TEACHER EVALUATION SYSTEMS 2.0
What Have We Learned?
Stephen Sawchuk
Assistant editor, Education Week

Follow Stephen on Twitter: @teacherbeat
Teacher-Evaluation Systems 2.0: What Have We Learned?

Expert Presenters:

Laura Goe, research scientist, Understanding Teaching Quality Research Group, Educational Testing Service

Sara Heyburn, assistant commissioner of teachers and leaders, Tennessee Department of Education
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Unsure how to manage teacher evaluations?
TalentEd Perform helps make teacher and staff evaluation comprehensive, customizable and efficient.
Teacher Evaluation Systems 2.0: What Have We Learned?

EdWeek Webinar
March 14, 2013

Laura Goe, Ph.D.
Research Scientist, ETS
Sr. Research and Technical Assistance Expert, Center for Great Teachers and Leaders
The goal of teacher evaluation

The ultimate goal of all teacher evaluation should be…

TO IMPROVE TEACHING AND LEARNING
Evaluation for accountability and instructional improvement

- Effective evaluation relies on:
  - Clearly defined and communicated standards for performance
  - Quality tools for measuring and differentiating performance
  - Quality training on standards and tools
    - Evaluators should agree on what constitutes evidence of performance on standards
    - Evaluators should agree on what the evidence means in terms of a score
Challenge 1

Measuring teachers’ contributions to student learning growth, particularly in the non-tested subjects and grades
Value-added or student growth percentiles are typically used for evaluating teachers’ contributions to student learning growth in the tested grades and subjects.

For the other 60-80% of teachers, other approaches are needed:
- Student Learning Objectives (SLOs) are a common choice.
- Some states are working to develop or identify tests in every grade and subject in an attempt to provide “standardized” results similar to those in tested subjects and grades.
- States are moving away from using school-wide average scores (based on tested teachers’ scores) for a variety of reasons (validity, lack of variability).

Measuring Teachers’ Contribution to Student Learning Growth
Teachers’ role in SLO processes

- With colleagues in same subject/grade, decide on the key standards you want your students to show proficiency in by the end of the course (semester/year)
  - Determine students’ current knowledge/skills on those standards
  - Use students’ histories to help clarify students’ abilities
- With colleagues, ask: How will we know that the students have mastered these standards?
  - What is the evidence of mastery that we will be looking for?
  - How will we collect that evidence?
    - Consider all types of assessments including appropriate tests but also “4 Ps” (projects, performances, products, portfolios)
School administrator support for SLO processes

- Ensure great comparability in results by asking that teachers in the same grade/subject work together to identify and/or develop appropriate objectives, identify assessments, and agree on processes for collecting and scoring student work.

- Meet with teachers individually or in teams at the beginning, middle, and end of year to ensure that teachers are on track.

- Provide protected time within school day/school year for teachers to meet together to determine goals, select assessments, and score assessments.
  - May require “repurposing” other professional development or team time.
District support for SLO processes

- Ensure that school schedules provide sufficient time for teachers to meet with principals, colleagues, and teams to develop SLOs, identify appropriate assessments, and score assessments.
- Ensure that principals are thoroughly trained to provide guidance and support for teachers in constructing SLOs and assessing student progress.
  - Principals should also be able to provide feedback focused on helping teachers connect results to instructional approaches.
- Ensure that teachers receive training so that they understand why they are measuring student growth and understand how to create SLOs, assess student progress, and report results.
Challenge 2

Getting observations right
Observations: Important findings

- Studies such as the Measures of Effective Teaching (Bill & Melinda Gates Foundation) have furthered our understanding of observations as an instrument for evaluating teaching effectiveness
  - Multiple observations are needed for reliability
  - Observations by two or more evaluators contribute to higher reliability and greater certainty that the evaluation score is accurate
    - Not just building principals—other trained staff should share the work
  - Training is crucial to ensure that reliable results are achieved
    - Everyone conducting evaluations should be trained
    - Calibration (scoring videos, double-scoring, etc.) should be done regularly
What next?

- Recognize that teachers’ contributions to student learning is likely to remain a key determinant of teaching effectiveness.
- Focus on trends (rather than a single year of data) from multiple measures of student learning as well as multiple measures of teaching performance.
- Use evaluation results to guide teacher professional growth plans and opportunities.
- Find time in the school day to support evaluation efforts such as scoring student work with colleagues.
- Create teaching conditions that support instructional quality.
Laura Goe, Ph.D.
609-619-1648
lgoe@ets.org
www.lauragoes.com
https://twitter.com/GoeLaura

Center on Great Teachers and Leaders at AIR
1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
General Information: 877-322-8700
www.gtlcenter.org
Road Maps to COMMON CORE Success

REGISTER TODAY!
March 21, 2013
Virtual Event
Streamed Live!
TEAM Evaluation System: Modeling Continuous Improvement

Sara Heyburn, Assistant Commissioner, Tennessee Department of Education
FIRST TO THE TOP

Major Goals

TN’s goals are bold and reflect our ongoing work:

- Increased rates of proficiency on state and national assessments
- Decreased achievement gaps
- Improved teacher effectiveness
- Increased graduation rates
- Higher rates of college enrollment and success

THIS IS NOT A PILOT PROJECT.

It is a comprehensive roadmap for transformational reform for the entire state.
Teacher and Principal Evaluation

- Teacher Evaluation Advisory Committee (TEAC) recommended guidelines for a new teacher and principal evaluation framework that was adopted by the State Board of Education in April 2011.
- First year of statewide implementation was 2011-12 school year.
- Requires annual evaluation of all teachers and principals and that personnel decisions be based in part on evaluations, including:
  - Promotion
  - Retention
  - Tenure*
  - Compensation

*Tenure requirements set at the state level, all other personnel decisions determined at local level.
Overarching Performance on Evaluation

- Evaluations will differentiate teachers and principals into **five effectiveness groups**:
Criteria for Evaluations

Educator Evaluation

- 35% Student Growth
- 15% Student Achievement
- 50% Qualitative Criteria
## Guidelines for Evaluations

<table>
<thead>
<tr>
<th>Educator Category</th>
<th>35% Student Growth</th>
<th>15% Student Achievement</th>
<th>50% Other Mandatory Criteria (Minimums)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with TVAAS</td>
<td>Individual TVAAS score</td>
<td>Menu of options; top 3 quintiles may use TVAAS score</td>
<td>Multiple sources; 2 observations, 1/semester, 60 minutes min annually; at least half unannounced</td>
</tr>
<tr>
<td>Teachers without TVAAS</td>
<td>School value-added; menu of options/ develop new measures</td>
<td>Menu of options</td>
<td></td>
</tr>
<tr>
<td>Special Groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apprentice Teachers</td>
<td>Individual TVAAS scores for those within 2 years; school value-added; menu of options</td>
<td>Menu of options</td>
<td>Multiple sources; 3 observations, distributed over both semesters, 90 minutes min annually</td>
</tr>
<tr>
<td>Principals, Assistant</td>
<td>School value-added</td>
<td>Menu of options; top 3 quintiles may use TVAAS score</td>
<td>Multiple sources; 2 onsite observations; qualitative appraisal based on TILS, review of teacher evaluation quality; surveys</td>
</tr>
<tr>
<td>Principals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Outcomes and Milestones

<table>
<thead>
<tr>
<th>Event</th>
<th>Summer-Fall 2010</th>
<th>Spring-Summer 2011</th>
<th>Fall-Winter 2011-12</th>
<th>Spring-Summer 2012</th>
<th>Winter-Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAC development of policy recommendations for SBOE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBOE Final Reading of policy recommendations and principal evaluation policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOE trained and certified over 5,000 evaluators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEAM was implemented statewide</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCORE and DOE collected feedback on TEAM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOE issued Y1 report outlining changes for Y2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOE worked with SBE to pass and implement policy changes in Y2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOE proposed legislative changes based on Y1 findings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TEAM: Year 1 in Review

- Feedback and focus on instruction was a success
- Communication was a challenge
- Continuous improvement at all levels
- Y1 report issued – July 2012
In our first year of evaluation, we saw much more differentiation, but still a significant mismatch between observation and TVAAS scores

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>TVAAS Individual Teacher Effect</td>
<td>16.5%</td>
<td>8.1%</td>
<td>24.5%</td>
<td>11.9%</td>
<td>39.1%</td>
</tr>
<tr>
<td>Observation</td>
<td>0.2%</td>
<td>2.2%</td>
<td>21.5%</td>
<td>53.0%</td>
<td>23.2%</td>
</tr>
</tbody>
</table>
TEAM: Focus for Year 2

- Targeted Support
- Coaching
- Data System
- Principal Evaluation
- Pushing to the next level
  - Video technology
  - Tripod - student surveys
  - Ongoing review and changes - Y2 report this summer
- Working towards coherent systems of educator expectations
Redesigning the Pathway to Teaching in TN

- Rigorous Licensure Standards
- Rigorous EPP Approval Process
- Streamlined Licensing Process
- Evaluation & Professional Development
- Student Achievement
Questions?

- sara.heyburn@tn.gov
- team.questions@tn.gov
- http://team-tn.org/
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
TalentEd Perform helps make teacher and staff evaluation comprehensive, customizable and efficient.

TalentEdK12.com
TalentEd serves more than 1,000 districts in 42 states.