By Educators, For Educators

The DC Model Teacher Evaluation System



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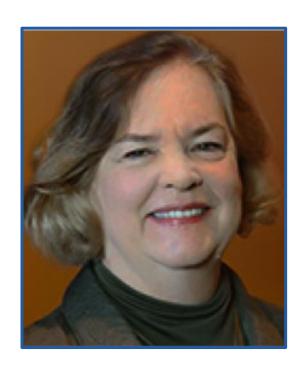




Topher Kandick
2016 DC Teacher of the Year
Upper School English Teacher
SEED PCS of Washington, DC







Linda McKee

Senior Director of Performance Measurement and Assessment Policy American Association of Colleges for **Teacher Education**









Alexandra Pardo Partner

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The DC Model Teacher Evaluation System

- 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



Learning Environment



Delivery Of Instruction



Planning And Preparation



Professional Foundations







CLASSROOM OBSERVATION TOOL

School Name	Observer Name		
Teacher Observed	Date	Start Time	End Time
Grade	Topic/Lesson		

Note your observations in the boxes below

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

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Learning Environment	Comment
Maximizes instructional time and student growth	
Communicates and enforce high expectations	
Holds students accountable for their behavior and learning	
Maximizes learning through visually inviting classroom	
Displays student work and content	

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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

Comments









Responds to questions and use appropriate vocabulary







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





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





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





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

Teacher education programs are working to align preservice evaluation to what will happen in the classroom.





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