Using Teacher Evaluation to Inform Instructional Development

SREE

September 4-5, 2014
Agenda

- Teacher evaluation in Tennessee
- Evaluation feedback at the local level
- Evaluation feedback for informing statewide policies
- Next steps in this work
First to the Top Act, January 2010

- Annual evaluations for all educators, multiple measures
  - First full year of implementation was 2011-12
  - This year marks the third year of statewide implementation

- 50% based on student outcomes:
  - 35% TVAAS or alternative growth measure*
  - 15% other achievement measure

- 50% based on observation*

- Requires annual evaluation be a factor in personnel decisions:
  - Promotion
  - Retention
  - Tenure
  - Compensation

*Note: For teachers in non-tested grades and subjects without an individual growth score, student growth now counts 25% and observation counts 60%.
TN’s TEAM evaluation system includes multiple measures and five performance levels

Components

- 50% Qualitative Component
- 35% Growth Measure
- 15% Achievement Measure

Levels

1: Significantly below expectations
2: Below expectations
3: At expectations
4: Above expectations
5: Significantly above expectations
Can teacher evaluation become an effective tool for improving the work that teachers do in the classroom?

- Many states and districts propose evaluation as a tool for improving teaching practice, but policies often draw on evaluation only as a means of judging effectiveness.

- What needs to happen to make evaluation an effective tool for teaching improvement?
  - Local use of evaluation feedback to improve classroom processes
  - High-level use of evaluation feedback to inform teaching improvement efforts
  - Research on results to determine whether improvements are taking place
If evaluation is working at a local level, we should be able to track the steps in a simple logic model.

*Note: Logic model courtesy of the Tennessee Consortium on Research, Evaluation and Development*
What kinds of evidence would let us know that this process is taking place?

- Feedback tours
- Statewide evaluation data system
- Annual survey of all teachers and administrators across the state carried out by the Tennessee Consortium on Research, Evaluation, and Development
We see strong evidence that evaluation is being implemented with fidelity and that perceptions of its usefulness have grown over time.

Observations take place frequently across the year.

**Teacher-Reported Observations**

<table>
<thead>
<tr>
<th>Times Observed in 2013-14</th>
<th>Percent of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not observed</td>
<td>0.7</td>
</tr>
<tr>
<td>Once</td>
<td>8.3</td>
</tr>
<tr>
<td>Twice</td>
<td>35</td>
</tr>
<tr>
<td>3 Times</td>
<td>23</td>
</tr>
<tr>
<td>4 or more</td>
<td>32.9</td>
</tr>
</tbody>
</table>

Times Observed in 2013-14
We see strong evidence that evaluation is being implemented with fidelity and that perceptions of its usefulness have grown over time.

And most teachers claim to find the system useful for improvement.

### Perceptions of the Evaluation System

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of Teachers</th>
<th>Feedback is more focused on judging than improving my teaching</th>
<th>The process will improve my teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
But follow-up around instructional improvement is still lacking

Teachers receive little guidance on their areas of weakness
But follow-up around instructional improvement is still lacking

And they often have no point person to engage with in this work

![Primary Progress Monitor](chart.png)

- **No one**: 41.6%
- **Principal/AP**: 46.6%
- **Teacher Mentor**: 4.9%
- **Other**: 7%
We also have the opportunity to use extensive classroom data to inform statewide policy decisions

- Analyses to inform design/implementation of evaluation system
  - Relationship between different components of system
  - Implications of changing the weighting of components
  - Differences in observation norms across districts/schools
  - Extent to which observers provide differentiated feedback

- Analyses to inform teacher and teaching improvement efforts
  - Relationship between teacher retention and effectiveness
  - Equitable distribution of effective teachers
  - Systematic differences in practice between different types of teachers
  - Impact of state-led teacher training initiatives
Example 1: Rating Our Career/Technical Education Teachers

Professionalism (Use of Data)  -0.23
Expectations  -0.09
Questioning  -0.09
Academic Feedback  -0.07
Activities and Materials  0.1
Professionalism (School/Community Involvement)  0.14

Difference Compared to Other Teachers
Example 2: Evaluating TNCORE Teacher Trainings

- For participants, the estimated difference in observation scores were equivalent to about **half of the gains** made by teachers between their first and second year of teaching.
Questions?

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