

Teacher Effectiveness Pilot II

Presented by PDE

Project Development - Goal

- *To develop a teacher effectiveness model that will reform the way we evaluate teachers as well as the critical components of teacher training and teacher professional growth*

Project Development - Background

- \$800,000 Gates Foundation grant to facilitate the development of statewide policy, tools and processes to evaluate teachers and principals in which student achievement is a significant factor affecting performance ratings
- PDE is closely following the work of the Pittsburgh Public Schools – PPS recipients of \$40 million Gates Foundation grant that is more comprehensive in scope but similar in redesigning evaluation policy, tools and processes

2010-2011 Pilot Sites

The following were the pilot sites:

- Allentown School District
- Cornell School District
- Mohawk School District
- IU5 – Northwest Tri-County

Multiple Measures of Teacher Evaluation - Anticipated Evidence

- *Principal/Supervisor classroom observations, including evidence that demonstrates behaviors associated with improving student achievement:*
 - *Planning and preparation*, including selecting standards-based lesson goals and designing effective instruction and assessment;
 - *Classroom environment*, including establishing a culture for learning and appropriate classroom management techniques that maximize instructional time;
 - *Instruction*, including the use of research-based strategies which engage students in meaningful learning and utilize assessment results to make decisions about student needs; and
 - *Professional responsibilities*, including using systems for managing student data and communicating with student families.

Teacher Evaluation Rubric

Domain 3: Instruction

Component	1. Unsatisfactory	2. Needs Improvement or Progressing	3. Proficient	4. Distinguished
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion ; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development .	Expectations for learning, directions and procedures, and explanations of content are clear to students . Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation , and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession . Teacher's attempts to engage all students in the discussions are only partially successful.	Most of the teacher's questions elicit a thoughtful response , and the teacher allows sufficient time for students to answer. The students are engaged and participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate . Students formulate many of the high-level questions and ensure that all voices are heard .

Multiple Levels of Teacher Evaluation - Anticipated Evidence

- Correlating evidence of behaviors noted in previous slide with growth in student achievement
- Allows the observation of the behaviors above to be utilized in evaluating teachers for whom no formal, standardized assessment data may be available.

Teacher Evaluation System

Observation/Evidence

Danielson Framework Domains

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

See Attached Rubric

Building Level Data

PSSA Achievement
PVAAS Growth
Graduation Rate
Promotion Rate
Attendance
AP Course Participation
SAT/PSAT

**Building Level
Data, 15%**

Teacher Specific Data

PSSA Achievement
PVAAS Growth
IEP Growth
District Rubrics

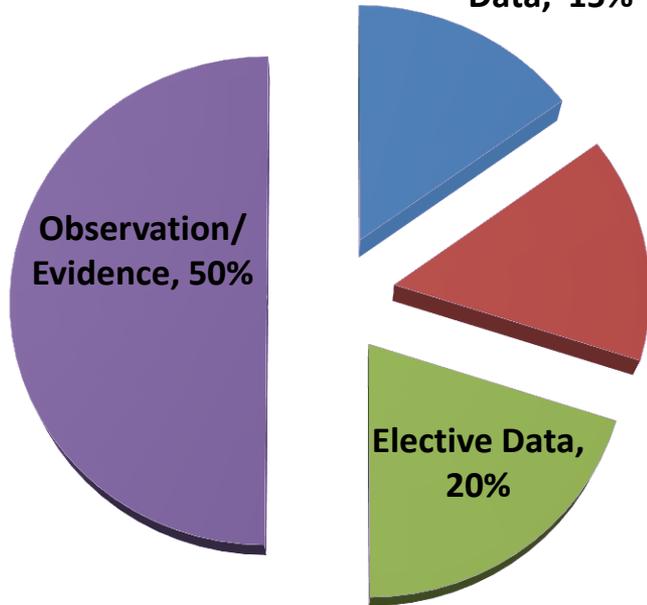
**Teacher Specific
Data, 15%**

Elective Data

District Designed
National Tests
Projects
Portfolios
PDE Standards for Review and Approval

**Elective Data,
20%**

**Observation/
Evidence, 50%**



Principal Evaluation

- *The Rationale* – The redesigned principal evaluation instrument will be aligned to Pennsylvania School Leadership Standards and become a component of training in the PIL Induction program.
- *The Design* – There must be compatibility between the teacher and principal evaluation instruments so that collaborative goal setting can occur with all stakeholders.
- *The Outcomes* – A finalized version of the principal evaluation instrument must include multiple measures of student achievement to fairly assess performance.
- *The Impact* – Principal evaluation tools must become integral tools in assessing school success or the need for improvement.

Profile of LEAs in Pilot II

- 83 School Districts
- 11 Intermediate Units
- 8 Charter Schools
- 11 CTCs
- 112 Total LEAs
- 347 Buildings
- 555 Supervisors
- 3,339 Teachers in PSSA tested subjects
- 3,727 Teachers in non-PSSA tested subjects

Next Steps

- PDE will:
 - Analyze the balance of factors and weighting within the factors
 - Identify multiple measures of student achievement
 - Develop an infrastructure to gather and report on the student achievement measures
 - Determine a process for implementation
 - Conduct research and review to assure inter-rater reliability
 - Coordinate professional development
 - Develop a plan to implement the system statewide
- Training will be conducted through Intermediate Units

Next Steps - Evaluation

- Suzanne Lane Proposal
 - Develop, administer, and analyze surveys to obtain feedback from:
 - IU trainers responsible for training school leaders to implement the teacher evaluation system;
 - School leaders responsible for implementing the teacher evaluation system in their schools; and
 - Teachers participating in the pilot .
 - ❑ Evaluate the technical quality and validity of the teacher and principal surveys regarding the effectiveness and quality of the evaluation systems to inform any future designs.

Next Steps – Value-Added Models

- **Mathematica Proposal**

- Develop value-added models (VAMs) for estimating the contribution of individual teachers and principals to growth in student achievement.
- Provide estimates based on VAMs for teacher and principal evaluation.
- Assess the strength of relationships between VAM-based and observation-based measures of performance, to inform decisions about which observation-based measures should be included and how to evaluate teachers in non-tested grades and subjects.
- Develop and calculate summary performance indicators across value-added measures and between value-added and other measures.
- Synthesize the findings in annual reports that document the model's continual development over time.

Next Steps – Inter-rater Reliability and Rater Drift

- Identify an online training and proficiency testing program that provides comprehensive training to observers to support making accurate, reliable, consistent, and defensible judgments of teaching practices based on the Danielson Framework for Teaching

Next Steps – Professional Development Repository

- Develop and implement a web-based system to provide a mechanism to organize and deliver coursework directly related to and in support of core components as defined within the four professional domains of the Danielson's Framework for Teaching.
- This includes a course for each of the components

Next Steps – Teacher Reports and Student-Teacher Linkages

- Teacher value-added reports for individual teachers by grade/subject/year using a robust statistical report.
- Teacher diagnostic reports for insight on effectiveness with students by achievement level and subgroup.
- Administrator summary reports for authorized users in a particular school or district.
- Drill down capacity to individual student-level projections based on classroom rosters.
- Teacher-level value-added reports require student-teacher linkages, which capture the instructor(s) responsible for a student's learning in the tested grade/subject. It is critical that this linkage system provide accurate information that is validated by individual teachers.
- Web-based teacher reporting for PSSA grades 4-8
- Web-based teacher reporting for PSSA grades 4-8 and Keystone Exams

Questions, Comments & Conversation