Linking Teacher Evaluation to Professional Development: Focusing on Improving Teaching and Learning

Kietha Biggers
Understanding Teacher Quality Center, ETS

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

TO IMPROVE TEACHING AND LEARNING
Accountability vs. Professional Growth

• **Effective evaluation for accountability relies on:**
  - Clearly defined and communicated standards for performance
  - Quality tools for measuring and differentiating performance
  - Quality training on standards and tools
  - Evidence to make decisions
• Effective evaluation for professional growth relies on:
  ▪ Clearly defined and communicated standards for performance
  ▪ Quality tools for measuring and differentiating performance
  ▪ Quality training on standards and tools
  ▪ Evidence to make decisions
Five Components in an Aligned Teacher Evaluation-PD System

1. High-quality standards for instruction
2. Multiple standards-based measures of teacher effectiveness
3. High-quality training on standards and measures
4. Trained individuals to interpret results and make professional development recommendations
5. High-quality professional growth opportunities for individuals and groups of teachers
High Quality Standards for Instruction

• When clearly defined and tied to student learning standards, they serve many purposes:
  ▪ Provide shared language and shared understanding of what teachers should aspire to
  ▪ Guide teachers in their practice and development
  ▪ Provide focus for evidence collection on teacher performance
  ▪ Help diagnose poor student learning growth
  ▪ Offer criteria for leaders and teachers to evaluate where strengths and weaknesses lie
  ▪ Anchor evaluation on the ultimate goal of improving teaching and learning
High Quality Standards for Instruction

• Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards
  ▪ Content knowledge
  ▪ Instructional practice
  ▪ Professional responsibility
  ▪ The learner and learning
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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**
**Multiple Standards-based Measures of Teacher Effectiveness**

- **Measures that support professional growth:**
  - Are explicitly aligned with teaching standards
  - Include protocols and processes that teachers understand
  - Allow teachers to participate in or co-construct their evaluation
  - Give teachers opportunities to discuss results
  - Align with professional development offerings
Multiple Standards-based Measures of Teacher Effectiveness

- Classroom observations
- Classroom artifacts
- Portfolios
- Student surveys
- Student learning growth
Multiple Standards-based Measures of Teacher Effectiveness

• Classroom Observation

  ▪ Advantages
    - Direct source of data on teacher-student relationships which are linked to academic success (Roorda, et al. 2011)
    - Can provide the basis to meaningful conversation about practice

  ▪ Cautions
    - Evaluators must be highly trained
    - Expensive to do well
### Example: Charlotte Danielson’s Framework for Teaching

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Domain 3: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>includes comprehensive understanding of the content to be taught, knowledge of the students’ backgrounds, and designing instruction and assessment.</td>
<td>is concerned with the teacher’s skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2: The Classroom Environment</th>
<th>Domain 4: Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>addresses the teacher’s skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment.</td>
<td>addresses a teacher’s additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment.</td>
</tr>
</tbody>
</table>
Example: University of Virginia’s CLASS observation tool

<table>
<thead>
<tr>
<th>Pre-K and K-3</th>
<th>Emotional Support</th>
<th>Classroom Organization</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive Climate</td>
<td>Behavior Management</td>
<td>Concept Development</td>
</tr>
<tr>
<td></td>
<td>Negative Climate</td>
<td></td>
<td>Quality of Feedback</td>
</tr>
<tr>
<td></td>
<td>Teacher Sensitivity</td>
<td>Productivity</td>
<td>Language Modeling</td>
</tr>
<tr>
<td></td>
<td>Regard for Student (Adolescent) Perspectives</td>
<td>Instructional Learning Formats</td>
<td>Content Understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analysis and Problem Solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quality of Feedback</td>
</tr>
</tbody>
</table>
Multiple Standards-based Measures of Teacher Effectiveness

• Classroom artifacts
  ▪ Advantages:
    - Represent a teacher’s ability to impact student learning (Schalock, 1998)
    - Can be used to differentiate among teachers (Denner, et al., 2001)
    - Provides “collaborative professional development” opportunities for teachers (Matsumara & Pascal, 2003)
    - Can provide the basis to meaningful conversation about practice
  ▪ Cautions
    - Have not been studied for the purposes of evaluation
    - Evaluators must be highly trained
    - Focus must be on students’ progress toward standards
Multiple Standards-based Measures of Teacher Effectiveness

- **Intellectual Demand Assignment Protocol (IDAP)**-Fred Newmann and the Consortium on Chicago School Research

- **Instructional Quality Assessment (IQA)** – Learning Research and Development Center

Multiple Standards-based Measures of Teacher Effectiveness

• Portfolios
  ▪ Advantages:
    - Similar to classroom artifacts
    - Provides opportunity for deep reflection on practice
    - Can provide the basis to meaningful conversation about practice
  ▪ Cautions
    - Have not been studied for the purposes of evaluation
    - Evaluators must be highly trained
    - Tendency to limit portfolio to complimentary items
Multiple Standards-based Measures of Teacher Effectiveness

• Student surveys
  ▪ Advantages
    – Correlate with measures of student achievement (Gates Foundation, 2011)
    – Valid source of feedback on teacher practice (Peterson, et al., 2000)
    – Can be used at the classroom, grade or school level
    – Inexpensive
  ▪ Cautions
    – Teacher has to trust in student feedback
Multiple Standards-based Measures of Teacher Effectiveness

- Tripod Survey – the 7 C’s
  - Caring about students (nurturing productive relationships);
  - Controlling behavior (promoting cooperation and peer support);
  - Clarifying ideas and lessons (making success seem feasible);
  - Challenging students to work hard and think hard (pressing for effort and rigor);
  - Captivating students (making learning interesting and relevant);
  - Conferring (eliciting students’ feedback and respecting their ideas);
  - Consolidating (connecting and integrating ideas to support learning).
Multiple Standards-based Measures of Teacher Effectiveness

- **Student learning growth**
  - Advantages
    - Differentiate between teachers
    - Identify high and low performing teachers
    - Consistent low performance can trigger formative evaluation
  - Cautions
    - Teachers need support translating student growth data into focused instruction
    - Need to be used in combination with other measures to be most useful to professional learning
    - A single value-added score is not enough to inform professional learning
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High-quality training on standards and measures

- Increases inter-rater reliability and validity of the system
- Promotes better understanding and shared expectations
- Is a form of professional development for those trained
- Promotes investment in and ownership of the system
- Quality training, certification and calibration expands the pool of possible evaluators
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Trained Individuals to Interpret Results and Make Professional Development Recommendations

- Principals are typically in this role, yet not adequately prepared
- Must have a thorough knowledge of standards and measures, the professional development opportunities available and district/school priorities
- Trained in how to have productive feedback conversations
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High Quality Professional Growth Opportunities for Individual and Groups of Teachers

• Characteristics of High Quality Professional Development
  ▪ Alignment with school goals, state and district standards and assessments, and other professional learning activities including formative teacher evaluation
  ▪ Focus on core content and modeling of teaching strategies for the content
  ▪ Inclusion of opportunities for active learning of new teaching strategies
  ▪ Provision of opportunities for collaboration among teachers
  ▪ Inclusion of embedded follow-up and continuous feedback

(Archibald, et al, 2011)
Other Benefits to an Aligned System

- Using the same data in multiple ways is more efficient and reduces redundancy
- Higher performing teachers can support targeted professional learning for lower performing teachers
- Greater buy-in from teachers as they see their own practice improve
Examples of Aligned Systems in Practice

• Memphis City Schools
  http://www.mcsk12.net/admin/tlapages/academyhome.asp

• District of Columbia Public Schools
  http://dcps.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+(Performance+Assessment)/An+Overview+of+IMPACT

• Chicago Public Schools Excellence in Teaching Pilot
  http://www.chicagoteacherexcellence.org/


References (continued)


Kietha Biggers
P: 609-734-5659
F: 609-734-1755
E-Mail: kbiggers@ets.org

National Comprehensive Center for Teacher Quality
1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
Phone: 877-322-8700 or 202-223-6690
Website: www.tqsource.org