

# Unpacking Teacher Evaluation Standards - Affinity Diagramming

**Directions:** Review the new teacher evaluation criteria one criterion at a time. Construct a brainstorming activity with your team that breaks down the knowledge, skills, and activities associated with each criterion. In addition, think about how each criterion can be demonstrated and measured.

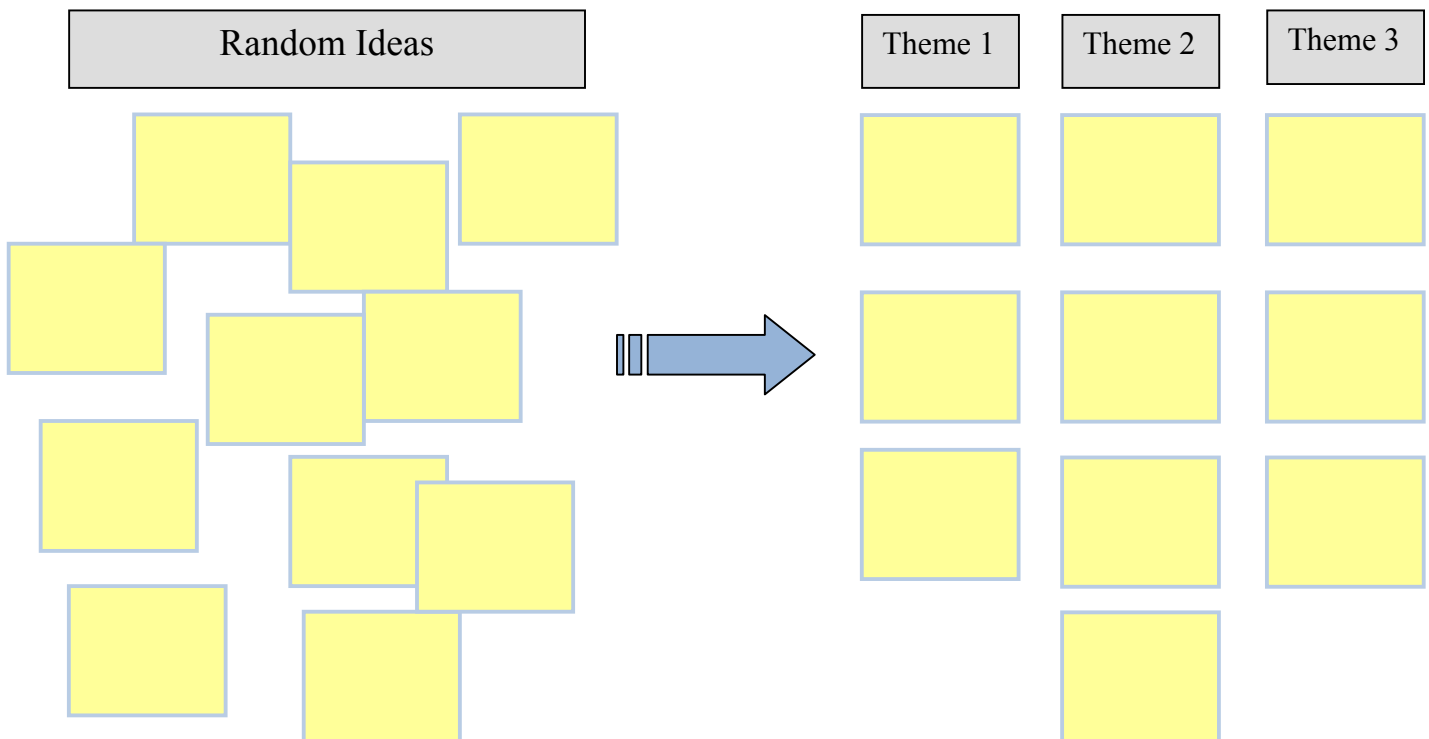
## How to Conduct an Affinity Process:

1. Conduct a brainstorming session on each teacher evaluation criterion.
2. Record thoughts and ideas on small cards or Post-It notes.
3. Randomly lay out cards on a table, flipchart, wall, etc.
4. Without speaking, sort the cards into "similar" groups based on your gut reaction. If you don't like the placement of a particular card, move it. Continue until consensus is reached.
5. Create header cards consisting of a concise 3-5 word description; the unifying concept/theme for the group. Place header card at top of each group.
6. Discuss the groupings and try to understand how the groups relate to each other.

You should notice that many of the ideas/themes developed through this process can be sub-groups (components) of the criteria and placed under the criteria in a rubric. Other ideas can be used to help develop documents that describe how teachers can demonstrate the criteria and how the criteria will be measured. This process may serve as the beginning of developing your rubric with components

## Tips:

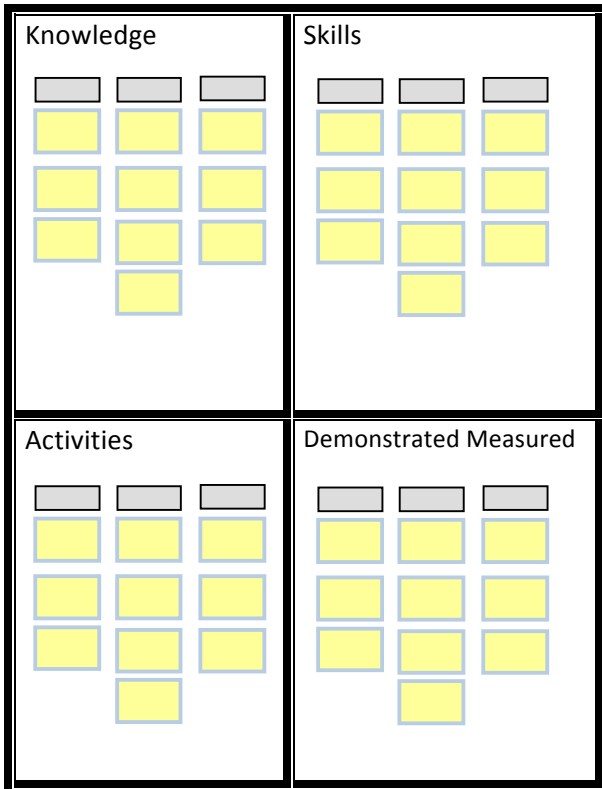
- Adequately clarify the ideas generated by your group
- Use only 3-5 words in the phrase on the header card to describe the sub-group or component
- While sorting, physically get up and gather around the area where the cards are placed
- Team members should ultimately reach agreement on placement
- Sorting should not start until all team members are ready
- If an idea fits in more than one category or group, and consensus about placement cannot be reached, make a second card and place it in both groups.



# 1. Centering instruction on high expectations for student achievement

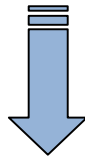
(Do the same process for each criterion)

Knowledge	Skills																														
<p data-bbox="94 1100 204 1129">Activities</p> <table border="1" data-bbox="191 1251 597 1722"><thead><tr><th data-bbox="196 1251 306 1297">Theme</th><th data-bbox="337 1251 448 1297">Theme</th><th data-bbox="479 1251 589 1297">Theme</th></tr></thead><tbody><tr><td data-bbox="191 1314 306 1402"></td><td data-bbox="337 1314 448 1402"></td><td data-bbox="479 1314 589 1402"></td></tr><tr><td data-bbox="191 1430 306 1518"></td><td data-bbox="337 1430 448 1518"></td><td data-bbox="479 1430 589 1518"></td></tr><tr><td data-bbox="191 1545 306 1633"></td><td data-bbox="337 1545 448 1633"></td><td data-bbox="479 1545 589 1633"></td></tr><tr><td></td><td data-bbox="337 1640 448 1728"></td><td></td></tr></tbody></table>	Theme	Theme	Theme													<p data-bbox="802 1100 1101 1129">Demonstrated/Measured</p> <table border="1" data-bbox="974 1251 1380 1722"><thead><tr><th data-bbox="979 1251 1089 1297">Theme</th><th data-bbox="1120 1251 1230 1297">Theme</th><th data-bbox="1261 1251 1372 1297">Theme</th></tr></thead><tbody><tr><td data-bbox="974 1314 1089 1402"></td><td data-bbox="1120 1314 1230 1402"></td><td data-bbox="1261 1314 1372 1402"></td></tr><tr><td data-bbox="974 1430 1089 1518"></td><td data-bbox="1120 1430 1230 1518"></td><td data-bbox="1261 1430 1372 1518"></td></tr><tr><td data-bbox="974 1545 1089 1633"></td><td data-bbox="1120 1545 1230 1633"></td><td data-bbox="1261 1545 1372 1633"></td></tr><tr><td></td><td data-bbox="1120 1640 1230 1728"></td><td></td></tr></tbody></table>	Theme	Theme	Theme												
Theme	Theme	Theme																													
Theme	Theme	Theme																													



Teacher Evaluation Criteria	4	3	2	1
Criteria 1				
Components				
Components				
Components				
Components				

How will teachers demonstrate this criterion? How will it be measured? What does Quality look like for each component?



Teacher Evaluation Criteria	4	3	2	1
Centering instruction on high expectations for student achievement				

*“Of all the approaches available to educators to promote teacher learning, the most powerful (and embedded in virtually all others) is that of professional conversation. Reflective conversations about practice require teachers to understand and analyze events in the classroom. In these conversations, teachers must consider the instructional decisions they have made and examine student learning in light of those decisions.”*

**Charlotte Danielson**