BEYOND SATISFACTORY: REDEFINING TEACHER EVALUATION AND SUPPORT TO IMPROVE TEACHING AND LEARNING

June 4, 2014
ETW Mission

The Education Trust-West works for the high achievement of all students at all levels, pre-K through college. We expose opportunity and achievement gaps that separate students of color and low-income students from other youth, and we identify and advocate for the strategies that will forever close those gaps.
Housekeeping

- This webinar slide deck will be archived on our website
- We encourage you to ask questions throughout the webinar via “Questions” or “Chat”
- If you are having any technical difficulties you can call GoToWebinar at 800-259-3826 or chat with tech support online
Today’s Panelists

• Jeannette LaFors, Director of Equity Initiatives
  The Education Trust—West
• Patrick Lee, Project Consultant
• Jonathan Stewart, Teacher Development Director
  Partnerships to Uplift Communities (PUC) Schools
• Carol Littlefield-Halfman, TAP Executive Master Teacher
  Lucia Mar Unified School District
• Harris Luu, V.P. of Educator Effectiveness
  Alliance College-Ready Public Schools
Poll:
Who is attending today’s webinar?
Our Students Need Effective Teachers

• Less than 1/3 of CA students scored proficient in math and reading in 4\textsuperscript{th} and 8\textsuperscript{th} grade
• Nearly half of CA college freshmen require remediation classes
• Opportunity & achievement gaps persist
Classroom Teacher Effectiveness Matters

The distribution of value-added scores for ELA teachers in LAUSD

This teacher’s students learned about 3 months less than average

VALUE-ADDED SCORE

TEACHER PERCENTILE

10TH

25TH

50TH

75TH

90TH

-0.20

-0.10

0.0

0.11

0.24

6 MONTHS

12 MONTHS

MONTHS OF STUDENT LEARNING

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Effective Teachers Can Close Achievement Gaps
Our high-need students do not have equitable access to effective teachers.

A low-income student is more than twice as likely to have a low value-added teacher for ELA.

A student from a relatively more affluent background is 62% more likely to get a high value-added ELA teacher.
Systems in Our Study

- Alliance
- ASPIRE Public Schools
- Green Dot Public Schools
- Los Angeles Unified School District
- Lucia Mar Unified School District
- Oakland Unified School District
- PUC Schools
Key Finding #1: Adopting new evaluation system with multiple measures was a lot of work but worth it
Percent of educators who agree with the following statements:

- Teachers should be evaluated every year: 93% (Evaluators), 91% (Teachers)
- More effective teachers should be paid more: 85% (Evaluators), 84% (Teachers)
- More effective teachers should be offered increased leadership opportunities: 88% (Evaluators), 91% (Teachers)
Key Finding #2:
Teachers and administrators are enthusiastic about having clear and detailed expectations for effective teaching
Percent of educators who agree with the following statements:

- The criteria used to evaluate classroom instruction are the right criteria.  
  - Evaluators: 91%  
  - Teachers: 72%

- I am familiar with the criteria used to evaluate teacher performance.  
  - Evaluators: 94%  
  - Teachers: 91%

- I understand how student achievement data is used in the evaluation process.  
  - Evaluators: 83%  
  - Teachers: 81%
Key Finding #3: There is strong backing for using multiple-measures of teaching practice, though support for each individual measure varied.
"It helps us look at our instruction from different points of view, including what our students need."
—Teacher

Key Finding #4:
Teachers believe they are getting more frequent observations, more meaningful feedback, and more opportunities to reflect.
Frequency of observations, by observer role, reported by teachers for fall 2012
Percent of teachers who agree with the following statements:

80%  “At my school I receive valuable feedback”

82%  “I trust my evaluator will evaluate me objectively”

96%  “I am encouraged to . . .
  • reflect on my practice
  • reflect on how my students are doing
  • to use evidence of student learning to inform my practice”
Key Finding #5:
Evaluation has not been a “gotcha” experience; teacher supports are getting more plentiful and better aligned with evaluation criteria over time
Percent of teachers who agree with the following statements:

- At this school, I am constantly improving my skills as a teacher: 92%
- Professional development at my school is useful to my teaching: 71%
- Professional development at my school addresses my individual needs: 62%
Key Finding #6: Training & certification are critical . . . and help to create broadly shared understandings of and expectations for specific characteristics of good teaching
Key Finding #7:
Educators have opportunities to provide feedback to improve the evaluation/development process
Percent of teachers and evaluators who agree with the following statement:

- I have had input into our current evaluation process/system.

- 73% of Evaluators agree.
- 52% of Teachers agree.
• CMO in Los Angeles County
• K-12
• 4,200 Students
  • 100% low-income
• 13 schools
• Network-wide API = 830

**PUC Three Commitments:**

**COMMITMENT 1**
Five times more college graduates within the communities we serve

**COMMITMENT 2**
After four years with us students are proficient

**COMMITMENT 3**
Students commit to uplift our communities now and forever
PUC Teacher Development System

GOAL: Highly effective teachers, college-ready students

Common definition of highly effective teaching

Meaningful feedback for teachers

High-quality, targeted supports

Teacher career path & compensation

Principal leadership
College-Ready Teaching Framework

- 4 domains
- “Home grown”
- Learned from other frameworks
- Revised each year

3.3D Resources & instructional materials

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Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and require cognitive engagement.

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### 3.3D Resources & Instructional Materials

<table>
<thead>
<tr>
<th>Domain 1: Data-Driven Planning and Assessment</th>
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<tbody>
<tr>
<td>Standard</td>
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</tr>
<tr>
<td>1.2 Establish standards-based learning objectives and assessments</td>
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<tr>
<td>1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students</td>
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<tr>
<td>1.3 Use student data to guide planning</td>
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<td>1.4 Use knowledge of subject matter context, skills and learning processes to plan for student learning</td>
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<td>1.5 Design assessments to ensure student mastery</td>
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<table>
<thead>
<tr>
<th>Domain 2: Classroom Learning Environment</th>
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<tbody>
<tr>
<td>Standard</td>
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<tr>
<td>1.1 Create a classroom/community culture of learning</td>
</tr>
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<td>1.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection</td>
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<td>2.1 Establish a culture of respect and rapport which supports students’ emotional safety</td>
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<td>2.4 Use smooth and efficient routines, procedures, and transitions to maintain instructional momentum</td>
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<tr>
<th>Domain 3: Instruction</th>
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<tbody>
<tr>
<td>Standard</td>
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<td>---</td>
</tr>
<tr>
<td>1.1 Communicate learning objectives to students</td>
</tr>
<tr>
<td>1.2 Facilitate Instructional Cycle</td>
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<tr>
<td>1.3 Implementation of instructional strategies</td>
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<td>1.4 Monitoring student learning during instruction</td>
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Making the Framework a Partner

• Define effective teaching
• Invest educators
• Provide descriptions and illustrations
• Incorporate it
• Trained & certified observers
• Provide support & clarification
• Involve educators in revisions
Evidence Guide

• Audience & purpose have expanded

3.3D Resources and Instructional Materials
This goes beyond a simple list of materials. The ideal way to collect evidence for this indicator is to list a resource, maybe give a brief description, and then include evidence of whether students are using the resource to meet the learning objective.
• List of materials, e.g. document projector, graphic organizer, poster, student worksheet, dictionaries
• Description of materials, e.g. questions from worksheet, outline of graphic organizer, or reading text described
• Evidence of:
  ➢ Description of how students are using a material, such as how they are using whiteboards and what they are writing on them
  ➢ Student/teacher dialogue while using various materials indicating students’ level of cognitive engagement
  ➢ Students using materials productively, e.g. as a reference
  ➢ Students choosing, adapting, or creating materials to scaffold or extend learning
  ➢ Materials distracting students or interfering with learning
Growth Guides

Format:

• Description of indicator
• Connection to College Readiness
• Connection to Common Core Standards
• How to...(Level 3, Level 4)
• Common Misconceptions or Difficulties
• Professional Development Strategies (individual, group)
• Resources

Growth Guide for 3.3D Resources & Instructional Materials

This indicator requires that resources and instructional materials meet the following criteria:

• Promote cognitive engagement – will students have to, and be able to, engage in high levels of cognition while using it/them? Who is doing the thinking with the materials and resources – the teacher or the students?...
Teaching Clips

• Framing
• Narrative

Ms. Rourke dedicated time at the end of class for these acknowledgements, specifying exactly what each student did to earn her praise...
Reflection & Meaningful Feedback

- Culture & practice
- Coaching coaches
- Exemplar videos
- Rating process
- Growth goals
• K-12 District in San Luis Obispo County
• 10,500 Students
  • 50% low-income
• 18 schools
• API – 816
  • 858 white
  • 754 Latino
  • 759 low-income
TAP Elements of Success

• **Multiple Career Paths**
  • Career, mentor and master teachers

• **Ongoing Applied Professional Growth**
  • Through weekly cluster meetings & follow-up

• **Instructionally-Focused Accountability**
  • Through multiple observations and evaluations based on research-based criteria

• **Performance-Based Compensation**
  • Based on multiple measures of performance
Professional Development is:
- Ongoing
- Job-embedded
- Collaborative
- Student-centered

Cluster meetings are key structure for PD
- Organized according to 5 Steps for Effective Learning
  - IDENTIFY the need
  - OBTAIN, DEVELOP and APPLY new learning
  - EVALUATE the impact of new learning on student achievement
Understanding The TAP System: Teacher Evaluation

- **Evaluation Process**
  - 3 formal evaluations per year (2+1)
  - Pre-conference/Observation/Post-conference
  - 50/30/20 or 50/50

- **The TAP Instructional Rubric**
  - 19-point research-based rubric
  - 3 = “Rock Solid”

![Diagram showing the evaluation process with SKR (Skills, Knowledge & Responsibilities) constituting 50% of the evaluation, Teacher level student growth at 30%, and School level student growth at 20%].
Understanding The TAP System:

Teacher Support

- **Cluster Group Support**
  - 1 hour/week
  - Analysis of student work each week
  - Teachers plan how to incorporate new cluster learning to their classrooms
  - Teachers reflect on self-selected areas of growth

- **Post-cluster Support**
  - Assist teachers with transferring cluster learning to their classrooms
  - Weekly, individualized, teacher-driven

- **Post-evaluation Support**
  - Assist teachers with post-conference recommendations/model
• Specific structures and roles for all participants are key:
  • Ensure all participants are thoroughly trained and certified if necessary

• Effective ongoing professional development is:
  • Driven by school goals to improve student achievement
  • Field tested with impact on student achievement
  • Focused on helping teachers deepen their understanding
  • Aimed at helping teachers transfer new learning

• Individualized supports are designed to:
  • Follow both cluster group meetings & formal evaluations
  • Help teachers improve or acquire instructional practices that impact student achievement
### The Brace Map: Whole-Part Relationships

#### Critical Attributes for Brace Map Week 1 (TK-6)

<table>
<thead>
<tr>
<th>Rubric Connections</th>
<th>Critical Attributes: Essential elements of the strategy that make it work effectively</th>
<th>How the critical attribute should be executed</th>
<th>Why each step is necessary</th>
<th>Develop how this will be executed within your content</th>
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<tbody>
<tr>
<td><strong>Before the Lesson</strong></td>
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<tr>
<td>T4O, TR, TCR</td>
<td>Select a physical object that can be easily broken into parts.</td>
<td>The “whole” on a Brace Map must be something that can physically be broken into parts. The “whole” on a Brace Map must be something that can physically be broken into parts. We don’t want to teach a new map on top of new material.</td>
<td>Each map needs the whole object to the left of the bracket, as well as a copy to cut apart and glue to the right of the bracket.</td>
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<tr>
<td>1</td>
<td><em>Consider your students... do you need to start with a familiar topic?</em></td>
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<td>2</td>
<td>Make 2 copies of the object you’ll be breaking apart for your “I do”, as well as for any your students will be breaking apart.</td>
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<tr>
<td><strong>During the Lessons</strong></td>
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<tr>
<td>T4O, PIC - Communicate your objectives and preview the lesson with your agenda</td>
<td>Select the map that will help you meet your objective.</td>
<td>Model the thought process of selecting the Brace Map.</td>
<td>We want students to be able to self-select a map, based on the thinking process they’re being asked to use. Students have trouble differentiating the thought process behind the Tree Map (categorizing, adding details) and Brace Map (breaking into parts).</td>
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<td>3</td>
<td></td>
<td>- Focus on the difference between the Tree Map (used to sort types of) and the Brace Map (used to break into parts of).</td>
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<td>4</td>
<td>S4O - Connect to prior learning</td>
<td>Review the main parts and vocabulary of a Brace Map.</td>
<td>Whole object on left</td>
<td>Students need to see that a Brace Map doesn’t include details (like a Tree Map can), and that all of the subparts add up to make the main parts, and all the main parts add up to make the whole.</td>
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<tr>
<td></td>
<td></td>
<td>- Bracket</td>
<td>Bracket</td>
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<td></td>
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<td>- Everything to the right of the bracket adds up to make the whole object... If it doesn’t, you’re missing something.</td>
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<td></td>
<td></td>
<td>- Sometime the “parts” can be further broken into “subparts.”</td>
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<td></td>
<td>- Suggestion: involve students in the Brace Map review if they’re ready!</td>
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Alliance College Ready Public Schools

- CMO in Los Angeles County
- 10,000 Students
  - 93% low-income
- Grades 6-12
- 22 schools

- 90% Latino
- 8% African American
- Other
“Building and Expanding Leadership Capacity”
Evaluator Certification Process

To prepare coaches and administrators to support campus instruction through a deeper understanding of the framework for effective teaching

- Multiple opportunities for leaders to learn & pass certification
  - 7-Week Course or 4-Day Intensive
  - Presentations/Discussions/Practice videos
  - Certification Opportunity
  - Field Certification

- Accountability for administrator certification
  - Principal evaluation criteria includes certification
  - Uncertified administrators must get support from other certified peers
Expanding Teacher Leadership

In order to provide content specific feedback, coaching, and accurate scoring

- Teachers are observed by an administrator and department chair numerous times during the observation cycle
- Feedback is prepared by the group of observers
- Scoring is informed by the observers
Teacher Certification Class

To prepare teachers leaders to support campus instruction through a deeper understanding of the framework for effective teaching

- 20% of Alliance teachers completed teacher certification classes

- Building teacher instructional capacity leads to better instructional practices that promote student achievement
Teacher Career Pathway

Many teachers who completed our certification classes have applied to our teacher career pathway positions

- Certification Criteria: Quality/Quantity and Alignment of Evidence + Percent Match score (ALLI positions)

- “Highly Qualified” overall evaluation score
Come to Our National Conference!

The Education Trust National Conference
Nov. 13-14, 2014
Renaissance Baltimore Harborplace Hotel
Baltimore, MD
Recommendations

WHAT DISTRICT AND SCHOOL LEADERS CAN DO

WHAT STATE DECISION AND POLICYMAKERS CAN DO
Questions & Answers
Poll:  
*Future Webinar Topics?*
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THANK YOU!