



NATIONAL COMPREHENSIVE CENTER
FOR **TEACHER QUALITY**

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

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Leadership Strategies to Support Effective Teaching

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Making Decisions Based on Results

This presentation will address how results from evaluation systems can be used in meaningful ways to inform decisions such as targeted professional development, individual teacher growth, and career opportunities for teachers.

The Goal of Teacher Evaluation

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

**TO IMPROVE
TEACHING AND
LEARNING**

Trends in Teacher Evaluation

- **Policy is way ahead of the research in teacher evaluation**
- **States and districts are striving for comprehensive systems that include multiple measures of teacher performance**
- **Inclusion of student achievement growth data represents a huge “culture shift” in evaluation**
- **Using evaluation to improve teaching and learning is frequently called for, but few places are doing systematically**

Research Behind the Push for New Evaluation Measures and Systems

- The Widget Effect report (Weisberg et al., 2009) “...examines our pervasive and longstanding failure to recognize and respond to variations in the effectiveness of our teachers.” (from Executive Summary)
- Value-added research shows that teachers vary greatly in their contributions to student achievement (Rivkin, Hanushek, & Kain, 2005)

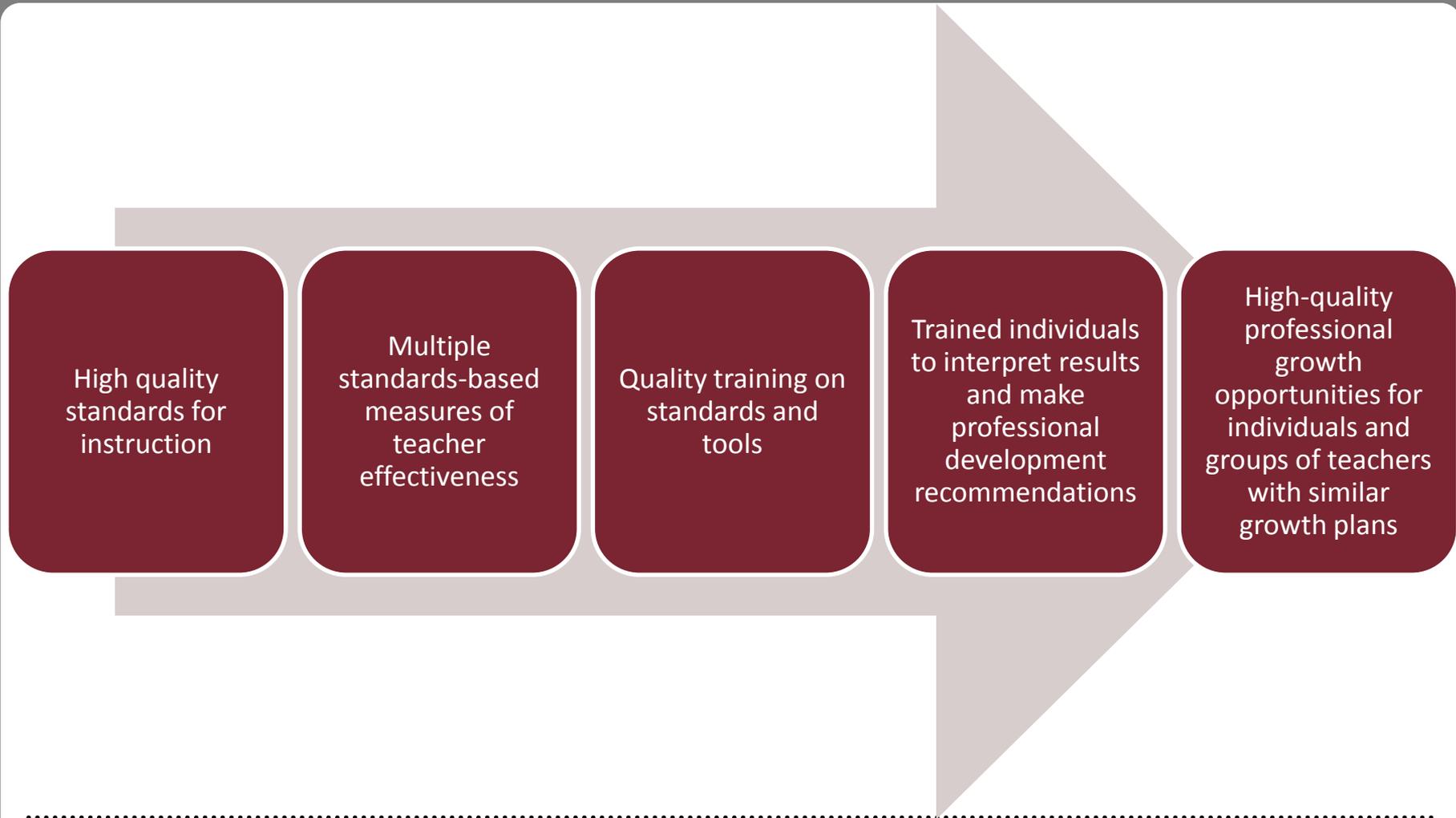
Accountability vs. Professional Growth

- **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

Accountability vs. Professional Growth

- **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



High Quality Standards for Instruction

- **When clearly defined and tied to student learning standards, they serve many purposes:**
 - Document the collective beliefs about what comprises good teaching
 - Provide shared language and shared understanding of what teachers should aspire to
 - Guide teachers in their practice and development
 - Make distinguishing different levels of performance possible

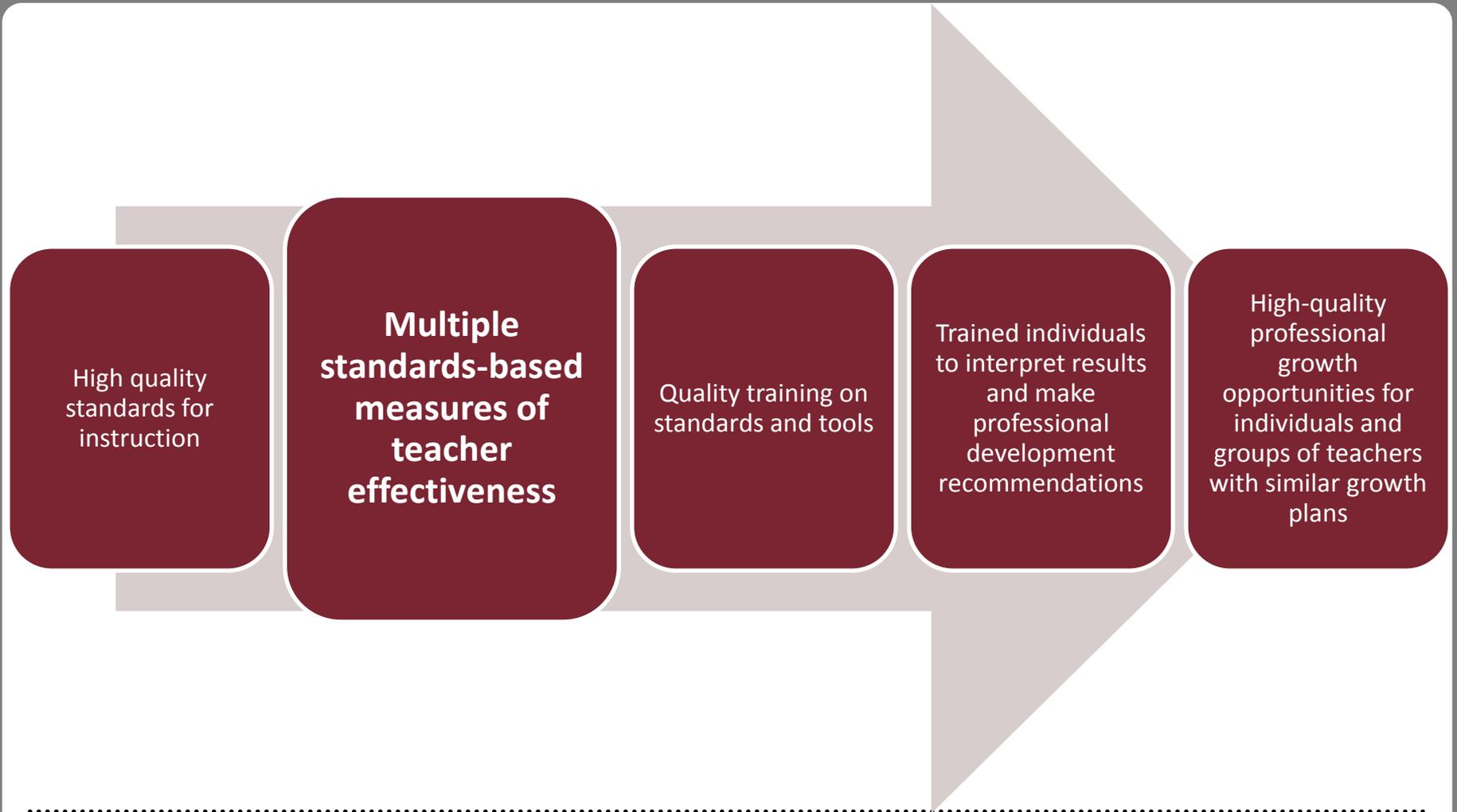
High Quality Standards for Instruction

- **When clearly defined and tied to student learning standards, they serve many purposes (continued):**
 - 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

Five Components in an Aligned Teacher Evaluation-PD System



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

- Are aligned with teaching standards
- Have associated rubrics for describing and differentiating levels of performance
- Are understandable to teachers
- Motivate teachers to examine their own practice against standards
- Allow teachers to co-construct their evaluation
- Give teachers opportunities to discuss results

Multiple Standards-based Measures of Teacher Effectiveness

- **Classroom artifacts**
- **Classroom observations**
- **Evidence binders and portfolios**
- **Student surveys**
- **Value-added models**

Multiple Standards-based Measures of Teacher Effectiveness

• Classroom artifacts

■ Advantages:

- Provide detailed evidence of student understanding (Schalock, 1998)
- Can be used to differentiate among teachers (Denner, et al., 2001)
- Can be studied collaboratively to determine areas of growth (for teacher and student)
- Reflect the intellectual demand placed on students (Newmann et al., 2001)
- Require few assignments (4) and trained raters (2) for accurate scoring
- Can be scored at any time of day (Matsumura et al., 2008)

■ Limits

- Have not been studied for the purposes of evaluation

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
- **Guidelines for Reviewing the Artifacts of Teaching – Conducting a Document Analysis** – Charlotte Danielson in *Teacher Evaluation to Enhance Professional Practice* (2000)

Multiple Standards-based Measures of Teacher Effectiveness

• Classroom Observation

■ Advantages

- Provides rich formative information
- Helps evaluator understand teacher needs individually, across school and across district

■ Limits

- Considered “less objective”
- Expensive to conduct (personnel time, training, calibrating)
- Research on connection to student achievement is mixed

Example: Charlotte Danielson's Framework for Teaching

Domain 1: Planning and Preparation includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment.

Domain 2: The Classroom Environment addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment.

Domain 3: Instruction 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.

Domain 4: Professional Responsibilities 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.

Example: University of Virginia's CLASS observation tool

	Emotional Support	Classroom Organization	Instructional Support
Pre-K and K-3	<p>Positive Climate</p> <p>Negative Climate</p>	<p>Behavior Management</p> <p>Productivity</p>	<p>Concept Development</p> <p>Quality of Feedback</p> <p>Language Modeling</p>
Upper Elementary/ Secondary	<p>Teacher Sensitivity</p> <p>Regard for Student (Adolescent) Perspectives</p>	<p>Instructional Learning Formats</p>	<p>Content Understanding</p> <p>Analysis and Problem Solving</p> <p>Quality of Feedback</p>

Multiple Standards-based Measures of Teacher Effectiveness

- **Evidence binders (next generation portfolios)**
 - Organized collection of work samples
 - Unlike traditional portfolios
 - Assembly is guided by specific standards & activities
 - Standardizes process allowing for comparability
 - Involves reflection and analysis
 - Evidence related to practice, professional learning, contributions to school and community
 - Provide direct evidence of professional growth
 - Limits
 - Limited (no) research

Multiple Standards-based Measures of Teacher Effectiveness

- **Student surveys**

- **Advantages**

- Correlate with measures of student achievement
 - Valid source of feedback on teacher practice
 - Inexpensive

- **Limits**

- 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

- **Value Added Measures**

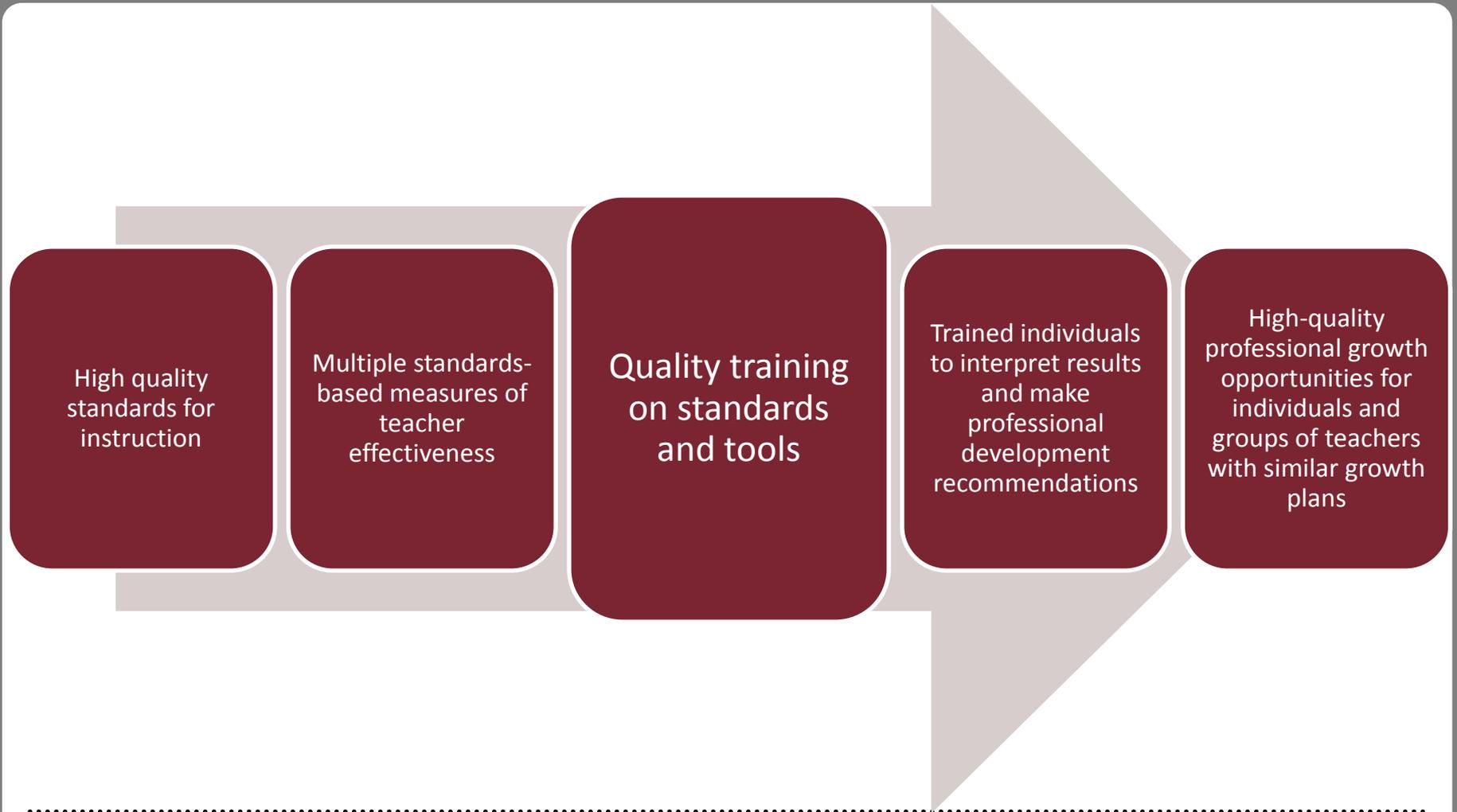
- **Advantages**

- Differentiate between teachers
- Identify high and low performing teachers
- Consistent low performance can trigger formative evaluation

- **Limits**

- Less useful for providing specific development needs
- Considerable error from year to year

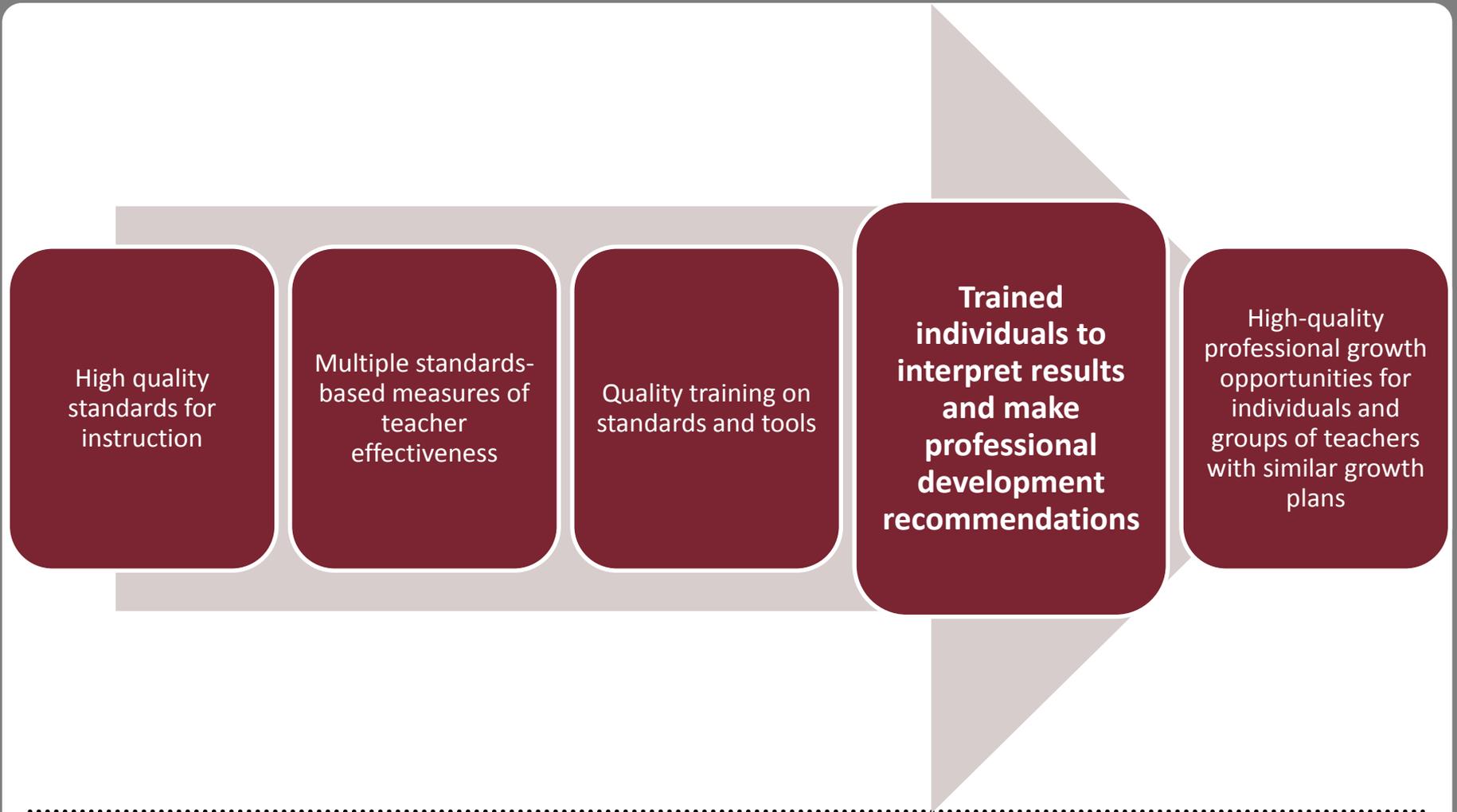
Five Components in an Aligned Teacher Evaluation-PD System



Quality training on standards and tools

- **Increases inter-rater reliability**
- **Increases the validity of system**
- **Ensures mutual understanding**
- **Is a form of professional development for those trained**
- **With training, certification and calibration on instruments, almost anyone can be an evaluator**

Five Components in an Aligned Teacher Evaluation-PD System



Trained Individuals to Interpret Results and Make Professional Development Recommendations

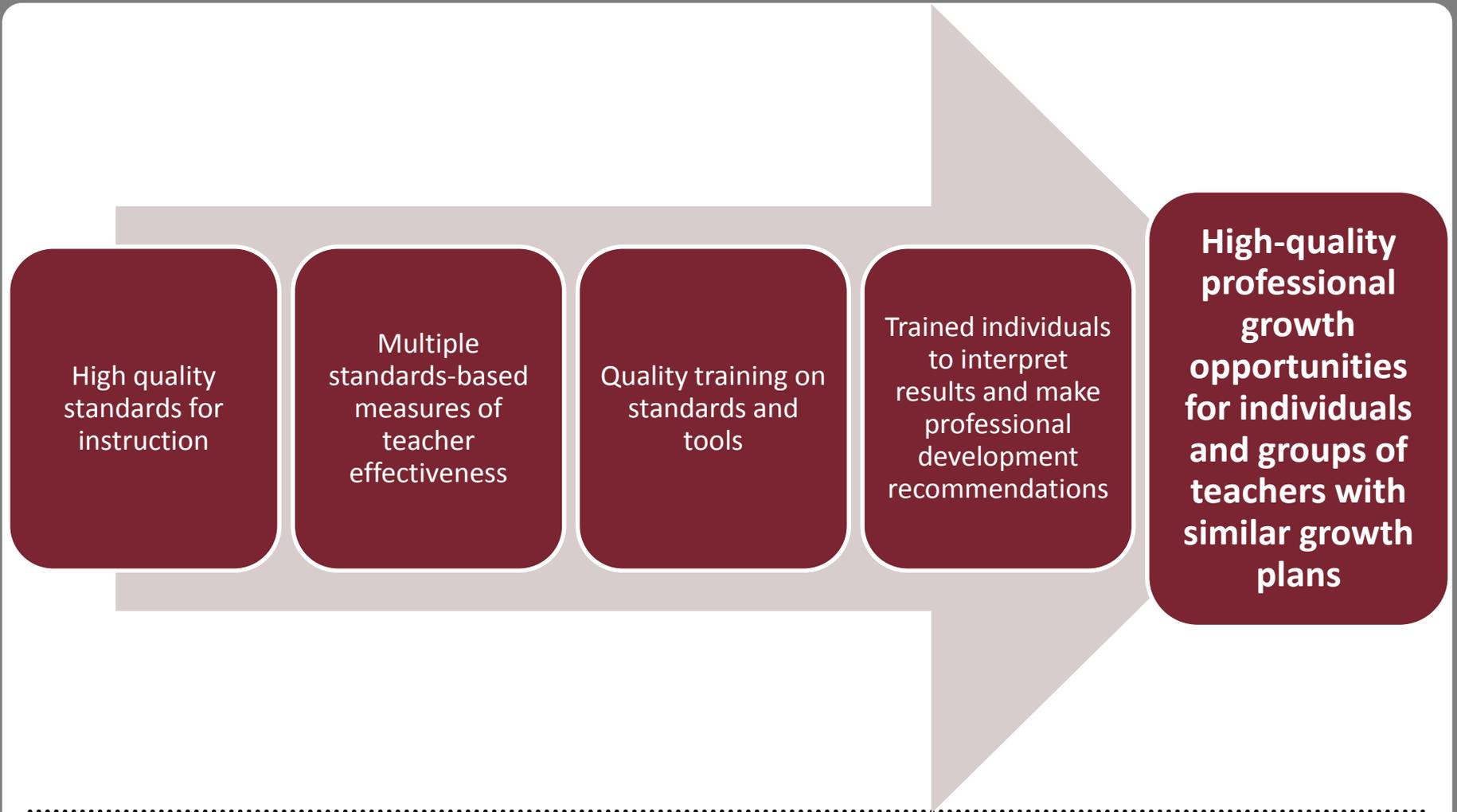
- **Can be an individual evaluator, coach, mentor, etc. for individual teachers**
- **Could be a committee to look at school or district-wide needs**
- **Analyzes evaluation data to connect with PD opportunities at the teacher, school and district level**
 - Ideally provides guidance at the time of feedback

Trained Individuals to Interpret Results and Make Professional Development Recommendations

• Professional Development Planning

- Identify research-based professional development opportunities that fit the local context.
 - What resources are available for PD?
- Tap in-district expertise to provide professional development.
 - Could be teachers, administrators, instructional leaders, etc.
- Find outside supports to fill gaps in internal capacity.
 - For example, partner with a local college.
- Create mechanism for connecting teachers to PD based on evaluation results.
- Prepare for structural changes in the school week/calendar

Five Components in an Aligned Teacher Evaluation-PD System



High Quality Professional Growth Opportunities for Individual and Groups of Teachers

- Are teachers given the opportunity to reflect on and discuss evaluation results?
- Can teachers collaborate with instructional managers to develop a plan for improvement and/or professional growth?
- What opportunities are available struggling teachers?
- What opportunities are available for teachers with high evaluation scores?
- What are the school/district priorities?
- What resources are available?
- What supports are in place to ensure follow-up?
- How will change in teacher practice be documented?

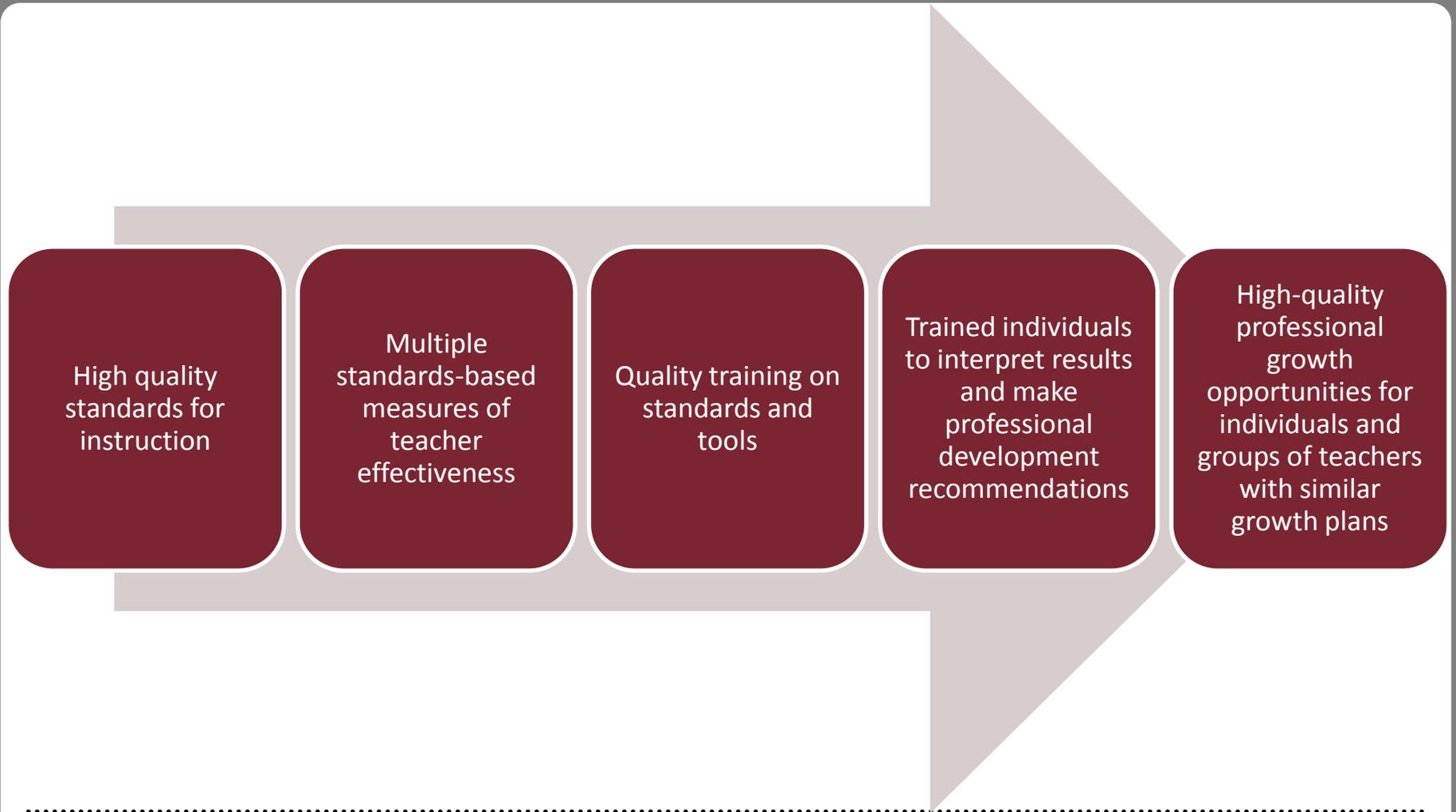
High Quality Professional Growth Opportunities for Individual and Groups of Teachers

• 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)

Five Components in an Aligned Teacher Evaluation-PD System



Other Uses for Evaluation Data

• Informing Teacher Prep Programs

- Teacher preparation programs are now required to work directly with districts to discuss how their graduates are doing
 - Sections 205 through 208 of Title II of the *Higher Education Act, as amended* (PL 110-315) call for accountability for programs that prepare teachers
 - TPPs are expected to collect feedback from districts on a number of “assurances” and describe their most successful strategies for meeting assurances
 - Linking preparation to needs of schools/districts

Other Uses for Evaluation Data

- **Informing Leadership Evaluation**
 - Principal evaluation systems moving from formative towards summative
 - They are likely to include student outcomes: achievement, promotion, graduation
 - They might include retaining and/or recruiting “effective” teachers (based on student learning growth)

Other Uses for Evaluation Data

• **Informing School/District Improvement Plans**

- Results from teacher and principal evaluations can be used to identify schools in need of monitoring and/or support (school coaches, etc.)
- Results from teacher and principal evaluations can guide districts and states in developing appropriate targets for
 - Student learning growth
 - Distribution of effective teachers and leaders
 - Graduation, promotion, attendance rates

Other Uses for Evaluation Data

• **Evaluating Evaluation**

- Does the system differentiate among teachers in terms of level of performance?
 - As measured by teacher practice and professional contributions?
 - As measured by teacher contributions to student learning growth?
- Do evaluators regularly calibrate on the instruments and produce similar scores under similar circumstances?
- Are there changes in student outcomes and/or teacher practice?

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

• **Concluding Thoughts**

- There are no perfect systems or measures
- A strong foundation of standards, tools and training will:
 - increase validity and reliability
 - Increase confidence and trust
- Quality evidence can be used in multiple ways
- Be prepared to evaluate the evaluation and make adjustments
- The ultimate goal is to improve teaching and learning

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