

Supporting Equitable Access Through Professional Learning

February 3-4, 2015 ♦ San Diego, California
Equitable Access Convening

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- Former teacher in rural and urban schools
 - Special education (7th and 8th grades, Tunica, MS)
 - Language arts (7th grade, Memphis, TN)
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- Research scientist in the Understanding Teaching Quality Research Group at ETS
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Job Satisfaction → Retention

- “...the most important influences on satisfaction [of 1st-year teachers] involve **variables related to social support and school management**, and that the most important influence on retention decisions is job satisfaction. Implications for future research and for practitioners are discussed, including the central role of **effective and supportive school management** in promoting the satisfaction and retention of 1st -year teachers” (Stockard & Lehman, 2004, p. 742)

The role of professional growth in equitable access

- Contributing to retention through
 - **Efficacy:** Helping teachers be more successful
 - **Acknowledgement:** Helping teachers feel like their professional growth matters (to students and to their peers)
 - **Effectiveness:** Improving teaching practice, leading to improved student outcomes

Overview

- Professional growth
 - Professional growth is ongoing throughout a teacher's career
 - Every teacher can benefit from a process of
 - Examining and reflecting on their performance
 - Planning for their professional growth
 - Learning with their peers
 - Getting and giving feedback

Why doesn't teacher evaluation have more impact on teacher growth?

“One of the major factors associated with the lack of impact of these [teacher evaluation] systems is the troublesome relationship between evaluation and professional development – the opportunities for teachers to learn and improve their practice in response to and beyond the process of evaluation itself...”(see next slide)

Why doesn't teacher evaluation have more impact on teacher growth?

“...Policies governing teacher evaluation systems tend to make only vague and weak provisions for professional development, and they fail to ensure that these opportunities are of high quality and of value in improving practice.” (Smylie, 2014, p.97)

How can evidence used for teacher evaluation help teachers grow?

■ Observations

- The observation itself will probably contribute little to teacher growth
- ***Having a conversation about the lesson helps teachers grow!***

■ Teacher's contribution to student learning

- Student learning results will contribute little to teacher growth
- ***Analyzing results in relation to specific teaching practices helps teachers grow!***

Data sources to spur professional growth: Evaluation data

■ Evaluation data

- Formal observations with written and verbal feedback
- Walk-ins (with a follow-up note or brief conversation)
- Observations by peers with feedback (using the approved observation instrument) with feedback and conversation
- Self-evaluations (using the approved observation instrument)
- Video of teaching with self-evaluation and/or peer feedback

Measures that help teacher grow: Observations

- Rubric-based measures such as observations rubrics
 - Teachers should be encouraged to aim for the top level
 - Even if they don't hit the top, they are learning what good practice is by studying and comparing the level descriptions
 - Teachers should score lesson and reflect on how their practice fits with rubric descriptions
 - Teachers may want to ask a peer or mentor to observe and score lessons and discuss them afterwards

Six components in an aligned teacher evaluation/professional growth system

1. High-quality standards for instruction
2. Multiple standards-based measures of teacher effectiveness
3. High-quality training on standards, tools, and measures
4. Trained individuals to interpret results and make professional development recommendations
5. High-quality professional growth opportunities for individuals and groups of teachers
6. High-quality standards for professional learning

(Goe, Biggers & Croft, 2012, p. 2)

Aligning results with teacher professional learning options

- Requires ability to determine and/or link student outcomes to what happens *instructionally*
- Requires ability to “diagnose” instruction and recommend/and or provide appropriate professional growth opportunities
 - Individual coaching/feedback on instruction
 - Participation in professional learning communities
 - Observing “master teachers” and being observed by them
 - Targeted group professional development (when several teachers have similar needs)

“Drivers” for Teacher Improvement

- Specification of models of efficacious teaching practice (to direct performance)
- Measures tied to performance associated with those models
- Tying performance to job-related consequences (to motivate performance and improvement)
- **Opportunities for learning and improvement for those who do not perform particularly well.**

(summarized from Smylie, 2014, p.98)

Specification of Models

- Teaching standards, such as InTASC Standards, National Board Standards, state teaching standards
- The measures themselves: Charlotte Danielson Framework for Teaching, Marzano, others
 - Rubric-based measures usually specify desired practices to be measured, usually with observations and artifacts of practice
 - Teachers can evaluate their own practice against those measures

Example: 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

Improving instructional quality

- “Studies also tell us that school administrators will be more likely to positively impact instructional quality if they allocate their direct efforts with teachers into facilitative channels.” (Murphy et al, 2013, p. 352)
 - Providing action-able feedback to teachers (Hattie, 2009)
 - Developing communities of practice in which teachers share goals, work, and responsibility for student outcomes (Wahlstrom & Louis, 2008)
 - Offering abundant support for the work of teachers (Leithwood & Jantzi, 2005)
 - Creating systems in which teachers have the opportunity to routinely develop and refine their skills (Bryk et al., 2010)

(Bulleled from text in Murphy et al., 2013, p. 352)

GTL Module: Using Teacher Evaluation Data to Inform Professional Learning

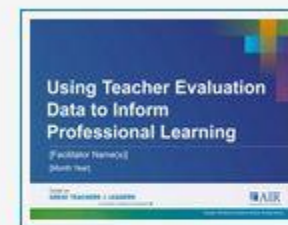
- Addressing a critical need in evaluation reform, this module delves into practical approaches for using evidence and ratings gathered through performance evaluation to inform professional learning for teachers.
- The module provides six hours of training, including hands-on, collaborative, activities that can be adapted and customized to your state's context and needs.



Facilitator's
Guide



Agenda



Slides



Handouts

GTL Module: Using Teacher Evaluation Data to Inform Professional Learning

- Learn how teacher evaluation data are used in self-reflection and formative feedback.
- Practice using teacher evaluation data in planning for professional learning for individuals and the organization.
- Explore next steps for ensuring that school and district structures support a teacher evaluation system focused on professional growth.
- To download materials:
- <http://www.gtlcenter.org/technical-assistance/professional-learning-modules/using-teacher-evaluation-data-inform-professional-learning>

Shared Definitions: Evaluation Data

Data Sources	Evidence/Data Element Examples	Summary Data
Rubric-based observations of practice	<ul style="list-style-type: none"> Percentage of students on task Number of higher order questions Narrative descriptions, running records 	<ul style="list-style-type: none"> Practice ratings
Artifacts	<ul style="list-style-type: none"> Unit plans Classroom newsletter Student behavior plan Team action-planning protocol 	<ul style="list-style-type: none"> Professionalism/ practice ratings
Assessments of student learning	<ul style="list-style-type: none"> Student work portfolio Standardized tests Student performance assessments 	<ul style="list-style-type: none"> Student learning objectives Value-added measure scores
Student/parent perception surveys	<ul style="list-style-type: none"> Mean standard scores 	<ul style="list-style-type: none"> Perception scores

Data sources to spur professional growth: Student performance data

- Student competencies, growth, and performance data
 - Data that reveals what students currently know and can do (assessments, projects, performances, portfolios, products, classwork, homework)
 - Reflection on student data (formative and summative) in which teacher analyzes lesson plans and resulting student work to identify areas where the lesson plan may need to be improved
 - Lesson studies or PLC meetings focused on student data in a subject or grade

Activity 1: Teacher Evaluation Data

Handout 1: Teacher Evaluation Data Placemat

Teacher Evaluation Data: What Data Are Most Relevant or Appropriate?	How Do These Data Inform Professional Learning?	Desired Outcomes: What Professional Learning Will Occur as a Result?
	Reflection and Goal Setting Notes:	
	Formative Feedback Notes:	
	Strategic Planning Notes:	

Effective Feedback

- Regardless of the data and measures, feedback should be:
 - Tied to specific teaching standards
 - Immediate (or as soon as possible)
 - Specific and detailed
 - Focused on specific data and evidence
 - Constructive and not just critical

1a: Demonstrating Knowledge of Content and Pedagogy – Level 3 “Proficient”

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. (From Charlotte Danielson Framework for Teaching)

1a: Demonstrating Knowledge of Content and Pedagogy – Level 4 “Distinguished”

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

Professional Growth for ALL Teachers

- For novice/struggling teachers
 - Individual coaching/feedback on instruction
 - Observing/being observed by “master teachers”
 - Targeted group professional development (when several teachers have similar needs)
- For ALL teachers
 - Participation in professional learning communities
 - Watching (and discussing with colleagues) videos of good teaching
 - Success at the Core: <http://successatthecore.com/Default.aspx>
 - Teaching Channel: <https://www.teachingchannel.org/videos/>
 - Edutopia: <http://www.edutopia.org/videos>
 - Teachers Network: <http://teachersnetwork.org/Videos/>

Questions to ask about local efforts to link evaluation and professional learning

- 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?

Final thoughts

- Teachers are more likely to stay in a placement in which they feel
 - Successful (self-reflection and feedback guides improvement)
 - Appreciated (especially feedback from peers and administrators)
 - Part of a team of professionals (including PLCs, subject/grade teams)
 - Supported (including opportunities for professional growth)

Research

- Goe, L., Biggers, K., & Croft, A. (2012). Linking teacher evaluation to professional development: Focusing on improving teaching and learning. Washington, DC: National Comprehensive Center for Teacher Quality. <http://www.gtlcenter.org/sites/default/files/docs/LinkingTeacherEval.pdf>
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- Smylie, M. A. (2014). Teacher evaluation and the problem of professional development. *Mid-Western Educational Researcher*, 26(2), 97-111.
- Stockard, J., & Lehman, M. B. (2004). Influences on the satisfaction and retention of 1st-year teachers: The importance of effective school management. *Educational Administration Quarterly*, 40(5), 742-771.

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