

Teacher Evidence Guides: Seeing the Shifts in Action

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The Challenge of Aligning Expectations for Teacher Practice to the Requirements of the Common Core

The Common Core will require important shifts in teacher practice, particularly in the areas related to instruction.

But current widely adopted teacher observation frameworks are not yet designed to address the requirements of the Common Core.



Danielson

D1: Planning and Preparation	D2: Classroom Environment
D3: Instruction	D4: Professional Responsibilities

D1: Classroom Strategies and Behaviors	D2: Planning and Preparing
D3: Reflecting on Teaching	D4: Collegiality and Professionalism

Marzano

Developing Clear and Consistent Expectations for Instructional Practice

To ensure clear and consistent expectations for instructional practice in a manner that is respectful to teachers, it will be necessary to:

- Create clear, measurable, subject-specific guidance on Common Core aligned instructional practice.
- Adjust existing subject-neutral teacher observation frameworks so that the structures invite evidence of Common Core aligned instructional practice.
- Ensure that, where appropriate, expectations for instructional practice – both subject-neutral and subject-specific – are grounded in the Common Core shifts.

Guiding Principles for Design

Aligned with the Common Core	<ul style="list-style-type: none"> • Designed to increase teachers' understanding of and support for the Core Standards. • Grounded in specific and measurable practices that support the Core Standards.
Humane and fair in its substance and timing	<ul style="list-style-type: none"> • Designed to be implemented in a respectful manner. • Makes sure that teachers have the resources & support to do what is being asked of them. • Makes the full picture of expectations over time available and clear.
Aligned with other tools and supports for teachers	<ul style="list-style-type: none"> • Designed to inform a system that supports the ongoing development of teachers. • Linked to high quality tools and supports. • Able to form the backbone of professional development.
Invites shared responsibility	<ul style="list-style-type: none"> • Leads to appropriate alignment of expectations across the system (i.e. teachers, principals, schools). • Invites teachers to take ownership in the development of the tool.
Scalable and informs continuous improvement	<ul style="list-style-type: none"> • Allows for clear and practical implementation. • Enables evidence of teacher practice and student work to be gathered and communicated to inform continuous refinement and provide information about implementation of the Common Core.

All Work Must be Grounded in the Shifts

MATHEMATICS

1. **Focus:** Focus strongly where the standards focus
2. **Coherence:** Think across grades, and link to major topics
3. **Rigor:** In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity

Standards Aligned Instructional Practice in Mathematics (Sample K-8)

When the shifts in Mathematics are effectively integrated into instructional practice, evidence of the following can typically be observed:

EVIDENT IN EACH LESSON

1. Materials and instruction support the focus and coherence of the Standards.
2. All students grow in their capacity for the three aspects of rigor in mathematics.
3. All students practice the discipline of mathematics in grade-appropriate ways.

EVIDENT OVER THE COURSE OF THE YEAR

1. *Focus:* Students focus strongly where the Standards focus.
2. *Coherence:* The lessons and tasks students encounter reinforce coherence across and within grades.
3. *Rigor:* Students pursue conceptual understanding, procedural skill & fluency and application with each intensity.
4. Student work demonstrates that students meet the content and mathematical practice standards.

EVIDENT BEYOND THE CLASSROOM

1. The teacher productively collaborates with other teachers to improve practice.

Activity: *What would this look like?*

Task:

1. (10 minutes) With a partner, choose one of the sections on the teacher evidence guide and discuss what evidence of that might look like.
2. (10 minutes) Share your thoughts with your table.

Further Discussion Question: How can you see this tool being used in your current work?