engage students in complex thinking and problem solving, may be differentiated to address the needs of individual students, and are supplemented by extensive external resources. Assessments, both formative and summative, are fully aligned with the learning outcomes and yield much information that can be used to shape ongoing instruction.

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
Domain 4	The teacher demonstrates low ethical standards and little sense of professionalism for improving his/her own teaching and collaboration with colleagues. Record-keeping systems are chaotic and ineffective, with information lost or missing. Communication with families is unclear, infrequent, and culturally insensitive. The teacher avoids participation in both school and LEA projects, unless specifically required to do so, and makes a minimal commitment to professional development. Reflection on teaching is infrequent or inaccurate, resulting in few ideas for improvement.	The teacher demonstrates modest ethical standards and a moderate sense of professionalism for improving his/her own teaching, and modest collaboration with colleagues. Record-keeping systems are minimal and partially effective. Communication with families is sometimes unclear, sporadic, and of mixed cultural sensitivity. The teacher participates to a minimal extent in both school and LEA projects, and makes a modest commitment to professional development. Reflection on teaching is sporadic and occasionally accurate, resulting in inconsistent ideas for improvement.	The teacher demonstrates high ethical standards and a sense of professionalism, focused on improving his/her own teaching and collaborating with colleagues. Record-keeping systems are efficient and effective. Communication with families is clear, frequent, and culturally sensitive. The teacher participates in both school and LEA projects, and engages in professional development activities. Reflection on teaching is frequent and accurate, resulting in valuable ideas for improvement.	The teacher demonstrates the highest ethical standards and a deep sense of professionalism, focused on improving his/her own teaching and supporting the ongoing learning of colleagues. Record-keeping systems are efficient and effective, with evidence of student contribution. Communication with families is clear, frequent, and culturally sensitive. The teacher assumes leadership roles in both school and LEA projects, and engages in a wide range of professional development activities. Reflection on teaching is insightful, resulting in valuable ideas for improvement that are shared across professional learning communities and contribute to improving the practice of colleagues.

(+) "If we were to bring something else in, I would say Domain 1 with the planning piece. For example, most schools require pacing guide submission. But does that translate to the classroom.... not always, so somehow to build in the actual daily lesson planning and preparation would be a component to see. Possibly sticking to the domain level. "

(+) Domains 1 and 4 are harder to calibrate on so rating at Domain level is a better way to bring more in without trying to specify precision in less tangible things.

(-)-If rating Domain 1 means looking at lesson plans (which are often included with pre-conference anyway), then I say "no." Evidence of Domain 1 should already be observable in the classroom observation and doesn't need to be rated. Core Professionalism should focus on Domain 4.

(-) Domain level rating could be very overwhelming.

Option 2: Expand at the component level. Ex: Include 4e “Growing and Developing Professionally”

DOMAIN 1: Planning and Preparation	DOMAIN 4: Professional Responsibilities
1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> Content knowledge • Prerequisite relationships • Content pedagogy 	4a Reflecting on Teaching <ul style="list-style-type: none"> Accuracy • Use in future teaching
1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> Child development • Learning process • Special needs Student skills, knowledge, and proficiency Interests and cultural heritage 	4b Maintaining Accurate Records <ul style="list-style-type: none"> Student completion of assignments Student progress in learning • Non-instructional records
1c Setting Instructional Outcomes <ul style="list-style-type: none"> Value, sequence, and alignment • Clarity • Balance Suitability for diverse learners 	4c Communicating with Families <ul style="list-style-type: none"> About instructional program • About individual students Engagement of families in instructional program
1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> For classroom • To extend content knowledge • For students 	4d Participating in a Professional Community <ul style="list-style-type: none"> Relationships with colleagues • Participation in school projects Involvement in culture of professional inquiry • Service to school
1e Designing Coherent Instruction <ul style="list-style-type: none"> Learning activities • Instructional materials and resources Instructional groups • Lesson and unit structure 	4e Growing and Developing Professionally <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill Service to the profession
1f Designing Student Assessments <ul style="list-style-type: none"> Congruence with outcomes • Criteria and standards Formative assessments • Use for planning 	4f Showing Professionalism <ul style="list-style-type: none"> Integrity/ethical conduct • Service to students • Advocacy Decision-making • Compliance with school/district regulations

4e: Growing and Developing Professionally

- **Enhancement of content knowledge and pedagogical skill** -Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.
- **Receptivity to feedback from colleagues** -Teachers actively pursue networks that provide collegial support and feedback.
- **Service to the profession** -Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

(+) 4f does not cover enough right now so this might be a good option. 4e incorporates more of the reflection and what you do with the feedback and how you grow. Maybe 4e and 4f next year then once both are proficient, show evidence for another component in the following year instead of two? If not proficient, work on the below proficient component and another component in the following year? I like the idea of teacher choice but making it so the don't choose the same domain each cycle.

(+) 4e helps the EES be more explicit about using the data to help teachers grow.

(-) “The growth plan is optional for most teachers so aligning it here and connecting it to evaluation would create problems....I think.”

(-) Adding 4e or other components to Core Professionalism might feel like we are just adding more things for a teacher to do.

Option 3: Expand at the component level, and allow teacher to chose their components.

(+) Choice is good, maybe this could even be a joint choice between admin and teacher to focus on growth

(+) For some teachers that just come and teach and then leave, there are some gaps so it would force people to think about what else they are doing that is beyond delivering instruction and they can try to grow in other areas.

(+) The component level gives us a better picture of the professional responsibilities of teachers.

(-) Choice can cause confusion and inconsistencies.

(-) Teachers may choose components that won't be high leverage like 4b: Maintaining Accurate Records.

Option 4: Don't use the Danielson Framework, just track “unprofessionalism”

(+) Some teaches prefer assuming everyone is professional and only tracking "unprofessionalism".

(+) There are states that just do a ‘ -1 ‘ overall if a teachers isn't professional.

(-) Feels punitive, doesn't connect with the Danielson philosophy.

(-) This doesn't align with the evidence-based approach that states all teachers can benefit from evidence-based reflection, not just the struggling teachers.

Option 5: Status quo, stick with 4f

- (+) Consistency would help with fidelity in implementation.
- (+) This wouldn't require additional training and wouldn't increase workload.
- (-) Doesn't capture the professional duties of a teacher well.
- (-) Doesn't support and reward growth.

Recommendation: The TLW subcommittee recommends Option 3, expand at the component level by allowing teachers to choose 1-2 additional components

Other Recommendations:

Stakeholder Recommendations/ Comments	National Recommendation	Others
Teacher Workgroup 4/24: Choice was very popular followed by rating at the Domain level. Admin Workgroup 4/25: Generally liked rating at Domain level or allowing choice in which components to rate. Example comment: "I think that rating at the domain level at both domains lends itself to too much subjectivity and confusion. I can support the idea of teachers choosing 3 components that they want to choose evidence for. EOs do that for the CESSA and it lends itself to an individual having the opportunity to shine in areas that they can shine...which is ok. We should, however, have the option as administrators as assigning domains as part of a teacher's professional development plan if there is a preponderance of evidence that a teacher is showing excessive challenges in a particular domain like (ethics)... Or maybe one main one for all and they choose 2."	There is not one way to incorporate Domains 1 + 4 into evaluation, but more districts rate at the component level. Very few summarize at the Domain level because without specificity it is hard to move practice.	TAG recommends using Core Professionalism as a measure with a lot of principal discretion to balance out SLO which has more teacher discretion.

#2. Does the growth plan play a role in Core Professionalism?

Option 1: Status quo- there is no connection between the evaluation and the growth plan

- (+) The growth plan wouldn't be rated if it is outside of the EES.
- (-) Anything new might be difficult.
- (-) "I honestly don't believe that a teacher made "plan" reflects behavior at all. I can write a plan and take courses but not behave like a professional within the school community."

Option 2: The growth plan is core professionalism

- (+) Making the growth plan the tool for professionalism could streamline components.
- (+) Promotes using data for growth. I believe that we need to work with the principals and set professionals goals (similar to the learning goals we set for our students).
- (+) There is a connection between growth plan and the core professionalism piece because it is all centered around teacher growth and learning.
- (-) The growth plan won't capture all the components in Domain 4, like collaborating with others
- (-) Some would see this as another thing to do that will take time away from the students.

Option 3: The growth plan is evidence of 4e

(+) The professional growth/PD part of EES should be much more emphasized and explicit. The plan needs to be tied into the SLO or observation and other EES data.

(+) Maybe teachers could just pick one area with Danielson to focus growth and development around so that's it is connected and meaningful.

(+) It would be good to connect this to the PD and workshop to continue learning new things

(+) There is also this misconception that only new teachers need more support but there are teachers who have been in the system for so long they have become jaded and experience burn-out. They have opted to stop growing professionally.

(-) It depends what it looks like and how much it entails, because we already reflect on the observations, and Tripod, and SLOs, there shouldn't be another write up on something extra

Recommendation: Options 1 and 3 are the most popular in the TLW, but the group was split.

Other Recommendations:

Stakeholder Recommendations/ Comments	National Recommendation	Others
TLW April 24: Majority of teachers did see a connection between Core Professionalism and the Growth Plan Admin Workgroup April 25: Mixed response	Many other states and districts incorporate growth planning into their evaluation cycle.	Danielson group provides samples of growth plans with 4e samples.

Additional recommendations:

- Updating the examples from the Danielson rubric to avoid wording about activities done outside of work hours.
- Auto-populate information on PDe3 from other work already being done.
- Consider doing CP in cycles because you might see a lot of the same things year-to-year.