

Danielson or FIT: Which Evaluation Model is best for the West Ada School District

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Charlotte Danielson's seminal work, *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 2007), has become the standard for teacher evaluations in the State of Idaho and many other states around the country. In 2009, Charlotte Danielson teamed up with the organization Teachscape to create an on-line training program that allowed district and building administrators to become "certified" in conducting observations using the Danielson framework. The timing of this Teachscape program coming into existence aligned with the 2009 Race to the Top program, which required states and districts to find a rigorous method for evaluating teachers in order to be eligible for federal support under the Race to the Top program. West Ada made the complete transition to a Danielson based model for teacher evaluations and all of the administrators in the district went through the Teachscape certification. The question, however, is whether the massive amount of work being done in observing and evaluating teachers using the Danielson based tool, is actually improving teacher performance, and more importantly is it improving student achievement?

The West Ada School District has undergone a major upheaval in leadership over the past 18 months. Dr. Mary Ann Ranells has replaced former Superintendent Dr. Linda Clark, and we have individuals in new roles across all levels of district office, from new assistant superintendents, new HR administrator, and new administrator of assessment. During this transition, there has been significant discussion about what constitutes good instruction and what is the "West Ada Way" concerning teaching and learning. While the district continues to utilize an evaluation instrument that aligns with the Danielson Framework, the conversations about the

goals and foundations of the West Ada School District have begun to change. The district has made the move to re-align its vision with the Professional Learning Communities movement made popular by Rick Dufour, Bob Eaker and their Solution Tree organization. There also began conversations last spring of 2016 regarding a district instructional model. This fall of the 2016-2017 school year, the district introduced the new Instructional Model to guide teachers and administrators going forward. The model aligns with the work of Douglas Fisher, Nancy Frey, and Stefani Arzonetti Hite and their book *Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership* (Fisher, Frey, & Hite, *Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership*, 2016).

The process of rolling this new model out to buildings is in its beginning stages, but this instructional model will be front and center at every building in the district next year. As I read the Fisher, Frey & Hite book, I immediately had the thought that if this is our instructional model, that will guide teachers in their instructional decision-making, if this is the model that we will use to identify “good teaching”, then perhaps we should consider aligning our teacher evaluation process as well. The FIT Teaching Approach (Fisher, Frey, & Hite, *Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership*, 2016) includes a tool for observing and evaluating teachers.

Capstone Problem Statement and Rationale

The teacher evaluation process has the opportunity to be one that focuses on growth and teacher improvement, but all too often is a process that feels managerial, restrictive, and formulaic. In the State of Idaho, there has been significant discussion surrounding the evaluation process and often the discourse revolves around the idea of identifying “bad” teachers and removing them from their position. Is there a model for evaluating teacher performance that

teachers and administrators can embrace concerning its focus on teacher growth and leadership? Additionally, there is background of research and literature that shows that when teachers feel they have control over a domain of teaching, they are more accepting of evaluation in that area, but conversely, when they feel an area is outside of their control, they are very uncomfortable and resistant to evaluation. (Conley & Glasman, 2008) In conversation with teachers, there is a concern that we now have an instructional model that focuses on growth and leadership, while we also have an evaluation tool that focuses on “distinguishing” teachers from those that are “just” proficient. There is a large difference between asking teachers to become leaders within their buildings and to help their peers to grow and the idea of making sure you have checked off enough boxes in the distinguished column for your evaluation. Incongruity between the instructional model and the evaluation instrument may cause difficulty for teachers in understanding the expectations. More often than not, in this type of situation, teachers will revert to human nature focusing on the evaluation tool criteria, as they perceive their evaluation as a judgement on their professional practice. As part of the Career Ladder education funding, the State of Idaho has; placed teacher evaluation directly into the mix for how teachers move from the “residency” to “professional” rungs of the ladder. House Bill 222 is where the “Career Ladder” funding model became law, it replaced the “old” State salary schedule, increased the money allocated to districts per teacher, but also added an incorporation of teacher effectiveness as a criteria for advancement. The West Ada school district chose to adopt the career ladder as their salary schedule, which was not a requirement. The Career Ladder (House Bill 222) changed the method of allocating funds to districts. This change has created a new paradigm for teacher evaluations, making the process for evaluating teachers much higher stakes than before. The Danielson model when used for evaluation purposes creates a mentality, for both

administrators and teachers where the focus becomes counting the number of checkmarks to determine proficiency or distinguished categorization. The professional development focus for teacher evaluations seems to have begun to vanish, replaced by what has become a purely administrative function. In Richard Dufour's most recent book, *In Praise of American Educators*, he discusses the concept concerning teacher evaluation and school improvement:

One of the most comprehensive analyses of factors that improve schooling concludes, "there is a robust body of empirical work that informs us that if school improvement is the goal, school leaders would be advised to spend their time and energy in areas other than teacher evaluation". If current efforts to supervise teachers into better performance have proven ineffective (and they have), the solution is not to double down on a bad strategy and demand more classroom observations, tighter supervision, and more punitive evaluations. The effort to improve schools through tougher supervision and evaluation is doomed to fail because it asks the wrong question. The question isn't "How can I do a better job of monitoring teaching"? but rather "How can we collectively do a better job of monitoring student learning?" (Dufour, 2015) (Page 42)

Given that, we know that evaluation on its own does not lead to increased outcomes for students—and so instead of focusing on evaluations, we should focus on what we know affects outcomes. Using John Hattie's research (Hattie, 2011), the most "effective" thing we can do to affect outcomes is have adults working together as much as possible to problem solve to help students. John Hattie's work shows *collective teacher efficacy*—to have an 1.57 effect size, or improved student achievement moving from the 50th to the 85th percentile. This aligns with West Ada's renewed focus on the Professional Learning Community concepts and teacher collaboration.

What if our district aligned our instructional model, our professional development, and our evaluation instrument, but also aligned in a manner that focused on teacher growth, and on teachers as leaders within their buildings?

Research Question

The primary question that I hope to answer is which model given the option between the current evaluation tool and the FIT Teaching tool, do teachers believe will be more effective when used as a guide for their professional growth? Additionally, I hope to answer the following questions:

- Which model is most effective when used as a guide for leadership opportunities in school or Professional Learning Communities?
- Which model do teachers believe has the greatest potential for generating teacher dialogue, and teacher growth opportunities?

Looking at two different evaluation tools, the Danielson model, and the FIT Teaching Growth and Leadership Tool, which tool/model teachers and administrators in West Ada prefer? In an effort to get to this answer, I plan to survey teachers and administrators from across the district. I reviewed various published evaluation instruments including those developed by Marzano, McRel, Stronge and Marshall, as well as the Danielson and FIT Teaching models.

To answer these questions, I will survey administrators and teachers from across the West Ada School District to compare four domains that are aligned in both instruments, Planning, Classroom Environment, and Instruction. I will ask teachers and administrators to review these domains side by side and make a decision on which they prefer. Additionally, the two instruments have vastly different categories for “rating” teachers. The Danielson framework uses the language of “Unsatisfactory”, “Basic”, “Proficient”, and “Distinguished.” The FIT Teaching instrument uses the words, “Not Yet Apparent”, “Developing”, “Teaching” and “Leading”. I want to know whether teachers and administrators believe that one tool is more appropriate or more informative than the other is. My fundamental question is which evaluation

model teachers and administrators in West Ada believe would be most effective when used as a guide for their professional growth as well as for summative evaluation.

Literature Review

In reviewing the literature on teacher evaluation, I wanted to identify what research has revealed concerning:

- Impact of Teacher Evaluations on Teacher Performance
- Impact of the summative evaluation on teachers' willingness to be open, reflective, receptive, and transparent regarding their needs for improvement.

Historically, teacher evaluation goes back to the beginning of public school history, as James Stronge writes in his book *Evaluating Teaching*; “over the years, evaluation has evolved into the highly structured and prescribed procedures used in most school systems today. Much of the current prescriptiveness is a result of public attention and legislation passed during the 1970s and 1980s.” (Stronge J. , 2006)

Given that teacher evaluation is not a new phenomenon, what is the purpose and goal for conducting teacher evaluations? Stronge states that:

“The two most frequently cited purposes of personnel evaluation are accountability and professional growth (see, for example, Danielson & McGreal, 2000; Peterson, 2000) The accountability purpose reflects the need for determining competence of teachers in order to assure that services delivered are safe and effective and typically has been viewed as summative in nature. The performance improvement purpose reflects the need for professional growth and development of the individual teacher and typically has been considered to be formative in nature.” (Stronge J. , 2006) (Page 4)

Regarding the accountability nature of evaluations, that seems to be the aim of the State of Idaho regarding their increased involvement of late into the form and nature of evaluations conducted across Idaho. There has been significant discussion about teacher evaluations, with the State going so far as to audit district observations and evaluations and conducting independent audits by outside organizations. The State has adopted language that all districts

must use an evaluation tool that aligns with Danielson. There has been very little discussion about teacher evaluation as a professional growth mechanism. For West Ada that means that there is a need to meet the requirements of the State, while also trying to find a way to use the evaluation process as one that produces growth opportunities for teachers.

Stronge discusses this idea of using a single evaluation instrument for both accountability and teacher development stating that: “there must be a rational link between the purposes. McGreal argued that multiple purposes of evaluation could be met successfully with a single evaluation system when the system is viewed as one component of a larger mission – furthering the goals for the school. This conception of teacher evaluation ties evaluation not only to teacher improvement but also to school improvement.” (Stronge J. , 2006) This idea of tying the evaluation system and the mission of the school or district is in direct alignment to my fundamental concern between the Danielson model and our district’s instructional model and the incongruity that exists. In contrast, because the foundation of the districts instructional model the FIT model, there is a direct alignment with the FIT evaluation tool; and because of its language and focus on teacher growth, collaboration, and leadership; aligns with our Professional Learning Community focus within the West Ada school district.

In the conclusion of Stronge’s book, he makes the case that districts address teacher evaluation, professional development, and school improvement in relation to student learning, and that student learning must be the primary focus. It is unlikely that you will find many educators who disagree with this idea; however, truly aligning this work is easier said than done. A first step would be to create systems within a district that align and then to develop professional development and school improvement programs that help to grow the professionals in relation to the aligned system goals and evaluation criteria. Getting teachers to embrace these

changes and embrace evaluation as “both” a professional development and accountability system is a task that needs some examination as well.

Sharon Conley and Naftaly Glasman, in a study out of the University of California – Santa Barbara, published a report *Fear, the School Organization, and Teacher Evaluation* (Conley & Glasman, 2008). In the article, they discuss how fear is experienced differently by those inside and outside of the school organization.

“Fears of external stakeholders include low student achievement, school violence, controversial ideologies permeating the curriculum, poor skill preparation for the labor force, and low levels of fiscal and cultural accountability. Within schools, fears of organizational participants include accountability-driven sanctions, reduction of fiscal support, difficulty in meeting diverse student needs, and diminished control over intrinsic work features.” (Conley & Glasman, 2008)

They go on to discuss that internal fear differs between two “key educational groups: teachers and administrators.” The journal article focuses on the internal participant fear and “specifically, teachers’ fear of being evaluated.”

“Regarding the politics of maintenance, teachers’ fear response is to protect themselves against losses stemming from less-than-favorable evaluations, particularly when such evaluations have implications for their job security, autonomy, and skill utilization (Hackman & Oldham, 1980). Administrators, too, appear interested in minimizing losses associated with a lowered quality of instruction, contributing directly to the overall performance of the school.” (Conley & Glasman, 2008)

The authors state that there are two implications when looking at teacher evaluation, and that they are that teachers are constantly making professional decisions and judgement calls during instruction, and that administrators strive for uniformity of process when evaluating teachers for the sake of “legal, moral and control purposes.” Based upon these implications, the authors further make two assumptions to guide their research:

1. If teachers control teaching, their principals should evaluate only those teaching phenomena, which teachers control.
2. If principals abide by 1, they are liable to neglect uniformity in evaluating teachers.

An aspect of teaching and teacher evaluation that is the idea of control and teachers evaluated on elements of their teaching that is either under their control or out of their control. Conley and Glasman reference a study done in 1980 in which elementary school teachers were asked 4 questions about the seven domains of teaching in which they were evaluated. The questions, 1) How important is it in your teaching? 2) To what extent do you think you should control it? 3) To what extent do you feel that you actually control it? 4) To what extent would you resist evaluation in this area? Teachers were receptive to evaluation on behaviors/domains that they viewed as being within their control.

In a second study referenced by Conley and Glasman, the teachers ranked in descending order the following concerning their desire to control the decisions about their teaching: “planning and pacing classroom activities, establishing classroom organization and learning climate, choosing instructional materials, selecting learning objectives, and maintaining student discipline.” (Conley & Glasman, 2008) The less the teacher perceived control over an area, the more resistant they were to being evaluated on it.

Stronge and Ostrander report in their article, *Client Surveys in Teacher Evaluation* that an opportunity for error in evaluation exists based on the subjective nature of what constitutes good teaching, and best practices. They go on to say that:

First, the number and length of observations are almost always inadequate for making generalizations. Second, evaluators focus attention on their own personal interests; thus, what they notice reflects their personal viewpoints. Third, poor recording systems force observers to rely on recollections that are influenced by preexisting conceptions. Fourth, any personal relationships or alliances between evaluators and their subject present confounding factors. Finally, the visit itself

alters the behaviors of teacher and students, narrowing the chances of the evaluator's seeing a representative sample of teaching. (Stronge & Ostrander, 1997)

They go on to discuss that a "fair and effective" teacher evaluation process would provide for both teacher accountability and teacher personal growth and that recognizes that there is not a single best way to teach, allows for teacher autonomy and "sensitive to variations in classroom life." (Conley & Glasman, 2008)

Claire Sinnema and Viviane Robinson from the University of Auckland in New Zealand wrote an article in 2007 for the journal *Leadership and Policy in Schools*, which reports on a number of empirical studies that "investigated the extent to which teacher evaluation policies and procedures promote teachers' inquiry into the relationship between their teaching and their students' learning." (Sinnema & Robinson, 2007) According to the article, "There is an emerging consensus that educational leadership research and practice needs a stronger emphasis on the leadership of teaching and learning." Additionally, they argue, "school leaders should ensure that organizational processes, such as teacher evaluation, should be designed in ways that align with, and support, the goal of instructional improvement. This is important work because, in theory, every aspect of school organization should be enabling more effective and equitable teaching and learning." (Sinnema & Robinson, 2007) More specifically, they argue that teacher evaluation needs to increase teacher's ability to inquire into and strengthen the relationship between their teaching (inputs) and their students' learning (outputs). (Sinnema & Robinson, 2007) During the studies completed in New Zealand, they were looking into answering the following three questions:

1. To what extent do the tools (e.g., policies, and indicators) that are used in teacher evaluation focus on the impact of teaching on student learning?

2. To what extent are those tools used (e.g., in the development of teachers' goals and in evaluation discussions) in ways that investigate and strengthen the impact of teaching on student learning?
3. What factors explain the degree of inquiry into the impact of teaching on learning? (Sinnema & Robinson, 2007)

Kenneth Peterson completed research in 2004 on teacher evaluation for the National Association of Secondary School Principals and stated in the NASSP June 2004 journal that;

“Sociology matters in the design and practice of teacher evaluation because the best measurement systems of teacher evaluation will fail in a district without careful and specific attention to the change induced in sociological balance. For example, data gathering such as in peer review of materials or parent surveys affects the status of teachers by replacing the basis of esteem from casual hearsay of teachers to public information. Also, the fact that more objective measures of teacher performance replace administrator reports changes the power relationships between principals and teachers. The sociological forces of status, power, sanction, and security are important because they influence educators' behaviors such as compliance, cooperation, and initiative in the teacher evaluation system.” (Peterson, 2004)

Overcoming the sociological and fear components that exist within teacher evaluations is something addressed over time and from all aspects of the culture of a school and district.

Teachers must truly believe that there is an intent to help them grow and improve, and understand that there is a requirement for accountability that the district must meet. At the heart of it all, however, must be student learning and that the district and school system is supporting teachers in the shared pursuit of increased student learning.

There are a variety of evaluation models and instruments available for districts to choose. In the state of Idaho, the expectation is that districts use a model that aligns with the Danielson Framework. Douglas Fisher, Nancy Frey and Stefani Arzonetti Hite created a document that demonstrates how their FIT Teaching Growth and Leadership Tool aligns with other popular teacher evaluation models, including Danielson. They also demonstrate how their tool aligns with evaluation tools developed by Marzano, McRel, Marshall and Stronge. See the table below:

1. Planning with Purpose

1.1: Learning Intentions and Progressions	Danielson ¹	Marshall ²	Marzano ³	McREL ⁴	Stronge ⁵
1.1a: Identifying transfer goals	1c 1a	A-a A-c	1.1	3a	2.5 7.1
1.1b: Linking to theme, problem, project, or question	1c 1a	A-a A-f	1.1	3c	1.3
1.1c: Identifying lesson-specific learning intentions	1c 1b	A-a A-f	2.43 1.26 1.28	3b	1.1 2.2
1.1d: Identifying content learning intentions	1c 1b	A-a A-b	2.44 2.42	3b	1.6 2.4
1.1e: Identifying language learning intentions	1c 1b	A A	2.42	3b	1.6
1.2: Evidence of Learning	Danielson	Marshall	Marzano	McREL	Stronge
1.2a: Identifying success criteria	1c 1f	A-d D-a	1.1	4a	7.1
1.2b: Designing evidence-collection opportunities	1f	A-d D-b	1.2	4h	4.3
1.3: Meaningful Learning	Danielson	Marshall	Marzano	McREL	Stronge
1.3a: Designing aligned experiences	1e 1d	A-g A-h	1.25 1.27 1.29 2.45 2.46	4b 4d	2.4 3.6
1.3b: Planning for differentiation	1e 1b	A-e A-i	2.47 2.48 2.49	4c 2d	2.3 4.1

2. Cultivating a Learning Climate

2.1: Welcoming	Danielson	Marshall	Marzano	McREL	Stronge
2.1a: Positive regard	2a	B-c C-a	1.37	2a 2b	1.7 5.7
2.1b: Physical environment	2e	A-j	1.5	2a	5.1
2.1c: Community building	2b 2d 4c	B-d B-f E-a E-c E-d E-e E-g E-i E-j	4.56	2e	5.2 5.4 6.7
2.2: Growth Producing	Danielson	Marshall	Marzano	McREL	Stronge
2.2a: Builds agency and identity	2b	C-b	1.35 1.38 1.39 1.40 1.41	2c	5.5 5.6
2.2b: Encourages academic risk taking	2b	B-j C-b	1.22	4e	5.4
2.2c: Repairs harm	2d	B-b	1.33 1.34	1a	5.2
2.3: Efficient	Danielson	Marshall	Marzano	McREL	Stronge
2.3a: Rules, routines, and procedures	2c	B-a B-e B-g B-h B-i	1.4	1a	5.3
2.3b: Record keeping	4b	E-h	1.2	1a	7.2

3. Instructing with Intention

3.1: Focused Instruction	Danielson	Marshall	Marzano	McREL	Stronge
3.1a: Clear learning intentions	3a	C-c	1.6	4g	3.4
3.1b: Relevant learning intentions	3c	C-d	1.32 1.30 1.36	3d	1.3 3.2
3.1c: Accurate representation of critical content	3a	C-e	1.6 1.8 1.14	4g	1.4 1.5 1.8 3.7
3.2: Guided Instruction	Danielson	Marshall	Marzano	McREL	Stronge
3.2a: Notices student needs	3d	C-i D-c	1.23 1.24	4h	3.7
3.2b: Scaffolds support	3d	C-h D-h	1.9 1.10 1.11 1.23 2.42	2d	3.3 5.8
3.3: Collaborative Learning	Danielson	Marshall	Marzano	McREL	Stronge
3.3a: Interactive learning routines	3b	C-f	1.7 1.15 1.19 1.31	4c	3.5
3.3b: Task complexity	3c	C-g	1.21 1.22	4f	1.2 3.1
3.3c: Language support	3e	C-h D-h	1.23	4b	3.3

4. Assessing with a System

4.1: Assessment to Support Learners	Danielson	Marshall	Marzano	McREL	Stronge
4.1a: Comprehensible expectations	3a	C-c	1.1	4h	4.3 4.4
4.1b: Goal-setting opportunities	3d	C-c	1.1	4f	4.2
4.2: Assessment to Monitor Learning	Danielson	Marshall	Marzano	McREL	Stronge
4.2a: Checks for understanding	3d	C-j D-d E-f	1.12 1.16 1.17	4h	4.6
4.2b: Error analysis	3e	D-h D-i	1.18	4h	4.7
4.3: Assessment to Inform Learning	Danielson	Marshall	Marzano	McREL	Stronge
4.3a: Types of feedback	3d	D-e	1.3 1.13	4h	4.7
4.3b: Usefulness of feedback	3d	D-g	1.13	4h	4.7
4.3c: Needs-based instruction	3e	D-f D-j	1.20 3.51 3.52	5a	2.1 4.1

5. Impacting Student Learning

5.1: Short-Term Evidence of Learning	Danielson	Marshall	Marzano	McREL	Stronge
5.1: Short-term evidence of attainment of transfer goals	1f	D-f	1.2	5a	7.4
5.2: Long-Term Evidence of Learning	Danielson	Marshall	Marzano	McREL	Stronge
5.2a Long-term evidence of attainment of transfer goals	1f	D-i	1.2	5a	7.3

(Fisher, Frey, & Hite Arzonetti, ASCD Fit Teaching)

Looking at the referenced alignment chart, Danielson’s Domains I, II & III aligns within the FIT Teaching tool. However, Domain IV – does not have an area of alignment in the FIT

Teaching Tool for categories A (Reflecting on teaching), D (Participating in the Professional Community), E (Growing and Developing Professionally) and F (Showing Professionalism).

Looking at the six different “popular” evaluation models and the variations in domains or categories in which they evaluate teachers, there are some consistent similarities and some differences:

	Danielson	FIT	Marzano	McRel	Stronge	Marshall
Domain I	Planning & Prep	Planning with Purpose	Classroom Strategies & Behaviors	Demonstrate Leadership	Professional Knowledge	Planning and Preparation for Learning
Domain II	Classroom Environment	Cultivating a Learning Climate	Planning & Preparing	Establish Respectful Environment	Instructional Planning	Classroom Management
Domain III	Instruction	Instructing with Intention	Reflecting on Teaching	Know the Content	Instructional Delivery	Delivery of Instruction
Domain IV	Professional Responsibilities	Assessing with a System	Collegiality & Professionalism	Facilitate Learning	Assessment of/for Learning	Monitoring, Assessment, and Follow Up
Domain V	N/A	Impacting Student Learning	N/A	Reflect on Practices	Learning Environment	Family & Community Outreach
Domain VI	N/A	N/A	N/A	N/A	Professionalism	Professional Responsibilities
Domain VII	N/A	N/A	N/A	N/A	Student Progress	N/A

(Danielson, 2007) (Marzano, 2013) (Fisher, Frey, & Hite, Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership, 2016) (Marshall, 2011) (McRel) (Stronge & Tucker, 2003)

All six of the evaluation tools have a category that directly addresses Planning, Preparation and Content Knowledge. Additionally, all six have a category for both Instruction, and for Classroom Environment. Assessment aligns in-directly in three of the six, but with a dedicated category in the other three. Student Learning/Progress is not directly addressed in four of the evaluation tools, however many states have a student achievement, value-added

component to their evaluation tool. Professional Responsibilities aligns in five of the six evaluation tools.

It is clear that the FIT Teaching Growth and Leadership tool meets the requirements set forth by the State of Idaho concerning alignment with Danielson. The FIT model meets the accountability test, and the model aligns with the district instructional model. However, none of this matters if the district does not create a school improvement and professional development system that aligns the evaluation, the instructional model and the mission of the school together. It is only when this alignment occurs that the district can truly use the evaluation both for accountability AND professional growth. That said, I hope to demonstrate that from the perspective of teachers and administrators, the adoption of the FIT model is a step in that important direction.

Research Design

1005 randomly selected teachers from across the district were sent an electronic invitation to participate in the survey. Additionally, all administrators in the West Ada School District were sent the invitation. Those who completed the survey were asked the following questions:

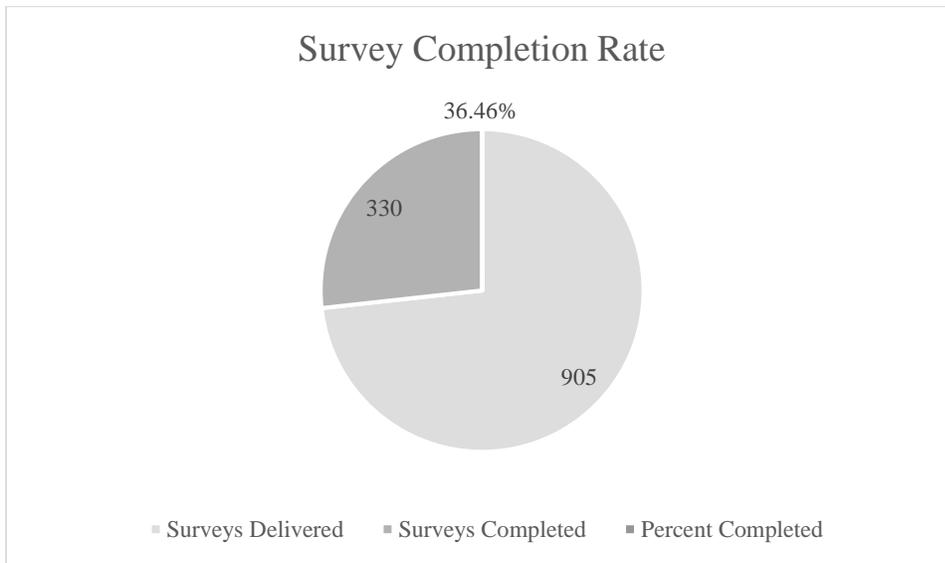
1. How long have you worked in education?
2. What is your primary role(s) at your school?
3. With what level of students do you primarily work?
4. When you look at the descriptors in Domain 1 (Planning and Preparation) on the current evaluation tool and Section 1 (Planning with Purpose) on the FIT Model, which would be the most effective when used as a guide for your professional growth?
5. When you look at the descriptors in Domain 2 (Classroom Environment) on the current evaluation tool and Section 2 (Cultivating a Learning Climate) on the FIT Model, which would be the most effective when used as a guide for your professional growth?
6. When you look at the descriptors in Domain 3 (Instruction) on the current evaluation tool and Section 3 (Instructing with Intention) on the FIT Model,

which would be the most effective when used as a guide for your professional growth?

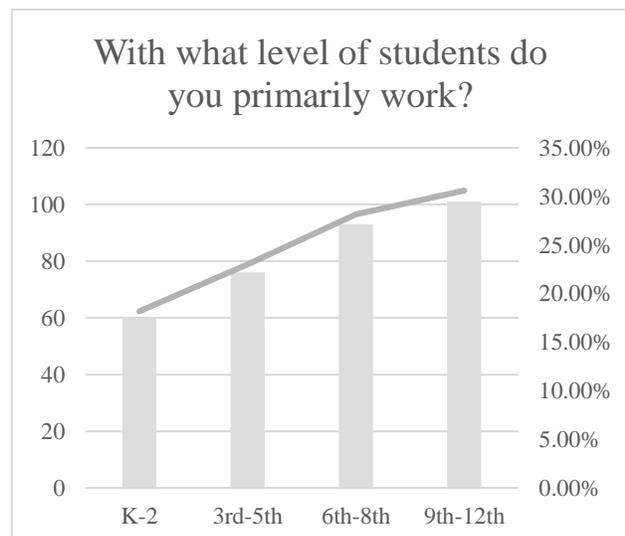
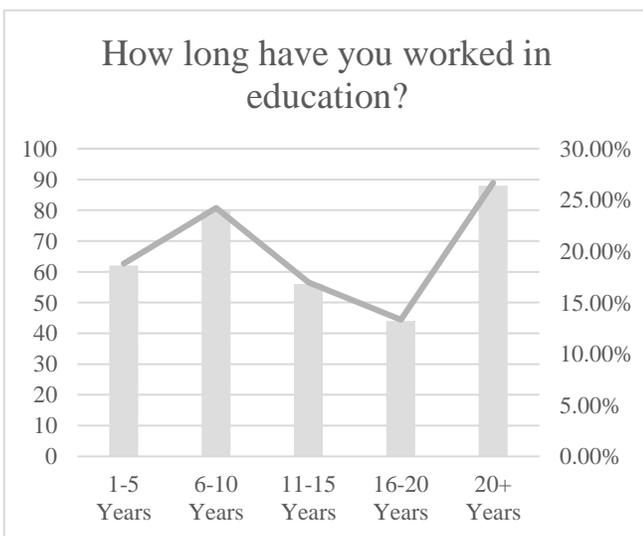
7. The FIT Model has a category 4 (Assessing with A System). The current West Ada model addresses Assessment in in Domains 1 & 3. Which would be the most effective when used as a guide for your professional growth?
8. The FIT Model has a category 5 (Impacting Student Learning). Looking at the descriptors in this section, how do you feel about this addition when used as a guide for your professional growth?
9. When comparing Domain 1 (Planning and Preparation) on the current evaluation tool and Section 1 (Planning with Purpose) on the FIT Model, which would be the most effective when used as a guide for leadership opportunities in your school or in your Professional Learning Community?
10. When comparing Domain 2 (Classroom Environment) on the current evaluation tool and Section 2 (Cultivating a Learning Climate) on the FIT Model, which would be the most effective when used as a guide for leadership opportunities in your school or in your Professional Learning Community?
11. When comparing Domain 3 (Instruction) on the current evaluation tool and Section 3 (Instructing with Intention) on the FIT Model, which would be the most effective when used as a guide for leadership opportunities in your school or in your Professional Learning Community?
12. The FIT Model has a category 4 (Assessing with A System). The current West Ada model addresses Assessment in in Domains 1 & 3. Which would be the most effective when used as a guide for leadership opportunities in your school or in your Professional Learning Community?
13. Which Evaluation Tool do you believe would have the greatest potential for generating teacher dialogue?
14. Which Evaluation Tool do you believe would have the greatest potential for generating teacher reflection?
15. Which Evaluation Tool do you believe would have the greatest potential for generating teacher growth opportunities?
16. The West Ada Model has 4 performance indicators (Unsatisfactory, Basic, Proficient, and Advanced). The FIT Model also has 4 performance indicators (Not Yet Apparent, Developing, Teaching, and Leading). Do you have a preference concerning the titles of those performance indicators?
17. Which evaluation tool would you prefer be used for teacher growth?
18. Which evaluation tool would you prefer be used for teacher summative evaluation?
19. Why did you choose that model as your recommendation? What do you like about the model, which features make it more appealing than the other option?

Data

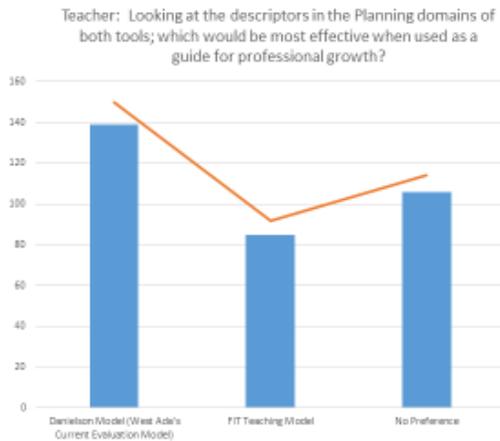
Of the 905 teachers who were sent a survey, 330 completed the survey, a 36.46% completion rate which is a higher percentage of completion than the district typically receives on their surveys they send out.



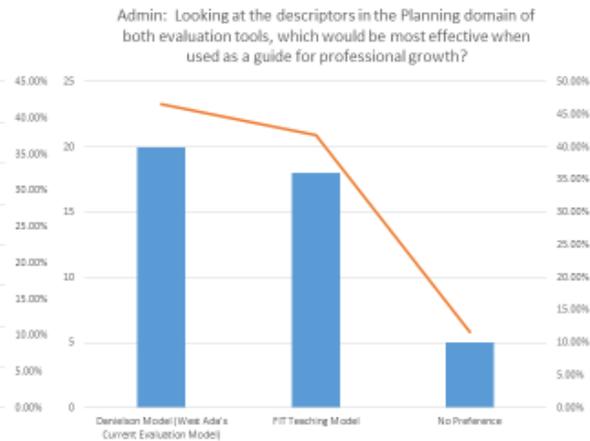
Questions were also asked to identify the demographics of teachers responding to the survey, the two charts below demonstrate the responses to those questions:



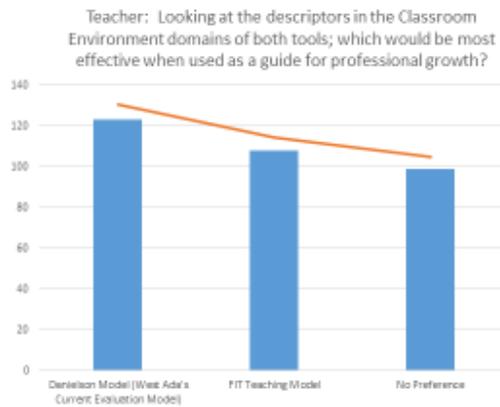
The following charts demonstrate the teachers and administrators answers to some specific questions in comparing the two evaluation models. The first few questions specifically look at domains that are directly aligned in both Danielson and the FIT Model.



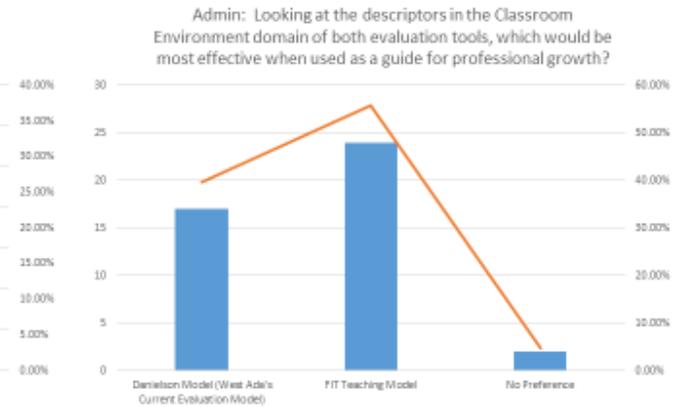
Teacher Responses



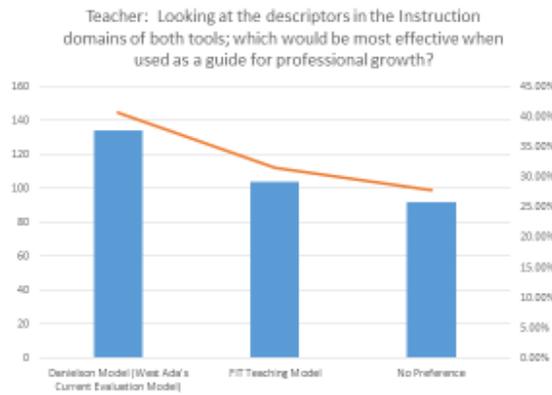
Admin Responses



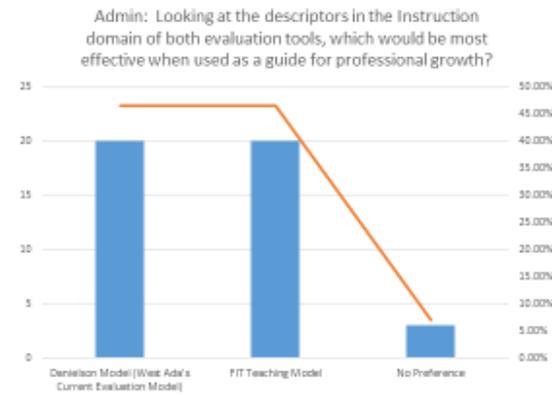
Teacher Responses



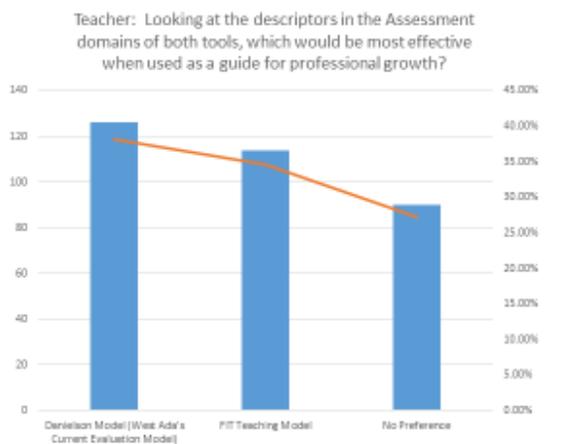
Admin Responses



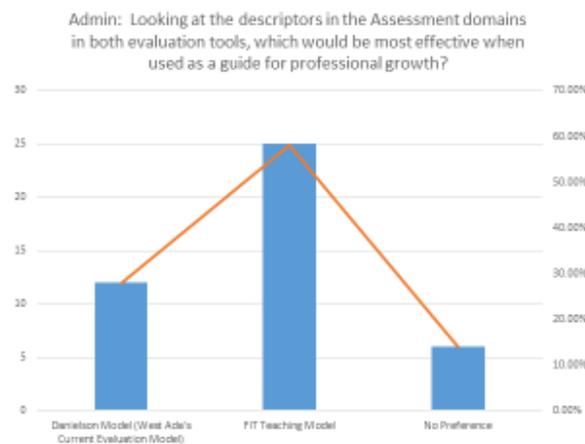
Teacher Responses



Admin Responses



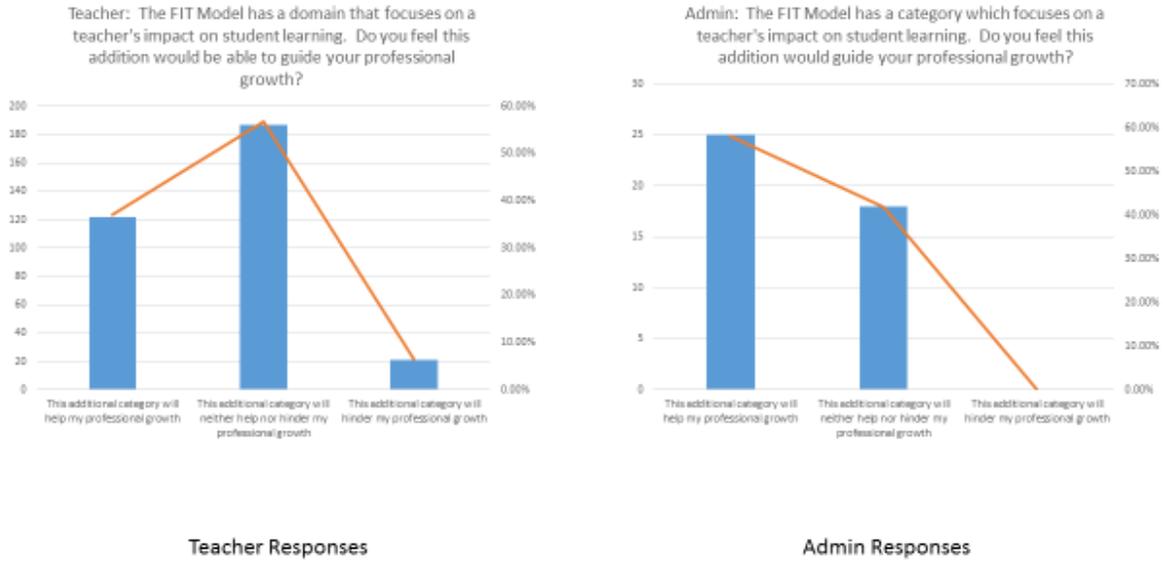
Teacher Responses



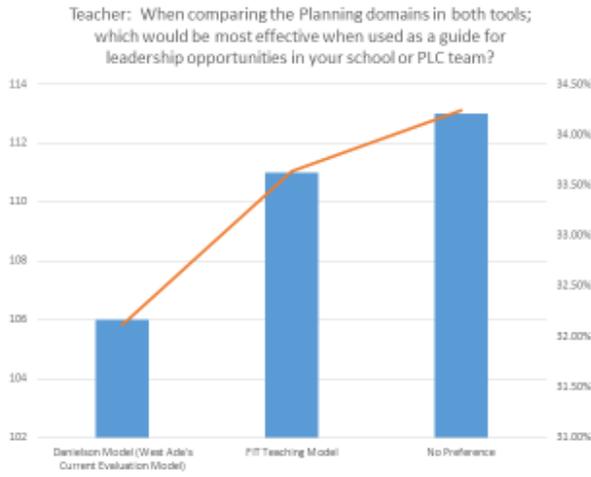
Admin Responses

The next chart references a question regarding a key difference in the FIT Model when compared to Danielson. The FIT Model has a domain that focus directly on teacher impact on student learning. As you can see the majority of teachers felt that this addition would neither help nor

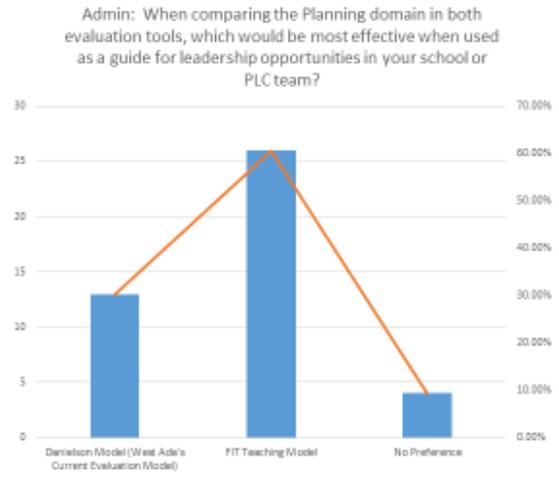
hinder their professional growth. However, administrators believe that the addition of this domain would help teacher’s professional growth.



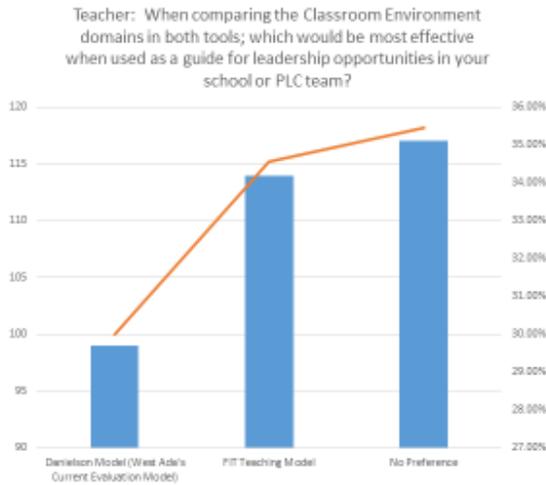
The next set of questions ask teachers to compare the two evaluation models in regard to their use as a guide for leadership opportunities in their individual school or PLC team. Because the FIT model specifically has a focus intended to measure and increase teacher leadership, it is valuable to determine whether teachers see the FIT model as being useful in that way. As you can see from the results, this question is where teachers and administrators demonstrate some consistency in their response. Both groups of respondents indicate that the FIT Model would be the most effective guide for teacher leadership opportunities.



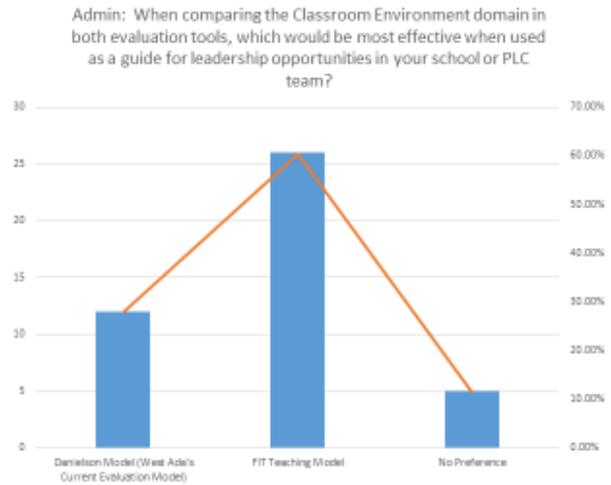
Teacher Responses



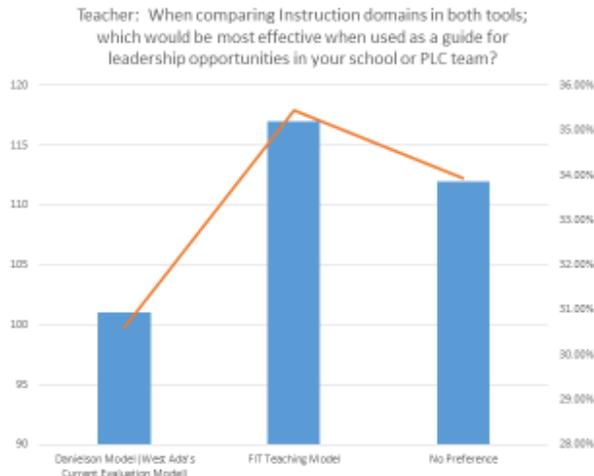
Admin Responses



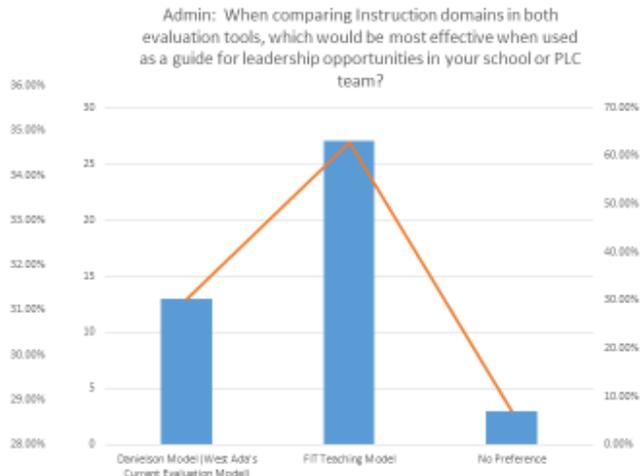
Teacher Responses



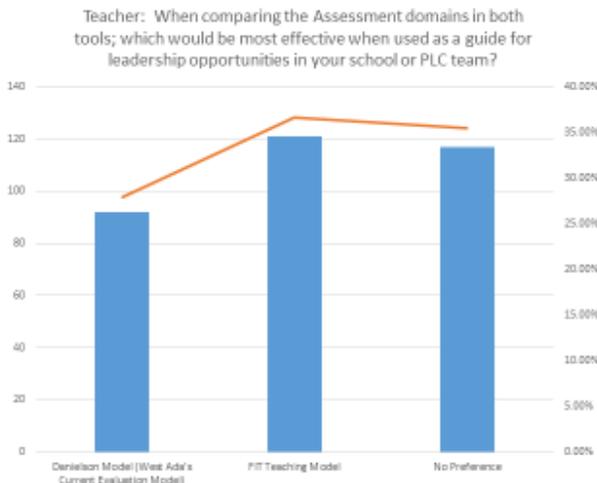
Admin Responses



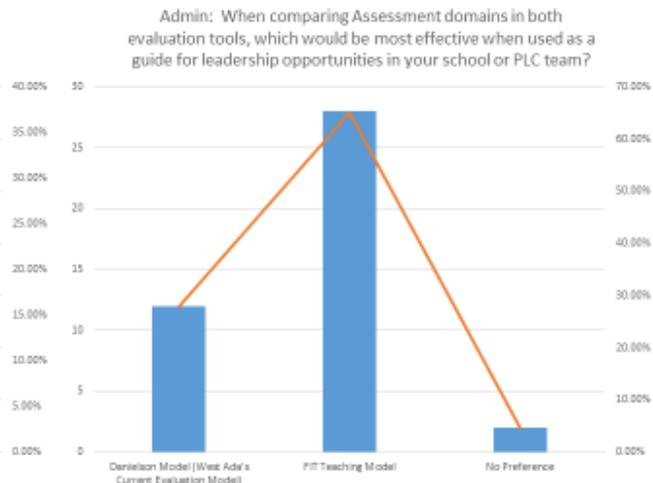
Teacher Responses



Admin Responses



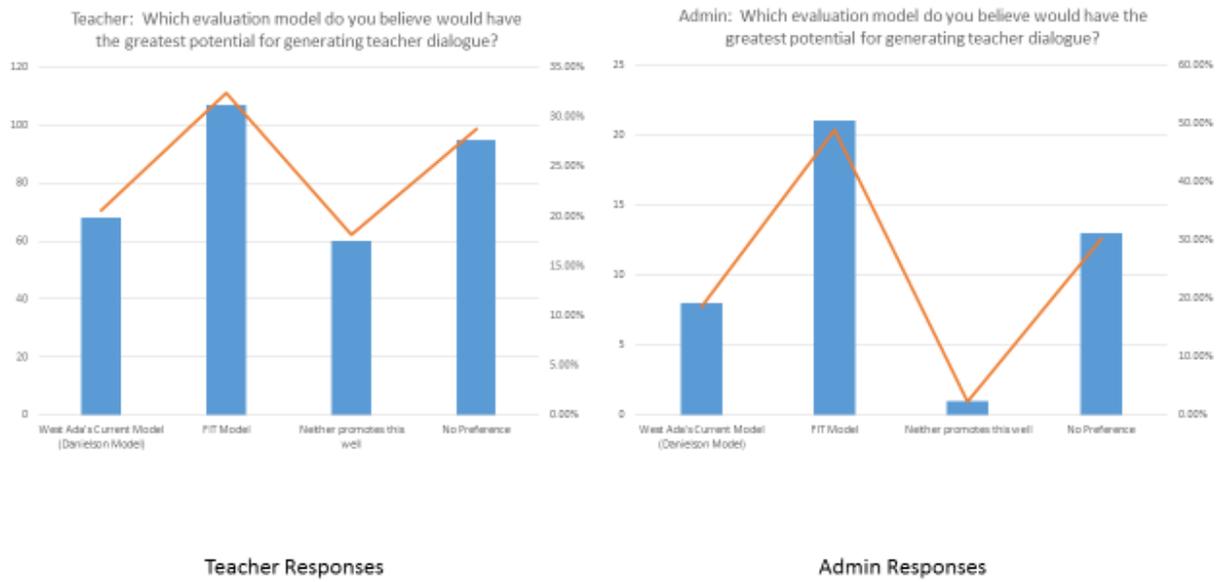
Teacher Responses

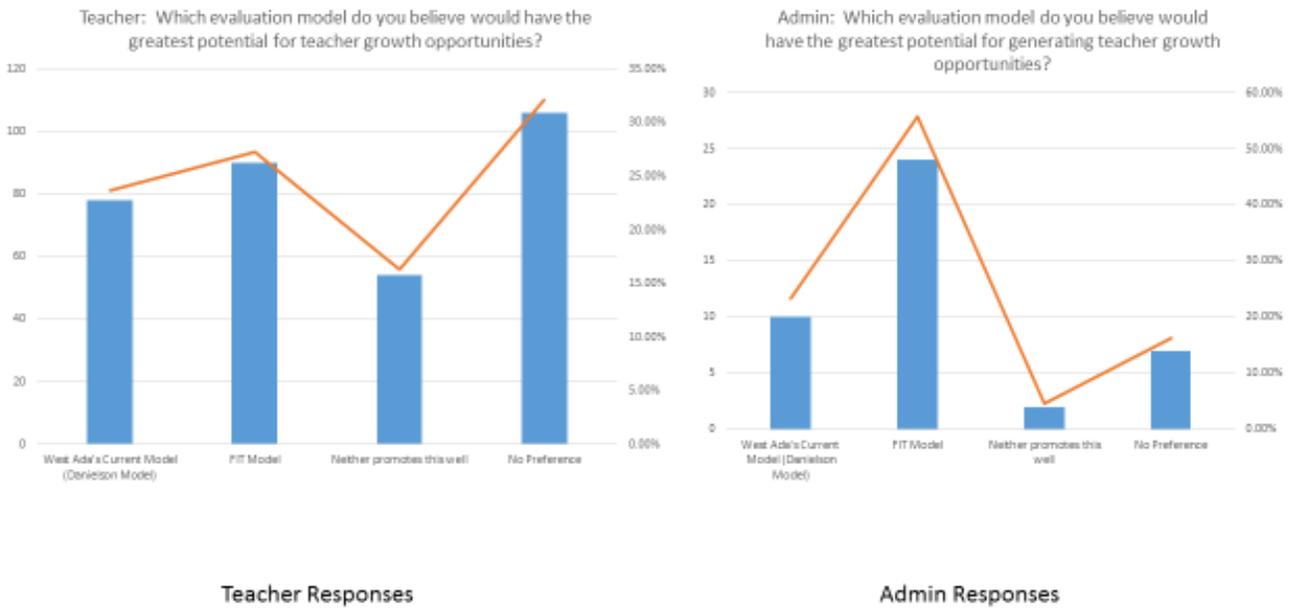
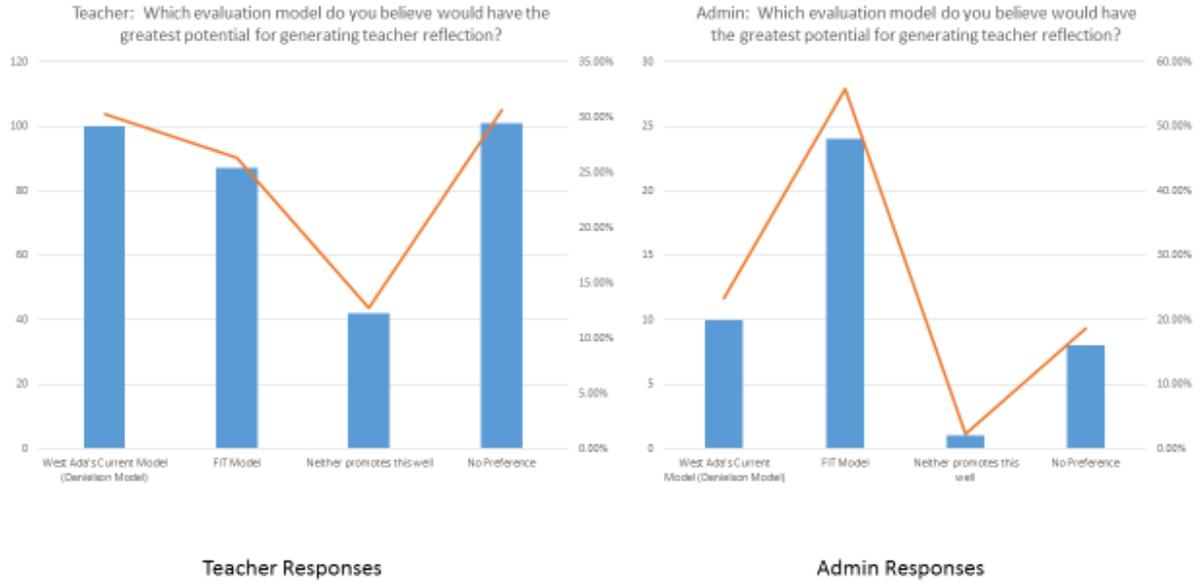


Admin Responses

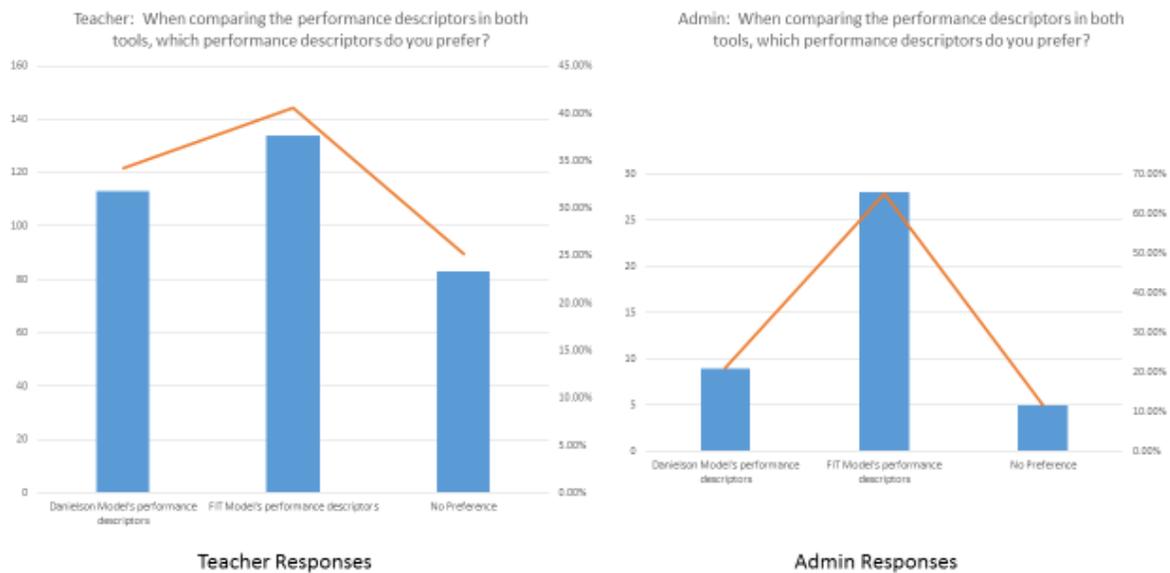
The next set of charts show the administrator and teacher responses to question concerning which evaluation model would have the greatest potential for generating teacher dialogue, reflection and growth opportunities. These questions along with the questions regarding guiding

teachers in their leadership opportunities give insight into how the evaluation tool could potentially improve collective teacher efficacy. Collective teacher efficacy as mentioned earlier, is an area of John Hattie’s research that has shown to have one of the higher effect sizes on student achievement. In regard to generating teacher dialogue, the FIT model was preferred by both teachers and administrators. Concerning generating teacher reflection, the administrators prefer the FIT Model, while the teachers prefer Danielson. Finally, when looking at the potential to generate teacher growth opportunities, both teachers and administrators prefer the FIT Model.



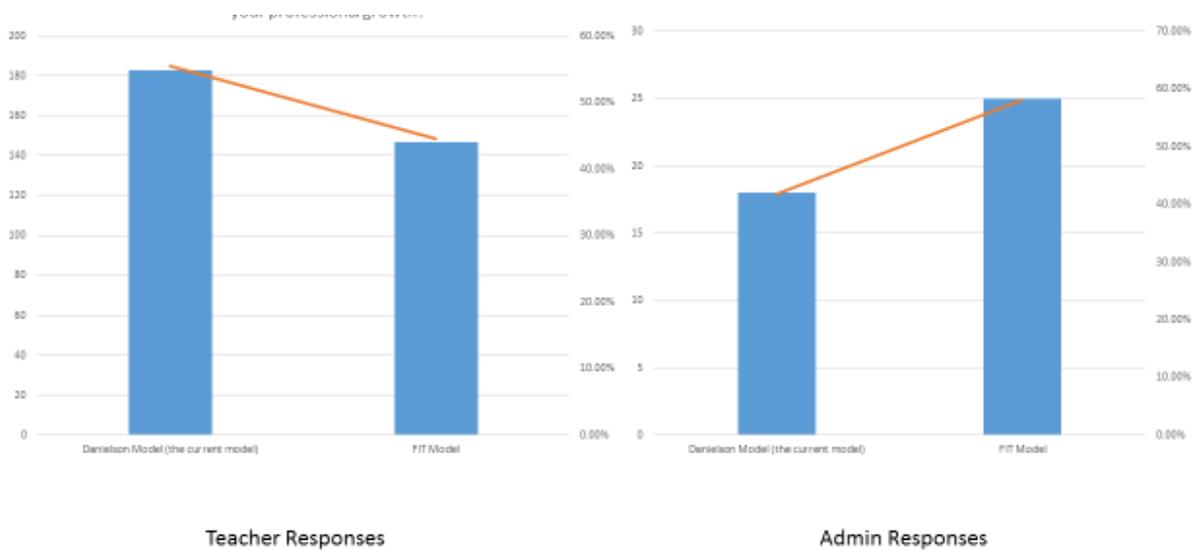
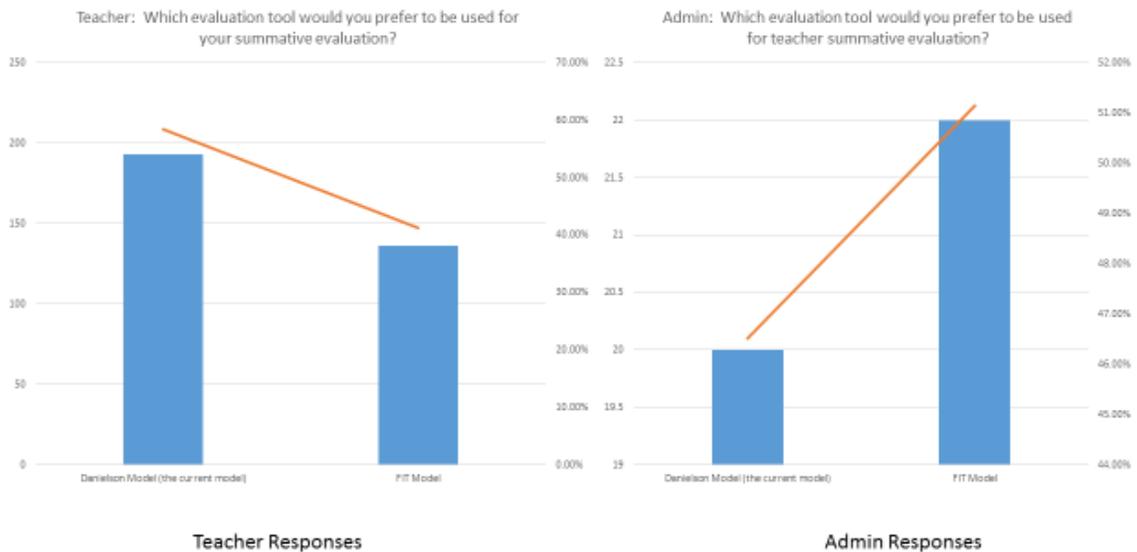


There is a significant difference in how the two evaluation models handle the performance descriptors. Moving from the lowest descriptor to the highest, Danielson uses the descriptors Unsatisfactory, Basic, Proficient, and Distinguished. As a district, the Proficient descriptor has long been a point of contention for both teachers and administrators. Charlotte Danielson indicates the proficient category is the target and describes teachers in that category as highly successful in their performance. However, to teachers, the term proficient is often equated to “average”. The FIT Model uses the descriptors, Not Yet Apparent, Developing, Teaching, and Leading. These descriptors are important, in that teachers take their performance personally, and these descriptors ultimately “describe” them in each domain. The chart below demonstrates that both teachers and administrators prefer the FIT model descriptors to those in Danielson.



Ultimately, we get to the final questions of the survey, and the big question I was hoping to answer. As you can see from the next two charts, I asked respondents to answer whether they

prefer the FIT or Danielson to be used for 1) professional growth and 2) summative evaluation. The teachers indicate that they prefer Danielson to FIT for professional growth at a rate of 55% to 45%. Teachers also indicate that they prefer Danielson to FIT for their summative evaluation at a rate of 58% to 42%. Administrator response shows the opposite preference, with administrators preferring FIT at a rate of 58% to 42% for professional growth; and 53% to 47% for summative evaluation.



Conclusion

At the end of the survey, respondents were given the opportunity to provide an open response as to why they preferred the evaluation model they chose. For teachers, the majority of those that responded their preference to Danielson, indicated that familiarity and comfort were the prime factors in making that choice. Teachers that chose the FIT model as their preferred evaluation model, indicated that they felt the language, descriptors and alignment with the collaborative focus were reasons for their preference. Likewise, the administrator responses indicated that they believed the FIT model would foster more genuine growth and push all teachers to become more committed to the collaborative process.

I find it very interesting that even though teachers prefer the descriptors in FIT, as well as believe it will generate more opportunities for growth, leadership and teacher dialogue; they ultimately prefer Danielson because of familiarity. I have provided all of my data to the district administration for their consideration. I believe that many of the responses do indicate that the FIT model is worthy of continuing exploration, and would propose that a control and research group of teachers and/or schools be put together to use the FIT model for a year, and gather additional feedback

Ultimately, I refer back to the words of Richard DuFour, who in his final book *In Praise of American Educators*, states, “If current efforts to supervise teachers into better performance have proven ineffective (and they have), the solution is not to double down on a bad strategy and demand more classroom observations, tighter supervision, and more punitive evaluations. The effort to improve schools through tougher supervision and evaluation is doomed to fail because it asks the wrong question. The question isn’t ‘How can I do a better job of monitoring teaching?’ but rather ‘How can we collectively do a better job of monitoring student learning?’” (Dufour,

2015) However, while the State of Idaho requires a teacher evaluation system, each district must decide what model balances the compliance requirements while also increasing teacher efficacy and matching what the district values in teacher performance.

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