Teacher Criteria, Criteria Definitions and Instructional Framework Alignment

Document Background:

September 2010-July 2011

Between August 2010 and June 2011, the TPEP districts defined the new teacher evaluation criteria (RCW 28A.405.100 2(b)). This work was published in the July 2011 TPEP legislative report (http://tpep.files.wordpress.com/2011/07/tpep_leg_report-july_2011_full.pdf).

The TPEP districts continued to build their models by mapping their chosen instructional framework back to the 8 Washington State Criteria. This alignment of each framework back to the "state 8" was done with the input of the instructional framework authors and TPEP districts' involvement.

July 2011-September 2011

Under the direction of the TPEP steering committee, another round of grants were awarded to 65 districts (Regional Implementation Grants) to begin the process of determining the components and implementation plan for their teacher and principal evaluation systems. These districts were not selected to replicate the work of the TPEP pilots, but to begin the same important decision making process around the components of a new comprehensive evaluation model based on both accountability and professional growth. Within the RIG process, districts are given 3 options (Danielson, Marzano and 5D+ (CEL)) for the instructional framework component of their new evaluation model.

October-November 2011

While the work of aligning **each *individual*** framework back to the "State 8" was complete, the alignment across the frameworks and final draft of the definitions accompanying each criterion was still work to finalize. This work is important for two specific reasons:

1. In order for the state to be assured there is consistency and commonality across the individual district systems, an alignment across the three instructional frameworks back to a common understanding of the state criteria must be established.

2. In order for RIG districts to be deliberate in their selection of an instructional framework having the alignment and clear definitions of the criterion is critical to their collaborative district process in analyzing and ultimately selecting an instructional framework that will serve as the foundation of their system.

A committee convened and completed this alignment work on November 1st, 2011. This committee was comprised of practitioners representing each of the three instructional frameworks.

FAQ

1. Can districts pick and choose elements to construct their own framework using the three models listed below (Danielson, 5D+ (CEL)and Marzano)?

No. The intent is to choose one of the three frameworks and adhere to its alignment to the eight Washington State teacher criteria. This document was carefully constructed with input by TPEP practitioners and the authors of the three instructional frameworks. Reconstructing a new framework out of the three instructional frameworks compromise the integrity of the "research base" that each of the framework authors identify in their work.

2. Why were the definitions altered from the July 2011 TPEP legislative report?

The criteria definitions were constructed with input from the TPEP practitioners in the TPEP pilot sites during the 2010-11 development year. In order to create an alignment and make the criterion "distinguished and scorable," the definitions were altered to match the new alignment across the three instructional frameworks.

3. Will there be a waiver process for districts that are currently using an alternative instructional framework?

Districts that are **currently using** a different instructional framework (including modified versions of the three listed in this document) are encouraged to study the new criteria definitions and this alignment document. A state level waiver process for alternative frameworks will be developed at the conclusion of the pilot. This waiver process will require districts to demonstrate they are using a research-based instructional framework aligned to the eight Washington State teacher criteria (RCW 28A.405.100 2(b)) and definitions as the foundation of their teacher evaluation model.

4. How should I use this document and will it ever change?

This document will contain a date stamp (upper left-hand corner) and every time the Office of Superintendent of Public Instruction makes any changes we will date stamp accordingly. Please note that future changes will be subtle and this document can and should be used to begin discussions around instructional frameworks. Please note that this document does not replace studying the framework rubrics, but serves as an overview.

Note: The component numbers for both Danielson and Marzano are reflective of the component numbers in their original frameworks, thus they may not be in numerical order.

Washington State Teacher Criteria (RCW 28A.405.100 2(b))	Washington State Teacher Criteria Definitions
1. Centering instruction on high expectations for student achievement.	EXPECTATIONS The teacher communicates high expectations for student learning.
2. Demonstrating effective teaching practices.	INSTRUCTION The teacher uses research-based instructional practices to meet the needs of all students.
3. Recognizing individual student learning needs and developing strategies to address those needs.	DIFFERENTIATION The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.
4. Providing clear and intentional focus on subject matter content and curriculum.	CONTENT KNOWLEDGE The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.
5. Fostering and managing a safe, positive learning environment.	LEARNING ENVIRONMENT The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.
6. Using multiple student data elements to modify instruction and improve student learning.	ASSESSMENT The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.
7. Communicating and collaborating with parents and school community.	FAMILIES AND COMMUNITY The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	PROFESSIONAL PRACTICE The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

Architecture of the Three Research-Based Instructional Frameworks

	Framework		
	Danielson	**5D+ (Center for Educational Leadership)**	**Marzano**
	Structure of what the observer would be looking for evidence about….		
Big Ideas- Grounded in research around student learning	**Domains-4** (Example: Domain 1: Planning and Preparation)	**Dimensions-7** (Example: Dimension 2: Student Engagement)	**Domains-4** (Example: Domain 2: Planning and Preparing)
Evaluation Level Rubric **(4 level)** **This is the level evaluators will be using to score and evaluate teachers.**	Components – 22 *(Example: Component 1b: Demonstrating Knowledge of Students)* Element- (76)	Sub-dimensions – 13 *(Example: Indicator Student Engagement 5: Use of Background to plan lessons and units)* Indicators: (48)	Components– 33 *(Example: 3.1 The teacher knows individual student learning needs to design instruction)* Sub-Criteria – (67)
	Structure of what the observer could be using to make determination		
Support for observation	Indicators	Possible Observations –Teacher Possible Collectibles - Teacher	Possible Teacher Evidence Possible Student Evidence
	Critical Attributes/Possible Examples-teacher and student	Possible Observations- Student Possible Collectibles - Student	Possible Artifacts

Criterion 1: Centering instruction on high expectations for student achievement		
Key Word: EXPECTATIONS **Definition: The teacher develops and communicates high expectations for student learning.**		
Danielson	**5D+ (CEL)**	**Marzano**
2b: Establishing a culture for learning	• Student Engagement: Ownership of learning	1.1 The teacher develops, aligns, and communicates clear learning targets (daily) and goals with scales (long term) that communicate high expectations for learning.
3a: Communicating with Students 3c: Engaging students in learning	• Student Engagement: Work of high cognitive demand • Purpose: Connection to standards and broader purpose • Student Engagement: Substance of student talk • Purpose: Communication of standards and learning target	1.2 The teacher provides opportunities for students to self-reflect and track progress toward learning goals. 1.3 The teacher celebrates student success.
		Marzano Framework Reference: Design Question 1

Criterion 2: Demonstrating effective teaching practices.		
Definition: INSTRUCTION: The teacher uses research-based instructional practices to meet the needs of all students.		
Danielson	**5D+ (CEL)**	**Marzano**
3b: Using questioning/prompts and discussion	• Student Engagement: Quality of questioning • Student Engagement: Participation and meaning making • Student Engagement: Access to quality talk	2.1 The teacher helps students interact with new knowledge. 2.2 The teacher helps students practice and deepen their understanding of new knowledge. 2.3 The teacher helps students experiment with and test new knowledge. 2.4 The teacher asks questions of all students with the same frequency and depth. 2.5 The teacher probes incorrect answers of all students in the same manner. 2.6 The teacher uses various methods to engage students. 2.7 The teacher identifies appropriate academic vocabulary aligned to the learning target and uses various strategies for student acquisition.
4a: Reflecting on Teaching	• Curriculum & Pedagogy: Discipline- specific habits of thinking and communication	2.8 The teacher reflects and evaluates the effectiveness of instructional performance.
		Marzano Framework Reference: Design Questions 2,3,4,5 and 9

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.		
Definition: **DIFFERENTIATION: The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.**		
Danielson	**5D+ (CEL)**	Marzano
1b: Demonstrating Knowledge of Students	• Student Engagement: Use of student background to plan lessons and units • Curriculum & Pedagogy: Relevance of tasks to student background and culture	3.1 The teacher uses knowledge of individual student learning needs to design instruction.
3e: Demonstrating flexibility and responsiveness	• Purpose: Use of differentiated instructional approaches • Curriculum & Pedagogy: Scaffolds for individual and group learning needs	3.2 The teacher meets individual student learning needs.

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

Definition:

CONTENT KNOWLEDGE: The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula, instruction to impact student learning.

Danielson	5D+ (CEL)	Marzano
1a: Demonstrating Knowledge of Content and Pedagogy	• Curriculum & Pedagogy: Planning reflects discipline habits of thinking	4.1 The teacher has a comprehensive understanding of the subject(s) taught.
1e Designing Coherent Instruction 1c: Setting Instructional Outcomes	• Curriculum & Pedagogy: Planning for student learning and independence • Purpose: Design of learning targets	4.2 The teacher skillfully uses the adopted curriculum 4.3 The teacher has a comprehensive understanding of the standards.
1d: Demonstrating Knowledge of Resources	• Curriculum & Pedagogy: Alignment of instructional materials and tasks • Curriculum & Pedagogy: Follows the district curriculum • Curriculum & Pedagogy Effective use of technology • Curriculum & Pedagogy: Use of supplemental materials • Classroom Environment & Culture: Relevance of displayed materials	4.4 The teacher plans and prepares for use of traditional instructional materials and technology.

Criterion 5: Fostering and managing a safe, positive learning environment.		
Definition: LEARNING ENVIRONMENT: The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.		
Danielson	**5D+ (CEL)**	**Marzano**
2c: Managing classroom procedures	• Classroom Environment & Culture: Routines for accountability • Classroom Environment & Culture: Routines for effective transitions • Classroom Environment & Culture: Accessibility of classroom materials • Classroom Environment & Culture: Routines for discussion and collaboration • Classroom Environment & Culture: Routines for use of learning time	5.2 The teacher reviews expectations regarding rules and procedures to ensure effective execution.
2d Managing Student Behavior	• Classroom Environment & Culture: Routines for managing student misbehavior • Classroom Environment & Culture: Classroom norms	
2a: Creating an environment of respect and rapport	• Classroom Environment & Culture: Student status • Concern for student emotional and physical well being • Approachable towards all students	5.3 The teacher builds positive relationships with students. 5.4 The teacher demonstrates value and respect for all students.
2e: Organizing physical space	• Classroom Environment & Culture: Physical arrangement of classroom • Routines for student and teacher safety	5.1 The teacher organizes a safe, physical layout of the classroom to facilitate movement and focus on learning. *Marzano Framework Reference: Design Questions 6, 7, 8 and 9*

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.		
Definition: ASSESSMENT: The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.		
Danielson	**5D+ (CEL)**	**Marzano**
3d: Using Assessment in Instruction	• Purpose: Self-assessment of learning • Assessment for Student Learning: Demonstration of learning • Assessment for Student Learning: Creation and use of summative assessment information	6.1 The teacher uses multiple data elements to modify instruction.
1f: Designing Student Assessments	• Assessment for Student Learning: Formative assessment opportunities • Assessment for Student Learning: Use of formative assessment information	6.2 The teacher uses multiple data elements to design and modify appropriate student assessments.
4b: Maintaining Accurate Records	• Assessment for Student Learning: Collection of formative assessment data	
		6.3 The teacher can show that the students in his/her classroom have made growth and/or met course or grade-level standards using multiple measures.
		Marzano Framework Reference: Design Question 1

Criterion 7: Communicating and collaborating with parents and school community.		
Definition: FAMILIES AND COMMUNITY: The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.		
Danielson	**5D+ (CEL)**	**Marzano**
4c: Communicating with Families	• Communication about student progress with parents and caretakers • Culturally relevant communication with parents and caretakers • Goals of instruction are communicated to parents and caretakers • Communication about instructional programs with community • Communication within the school community about student progress	7.1 The teacher communicates and collaborates with parents/guardians/school/community in a timely and professional manner regarding courses, programs, school events and grade level expectations. 7.2 The teacher communicates individual student progress to parents/guardians in a timely and professional manner and collaborates with parents in support of student learning. 7.3 The teacher collaborates with families and school/community to support student learning.

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning		
Definition: **PROFESSIONAL PRACTICE: The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.**		
Danielson	**5D+ (CEL)**	**Marzano**
4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	• Collaboration with peers to improve student learning • Collaboration with peers to improve instructional practice • Professional and collegial relationships • Supports school, district, or state initiatives	8.1 The teacher collaborates with colleagues about student learning and instructional practices. 8.2 The teacher displays dependability through active participation. 8.3 The teacher adheres to district and school rules and procedures. 8.4 The teacher participates in district and school initiatives. 8.5 The teacher pursues professional development. 8.6 The teacher meets growth targets as identified in annual professional goals.