

Teacher Evaluation Systems: Opportunities and Challenges

An Overview of State Trends

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The goal of teacher evaluation

*The **ultimate** goal of all teacher evaluation should be...*

**TO IMPROVE
TEACHING AND
LEARNING**

Two important goals for evaluation

- Accountability: We are interested in ensuring that measures are comparable and rigorous and correctly identify students' learning growth compared to other students in same grade/subject
- Instructional improvement: We are interested in ensuring that teachers actively and regularly collect data on students' performance towards standards and adjust and differentiate instruction accordingly

A succinct definition of teacher effectiveness

- Hunt (2009) stated that, "...the term 'teacher effectiveness' is used broadly, to mean the collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens." (p. 1)

Evaluation for accountability and instructional improvement

- Effective evaluation relies on:
 - Clearly defined and communicated standards for performance
 - Quality tools for measuring and differentiating performance
 - Quality training on standards and tools
 - **Evaluators should agree on what constitutes evidence of performance on standards**
 - **Evaluators should agree on what the evidence means in terms of a score**

Challenge 1

Measuring teachers' contributions to student learning growth in the non-tested subjects and grades

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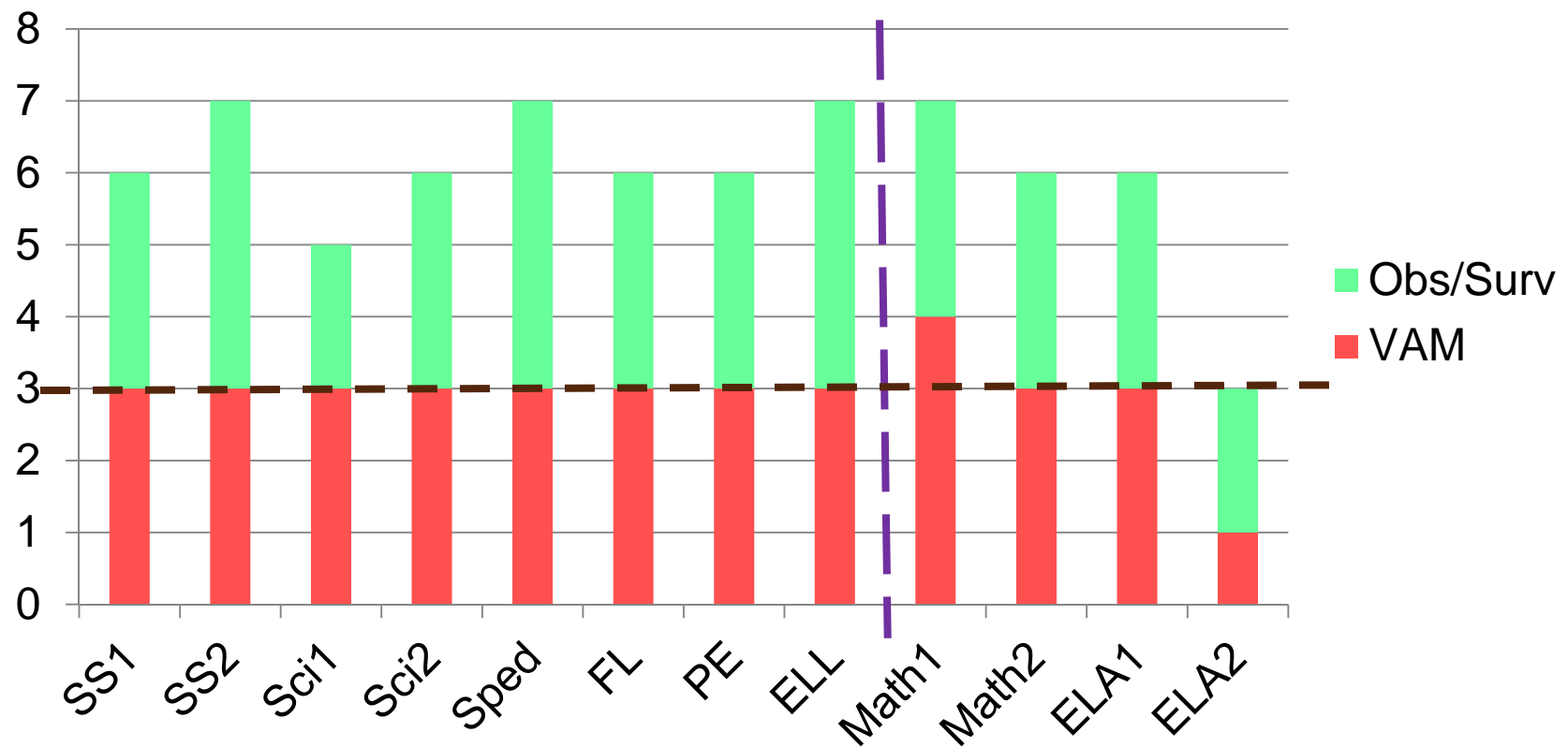
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Measuring teachers' contributions to student learning growth

Model	Description
Student learning objectives	Teachers assess students at beginning of year and set objectives then assesses again at end of year; principal or designee works with teacher, determines success
Subject & grade alike team models (“Ask a Teacher”)	Teachers meet in grade-specific and/or subject-specific teams to consider and agree on appropriate measures that they will all use to determine their individual contributions to student learning growth
Colorado Content Collaboratives	Content experts (external) identify measures and groups of content teachers consider the measures from the perspective of classroom use; may not include pre- and post measures
Pre-and post-tests model	Identify or create pre- and post-tests for every grade and subject
School-wide value-added	Used in TAP Model; teachers in tested subjects & grades receive their own value-added score; all other teachers get the school-wide average

School-wide average growth used for non-tested subjects/grades



SLOs: Evidence of mastery

- Decide on the key standards you want your students to show proficiency in by the end of the course (semester/year)
- With colleagues in same subject/grade, ask yourselves the question: *How will we know that the students have mastered these standards?*
 - What is the evidence of mastery that you will be looking for?
 - How will you collect and score that evidence

SLO Samples

- Rhode Island samples:
 - <http://www.ride.ri.gov/educatorquality/educatorevaluation/SLO.aspx>
- New York samples:
 - <http://www.bsccd.org/district.cfm?subpage=11531>
- Indiana samples (pages 46-56):
 - <http://www.riseindiana.org/sites/default/files/files/Student%20Learning/Student%20Learning%20Objectives%20Handbook%201%200%20FINAL.pdf>
- Louisiana samples:
 - <http://www.louisianabelieves.com/resources/library/teaching>

Challenge 2

Getting observations right

Validity of classroom observations is highly dependent on training

- A teacher should get the same score no matter who observes him
 - This requires that all observers be trained on the instruments and processes
 - Occasional “calibrating” should be done; more often if there are discrepancies or new observers
 - Who the evaluators are matters less than the fact that they are trained to recognize evidence and score it consistently
- Teachers should also be trained on the observation forms and processes so they can participate actively and fully in the process

Reliability results when using different combinations of raters and lessons

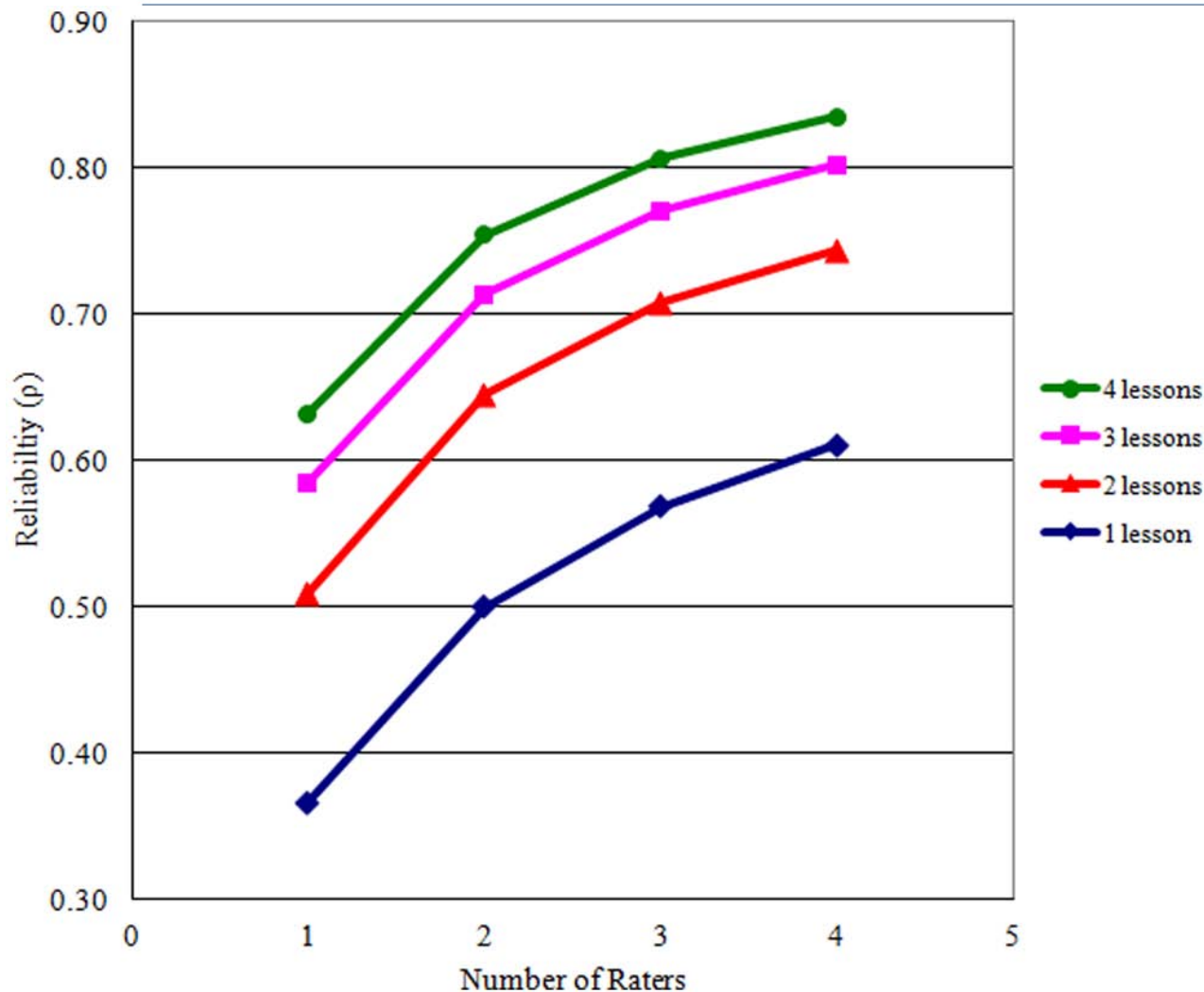


Figure 2. *Errors and Imprecision: the reliability of different combinations of raters and lessons.* From Hill et al., 2012 (see references list). Used with permission of author.

Opportunity 1

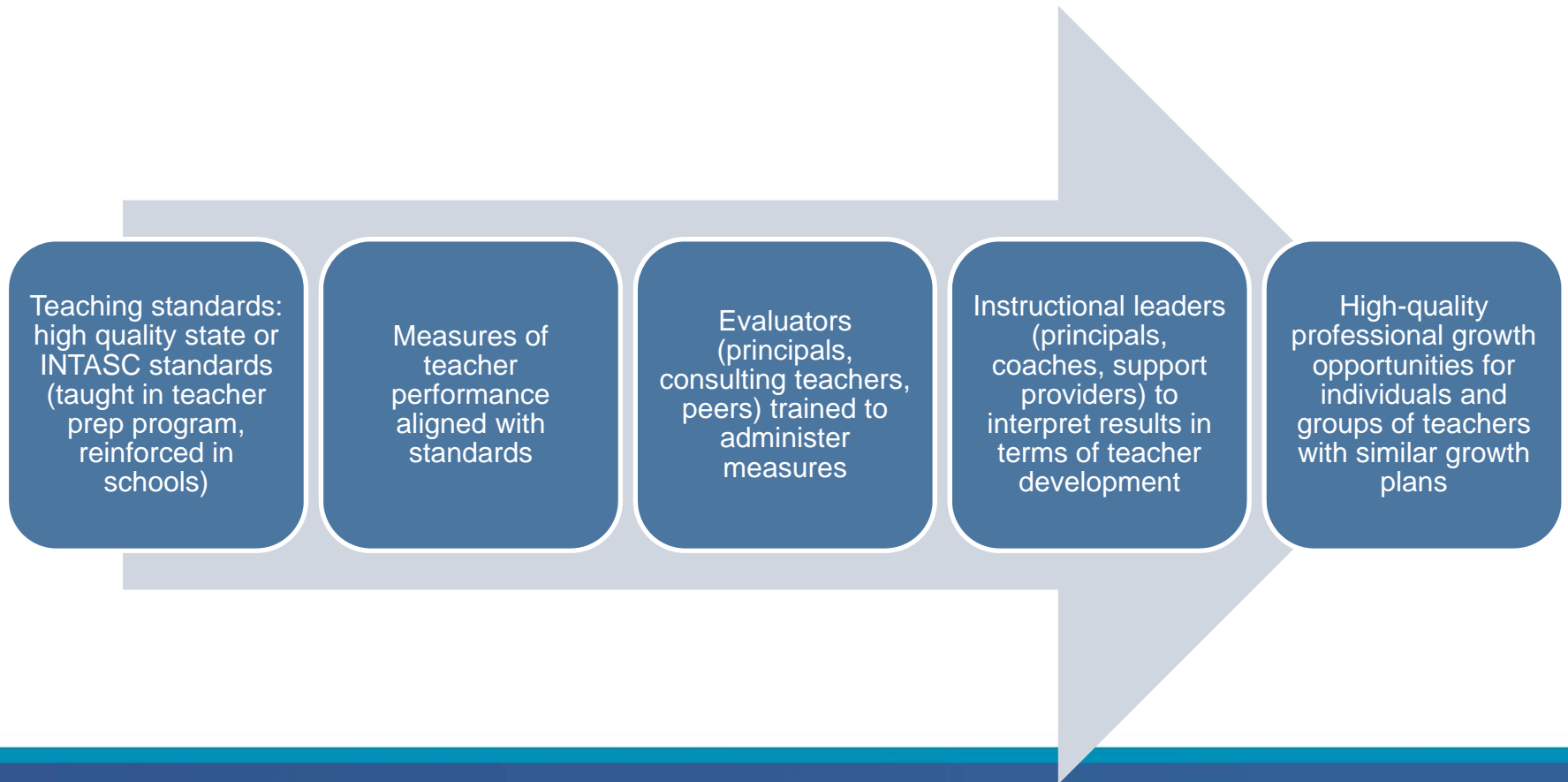
Aligning teacher & principal preparation,
evaluation, and development

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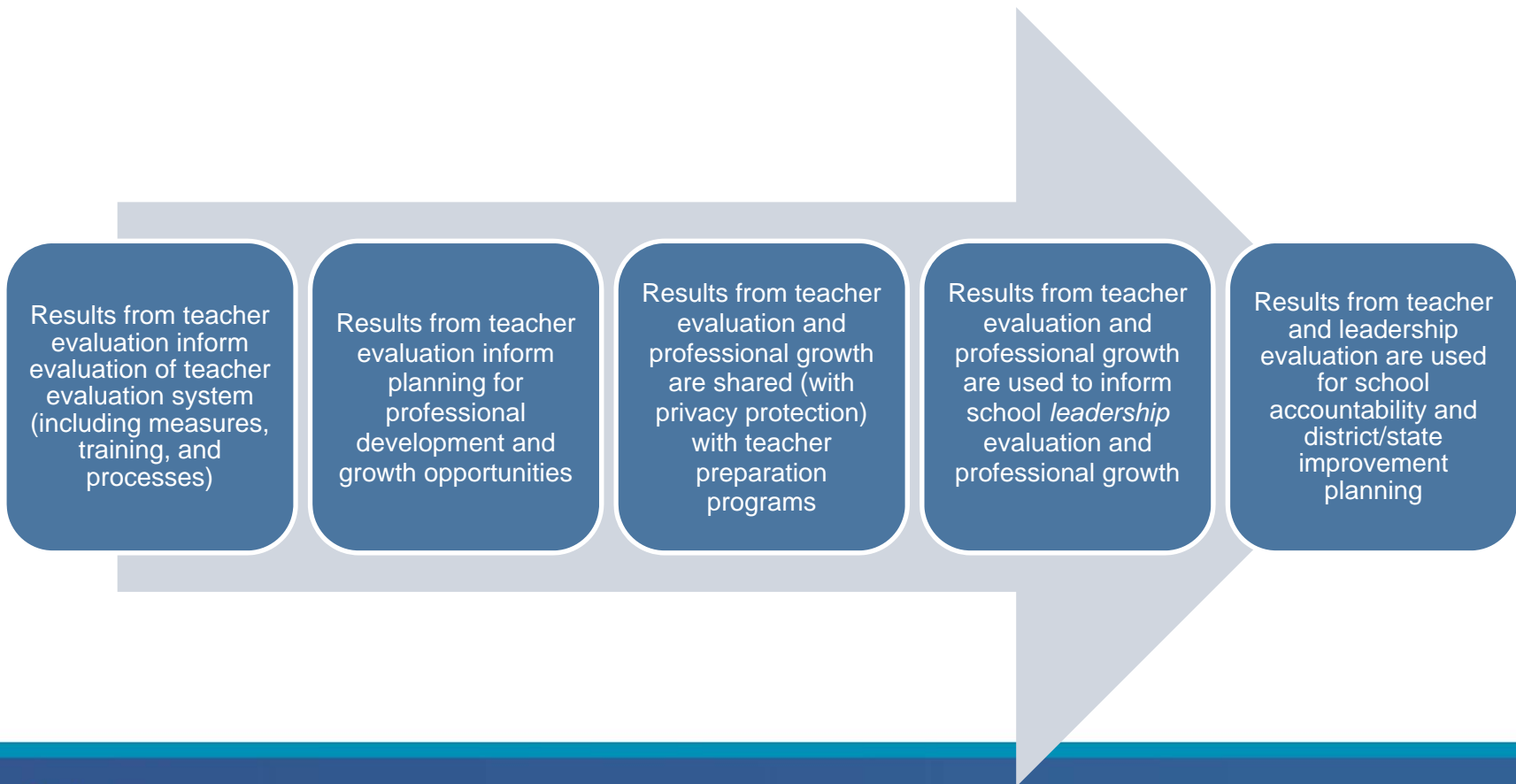
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An aligned teacher evaluation system: Part I



An aligned teacher evaluation system: Part II



Opportunity 2

Helping teachers grow professionally through use of evaluation results

How can evidence used for teacher evaluation help teachers grow?

■ Observations

- The observation itself will probably contribute little to teacher growth
- ***Having a conversation about the lesson helps teachers grow!***

■ Teacher's contribution to student learning

- Student learning results will contribute little to teacher growth
- ***Analyzing results in relation to specific teaching practices helps teachers grow!***

Interpreting results for alignment with teacher professional learning options

- Requires ability to determine and/or link student outcomes to what happens *instructionally*
- Requires ability to “diagnose” instruction and recommend/and or provide appropriate professional growth opportunities
 - Individual coaching/feedback on instruction
 - Participation in professional learning communities
 - Observing “master teachers”
 - Targeted group professional development (when several teachers have similar needs)

What next?

- Accept that student learning growth is here to stay as an important determinant of “teacher effectiveness”
- Look at trend data from multiple measures to determine effectiveness
- Focus attention on the fact that student learning can be impacted through improving instructional quality
- Target additional resources and supports to improve instructional quality
- For all teachers, work to ensure teaching conditions that support instructional quality

References & Resources

- A Guide to Using Student Learning Objectives as a Locally-Determined Measure of Student Growth
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- Targeting Growth: Using Student Learning Objectives as a Measure of Educator Effectiveness <http://www2.ed.gov/programs/racetothetop/communities/slo-targeting-growth.pdf>

Questions?



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