

# By Educators, For Educators

The DC Model Teacher Evaluation System



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# The DC Model Teacher Evaluation System

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- Provides LEAs with evaluation rubric, observation and planning tools, and procedures aimed at helping DC schools conduct better teacher observations
- Piloted in 2015-16 school year in 13 LEAs under leadership of OSSE & Thurgood Marshall Academy
- Will go live in 2016-17 school year



# The DC Model Teacher Evaluation System

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**Learning Environment**



**Delivery Of Instruction**



**Planning And Preparation**



**Professional Foundations**





School Name \_\_\_\_\_  
Teacher Observed \_\_\_\_\_  
Grade \_\_\_\_\_

Observer Name \_\_\_\_\_  
Date \_\_\_\_\_ Start Time \_\_\_\_\_ End Time \_\_\_\_\_  
Topic/Lesson \_\_\_\_\_

**Note your observations in the boxes below**

**4** Highly Effective   **3** Effective   **2** Minimally Effective   **1** Ineffective   **x** Not Observed



## Learning Environment

- ☐ Maximizes instructional time and student growth
- ☐ Communicates and enforces high expectations
- ☐ Holds students accountable for their behavior and learning
- ☐ Maximizes learning through visually inviting classroom
- ☐ Displays student work and content

## Comments



## Delivery of Instruction

- ☐ Exhibits enthusiasm for what is being taught
- ☐ Uses varied resources and techniques to meet needs of learners
- ☐ Uses teaching strategies to activate students' prior knowledge to engage them
- ☐ Incorporates range of questioning techniques and strategies
- ☐ Leads objective-driven lessons with clear outcomes
- ☐ Uses examples and appropriate language
- ☐ Provides opportunities for reflection and closing
- ☐ Delivers accurate information
- ☐ Responds to questions and uses appropriate vocabulary

## Comments

A photograph of a young woman with long, light-brown braids and purple-rimmed glasses, smiling warmly while talking to someone whose back is to the camera. The background is a blurred indoor setting with other people.

# Evaluation

**MODEL TEACHER EVALUATION SYSTEM**



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A culture of professional inquiry requires challenge as well as support.



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Do principals and building administrators have the skill to know what is good teaching and what is not?

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While I reflect and make adjustments on my own, it is incredibly helpful to have an outside eye weigh in.

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Implementing a new system like this often requires not only policy change, but also a change in practice and attitude.

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Teacher education programs are working to align pre-service evaluation to what will happen in the classroom.

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Who would want to enter the teaching profession under the increased scrutiny of more rigorous teacher evaluation systems and more rigorous academic standards?