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

The Education Trust—West

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*

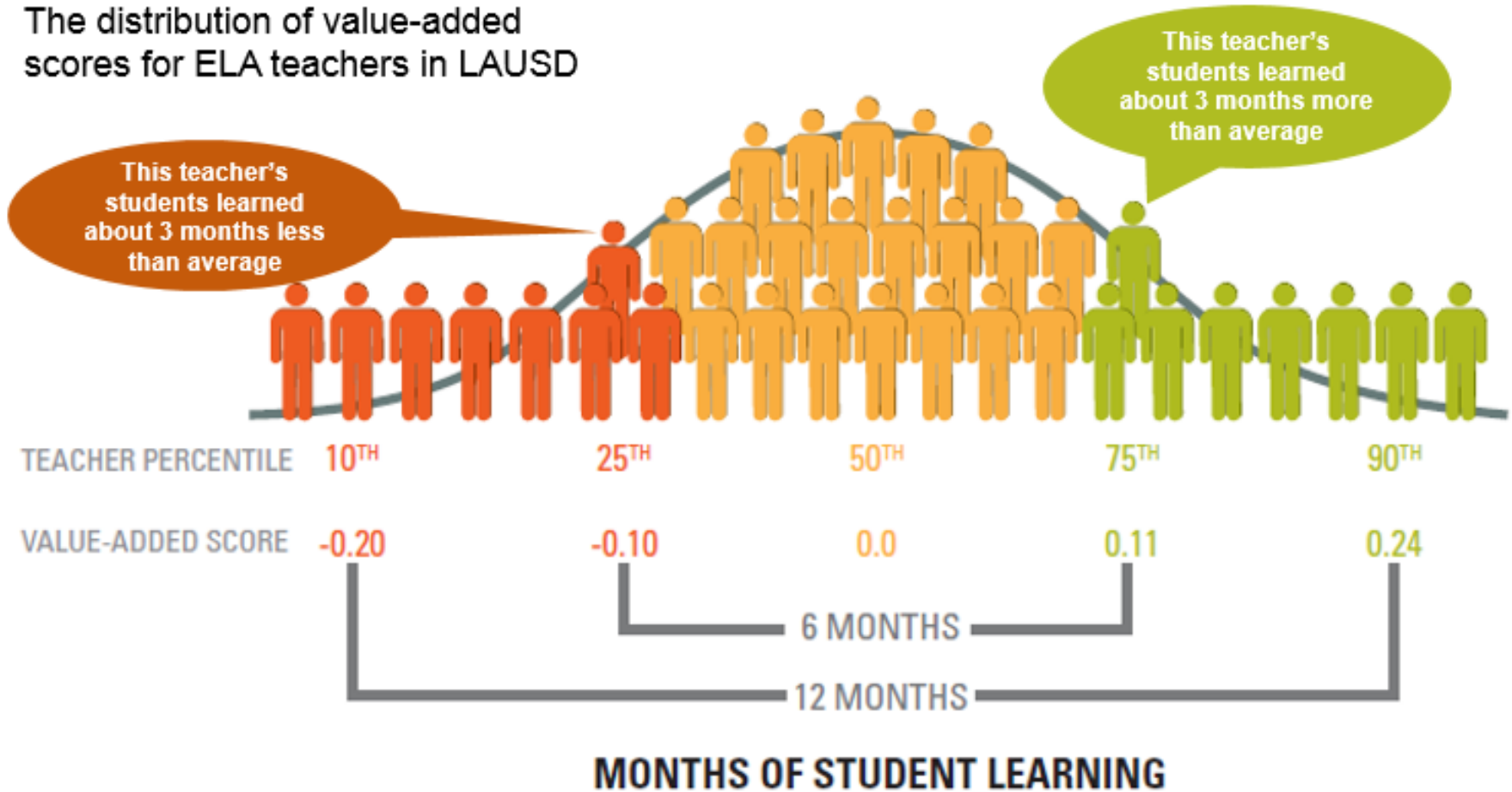 Alliance College-Ready Public Schools

Poll:

Who is attending today's webinar?

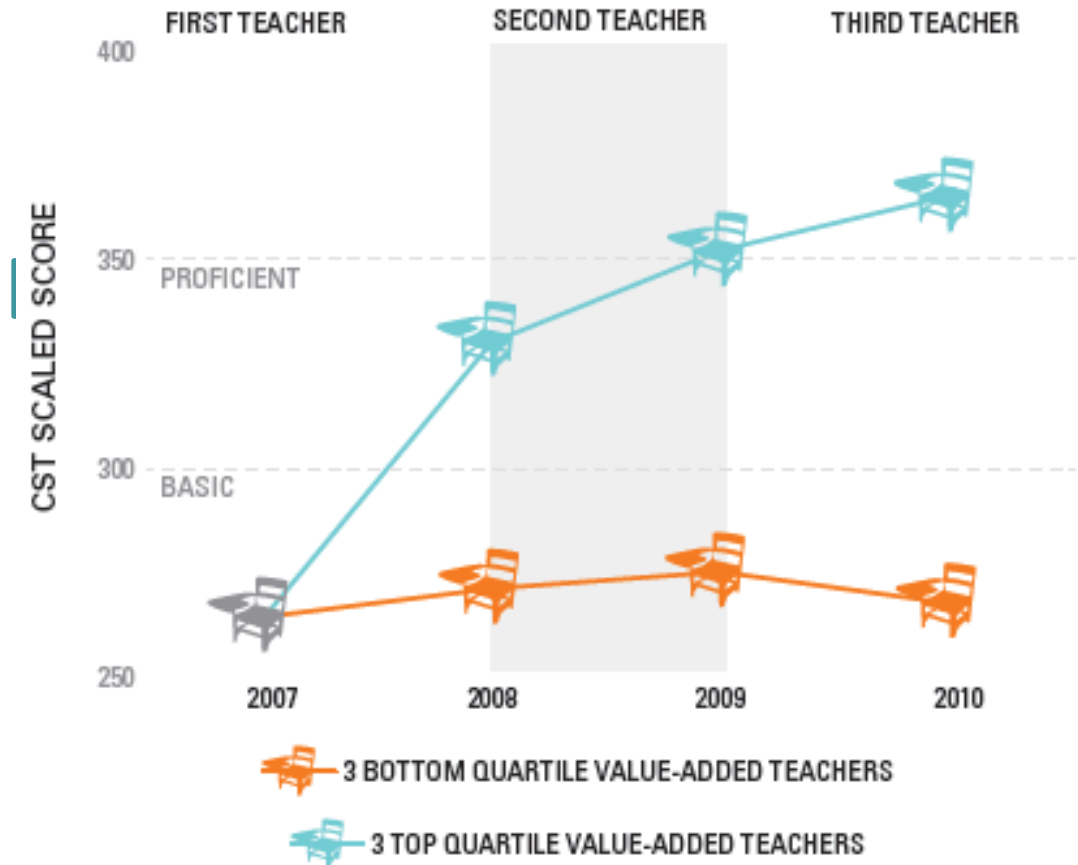# Our Students Need Effective Teachers

- Less than 1/3 of CA students scored proficient in math and reading in 4th and 8th 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 more than average

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

TEACHER PERCENTILE	10TH	25TH	50TH	75TH	90TH
VALUE-ADDED SCORE	-0.20	-0.10	0.0	0.11	0.24

6 MONTHS

12 MONTHS

MONTHS OF STUDENT LEARNING

Effective Teachers Can Close Achievement Gaps

Our high-need students do not have equitable access to effective teachers

ELA

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.
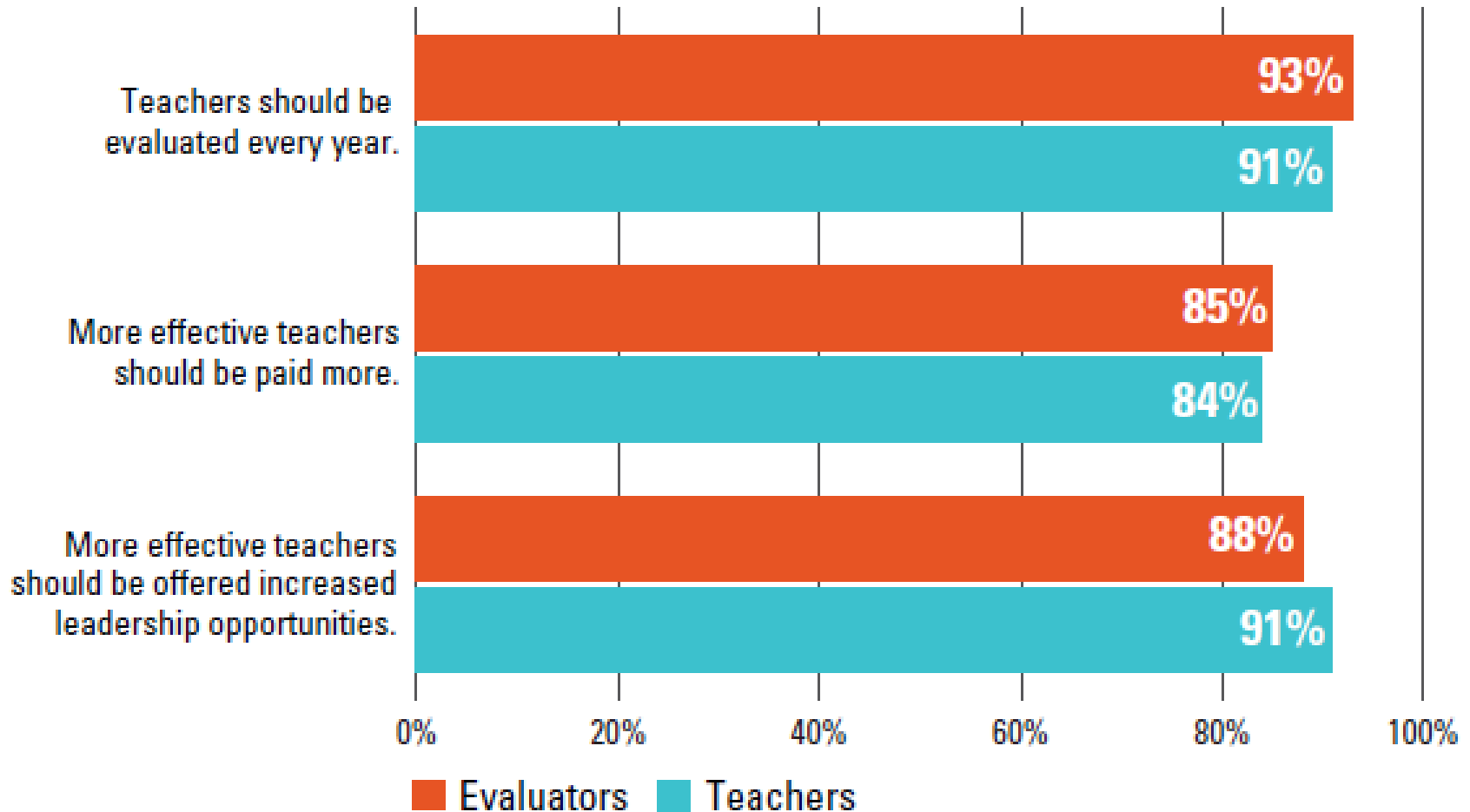

PERCENT OF STUDENTS

Non Low-Income: 43%, 47%, 10%

Low-Income: 26%, 53%, 20%

ELA

Systems in Our Study

Key Finding #1:
Adopting new evaluation system with multiple measures was a lot of work but worth it
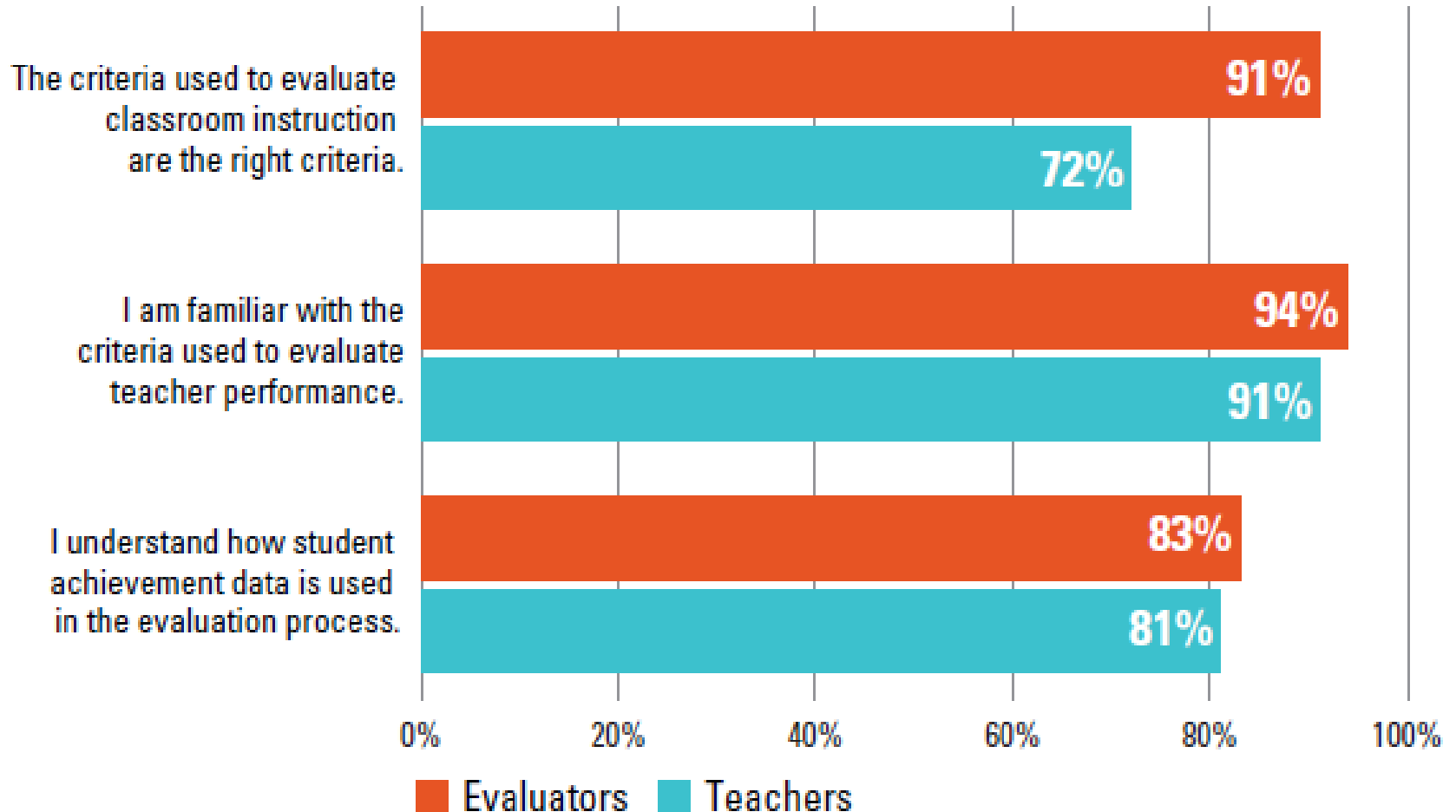
Percent of educators who agree with the following statements:

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:

Key Finding #3:
There is strong backing for using multiple-measures of teaching practice, though support for each individual measure varied
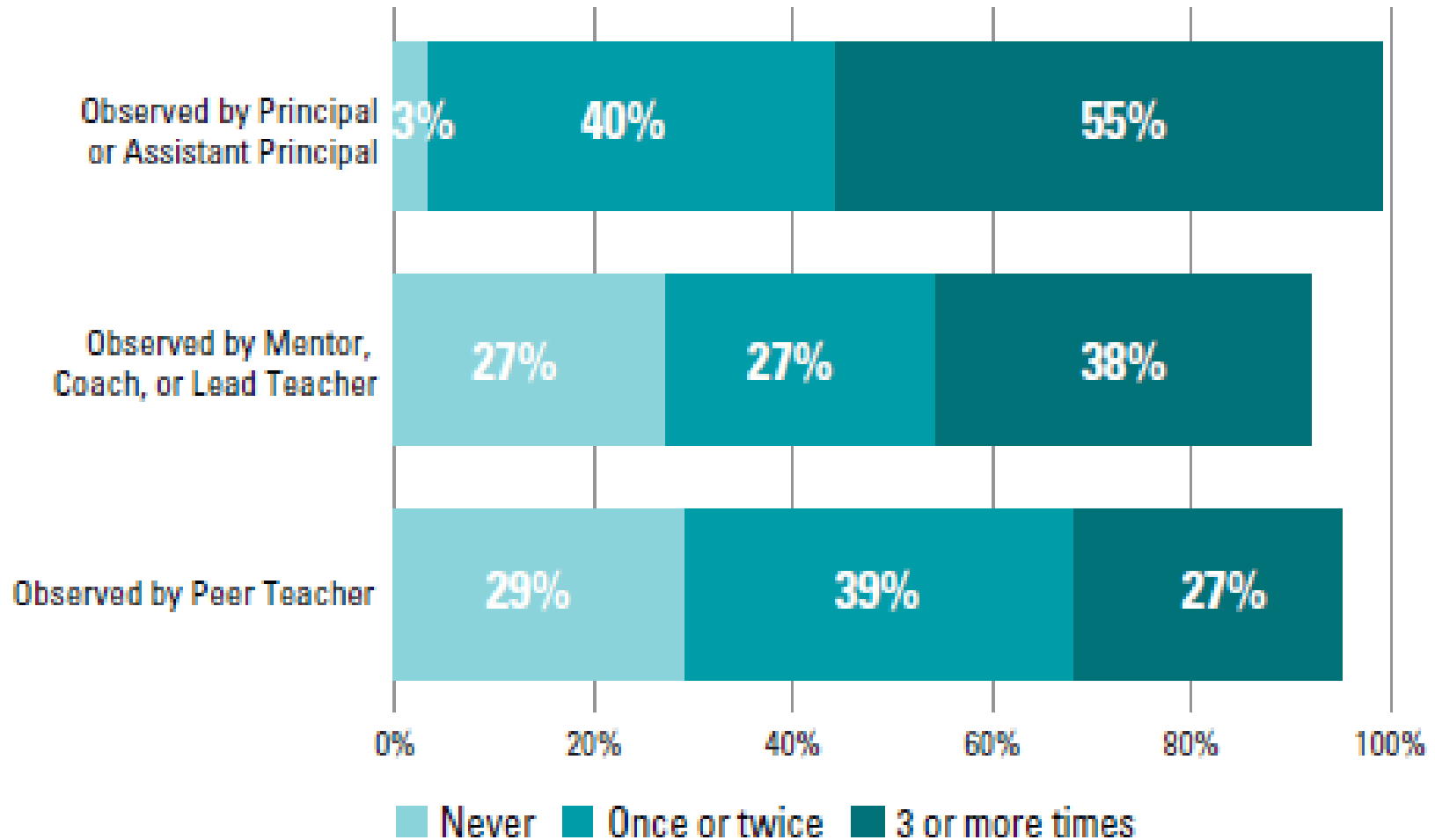
Image Source: Rand Corporation: http://www.rand.org/education/projects/measuring-teacher-effectiveness.html

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

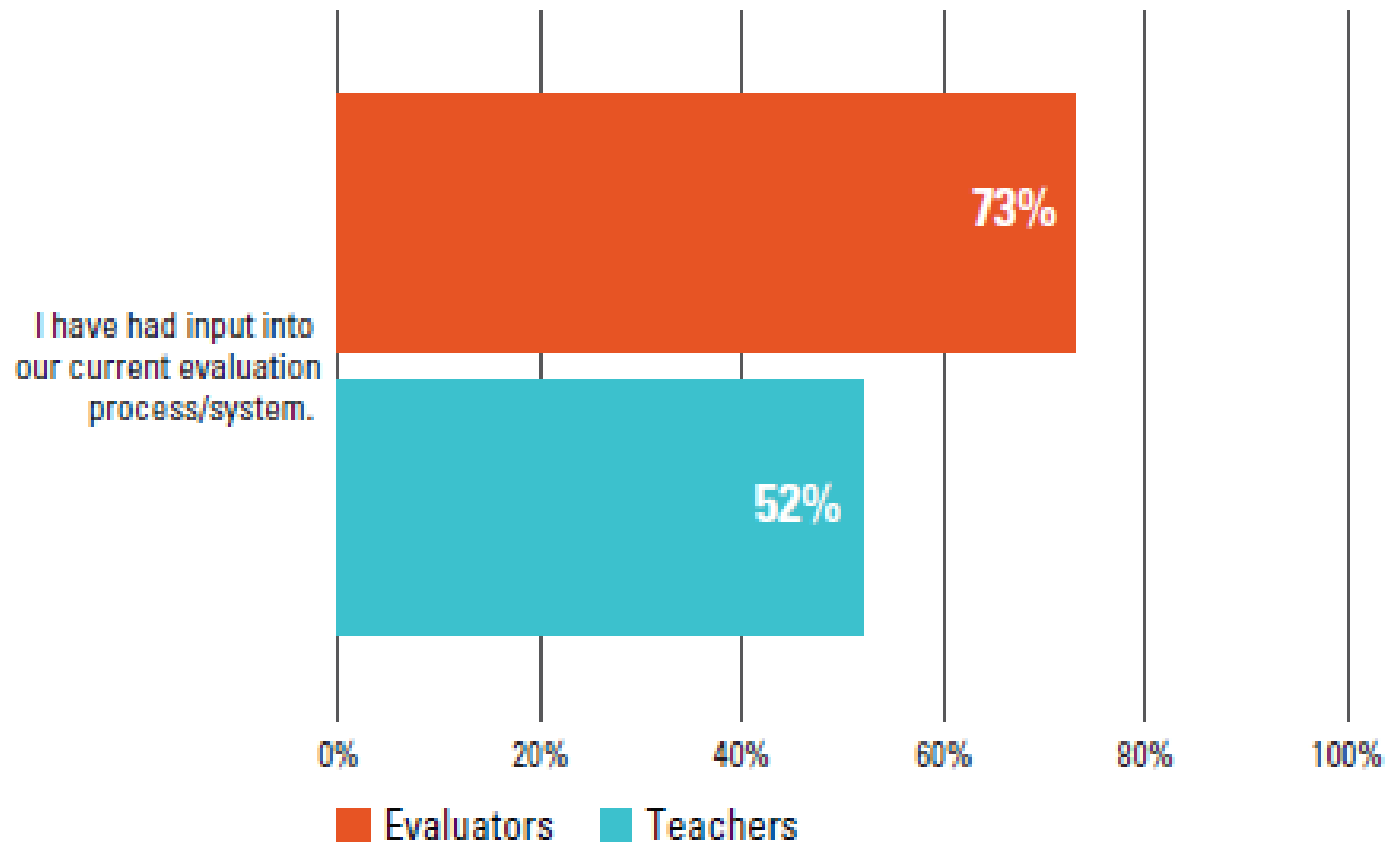# Percent of teachers who agree with the following statements:
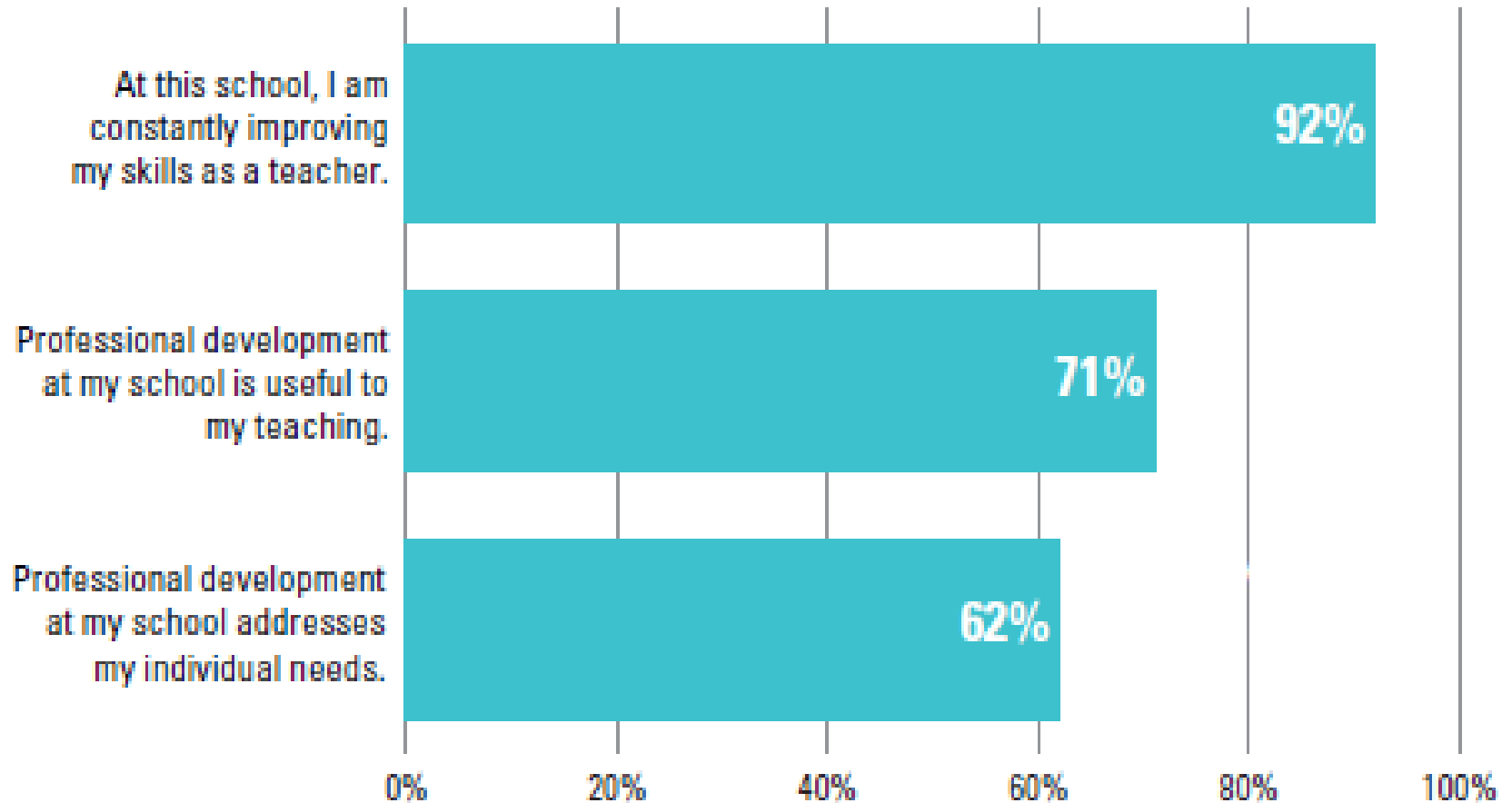
Key Finding #6:
Training & certification are critical . . . and help to create broadly shared understandings of and expectations for specific characteristics of good teaching

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.

Evaluators: 73%
Teachers: 52%

Evaluators | Teachers

- 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

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

The College-Ready Teaching Framework 2013-14

July 1, 2013

Domain 1: Data-Driven Planning and Assessment	
Standard	**Indicator**
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives
	B) Measurability of learning objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge and skills
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery	A) Selection and progression of formative assessments
	B) Planned response to assessment data
Domain 2: Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient routines, procedures, and transitions to maintain instructional momentum	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle
	B) Cognitive level of student learning experiences
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

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
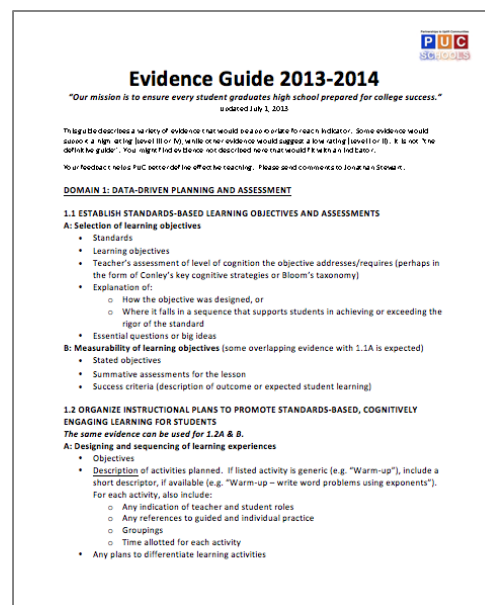
3.3D Resources and Instructional Materials
This goes beyond a simple list of materials. The ideal way to collect evidence for this indicator is to list a resource, maybe give a brief description, and then include evidence of whether students are using the resource to meet the learning objective.
- List 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
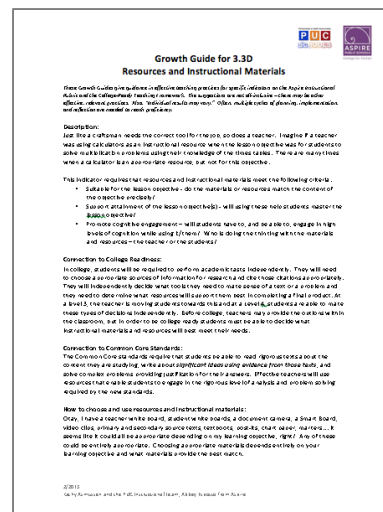
Growth Guide for

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

Reflective Practitioners
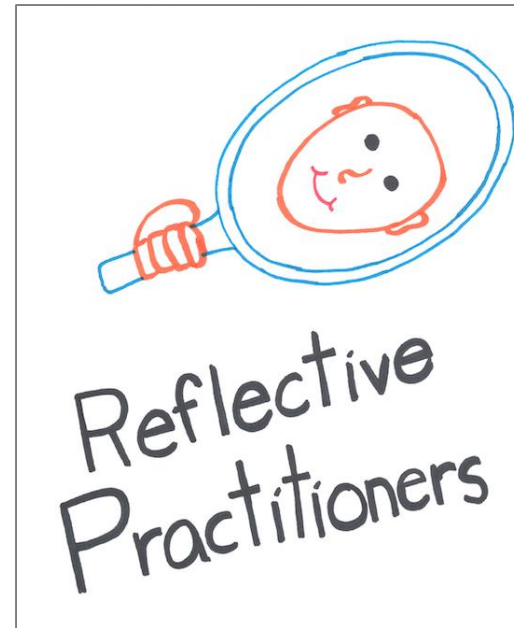
Lucia Mar Unified School District

- 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

Pie chart: 51% White, 41% Latino, 8% Other

TAP Elements of Success

- **Multiple Career Paths**
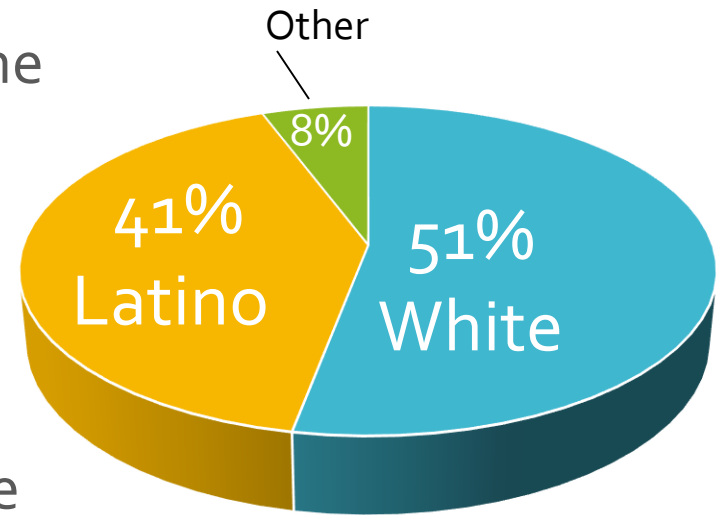 - Career, mentor and master teachers
- **Ongoing Applied Professional Growth**
  - Through weekly cluster meetings & follow-up
- **Instructionally-Focused Accountability**
  - Through multiple observations and evaluations based on research-based criteria
- **Performance-Based Compensation**
  - Based on multiple measures of performance

Understanding The TAP System: **Professional Development**

- **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"

20% School level student growth

30% Teacher level student growth

50% SKR

Skills, Knowledge & Responsibilities
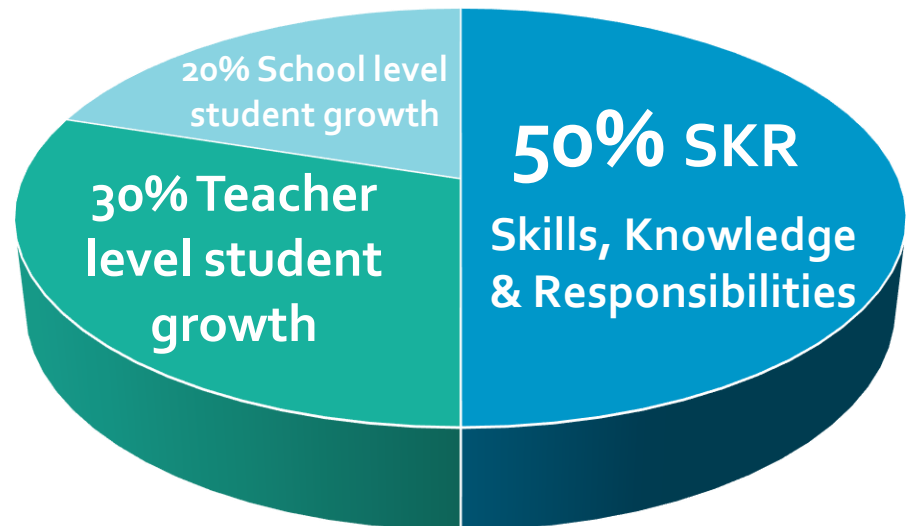
Understanding The TAP System: **Teacher Support**

- **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

LMUSD: Lessons Learned

- **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

Understanding The TAP System: **Critical Attributes**

The Brace Map: Whole-Part Relationships
Critical Attributes for Brace Map Week 1 (TK-6)

Rubric Connections:	Critical Attributes: Essential elements of the strategy that make it work effectively	How the critical attribute should be executed.	Why each step is necessary	Develop how this will be executed within your content.
Before the Lesson:				
S&O, TKS, TCK	Select **a physical object** that can be easily broken into parts. *Consider your students...do you need to start with a familiar topic!* 1		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.*	
	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. 2		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.	
During the Lesson:				
S&O, PIC- Communicate your **objective** and preview the lesson with your **agenda** 3	Select the map that will help you meet your objective	• Model the **thought process** of selecting the **Brace Map** • Focus on the difference between the **Tree Map** (used to sort **types of**) and the **Brace Map** (used to break into **parts of**) • Suggestion- involve students in the discussion of Tree vs. Brace as part of your review	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).	
S&O- Connect to **prior learning** 4	Review the main parts and vocabulary of a **Brace Map**	• Whole object on left • Bracket • Everything to the right of the bracket adds up to make the **whole object**...if it doesn't, you're missing something! • Sometime the **"parts"** can be further broken into **"subparts"** • Suggestion- involve students in the Brace Map review if they're ready!	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.	

Alliance College Ready Public Schools

– CMO in Los Angeles County

– 10,000 Students

  • 93% low-income

– Grades 6-12

– 22 schools

African American

Other

8%

90% Latino
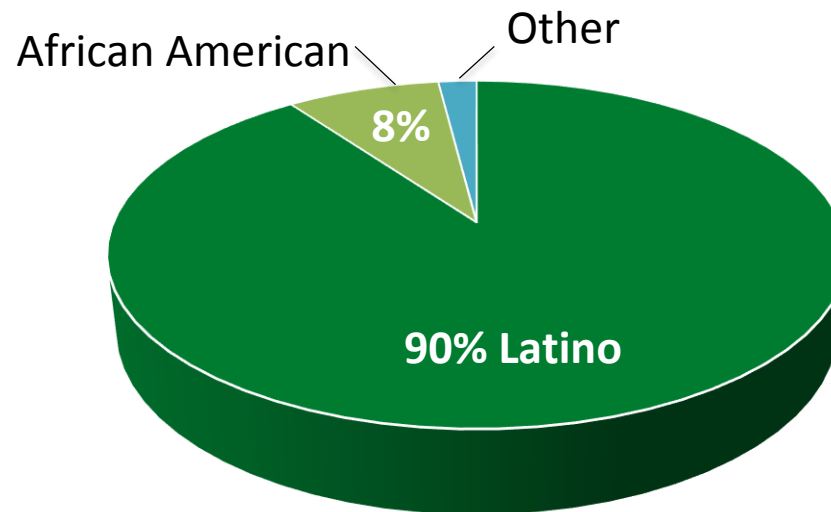
Alliance College Ready Public Schools

"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?

Keep in Touch!

- ***Email with any follow-up***:

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THANK YOU!