



NATIONAL COMPREHENSIVE CENTER
FOR **TEACHER QUALITY**

Generating Power from Teacher Evaluation through the Effective Integration of Job- Embedded Professional Learning

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Supporting State Efforts to Implement
Comprehensive Teacher and Leader Evaluation Systems
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the National Comprehensive Center for Teacher Quality

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Federal Policy: Evaluation & Teacher Learning

- Race to the Top (RttT)
- School Improvement Grants (SIG)
- Elementary and Secondary Education Act (ESEA) Waivers

From Professional Development to Professional Learning

- “...signals the importance of educators taking an active role in their continuous development and places emphasis on their learning. The professional learning that occurs when these standards are fully implemented enrolls educators as active partners in determining the content of their learning, how their learning occurs, and how they evaluate its effectiveness.”

(Learning Forward, n.d.)

Qualities of JEPL

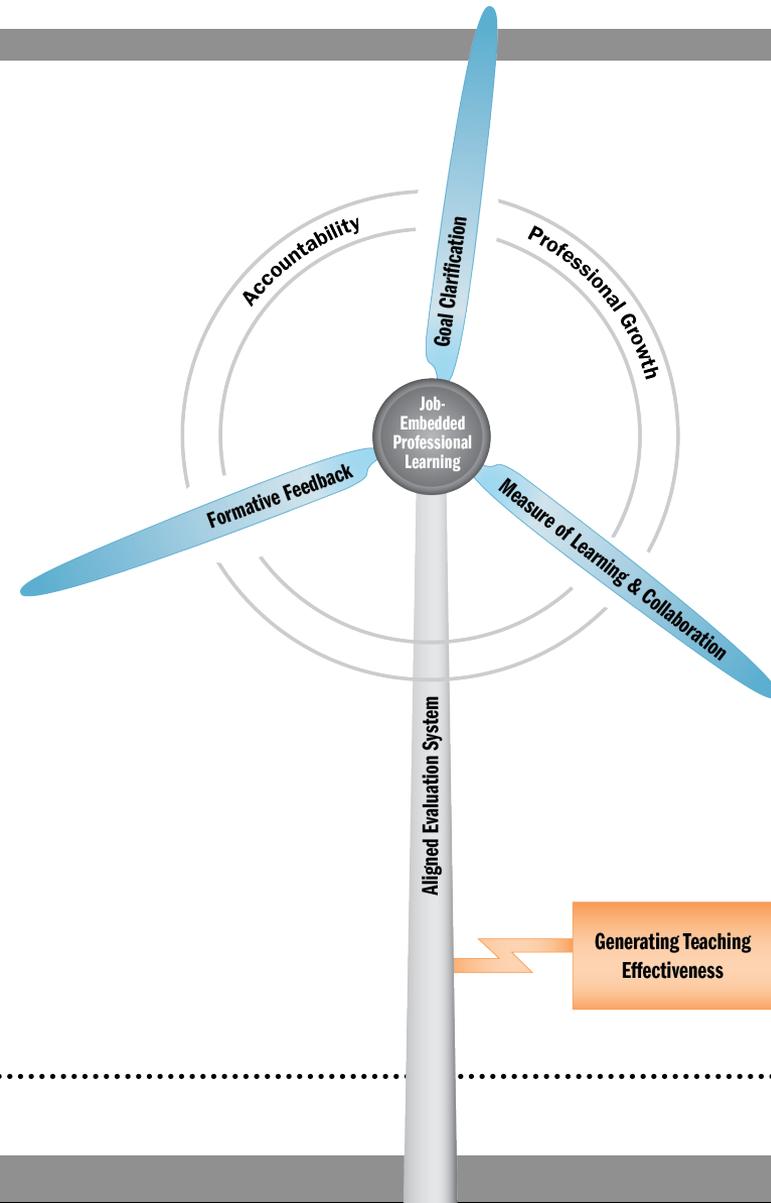
- Grounded in day-to-day teaching practice;
- Occurs regularly; context for continuous and sustained learning
- Teachers engage in continuous cycles of improvement;
- Teachers analyze and find solutions to immediate problems of practice;
- Designed to enhance content-specific practices with the purpose of improving student learning
- Aligned with student standards, school curricula, and school improvement goals

(Darling-Hammond & McLaughlin, 1995; Hawley & Valli, 1999; Hirsh, 2009; NSDC, 2010)

SIG guidance : Focuses on “understanding what and how students are learning and on how to address students’ learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on data.”

JEPL at the Hub

Harnessing the power
of evaluation to
generate teaching
effectiveness



Leverage Point 1: Goal Clarification

- Comprehensive evaluation systems are based on professional teaching standards or frameworks
 - Clarify expectations and goals for teaching excellence
 - Provide a common language to talk with colleagues about teaching
- Reflect the complexity of practice (and therefore require effort to learn)

Goal Clarification: Expectations for Engagement in Professional Learning

- Example 1: InTASC Model Core Teaching Standard #9
 - *Professional Learning and Ethical Practice.* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Goal Clarification: Expectations for Engagement in Professional Learning

- Example 2: New York State Teacher Standards: Element VII.2
 - Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies.
 - *NYSED Indicators:*
 - *Set goals to enhance personal strengths and address personal weaknesses in teaching practice.*
 - *Engage in opportunities for professional growth and development.*

Goal Clarification: Expectations for Engagement in Professional Learning

- Example 3: Charlotte Danielson's Framework for Teaching: Indicator 4d
 - *Participation in a Professional Learning Community.* The teacher makes a substantial contribution to the professional community and to school and district events and projects, collaborates with / coaches others through difficult situations, and assumes a leadership role among the faculty.

JEPL Leverage

- Process
 - Building understanding of requirements of the evaluation system
 - Examining the relevance of evaluation criteria to everyday work of the classroom
 - Assessing the effectiveness of own teaching practices
- Outcome
 - Common understanding of evaluation system, its measures & metrics
 - Common understanding of Standards and effective teaching, including the area of professional responsibilities
 - Self-assessment of strengths, needs & potential goals

Leverage Point 2: Measures of Collaboration and Learning

- Input measures of teachers' professional learning and collaboration
 - Artifacts
 - Portfolios
 - Observations
 - Activities List/Log

Measures of Collaboration and Learning

- **Example: NY TED**
- **Artifacts & Observation example:** After conducting a lesson observed by the evaluator, teacher analyzes a piece of student work as evidence of the effectiveness of the lesson. The teacher presents the analysis during a post-observation conference with the evaluator. The evaluator and teacher converse about the analysis which provides evidence for a rating on the teacher's ability to reflect on evidence of student learning.
- **Portfolios** include a collection of both teacher and evaluator evidence of a teachers' performance on the seven New York State Teaching Standards
- **Activity Logs** provide evidence of engagement in the activities listed (e.g., meeting agendas, team logs).

JEPL Leverage

- Process
 - Developing professional learning with structures and formats
 - Documenting learning & collaboration
 - Engaging in cycles of continuous improvement
- Outcome
 - Evidence of development as a learner and collaborator
 - Evidence of improvements in practice & in student learning

Leverage Point 3: Formative Feedback

- Formative feedback focused on evidence of teaching effectiveness
 - teachers and their instructional leaders use the teacher evaluation metrics
 - emphasis on what is being learned not the score
 - identify domains of practice where there are strengths and where teachers need support
- Ensure access to additional targeted JEPL

Formative Feedback

Example: NY TED

Formative feedback and dialogue in all four phases of evaluation cycle

- Summative evaluation conference in Phase 3: Evaluator and teacher discuss all evidence and feedback focused on each of the New York State Teacher Standards
- Evaluator prepares a summative evaluation report which includes the Composite Score of Teacher Effectiveness. Teacher reviews the report.
- Phase 4: Teacher and evaluator discuss targeted professional learning and goal-setting to be detailed in a Professional Learning Plan (PLP). The focus of the plan is to support PL activities of value to teachers and designed to improve student and school results. Activities are differentiated for teachers based upon their scores, rating, and evidence.
- PLP may begin as a result of the initial evaluation; it will continue as a multi-phase strategy.

Leverage: Results Inform Targeted JEPL

- “Creative Recombination”

- Positioning JEPL at the hub requires:

- 1) Significant shift in beliefs around professional growth;

- 2) Creating the conditions to support successful collaborative JEPL, including

- Aligning with Standards for Professional Learning

- Forming/repurposing teams

- Selecting defensible formats

- Allocating resources

- 3) Implementing and monitoring JEPL, including the ways in which it addresses teaching and learning and corresponding evaluation measures

Tapping Your Expertise

- How is teacher engagement in professional learning and continuous improvement assessed in the systems with which you are familiar?
- How is JEPL intentionally integrated into teacher evaluations in the states you support?
 - If it is not, what can you, as an RCC, do to support this integration?

Learning Forward (n.d.). Standards for Professional Learning. Retrieved on January 25, 2012 from <http://www.learningforward.org/standards/index.cfm>

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Hawley, W. D., & Valli, L. (1999). The essentials of effective professional development: A new consensus. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 127–150). San Francisco: Jossey-Bass.

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