



Preparing Educators for Evaluation and Feedback

Planning for Professional Learning

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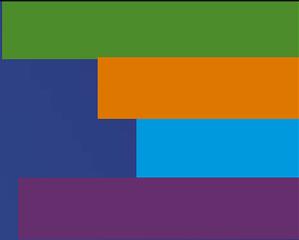
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Center on
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Welcome and Introductions

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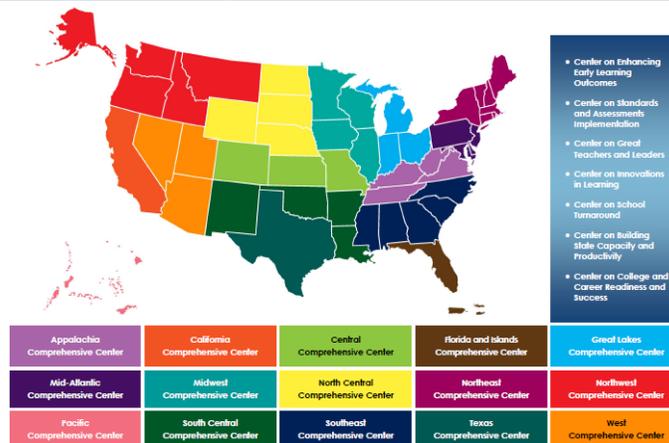
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Center on Great Teachers and Leaders' Mission

The mission of the Center on Great Teachers and Leaders (GTL Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a seamless system of support for great teachers and leaders for every school in every state in the nation.

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Comprehensive Centers Program 2012-17 Award Cycle



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Session Overview: At the End of the Session You Should...

Evaluator Professional Learning

- Be able to identify a high-quality professional learning plan for evaluation and understand how professional learning is integral to a system of instructional improvement.
- Recognize the critical role of assessing and monitoring evaluators' skills to ensure validity of evaluation results and provision of high quality feedback.

Comprehensive Professional Learning Planning

- Explain what makes a *evaluator* professional learning process high quality and helps administrators develop strong skills in providing feedback.

Session Overview: At the End of the Session You Should...

Comprehensive Professional Learning Planning (continued)

- Identify professional learning approaches for evaluation in different state contexts and for *all educators* impacted by the evaluation system.
- Consider next steps for communicating about your professional learning approach that is appropriate for your state or district context.

Agenda

1. Welcome and Introductions
2. **More Than “Training”**: Professional Learning for Evaluation
3. **Characteristics of High-Quality Professional Learning for Evaluators**
4. **Professional Learning for Feedback and Coaching**
5. The Big Picture: Developing a Comprehensive Plan for Professional Learning
6. Next Steps for Your Team

Activity: Confidence Statements

How confident are you?

1. Educators in CA have a solid understanding of the state and district requirements and processes (e.g., measures, timelines, documentation) for educator evaluation.
2. Educators in CA have access to strong professional learning opportunities about the new evaluation system and can implement their role successfully within their districts.
3. Evaluation data collected in the district systems are reliable, accurate, and useful for providing high-quality feedback.

More Than “Training”: Professional Learning for Evaluation

Shifting Perspectives: Integrating Evaluation and Professional Learning

Where are the professional learning opportunities in your implementation cycle?

Phase 1. Preparing for Evaluation

- Practice Frameworks
- Instructional/Leadership Coaching
- Using Data

Phase 2. Evaluation

- Collecting and Analyzing Data
- Reflecting
- Giving and Receiving Feedback
- Goal Setting

Phase 3. Using Evaluation Results

- Informing Individual PD
- Informing school or district-wide PD
- Making human resource decisions

Shifting Perspectives: Integrating Evaluation and Professional Learning

- Evaluation “training” as a one-shot, one-time event is insufficient, unsustainable, and a poor investment.
- *Consider:* What do you gain by investing in preparing educators for evaluation as part of your broader state or district professional learning system?

More Trust, More Buy-in



Relevant, job-embedded professional learning opportunities can increase teachers' and leaders' **trust in** and **support for** the evaluation system.

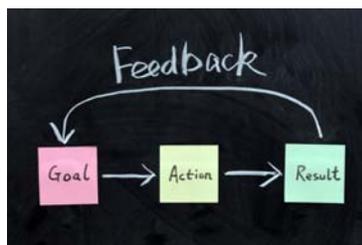
Better Data

Comprehensive, high-quality professional learning for evaluators helps ensure the data collected are

- **Fair**
- **Defensible**
- **Accurate**
- **Useful**



Better Feedback, Better Outcomes



Relevant, hands-on learning opportunities

- Improve the **usefulness** and **accuracy** of feedback.
- Ensure that **coaching** and **supports** are offered.
- Prepare and support teachers and leaders to **take the lead** in their own professional growth.

Supports Continuous Improvement

Professional learning opportunities related to performance evaluation are integral to the **long-term improvement and sustainability** of the evaluation system itself.



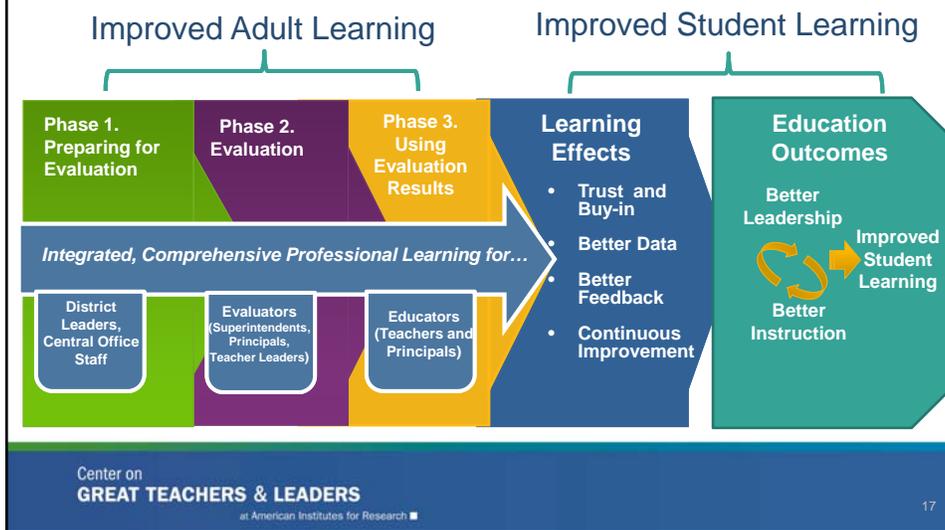
Better Leadership and Instruction



Most important!

Educators' capacity to deliver high-quality leadership and instruction is reinforced when educator preparation for evaluation is integrated with **professional learning systems**.

The Professional Learning Link



Characteristics of High-Quality Professional Learning for *Evaluators*

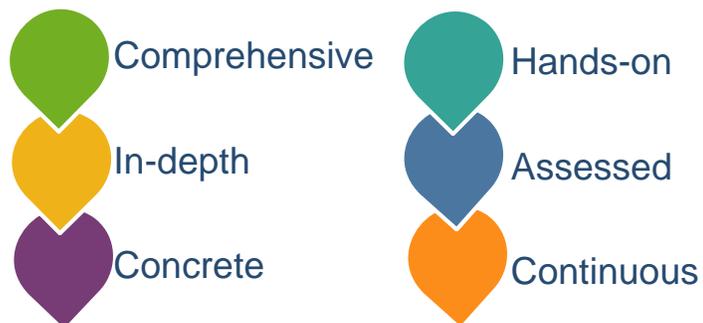
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Activity: Quick Jot

- Within the next two minutes, work with a partner to generate a list of the characteristics of high-quality professional learning for evaluators.

High-Quality Professional Learning Is...



Comprehensive Learning Covers...

Observing
educators'
practice

Analyzing
nonobservation
evidence

Facilitating
observation
conferences

Coaching
educators and
providing
feedback

Understanding
and analyzing
student growth
data

Combining
measures for
summative
scoring

Guiding
creation of
professional
development
plans

Managing time
and
technology to
be efficient

In-Depth Includes...

- The core knowledge and skills that evaluators need in sufficient detail
- Knowledge of the instructional or leadership framework and evaluation process
- What are the core knowledge and skills that your evaluators need?
- Ability to collect and score evidence accurately and reliably
- Ability to explain scoring, provide useful feedback, and coach educators

Concrete Includes...

- **Exemplars and examples of practice**
 - Artifacts
 - Videos of classroom instruction
 - Sample student data
 - *Any type of evidence that evaluators will be considering*
 - Completed evaluation forms, especially written feedback
 - Videos of postobservation conferences
- **Master scored video and artifacts:** demonstrate clearly and concretely what practice looks like at different performance levels.

A Note on Differentiating for Varying Teacher Roles

- Include concrete examples of artifacts and practice for specialized teachers, such as
 - Career and technical education (CTE) teachers
 - Teachers of students with disabilities
 - Specialized instructional support personnel (SIPS)
- **Supports for Evaluators:** Work with specialized teachers in each category to develop examples and guidance on adaptations or modifications that evaluators should use. Include these in ALL professional learning sessions.

High-Quality Professional Learning Is...



Hands-On Includes...

- Opportunities to practice crucial skills, such as data collection and scoring, and to receive immediate feedback
- What are some opportunities to practice that you currently use?
- Coobservation with a coach to compare notes and scoring
- Double scoring a common set of artifacts, comparing scores to master coder's
- Modeling a postobservation conference followed by practice and video review

Assessed Includes...

- Examining whether evaluators have acquired the skills and knowledge necessary for producing fair and accurate evaluation results, including professional feedback
- Requiring evaluators to demonstrate a minimum level of mastery of core knowledge and skills before granting certification, *including holding difficult conversations*
- Remediation and reassessment for evaluators unable to meet the minimum requirements, such as shoulder coaching for both classroom observations and postobservation feedback

Continuous Includes...

- Ongoing calibration, monitoring, and support
- What ongoing opportunities or supports do you currently offer evaluators?
- Calibration activities during principal professional learning communities
- Access to an evaluation coach to calibrate scoring and practice giving feedback
- Coobserving and auditing of evaluation data and feedback by superintendent
- Annual calibration and recertification

Professional Learning Snapshot: (Observation) Phase 1

Learning the Observation Framework

-  The **educational philosophy** and **research base** used to develop the instructional or leadership framework and observation rubrics
-  The purpose and logic for each **performance level** and **scale** in the framework or rubric
-  The framework or rubric structure and the core performance behaviors included in each dimension or component

Professional Learning Snapshot: (Observation) Phase 2

Learning to Apply the Observation Framework

-  1. Explore each core practice using short one- to two-minute video clips illustrating the practice.
-  2. Explore what each practice looks like **at each level of performance** and **discuss why the practice fits**.
3. Practice with 10- to 15-minute classroom videos to identify rubric elements in the observed practice and initial practice with scoring. **Discuss scoring decisions**.
4. Practice scoring full-length classroom videos, discussing scoring decisions, calibrating scores against master scores, and providing feedback based on scores.

Professional Learning Snapshot: (Observation) Phase 3

- **Assessment tests** to demonstrate evaluator's mastery of necessary feedback and coach skills, and reliability or agreement.
- **Recalibration** and **reassessment** as needed
- **Ongoing recalibration** to retain accuracy and reliability
- **Annual** recertification

Activity. Checklist: High-Quality Professional Learning for Evaluators

- With a partner, use *Handout 2* to compare your current professional learning plan against the checklist in the handout.
 - Where are your strengths?
 - Where are your areas in need of improvement?

What Are We Trying to Achieve Here?

Rater Agreement: Key to Impacting Practice

“The degree of observer agreement is one indicator of the extent to which there is a common understanding of teaching within the community of practice.”

“For teacher evaluation policy to be successful, it will have to be implemented in such a way that a common language and understanding of teaching is fostered.... Observers will be more likely to score reliably, and **teachers will have views of their own instruction that are more consistent with those of external observers.**”

~Gitomer et al., in press

Why Does It Matter?

- Reliability and agreement are important for evaluators conducting observations, assessing artifact reviews, and approving and scoring student learning objectives.
- Reliability and agreement are essential to the following:
 - Bridge the credibility gap.
 - Prepare and certify raters.
 - Ensure accurate feedback is provided consistently.
 - Monitor system performance.
 - Make human resource decisions.
 - Link professional development to evaluation results.

Summary



Professional Learning for Feedback and Coaching

“The post-conference cannot be treated as a bureaucratic formality; it is one of the most critical features of an effective teacher evaluation system if the goal is not just to measure the quality of teaching, but also to improve it.”

~Jerald and Van Hook, 2011, p. 23

Observation Feedback: Potential for Powerful Impact on Student Learning

- **My Teaching Partner** study: program provided focused, observation-based instructional feedback twice per month and produced student achievement gains of 9 percentile points (randomized controlled study) (Allen et al., 2011).
- **Cincinnati Study**: longitudinal study found that student performance improved the year a mid-career teacher was evaluated and even more in subsequent years (controlled for experience, type of students) (Taylor & Tyler, 2012).

Postobservation Conferences

Coaching, Feedback, and Postobservation Conferences

- Are your teachers taking an active role in the conversations?
- How are principals preparing teachers to participate and take ownership over the process?

What Does High-Quality Feedback Look Like?



	Characteristics of High-Quality Feedback	
1. Time	Timely	Attentive
2. Focus	Evidence Based	Uses Rubric Descriptors and Language
3. Selectivity	Prioritized	Paced Appropriately
4. Individualized	Differentiated for Individual Teacher Needs	High-Level Questions
5. Outcome	Linked to Professional Growth Planning	Ends With Action Strategies, Practice, and Modeling

Timely Feedback



- For teachers, the wait between an observation and feedback can be “excruciating” (Myung & Martinez, 2013).
- Timely feedback—within five days
 - Helps reduce teacher anxiety
 - Can lead to richer conversation
 - Provides teachers with more time and opportunity to apply the feedback

Fitting It In



- Evaluators need support and guidance on fitting postobservation conferences into busy schedules.
 - Provide evaluators with sample weekly calendars that layout a feasible observation cycle.
 - Provide opportunities for principals to share strategies with each other.
 - Make sure the caseload for each evaluator is reasonable enough to allow for timely feedback.



Focused Attention

- Focused attention—minimize disruptions
 - Try to have other leadership staff cover responsibilities during the meeting time (e.g., emergencies, lunch duty, parent calls).
 - To the extent possible, turn off your phone, e-mail, radio, and give the teacher your full attention.



Attentive

- Active listening techniques signal to the teacher that they are being heard and understood.
 - Make eye contact and avoid staring at your notes, ratings, or computer.
 - Paraphrase what the teacher says and repeat it back.
 - Expand on what was said.
- Use respectful language.



Avoid Dominating the Conversation



- A study of evaluation implementation in Chicago found that **principals generally dominated the conversation by speaking 75 percent of the time** in postobservation conferences (Sartain, Stoelinga, & Brown, 2011).
- Encourage a **balanced conversation (50/50)** by asking reflective and follow-up questions.
- ☀️ Ensure that teachers are **prepared to participate** and establish this as an expectation through educator orientation for the new evaluation system.

Focus on Evidence



Reduces three big dangers in postobservation conferences:

- **Loose interpretation.** Evidence-based feedback separates observations and interpretations.
- **Subjectivity.** Drawing upon evidence during feedback conversations can decrease subjectivity (Sartain et al., 2011).
- **Emotion.** Evidence-based feedback can also “remove some of the emotion from the evaluation process” (Sartain et al., 2011, p. 23).

Use Rubric Language and Descriptors



Incorporating rubric language when discussing evidence helps in the following:

- To build and **reinforce a shared understanding** of good instruction
- To ensure the rubric remains the **objective point of reference** in the conversation

Teacher Focus



- **Equal consideration:** Invite teachers to share their interpretation of the observation evidence and give it equal consideration in your scoring decisions.
- **Teacher provided evidence:** Invite teachers to deepen the discussion by bringing additional relevant evidence, such as the following:
 - Student work generated as part of the observed class period
 - Assessment data relevant to the observed class period



Connection: *Remember that teachers need examples and practice for this in the professional learning you offer to orient and prepare them for evaluation.*

Pacing and Prioritizing Feedback



Common Error

- Trying to cover ALL of the evidence and feedback on each component or score in 20 to 30 minutes
- Trying to give the teacher feedback and suggested changes of five or 10 aspects of practice in a single meeting

Identify a minimum of one area for growth and one area of strength to prioritize in the conversation (three tops!).

- How do you decide how to prioritize which feedback to spend time on?

Teacher Focus



- **Flexibility:** Be open to adjusting your pacing to be responsive the teacher's questions and concerns.
- **Teacher priorities:** Be ready to clearly justify why you chose to prioritize each piece of feedback and be open to considering the teacher's own perspective on priority areas of practice.

Differentiate for Individual Teacher Needs



Differentiate Roles	Adjust Questioning	Teacher Focus
<ul style="list-style-type: none">Adopt a role in the conversation appropriate to the teacher's needs.	<ul style="list-style-type: none">Aim for high-level questions but...Adjust to ensure teachers at different levels of development are able to self-reflect and take ownership in the process.	<ul style="list-style-type: none">Invite teachers to pose their own questions.Avoid offering direct advice or easy answers.Support teachers in reaching conclusions through their own thoughts and reasoning.

High-Level Questioning



In Chicago, researchers found that **only 10 percent** of questions asked by evaluators during postobservation conferences **were high level and promoted discussions about instruction.**

High-Level Questioning Rubric



	Rubric	Example
Low	The evaluator's question <ul style="list-style-type: none"> Requires limited teacher response—often a single word—rather than discussion Is generally focused on simple affirmation of principal perception 	“I think this was basic because of the evidence I collected. Do you agree?”
Medium	The evaluator's question <ul style="list-style-type: none"> Requires a short teacher response Is generally focused on completion of tasks and requirements 	“Which goals did you not meet?”
High	The evaluator's question <ul style="list-style-type: none"> Requires extensive teacher response Reflects high expectations and requires deep reflection about instructional practice Often prompts the teacher and evaluator to push each other's interpretations 	“How did student engagement change in your class after you that strategy? Why do you think that happened?”

Ends With Actions and Supports



Professional Growth Planning	Action Strategies, Practice, and Modeling
<ul style="list-style-type: none"> Connect feedback to professional growth plan. Identify goals, timelines, and benchmarks for areas for growth. 	<ul style="list-style-type: none"> Ensure the conversation culminates in small, specific changes a teacher can implement in the classroom immediately. Have the teacher practice or model the practice. Suggest observing a colleague who strong in the area Direct the teachers to additional resources (online, print, or other colleagues).

Activity: When did you have a good conference?

Discuss with a colleague:

- Share an example of a good post-observation conference you have experienced.
- What made it a positive professional experience?

Helpful Resources for Coaching and Feedback



- ***Principal Evaluator's Toolkit for the Instructional Feedback Observation*** (American Institutes for Research, 2012)
- ***Leveraging Leadership: A Practical Guide to Building Exceptional Schools*** (Bambrick-Santoyo, 2012)
- ***The Art of Coaching: Effective Strategies for School Coaching*** (Aguilar, 2013)



Next Steps

Closing: Questions

What questions do you have about teacher evaluation systems?

What can you do to support high quality professional development in your role as an educator?

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Study to Watch: Video



- Center for Education Policy Research at Harvard University
- Three-year, randomized control trial with 400 teachers and principals
- Can video make teacher evaluation a better process?

The screenshot shows the homepage of the 'THE BEST FOOT FORWARD PROJECT' website. The header features the project title in large, bold, white letters on a dark red background, with the subtitle 'Evaluating the Promise and Potential of Video Observations' below it. A navigation bar includes links for HOME, ABOUT THE PROJECT, JOIN US, PARTICIPANT CENTER, and FOLLOW THE RESEARCH. The main content area is divided into two columns. The left column is titled 'A SIMPLE HYPOTHESIS' and contains text about digital video's potential to improve classroom observations, a brief description of the 3-year investigation, and a link to learn more. Below this text is a photograph of two men in a classroom setting. The right column is titled 'WE ARE RECRUITING IN LOS ANGELES!' and features the logo of the Los Angeles Unified School District (LAUSD) and a link to learn more. At the bottom of the page, there is a footer with the Center for Education Policy Research logo and the website URL.



Study to Watch: Video

Early Findings

Teachers say...

- Video helped to identify areas for development and provided a more or equally accurate version of their teaching
- Watching their own videos will change their practice



Study to Watch: Early Findings

- Administrators say...
 - They liked being able to focus on instruction rather than scripting
 - Made scheduling time to review and provide feedback easier
 - Used the video to calibrate and improve observation skills
 - Conversations with teachers were less adversarial and more analytical
 - Teachers were better prepared for the conversation, having already self-reflected on the video and viewed evaluators' comments in advance.
- Video provides districts with an easier way to audit for reliability and fairness

Practical Guide Supplement: Evaluating Specialized Instructional Support Personnel



www.gtlcenter.org/product-resources/evaluating-specialized-instructional-support-personnel-supplement-practical-guide

- Helps teams problem-solve and make decisions about differentiating evaluation systems for SISPs
- Includes sections on
 - Statutory and regulatory requirements
 - Suitability and need for differentiation in measures
 - Evaluator training
 - Professional learning

CTE Teachers

21st Century Educators: Developing and Supporting Great Career and Technical Education Teachers

- Developed policy brief on the alignment of CTE teacher policies with general education policies for the following:
 - Preparation and certification
 - Professional development
 - Evaluation
- Available online at <http://www.gtlcenter.org/products-resources/21st-century-educators-developing-and-supporting-great-career-and-technical>



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