Teacher Evaluation Systems to Support Teacher Growth

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Center on
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Agenda

- Introduction to Comprehensive Teacher Evaluation Systems (5 minutes)

- Connecting Activity (5 minutes)

- Learning Section I: Using Teacher Evaluation Results to Guide Professional Learning (25 minutes)

- Learning Section II: Using Teacher Evaluation Results to Inform Instruction (20 minutes)
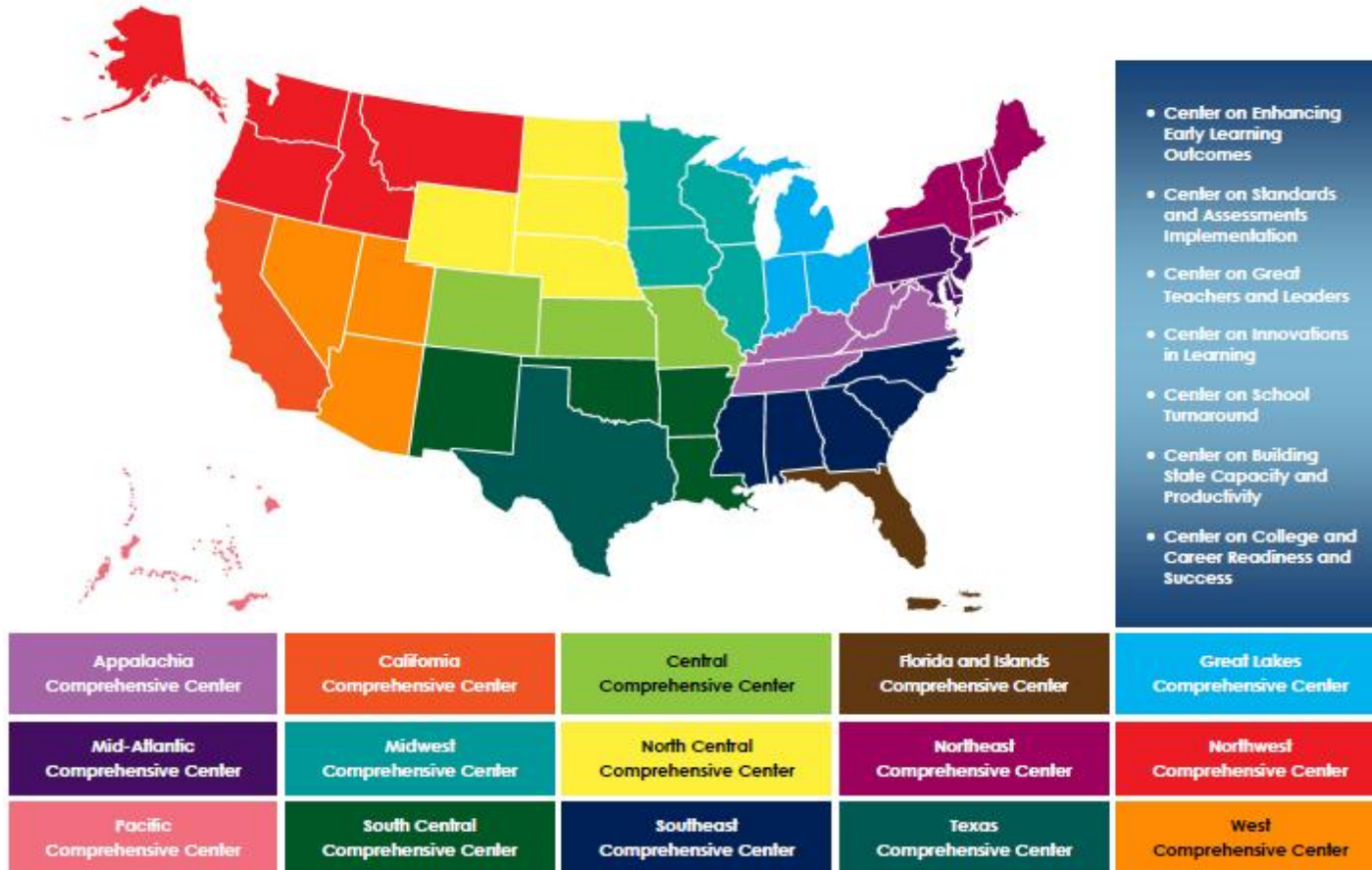
- Presentation of Resources (5 minutes)

Center on Great Teachers and Leaders Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.
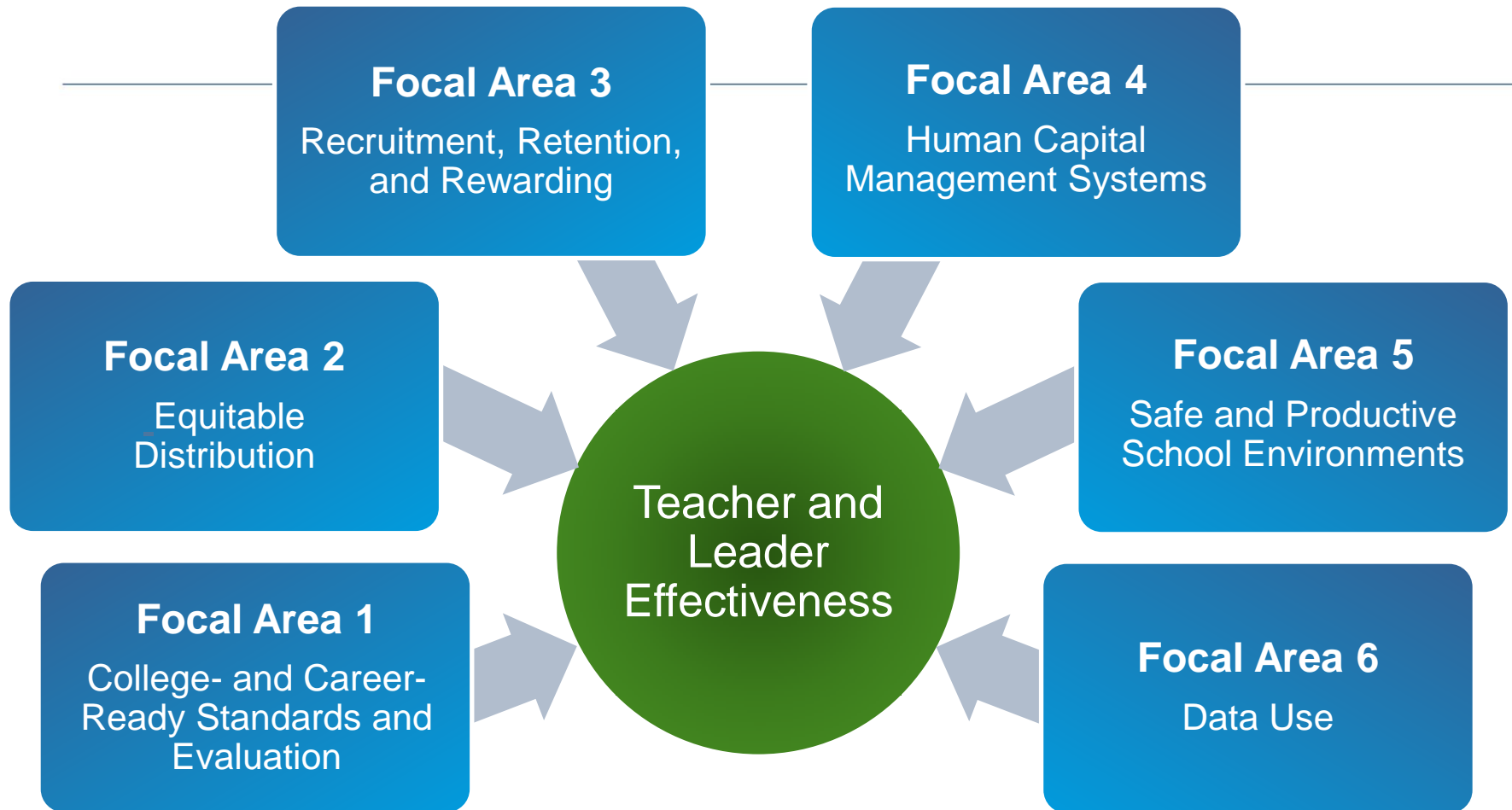
Comprehensive Centers Program
2012–2017 Award Cycle

Focal Areas

Focal Area 3

Recruitment, Retention, and Rewarding

Focal Area 4

Human Capital Management Systems

Focal Area 2

Equitable Distribution

Focal Area 5

Safe and Productive School Environments

Teacher and Leader Effectiveness

Focal Area 1

College- and Career-Ready Standards and Evaluation

Focal Area 6

Data Use

What can a comprehensively designed teacher evaluation system do?

Improve the overall quality of the teacher workforce by:

- Identifying and building on individual and collective teacher strengths

- Enhancing instruction and other teacher practices to improve student learning, as well as student social and emotional competencies

- Identifying exemplary teachers who might serve as mentor and/or master teachers

- Identifying teachers in need of training and developing a system of support

GTL Center Practical Guides

[A Practical Guide to Designing Comprehensive Teacher Evaluation Systems](#)

[A Practical Guide to Designing Comprehensive Principal Evaluation Systems](#)

Eight Critical Components

- Component 1: Specifying Evaluation System Goals

- Component 2: Stakeholder Engagement and Communication

- Component 3: Selecting Measures

- Component 4: Determining the System Structure

- Component 5: Selecting and Training Evaluators

- Component 6: Ensuring Data Integrity and Transparency

- Component 7: Using Teacher Evaluation Results

- Component 8: Evaluating the System

Connecting Activity 1:
Keeping Teacher Evaluation Focused on Professional Learning and Support

- Please have a brief discussion with your district team to decide your level of confidence in whether the following statements are true for your district teacher evaluation systems:

  1. Our present evaluation system is able to identify areas for improvement for individual teachers.

  2. Our present evaluation system yields data that can be used to target professional learning for individual teachers.

  3. Our present evaluation system is able to identify highly effective teachers and can be used to determine career advancements and performance rewards.

- Write your district name on three sticky notes, and place them on the confidence scales posted on the wall for each statement.

The Goal of Teacher Evaluation

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

TO IMPROVE TEACHING AND LEARNING

Using Teacher Evaluation Data

I.   **To Guide Professional Learning and Supports**

II. **To Focus on Instruction**

III. To Provide Quality Feedback to Teachers

IV. To Recognize and Motivate Teachers

V.   To Make Quality Staffing Decisions by Matching School Needs to Teacher Strengths

VI. To Evaluate Professional Learning Activities and Improve Teacher and Leader Practice

Learning Section I: Using Evaluation Results to Guide Professional Learning

From Fragmentation to Coherence

- Prevailing practice—fragmentation
- Teachers receive mixed signals about best practice
- Teachers experience PD as discrete "events"
  - Undifferentiated
  - Unaligned with strategic priorities
  - Unaligned with human capital management policies

Discussion Questions

- What elements are required for an aligned teacher evaluation and professional learning support system?

- What evaluation measures provide data to guide professional learning and what type of information?

Six Required Elements for an Aligned Teacher Evaluation and Professional Learning System to Work

1 High-quality standards for instruction

2 Multiple standards-based measures of teacher effectveness

3 High-quality training on standards, tools, and measures

4 Trained individuals to interpret results and make professional development recommendations

5 High-quality professional growth opportunites for individuals and groups of teachers

6 High-quality standards for professional learning

These elements are key for strengthening teacher evaluation and professional development reforms. However, for teachers to meet the demands of new college- and career-ready standards, states and districts need to develop coordinated human capital reforms with professional learning at the center.

http://www.gtlcenter.org/sites/default/files/docs/LinkingTeacherEval.pdf

1 TEACHING STANDARDS

2 TEACHER PERFORMANCE MEASURES

6 PROFESSIONAL LEARNING STANDARDS

3 STANDARDS AND TOOLS TRAINING

5 PROFESSIONAL GROWTH OPPORTUNITIES

4 EVALUATE & PROVIDE FEEDBACK

Most helpful measures provide teachers with information that is...

Detailed/specific

Available immediately

Easily interpreted

Tied to specific lessons/teaching practice

Least helpful measures provide teachers with information that is...

Aggregated to the "topic" level

Available long after lesson is taught

Requires training/help to interpret

Not obviously related to teaching practice

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!*

Multiple Standards-Based Measures of Teacher Effectiveness

- **Affords many benefits to a comprehensive evaluation system**
  - Ability to triangulate results increases confidence in evaluation outcomes
  - More complete picture of teacher strengths and weaknesses
  - Each type of measure provides a different type of evidence
- **All work together to better inform professional development decisions**

Example: Memphis Teaching and Learning Academy

- A professional development delivery system for Memphis teachers established in 1996

- Carefully aligned standards, evaluation, and professional learning

Learning Content I Activity: Professional Learning

Step 1: List the measures used within the district evaluation module.

Step 2: Identify the type of data that each measure offers that would be instrumental in identifying professional learning needs.

Step 3: Begin to brainstorm about how this data could be collected and aggregated to identify common themes.

Learning Section II: Using Evaluation Results to Inform Instruction

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How can the evaluation system promote and support instructional strategies?

- Identify evidence-based instructional strategies that promote student learning of the college and career ready standards.

- Include the instructional strategies within measures of teacher practice.

- Determine teacher effectiveness in implementing instructional strategies, and conduct correlation studies to determine the effect on student achievement.

- Focus on a *few high-leverage instructional principles* within teacher evaluation systems—depth and breadth.

Observations for Evaluation and Learning

Observing Instruction to Build Capacity
Waterford High School (CA)

Observing Instruction to Build Capacity (5:17)
Waterford High School, CA

Carolyn Viss, the chair of the mathematics department at Waterford High School, conducts a coaching session based on classroom observation of a core algebra class. She acknowledges good instructional practices and offers solutions for specific dilemmas. Review two sample materials: the observation form used, *Walk-In Observation Form*, and key elements for instruction, *Assessment Data and Math Department Success Elements*. (5:17 minutes)

Discussion: What did you like about the feedback Ms. Viss gave to the teacher? How is this the same or different from the current feedback sessions teachers receive in your district?

Learning Content II Activity: Focus on Instruction

Discussion question:

- What instructional strategies are promoted within your observation rubric?

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Resources

http://www.gtlcenter.org/sites/default/files/docs/LinkingTeacherEval.pdf

http://www.gtlcenter.org/sites/default/files/docs/GeneratingTeachingEffectiveness.pdf
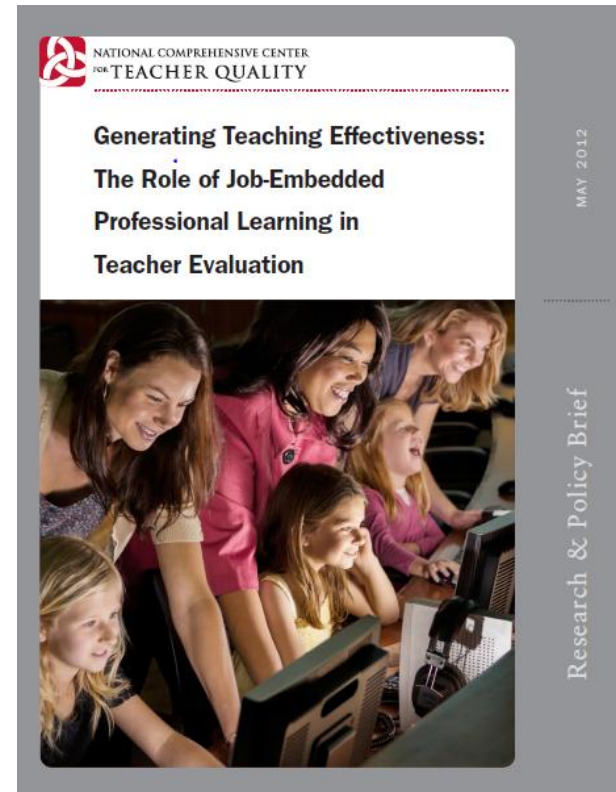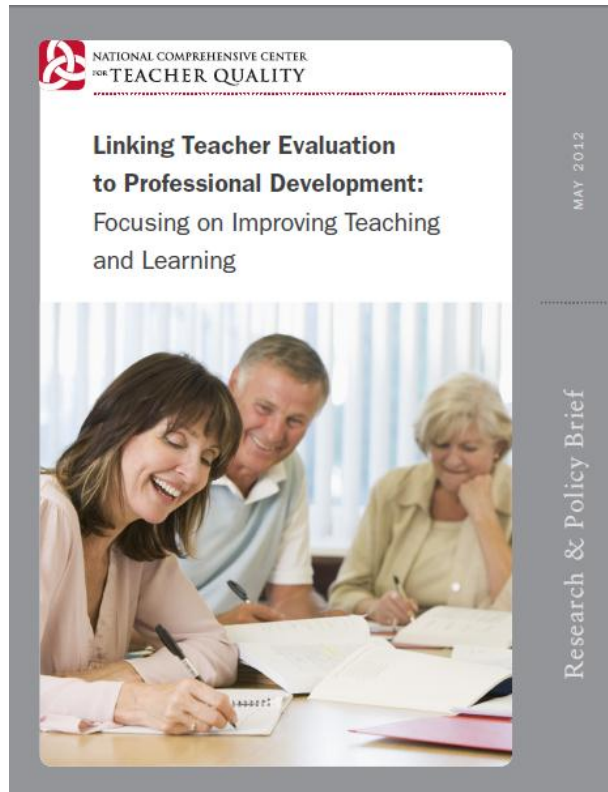
Guide to Evaluation Products (GEP)

- Ten types of evaluation measures

- Research and resources for each measure

- Costs, contact information, and technical support offered

http://resource.tqsource.org/gep/

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