



NATIONAL COMPREHENSIVE CENTER  
FOR **TEACHER QUALITY**

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# Using Results from Teacher Evaluation to Improve Teaching and Learning

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## Making decisions based on results

*This session 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**

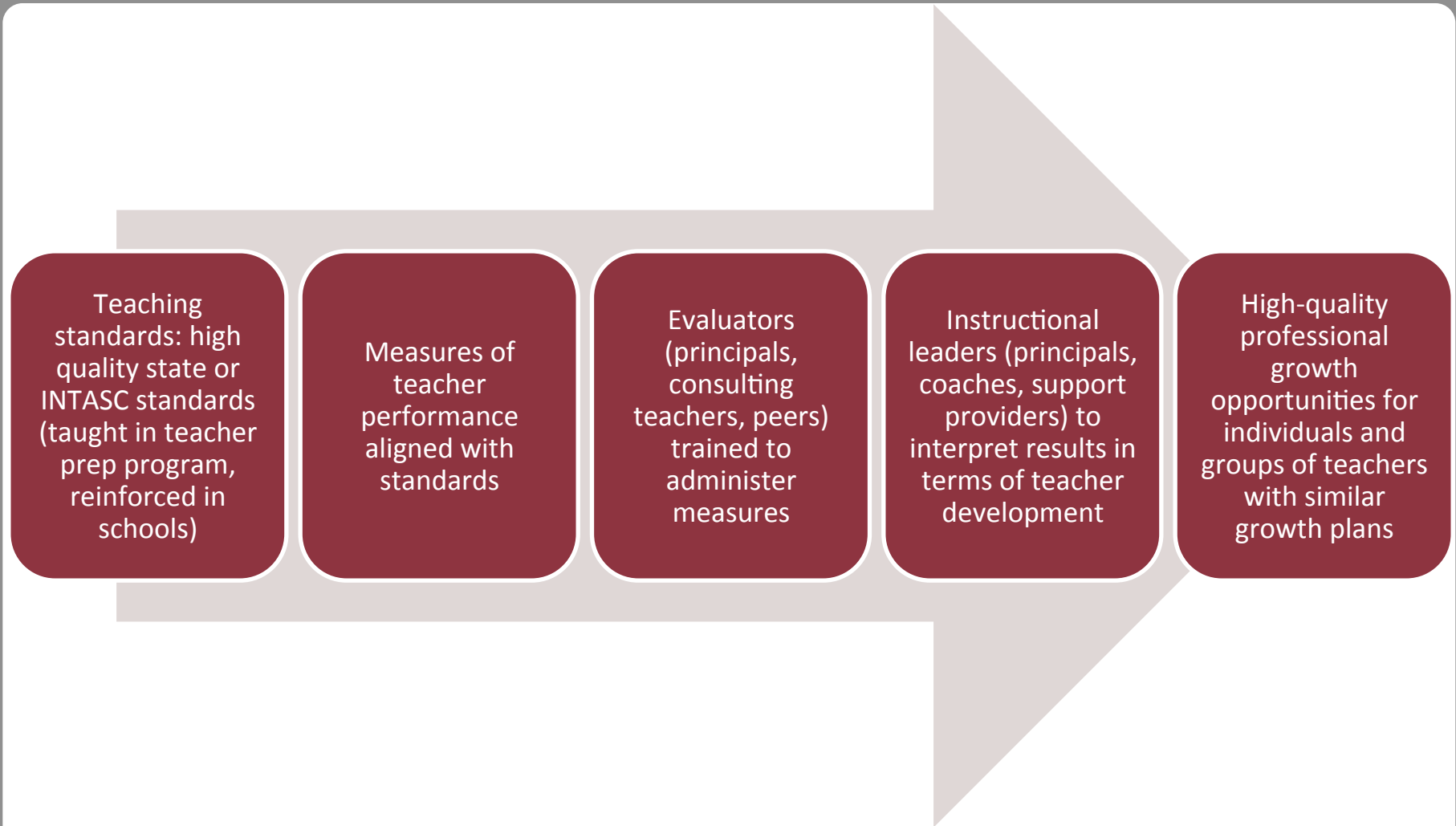
# Trends in teacher evaluation

- **Policy is way ahead of the research in teacher evaluation measures and models**
    - Though we don't yet know which model and combination of measures will identify effective teachers, many states and districts are compelled to move forward at a rapid pace
  - **Inclusion of student achievement growth data represents a huge “culture shift” in evaluation**
    - Communication and teacher/administrator participation and buy-in are crucial to ensure change
  - **Focus on models and measures that may help districts/schools/teachers improve performance**
    - Focus on models and measures that are closely aligned with teaching standards and student subject/content standards
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# Multiple measures of teacher effectiveness

- **Evidence of *growth in student learning and competency***
  - Standardized tests, pre/post tests in untested subjects
  - Student performance (art, music, etc.)
  - Curriculum-based tests given in a standardized manner
  - Classroom-based tests such as DIBELS
- **Evidence of *instructional quality***
  - Classroom observations
  - Lesson plans, assignments, and student work
  - Student surveys such as Harvard's Tripod
  - Portfolio/Evidence Binder
- **Evidence of *professional responsibility***
  - Administrator/supervisor reports
  - Parent surveys

# An aligned teacher evaluation system: Part I



# Teaching standards

- A set of practices teachers should aspire to
- A teaching tool in teacher preparation programs
- A guiding document with which to align:
  - Measurement tools and processes for teacher evaluation, such as classroom observations, surveys, portfolios/evidence binders, student outcomes, etc.
  - Teacher professional growth opportunities, based on evaluation of performance on standards
- A tool for coaching and mentoring teachers:
  - Teachers analyze and reflect on their strengths and challenges and discuss with consulting teachers

# Measures of teacher performance aligned with standards

- Evidence of *growth in student learning and competency*
  - Measures will vary depending on grade and subject
  - **All teachers** (not just 4-8 math & reading teachers) should demonstrate that their students are learning
- Evidence of *instructional quality*
  - At a minimum, high-quality observation instruments administered by well-trained evaluators
- Evidence of *professional responsibility*
  - Teaching standards generally require teachers to do more than teach
  - Collect evidence of teachers contributions outside the classroom



# Training to administer measures: Classroom observations

- A teacher should get the same score no matter who observes him
  - This requires that all observers be trained on the instruments and processes
  - Occasional “calibrating” should be done; more often if there are discrepancies or new observers
  - Who the evaluators are matters less than adequate training
  - Teachers should be trained on the observation forms and processes

# Training to administer measures: Student learning growth

- Most principals, support providers, instructional managers, and coaches are poorly prepared to make judgments about teachers' contribution to student learning growth
- They need to know how to
  - Evaluate the appropriateness of various measures of student learning for use in teacher evaluation
    - Need to agree on criteria such as “rigorous,” “comparable across classrooms,” and “two points in time”
    - Work closely with teachers to select appropriate student growth measures and ensure that they are using them correctly

# Training to administer measures: Other/professional contributions

- Professional contributions
  - Working with parents and community
  - Participating in Response to Intervention teams
  - Curriculum teams
  - Leadership in grade/subject/school
- Other contributions
  - Successful outcomes for special populations are not easily measured with test results
  - Improvements in attendance, behavior, participation in class, etc. can be just as important

# Measuring other teacher practices and outcomes for special populations

“Stacy Bermingham, the head teacher at the Monarch School [for homeless students] , described her students as an invisible population with special needs. All are at least two grade levels behind their peers, and many routinely come to school hungry, without a shower, and with psychological challenges. Her students have large gaps of conceptual knowledge, and many have learning disabilities and behavioral issues that have been undiagnosed and untreated because they move frequently or simply attend schools that don’t attend to their needs.”

*Enrollment surges at schools for the homeless. EdWeek 4/11/11; vol 30, issue 28.*  
[http://www.edweek.org/ew/articles/2011/04/11/28homeless.h30.html?  
tkn=URNFtM06cJqs98qRZ2kG7WkUMyuGT7fafAEG&cmp=ENL-EU-NEWS1](http://www.edweek.org/ew/articles/2011/04/11/28homeless.h30.html?tkn=URNFtM06cJqs98qRZ2kG7WkUMyuGT7fafAEG&cmp=ENL-EU-NEWS1)

# Interpreting results for *evaluation purposes*

- Whether using student learning objectives (SLOs) or a Delaware-type model, someone at the school and/or district level needs to be able to evaluate student learning growth *across teachers*
  - Need to have data in hand before you can determine validity of measure/assessment
    - If you see a “widget effect,” may be a problem with the measure, administration, or scoring
    - A school/district team needs to be involved in setting appropriate cut scores for different levels based on data
    - Look at alignment with scores from other measures such as classroom observations
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# New Haven “matrix”

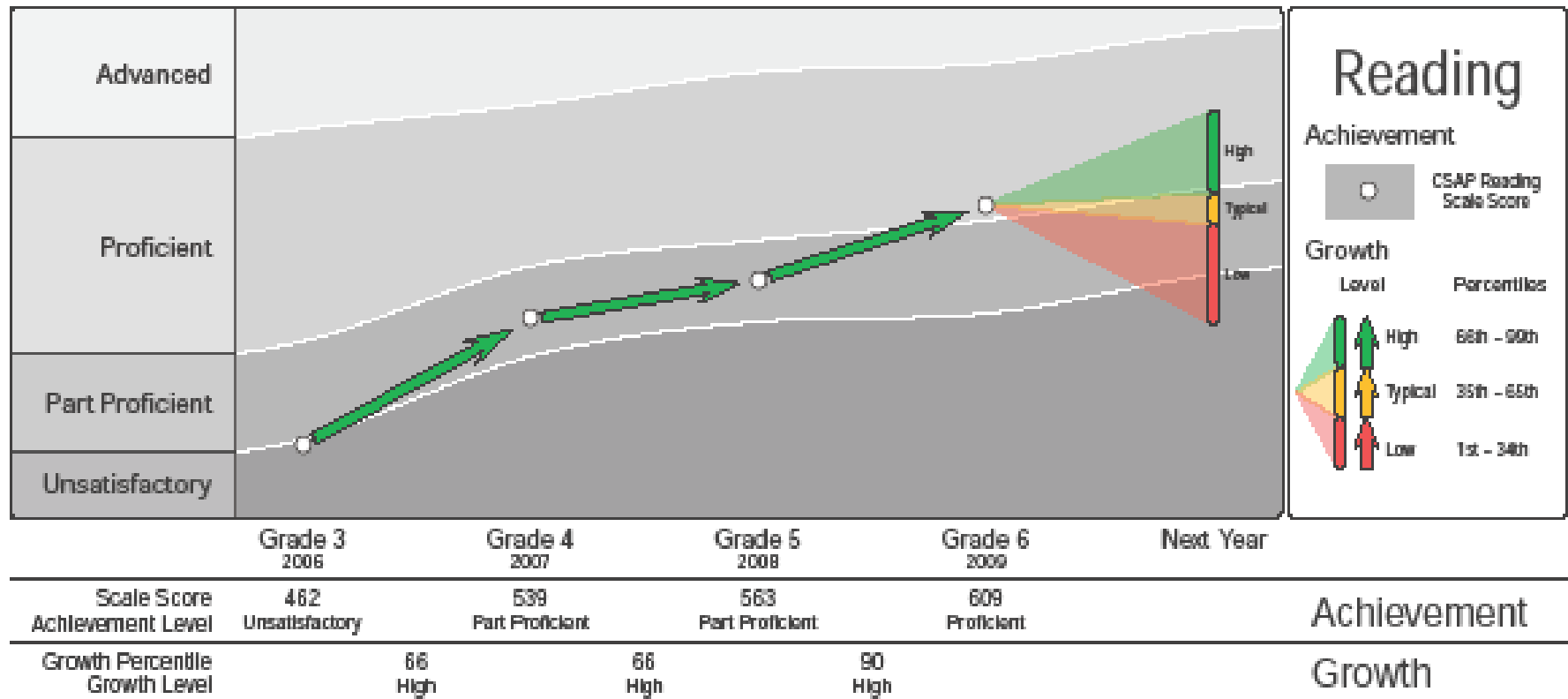
		Student Learning Growth				
		1	2	3	4	5
Instructional Practice and Professional Values	1	1	1	2	3*	3*
	2	1	2	2	3	4*
	3	1	2	3	4	5
	4	2*	3	4	4	5
	5	3*	3*	4	5	5

**“The ratings for the three evaluation components will be synthesized into a final summative rating at the end of each year. Student growth outcomes will play a preponderant role in the synthesis.”**

# Interpreting results for *alignment with teacher professional learning options*

- Different approach; not looking at “absolute gains”
- Requires ability to determine and/or link student outcomes to what likely happened *instructionally*
- Requires ability to “diagnose” instruction and recommend/and or provide appropriate professional growth opportunities
  - Individual coaching/feedback on instruction
  - Observing “master teachers”
  - Group professional development (when several teachers have similar needs)

# Linking student learning results to professional growth opportunities



Slide courtesy of Damian Betebenner at [www.nciea.org](http://www.nciea.org)



# Teachers as instructional leaders (1)

“...[Exceptional math teacher] Meyer saw a commercial for Orbeez—small, hard beads that, according to the company that markets them, will grow to 100 times their size when soaked in water. “I’m hard-wired,” said Meyer, “and I’m assuming that all math teachers are on some level hard-wired, to ask the question: ‘Is that legit? Is it really 100 times bigger?’” ***Recognizing these kinds of real-world math moments is something Meyer believes teachers can learn to do.***”

*Dan Meyer’s Math Lessons: A Measure of the Real World. EdWeek 4/11/11; vol 30, issue 28. <http://www.edweek.org/tsb/articles/2011/04/04/02meyer.h04.html>*

## Teachers as instructional leaders (2)

“In February, fifth-grade teacher Miguel Aguilar stood in the front of a class, nervous and sweating. The subject — reading and comprehension — was nothing new. But on this day, his students weren't 11-year-olds in sneakers and sweatshirts: They were 30 of his fellow teachers. It was the first time anyone at Broadous Elementary School in Pacoima could remember a teacher there being singled out for his skill and called upon to share his secrets school-wide.”

*Singled-out L.A. Unified teacher shares skills with colleagues. Los Angeles Times 4/3/11.*

<http://www.latimes.com/news/local/la-me-broadous-teachers-20110403,0,4961288.story>

# Teachers as instructional leaders (3)

“The biggest lesson for Daphne Bradford's students came, oddly enough, *after* they had taken and passed her computer class. Now, they get to see what it's like to teach students of their own. The digital media instructor at Crenshaw High School recruited nine of her students to venture once a week to the Osher Lifelong Learning Institute at Cal State Dominguez Hills and teach all that they have learned about Mac computers to a class of half a dozen or so retirees wanting to learn the same.”

*Crenshaw High School students learn their lessons, then teach them. Los Angeles Times 4/14/11.*

<http://articles.latimes.com/2011/apr/04/local/la-me-students-teach-20110404>

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# New Haven evaluators and support providers

- Instructional managers are responsible for giving final rating (whether teacher met student learning objectives)
- Instructional managers may be principals, assistant principals, or “as necessary and appropriate, a designee”
- There are also coaches (instructional and content), lead teachers, and mentors
  - May have no teaching load or reduced load
  - May be itinerant or school-based

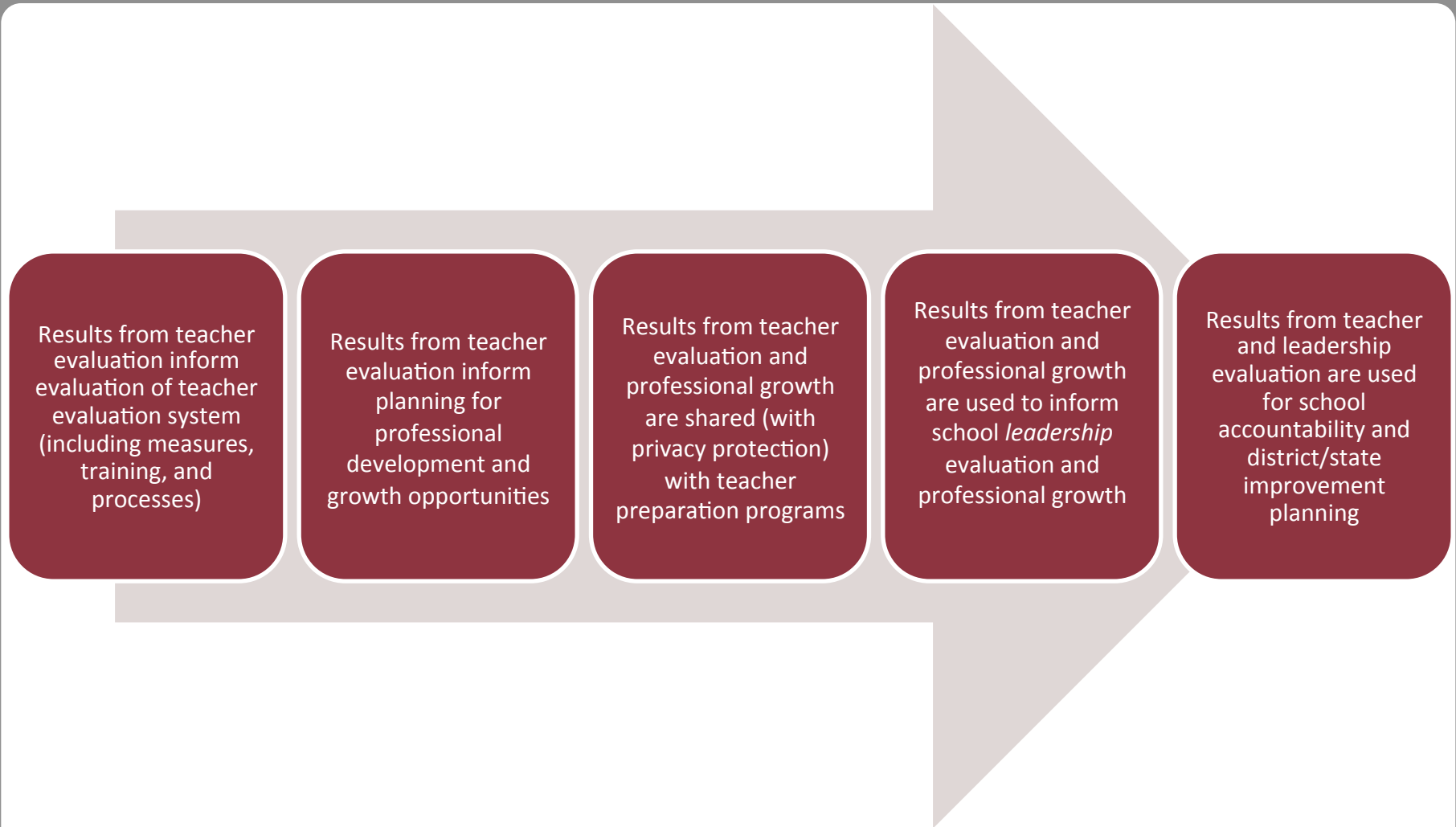
# High-quality professional growth opportunities

- *The ultimate goal of teacher evaluation should be to improve teaching & learning*
  - Individual coaching/feedback on instruction
    - *Trained* coaches, not just “good teachers”
  - Observing “master teachers”
    - Provide opportunities to discuss specific practices
    - May be especially helpful at beginning of year when master teachers are creating a “learning environment”
  - Group professional development
    - Opportunity to grow together as a cohort

# Memphis professional development system

- Teaching and Learning Academy began April '96
- Nationally commended program intended to
  - "...provide a collegial place for teachers, teacher leaders and administrators to meet, study, and discuss application and implementation of learning...to impact student growth and development"
- Practitioners propose and develop courses
  - Responsive to school/district evaluation results
  - Offerings must be aligned with NSDC standards
  - ~336 On-line and in-person courses, many topics.....

# An aligned teacher evaluation system: Part II



# Results from teacher evaluation are used for evaluating evaluation systems

- 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?
- Are evaluators trained and calibrated to ensure fair and valid results?
- Are results used to inform professional growth opportunities?



# Results inform professional growth opportunities

- Are evaluation results discussed with individual teachers?
  - Do teachers collaborate with instructional managers to develop a plan for improvement and/or professional growth?
    - All teachers (even high-scoring ones) have areas where they can grow and learn
  - Are effective teachers provided with opportunities to develop their leadership potential?
  - Are struggling teachers provided with coaches and given opportunities to observe/be observed?
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# Results from teacher evaluation are shared with 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

# Results from teacher evaluation inform evaluation of school leaders

- Principal evaluation systems are moving away from strictly formative towards summative
- They are increasingly likely to include student outcomes: achievement, promotion, graduation
- The aggregate student learning growth across the school may be used as one indicator of a principal's effectiveness
- Retaining and/or recruiting “effective” teachers (based on student learning growth) may also be used in principal evaluation

# Vanderbilt Assessment of Leadership in Education (VAL-Ed)

High Standards for Student Learning		Sources of Evidence Check Key Sources of Evidence						Effectiveness Rating Circle One Number to Indicate How Effective				
		Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective
How effective is the principal at ensuring the school ...												
Planning	1. plans rigorous growth targets in learning for all students.							1	2	3	4	5
	2. plans targets of faculty performance that emphasize improvement in student learning.							1	2	3	4	5

# Results from evaluation are used for district/state improvement plans

- *If you don't have a target, how do you know if you hit it?*
  - 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

# Final thoughts

- The limitations:
    - There are no perfect measures
    - There are no perfect models
    - Standardized test scores provide limited information for teacher/principal evaluation
    - Changing the culture of evaluation is hard
  - The opportunities:
    - Evidence can be used to support struggling teachers and acknowledge effective ones
    - Multiple sources of evidence can provide powerful information to improve teaching and learning
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# Resources

- Memphis Professional Development System
  - Main site:  
<http://www.mcsk12.net/admin/tlapages/academyhome.asp>
  - PD Catalog:  
<http://www.mcsk12.net/aoti/pd/docs/PD%20Catalog%20Spring%202011lr.pdf>
  - Individualized Professional Development Resource Book:  
<http://www.mcsk12.net/aoti/pd/docs/Individualized%20Growth%20Resource%20Book.pdf>
- New Haven Teacher Evaluation Model
  - See Teacher Evaluation & Development System  
<http://www.nhps.net/scc/index>

# Resources (cont'd)

- Vanderbilt Assessment of Leadership in Education  
<http://www.valed.com/>
  - Also see the VAL-Ed Powerpoint at  
[http://peabody.vanderbilt.edu/Documents/pdf/LSI/VALED\\_AssessLCL.ppt](http://peabody.vanderbilt.edu/Documents/pdf/LSI/VALED_AssessLCL.ppt)





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