



NATIONAL COMPREHENSIVE CENTER
FOR **TEACHER QUALITY**

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

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The goal of teacher evaluation

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

**TO IMPROVE
TEACHING AND
LEARNING**

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.

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

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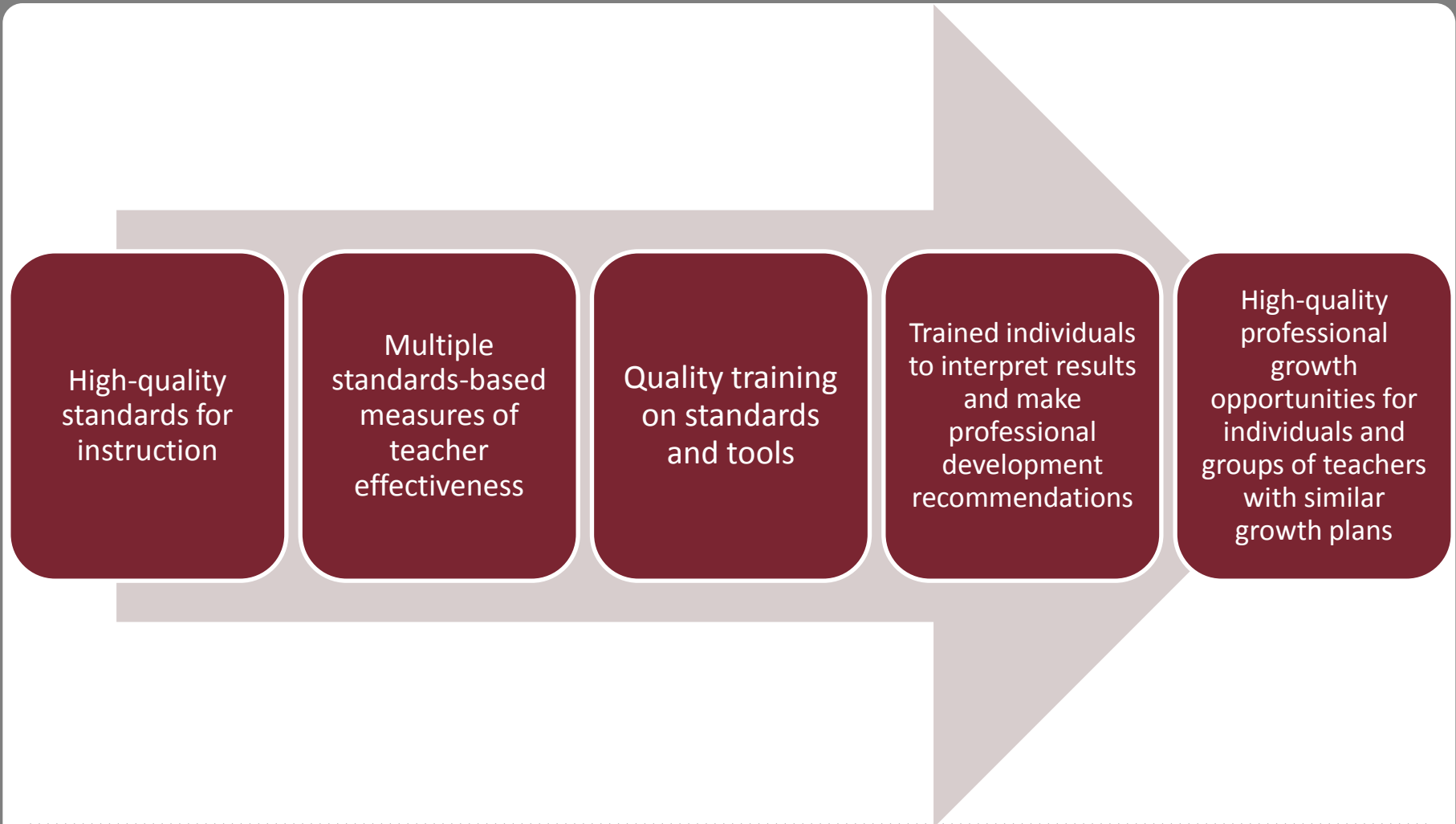
Polling Question 1

Question:

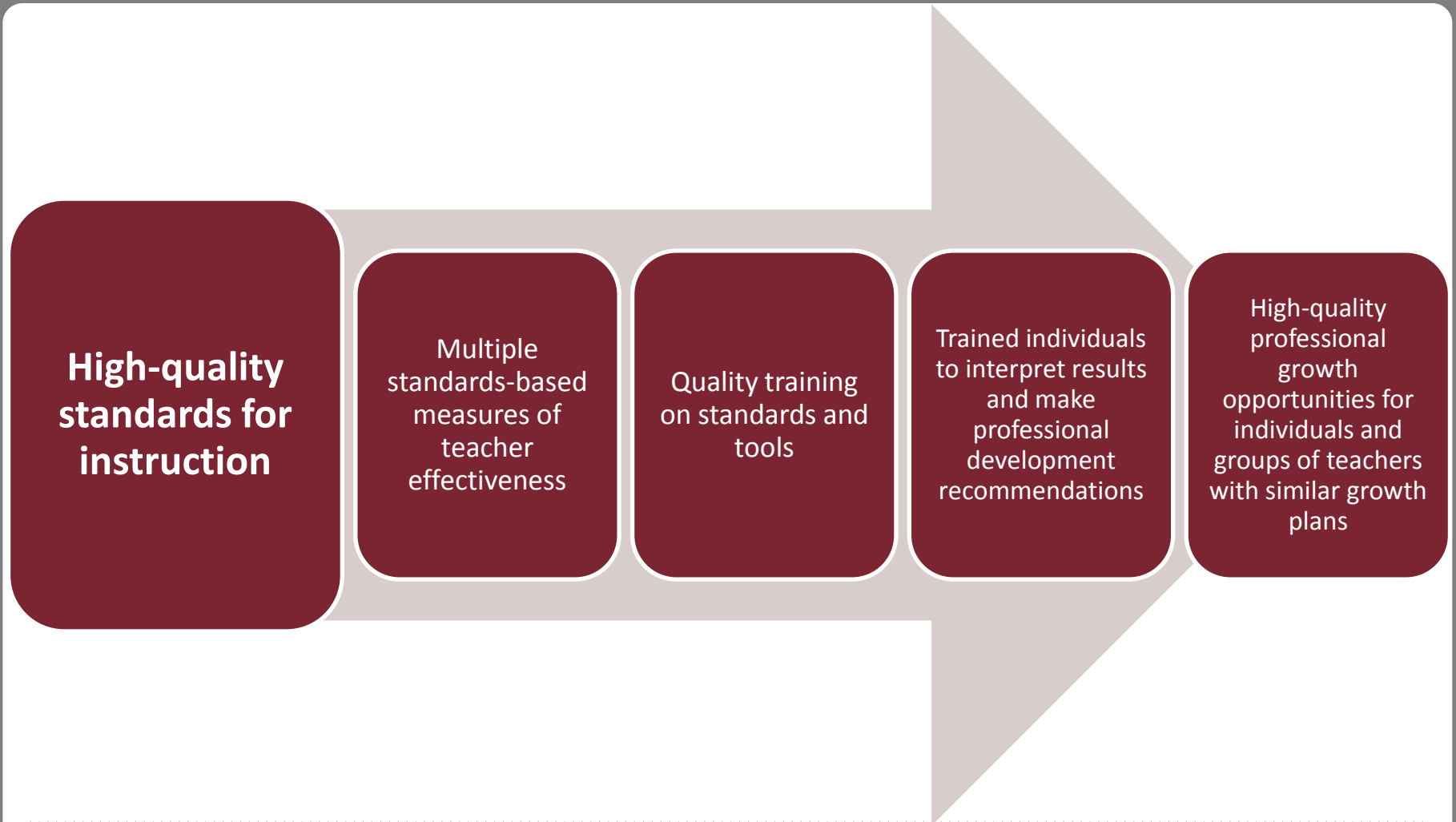
Within your current or proposed teacher evaluation system, do you have a mechanism to ensure that evaluation results are being used to guide professional development plans?

Respond “yes” or “no” using the voting button.

Five Components in an Aligned Teacher Evaluation-PD System



Five Components in an Aligned Teacher Evaluation-PD System



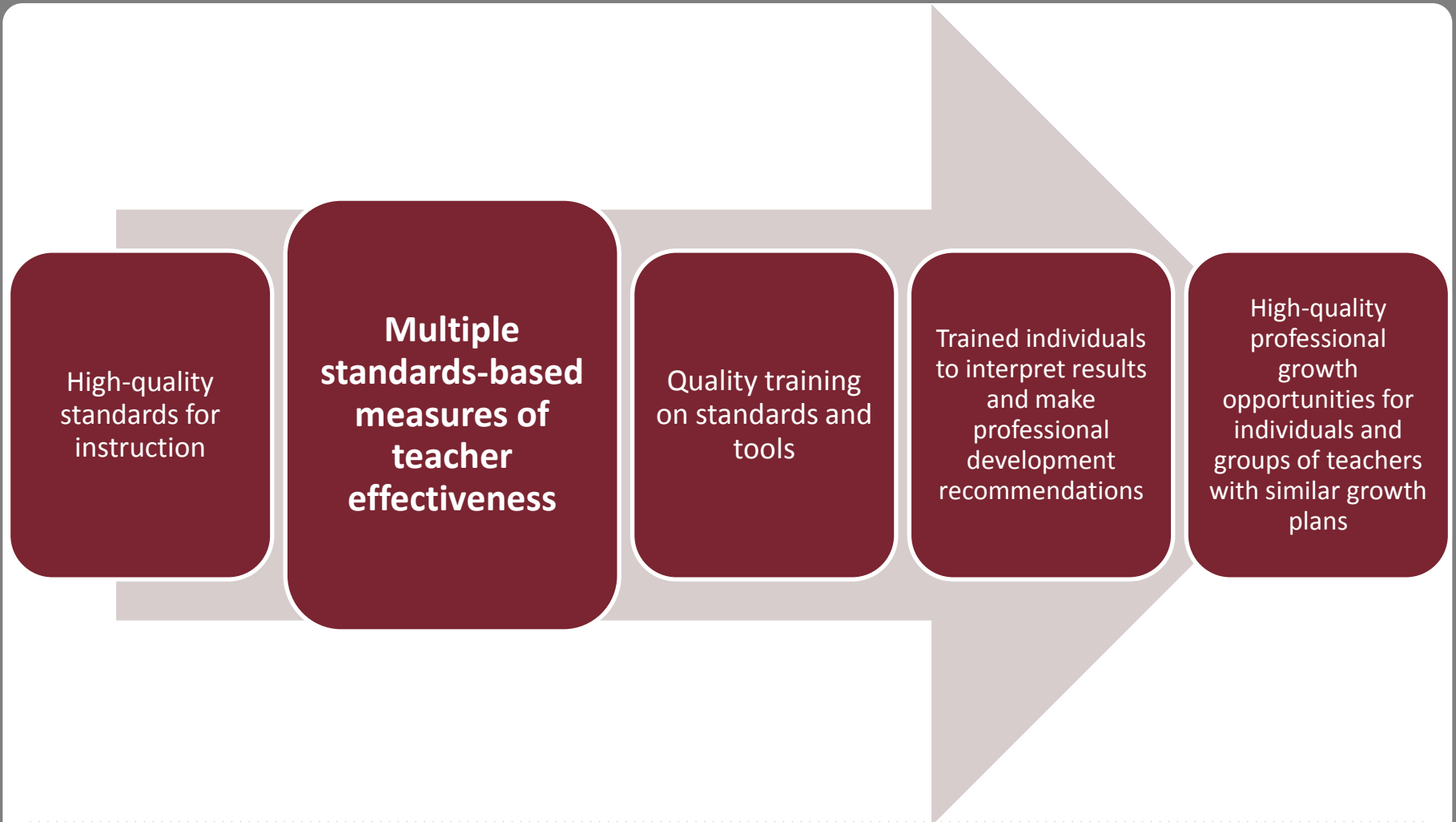
High-Quality Standards for Instruction

- **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
 - Offer criteria for leaders and teachers to evaluate where strengths and weaknesses lie
 - Anchor evaluation on the ultimate goal of improving teaching 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

- **Value-added models**
- **Classroom observations**
- **Classroom artifacts**
- **Portfolios, self-report, and evidence binders**
- **Student surveys**

Multiple Standards-Based Measures of Teacher Effectiveness

- **Student growth measures (like value-added, Colorado Growth model)**

- Advantages

- Differentiate between teacher performance
 - 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
 - Little information from the scores that could guide teachers' instructional decision-making

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

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 or for guiding teachers' instructional growth and development

Multiple Standards-Based Measures of Teacher Effectiveness

• Portfolios

- Contents may be most useful for guiding teacher growth if:
 - Assembly is guided by specific standards and activities
 - Standardized process is used, allowing for comparability
 - Involves reflection and analysis
 - Focused on evidence related to instructional practice
- Limits
 - No research on using portfolios for guiding instructional change and teacher growth

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
 - Requires expertise in interpreting survey results and recommending specific changes in practice

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)

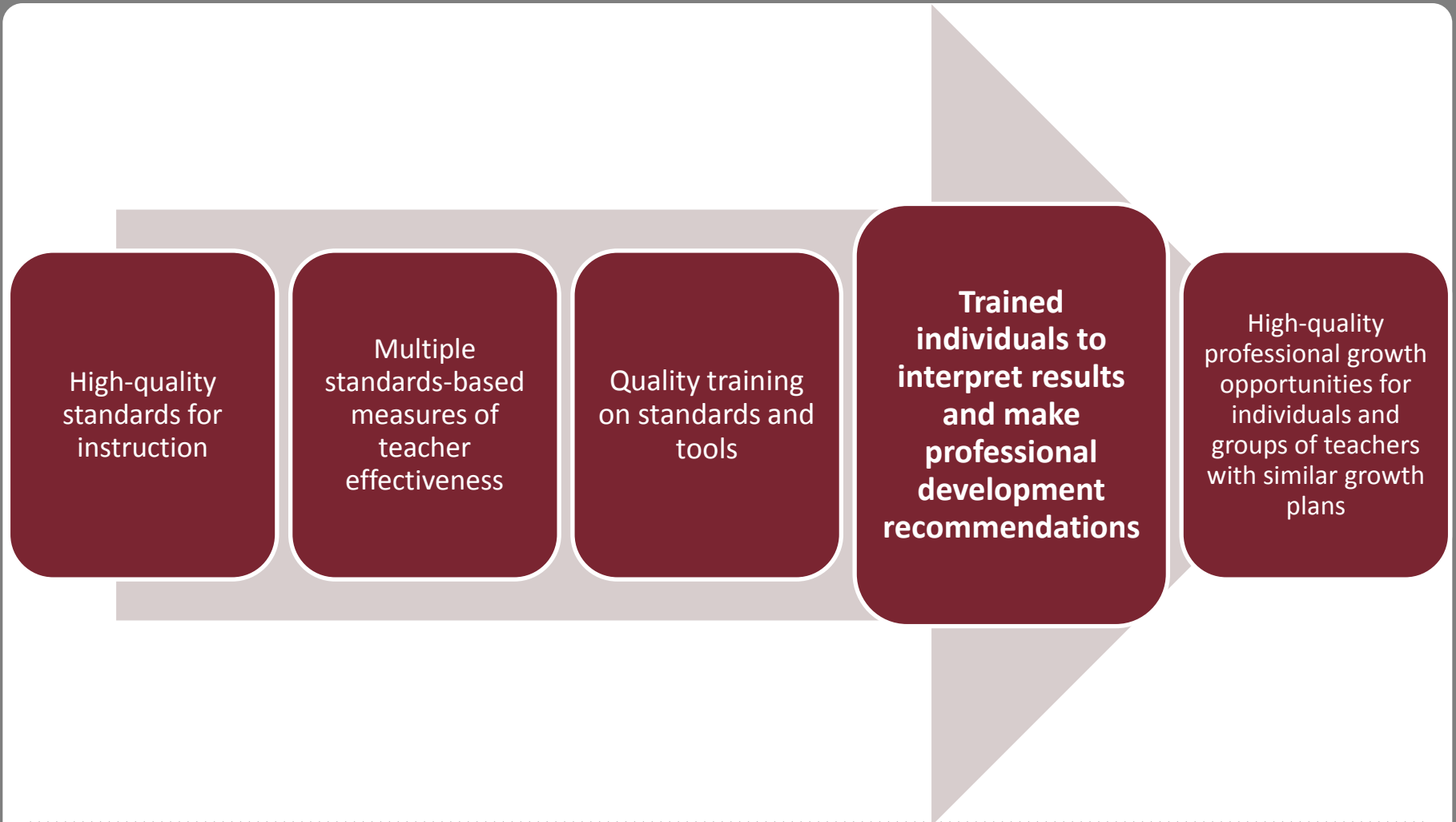
Five Components in an Aligned Teacher Evaluation-PD System



Quality Training on Standards and Tools

- Increases inter-rater reliability
- Increases the validity of system
 - Without *valid* results, professional development based on results will be unlikely to improve practice
- Ensures mutual understanding
- Is a form of professional development for those trained
- Training, certification, and calibration on instruments may be more important than *who* the evaluator is

Five Components in an Aligned Teacher Evaluation-PD System



Trained Individuals to Interpret Results and Make PD Recommendations

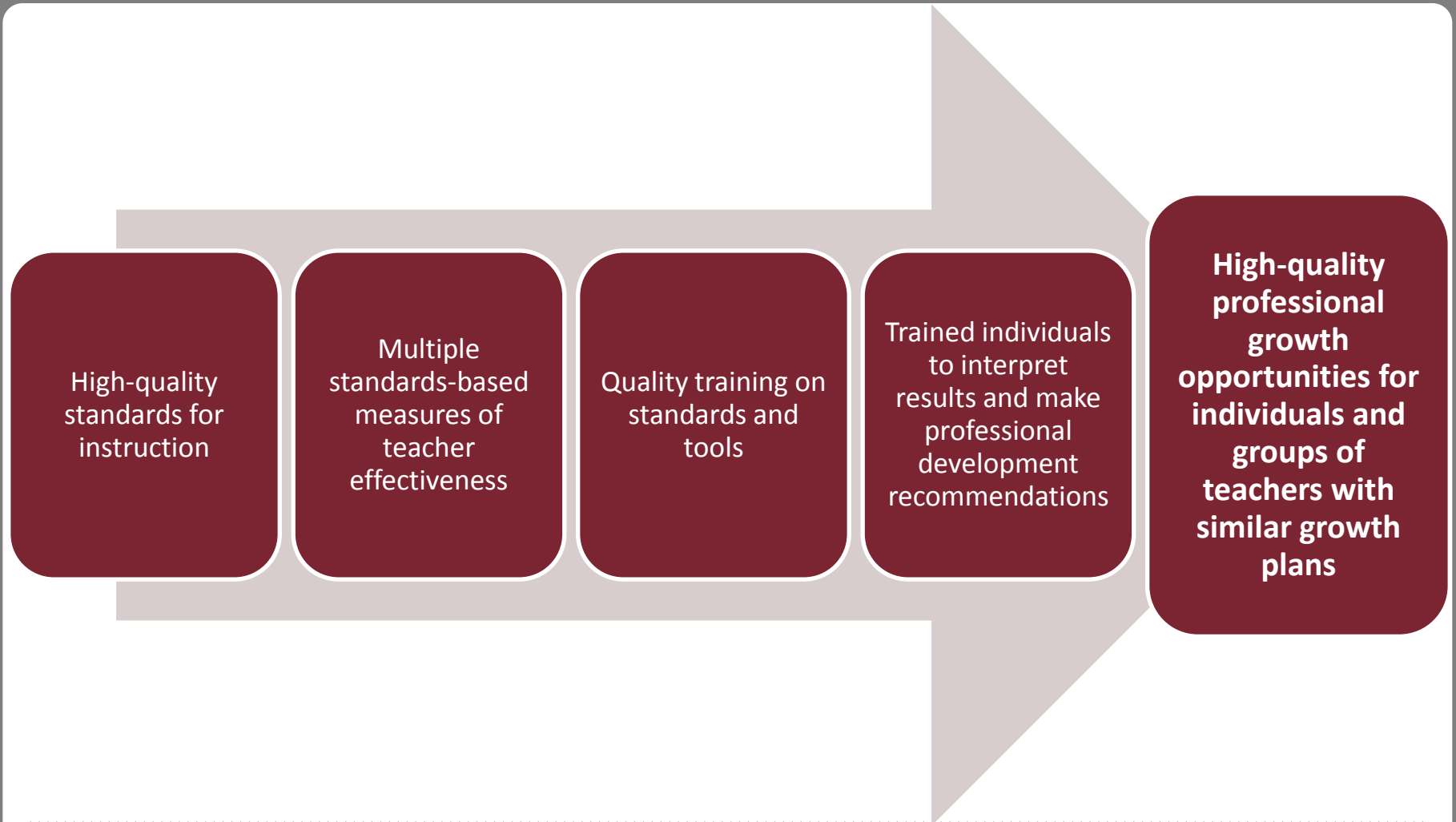
- Analyzes evaluation data to connect with professional development opportunities at the teacher, school, and district level
 - Ideally provides guidance at the time of feedback
- Can be a trained administrator, evaluator, coach, mentor, etc. (for individual teachers)
- Could be a committee (for determining grade, subject, school, or districtwide needs)

Trained Individuals to Interpret Results and Make PD 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. (Memphis is a good example)
- 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 Individuals 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 for 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 Individuals 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)

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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