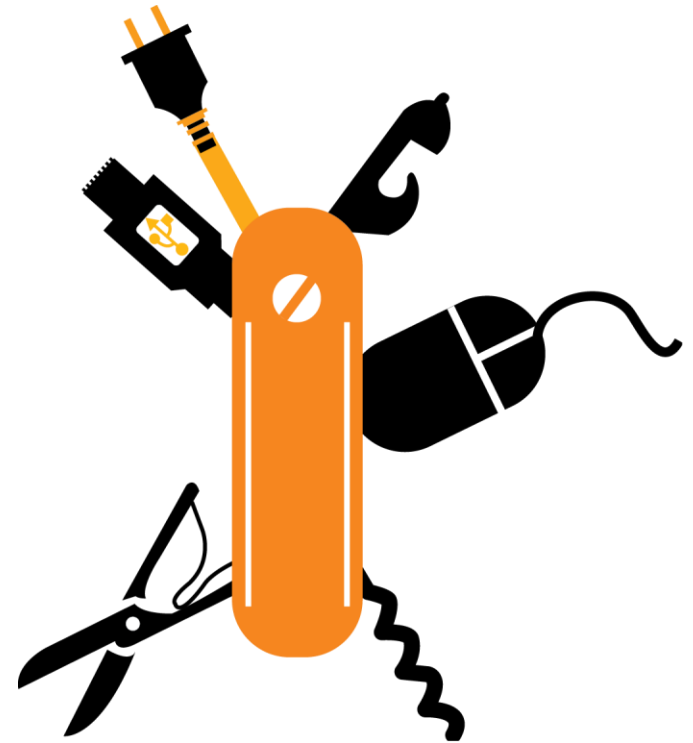# Educator Effectiveness

Pearson's approach to evaluation and capacity building

Kelly Burling

PEARSON

Pearson is empowering educators—teachers and school leaders—at every stage of their career to understand and improve their performance.

By providing the right tools and resources, we're helping practicing educators discover ways to improve their teaching so they can better personalize instruction and accelerate learning for all students.

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Evaluate and Develop

- Evaluating educator effectiveness
  - Multiple measures of student and teacher performance data
  - Online platform and web reporting to support instructional decisions via user-friendly dashboards
  - Evidence of validity and reliability

- Building educator capacity
  - Relationship between educator and student performance
  - Personalized educator growth and development plans
  - Tools and resources to personalize instruction

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Frameworks and Rubrics

- The TIGER Model
- New York State
- InTASC Board
- 360^0 evaluations
- Research and Development for Custom Models

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Experience

- National Board for Professional Teaching Standards
  - Test Development
  - Benchmarking
  - Recruiting, hiring, and management of scorers
  - Develop and implement scorer training
  - Scoring (Performance tasks and observational video)
  - Validity Scoring for MET study
- New York Teacher Licensure Assessment
- New York annual performance review rubric
- Tennessee TIGER Model for teacher evaluation (Danielson Derivative)
- Stanford Teacher Performance Assessment
- Denver
- Idaho
- Kentucky

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Multiple Indicators

- Classroom Observation
- Student Growth
- Peer Reviews
- Parent/Student Perception
- State/District Content

Evaluating Educator Effectiveness
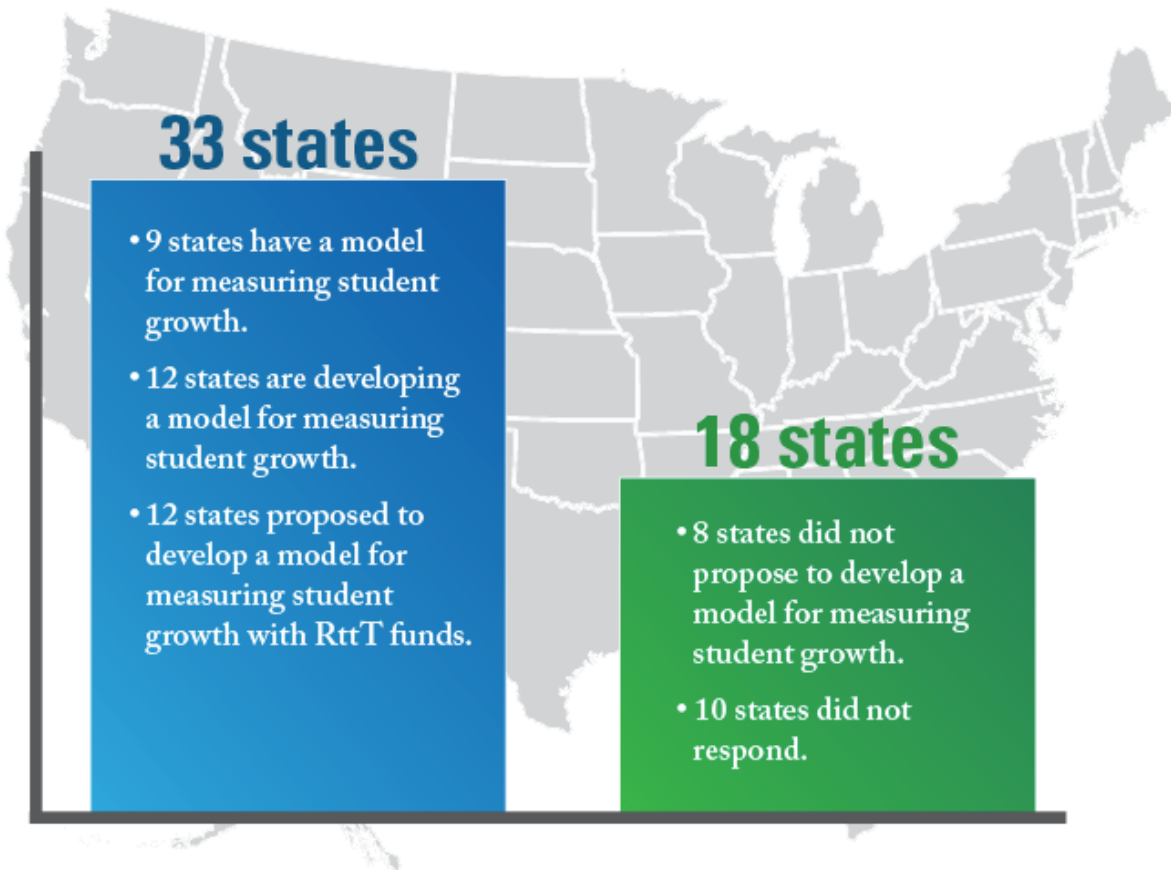
- Effectiveness Scores
- HR Integration

Building Educator Capacity

- Recommendation Engine
- PD Registration and Delivery

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Demands for Educator Effectiveness Systems

33 states

- 9 states have a model for measuring student growth.

- 12 states are developing a model for measuring student growth.

- 12 states proposed to develop a model for measuring student growth with RttT funds.

18 states

- 8 states did not propose to develop a model for measuring student growth.

- 10 states did not respond.

Note: Data from an analysis of the Race to the Top applications of 40 states and the District of Columbia.

Many states and school districts across the nation are in the process of selecting or implementing a growth measure.

Source: Council of Chief State School Officers & Learning Point Associates, 2010

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Growth, Value Added, Teacher Effectiveness

FEATURES	GROWTH	VALUE-ADDED	TEACHER EFFECTIVENESS
FOCUS	Student	Teacher/leader	Teacher/leader
QUESTION ANSWERED	How much did the student progress? Is the student on track?	Did the students grow more, or less, than expected?	Is the teacher effective or ineffective in improving student outcomes?
OUTPUT	1. Score/label showing student score gain or predicted gain 2. Yes/No for on track	Value showing how score gains of the students of that teacher or leader compare with average score gains	Overall effectiveness rating (e.g., satisfactory, needs improvement, unsatisfactory) and/or score
VARIABLES	Student scores only	Student scores and demographics Teacher demographics	Multiple measures (e.g., content knowledge, communication, value-added score) Multiple methods (e.g., observation, survey, portfolio, assessments)
ACCOUNT	Student	Teacher, administrator, school, district	Teacher, administrator, school, district

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Growth and VAM

- Implementing and Developing Measures
  - Pearson projection measure (e.g., TX, OK)
  - Growth model for alternate assessments
  - Pinellas County, FL
  - Oaklawn ISD, IL

- Conducting Research
  - Comparing and contrasting student
    - growth models
    - value-added models
    - Measures of teacher effectiveness
  - Evaluating practical, psychometric, and policy assumptions

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Perceptions

- My Voice
- iKnow My Class
- Custom

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Services

- Growth & VAM Models

- Developing a **legally defensible** educator effectiveness system

- How to combine multiple data sources into an effectiveness rating

- Survey development and administration

- Rubric development and refinement

- Rater-training, certification, and calibration

- Master Scoring

- Outsourced scoring of observational evaluations (video)

- Alignment of PD resources to educator effectiveness systems

- Individualized educator growth plans

- The formative use educator effectiveness information
  - How to understand Growth and/or VAM data
  - How to use Growth and/or VAM data
  - Educator effectiveness data for educator development

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Huh?

94% of teachers receive one of the top two ratings and less than 1 percent are rated unsatisfactory

73% of teachers surveyed said their most recent evaluation did not identify any development areas

63% of administrators say their district is not doing enough to identify, compensate, promote and retain the most effective teachers

50% of students in some parts of the country drop out, and contribute to a national drop out rate of more than 30%
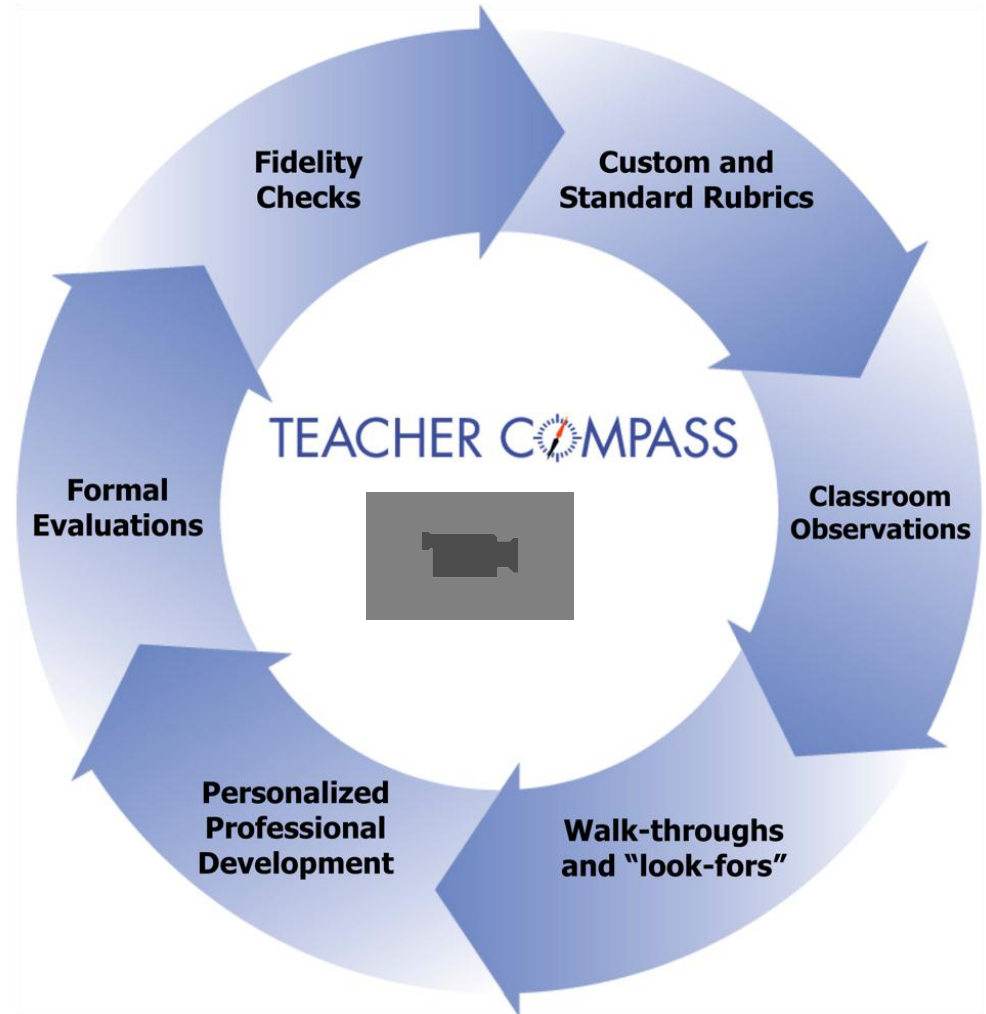
The Widget Effect, Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness
The New Teacher Project, 2009

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Teacher Compass

JOHNS HOPKINS | CENTER FOR TECHNOLOGY IN EDUCATION
U N I V E R S I T Y
School of Education

An easy-to-use, customizable
online tool for collecting, organizing, and analyzing teacher performance data

TEACHER COMPASS

- Fidelity Checks
- Custom and Standard Rubrics
- Classroom Observations
- Walk-throughs and "look-fors"
- Personalized Professional Development
- Formal Evaluations

http://teachercompass.pearsoncmg.com

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Convenience

Designed to fit the busy lives of teachers and encourage ongoing participation in PD during planning periods and other free intervals.

On-demand PD
Web-based access to thousands of videos and documents from Pearson's research-driven library.

Fits teacher schedules
Packaged to be watched or read in short-form intervals, so teachers can train in planning periods.

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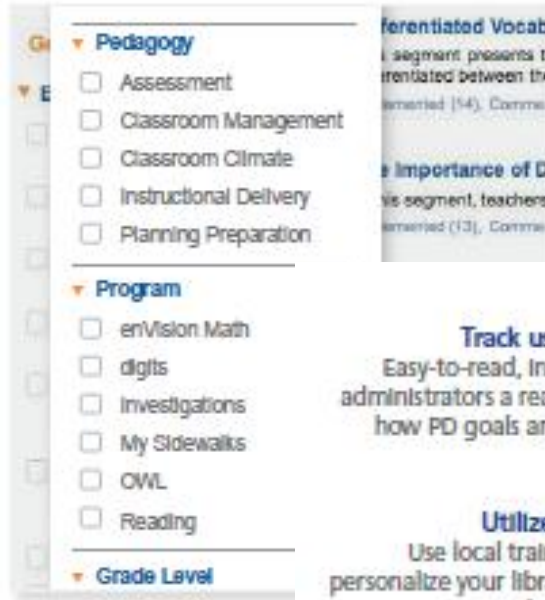**PEARSON**

Customization

Targeted search
Search results are ranked by teacher interactions – views, comments, implementations – connecting and engaging teachers with the content that is popular and aligns to their goals.

Filtered search
Many ways to refine search results that get teachers to content faster. Filter by pedagogy, programs, grade level and more.

Built-in reminders
Because the platform is based on goals, teachers get friendly reminders to review content that helps improve effectiveness.

▼ Pedagogy
- ☐ Assessment
- ☐ Classroom Management
- ☐ Classroom Climate
- ☐ Instructional Delivery
- ☐ Planning Preparation

▼ Program
- ☐ enVision Math
- ☐ digits
- ☐ Investigations
- ☐ My Sidewalks
- ☐ OWL
- ☐ Reading

▼ Grade Level

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segment presents t
rentiated between th
merred (54). Comme

Importance of D
is segment, teachers
merred (13). Comme

Track usage and effectiveness
Easy-to-read, instant online reports give administrators a readily available tool to see how PD goals are being met at any level.

Utilize your own PD content
Use local training resources to further personalize your library. Upload and manage video or any other resources.

Research-based content
With an ever-growing library, Teacher Compass PD includes thousands of videos and documents from leading programs and experts in the field.

Overall District Usage

Views	60%
Implementations	10%
Comments	20%
Favorites	10%

A+ Rise
America's Choice®
digits
enVisionMATH®
My Sidewalks
OWL
Reading Street™
Research for Better Teaching
SIOP®
...and more

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Collaboration

Encourages ongoing reflection and discussion around PD,
Increasing peer interactions and investment in district goals.

Frank Hren on 06/04/2011 at 05:03:11 PM

I know what you mean. Try it out in groups; have kids with attention issues work directly with you.

Sally Thomas on 06/04/2011 at 04:58:11 PM

I tried this approach, but found it difficult seeing that I'm dealing with students' attention issues.

Emma Peterson on 06/04/2011 at 04:48:11 PM

This is helpful. I'm starting the program this week.

Jason Daniels on 06/04/2011 at 04:41:11 PM

Implemented in classroom.

Comment/Reflection

Social interactivity
Create your own social community and increase awareness of how peers are incorporating PD.

Ongoing reflection on PD
Because of the ongoing social commentary on content, teachers remain engaged with PD well beyond traditional in-service events.

User empowerment
Easily add goals at any time or create personal lists of favorites for later review.

Track implementation
Teachers and administrators can easily see what content has been successful in the classroom.

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Multiple Indicators

- Classroom Observation
- Student Growth
- Peer Reviews
- Parent/Student Perception
- State/District Content

Evaluating Educator Effectiveness

- Effectiveness Scores
- HR Integration

Building Educator Capacity

- Recommendation Engine
- PD Registration and Delivery

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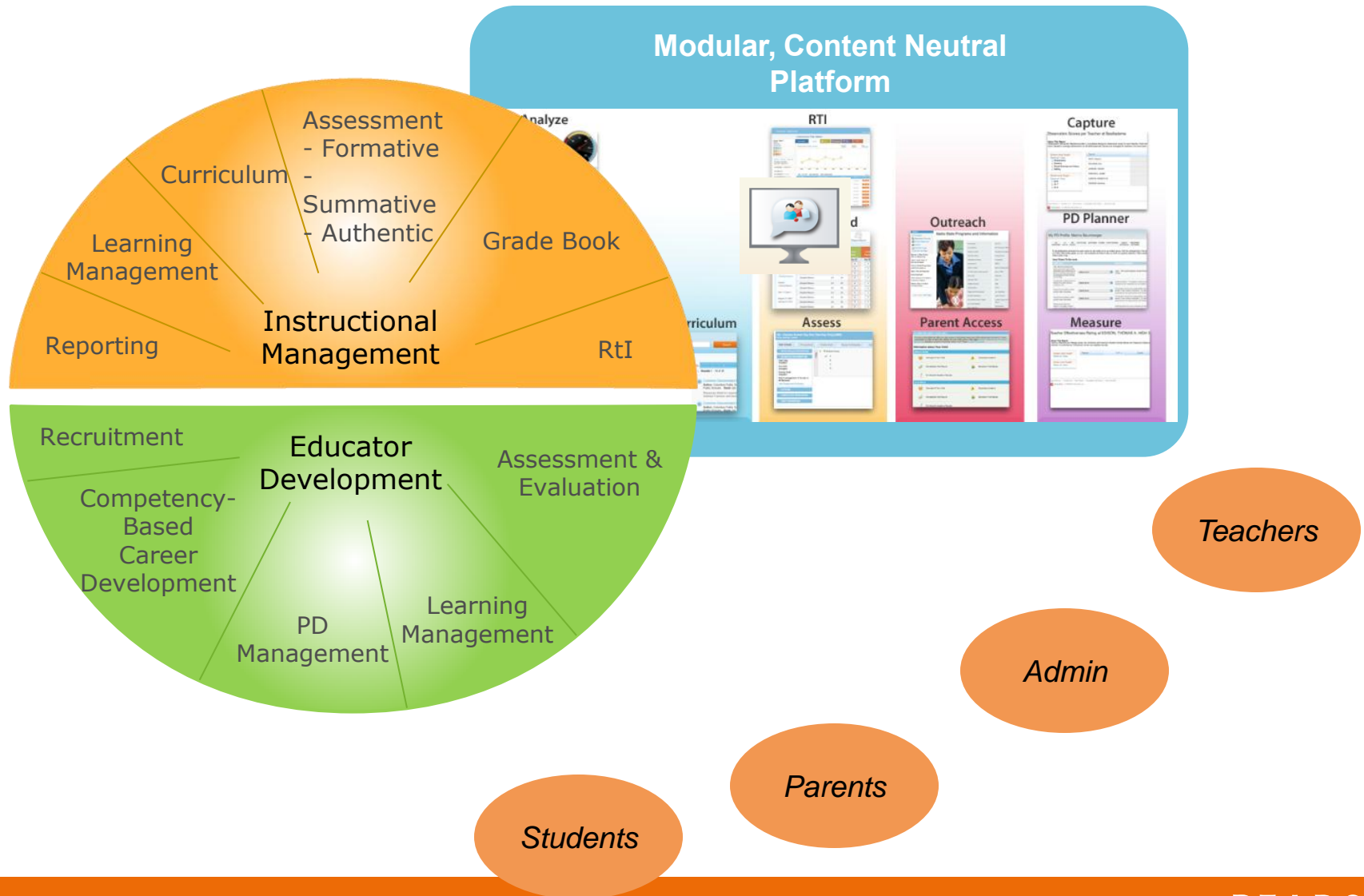
The Educator Development suite

- Implement a multiple measures approach to teacher effectiveness--classroom observation, student perception, professional collaboration, artifacts of teaching and leading as well as growth in student achievement
  - **Individualize professional growth plans** for teachers
  - **Consolidate professional development** resources and activities
  - Review and **report multiple measures of educator development**
  - **Define observation frameworks**, create schedules, and track observation process

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Overview - An integrated instructional improvement system

Evaluate

Evaluate

Central School District

AT-A-GLANCE

Average effectiveness scores for teachers from: All Schools, District-Wide (265)

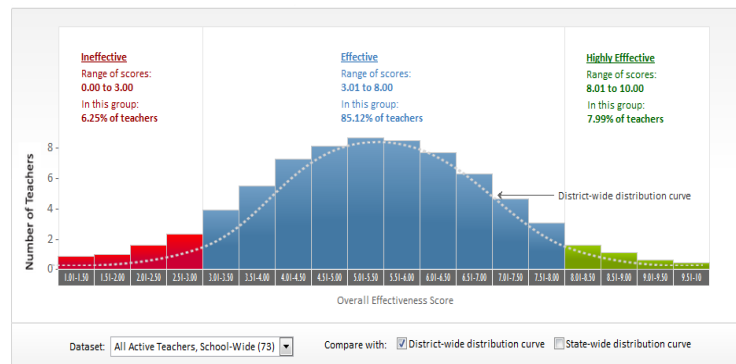| Overall Teacher Effectiveness	Value-Add: Student Performance Relative to Norm	Observational Assessment	Perception of Parents & Students	Teacher Attendance	Completion of Professional Dev. Assignments
7.69 on a scale of 10	**8.02** Accounts for 40% of total score	**6.95** Accounts for 30% of total score	**8.47** Accounts for 10% of total score	**7.58** Accounts for 10% of total score	**9.01** Accounts for 10% of total score
+8.49% from prior year score of 7.10	+12.04% from prior year score of 7.13	+8.53% from prior year score of 6.04	-4.09% from prior year score of 8.92	+0.77% from prior year score of 7.32	-2.76% from prior year score of 9.23

Teacher Effectiveness Rating at School District

About This Report
Teacher Effectiveness Ratings scales and combines each teacher's Student Growth Score and Classroom Observation Score to produce an overall indicator of performance. Component scores are weighted equally.

Subject Area Taught
Select all | Clear
☐ Life and Physical Sciences
☐ Mathematics
☐ Reading
☐ Social Sciences and History
☐ Writing

Grade Level Taught
Select all | Clear
☐ Gr K
☐ Gr 1
☐ Gr 2
☐ Gr 3
☐ Gr 4
☐ Gr 5
☐ Gr 6
☐ Gr 7
☐ Gr 8
☐ Gr 9
☐ Gr 10
☐ Gr 11
☐ Gr 12

Teacher	T.E.R. ↓	Growth	Observation
TAYLOR, Nurfathiah	85.7	89.2	5.0
SIEMER, Young	81.1	76.5	5.5
DENNIS, Jamie Adam	75.8	73.2	5.1
BARTELS, Rafe	73.9	63.9	5.6
Caruthers, Mileena	73.7	67.0	5.3
SLIPSKY, Shavoca	73.0	65.8	5.3
MOORE, Chevin	71.8	64.2	5.3
BARE, GABRIELLE E	71.8	72.5	4.6
BECK, Sheronna	71.6	66.8	5.0
Hamilton, Yuta	71.5	76.6	4.2
SMITH, Cadessa	71.5	64.0	5.3
EBERHARD, landemont'e	71.4	68.8	4.8
STURGEON, LEONARD J	71.2	67.5	4.9
WILLIAMS, Nasser	70.5	62.6	5.3

Overall Distribution of Teacher Effectiveness
Showing the number of teachers in each score group

Ineffective
Range of scores:
0.00 to 3.00
In this group:
6.25% of teachers

Effective
Range of scores:
3.01 to 8.00
In this group:
85.12% of teachers

Highly Efffective
Range of scores:
8.01 to 10.00
In this group:
7.99% of teachers

District-wide distribution curve

Number of Teachers

Overall Effectiveness Score

Dataset: All Active Teachers, School-Wide (73)   Compare with: ☑ District-wide distribution curve   ☐ State-wide distribution curve

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Build Capacity: Teacher Report

	ACTIVITY	SECTION	DELIVERY METHOD	GRADE LEVEL(S)	START/END DATE(S) ▲	CREDIT UNITS
◉	"DEPARTURES" TEACHER/PARTICIPANT WORKSHOP ☆☆☆☆☆	Sec4	In Person	Infant/toddler (0-2)-Gr 12	12/13/2010-12/20/2011	1.30 Contact Hours
◉	"DEPARTURES" TEACHER/PARTICIPANT WORKSHOP ☆☆☆☆☆	sec	In Person	Infant/toddler (0-2)-Gr 12	01/18/2011-02/08/2011	1.30 Contact Hours

Classroom Observation Report for Millisun GILLIS

Date of Observation: 11-01-2010 (most recent) ▼   Observer: Unknown, Bulhan

Overall Score: 6.0 out of 7   Effective

Domain: LEARNING ENVIRONMENT

Expectation / Indicator	Score (1-7) & Rating ⓘ	Next Steps
Positive Classroom Culture And Climate	5.3 Effective	Search for PD Courses »
Demonstrates care, interest in and respect for students and their communities and cultures Video exemplar ▶	7.0 Distinguished	Search for PD Courses »
Fosters a supportive and respectful learning environment among students	2.0 Ineffective	Search for PD Courses »
Motivates students to learn, take academic risks, and demonstrate classroom leadership	7.0 Distinguished	Search for PD Courses »
Effective Classroom Management	6.3 Effective	Search for PD Courses »
Implements high, clear expectations f... misbehavior		

Demonstrates care, interest in and respect for students and their communities and cultures

Video exemplar ▶

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Administrator Report

Summary Observation Report for Franklin Middle School

Summary				
Observation 6 Jun. 1, 2010 - Nov. 30, 2010 Choose another window ▾	**21 teachers** Filter by grade level or subject taught	Average Overall Score **3.6** Approaching	Overall Score Distribution 9　7　5　0	

Domain / Expectation / Indicator	Avg score (1-7) & rating ⓘ	Distribution of Scores ⓘ	Next Step
LEARNING ENVIRONMENT			
Positive Classroom Culture And Climate	**3.7** Approaching	7　9　5　0	Search fo...
LE 1: Demonstrates care, interest in and respect for students and their communities and cultures Video exemplar ▶	**3.8** Approaching	7　6　3　4	Search fo...
LE 2: Fosters a supportive and respectful learning environment among students	**3.4** Approaching	9　6　4　1	Search for PD »
LE 3: Motivates students to learn, take academic risks, and demonstrate classroom leadership			
Effective Classroom Management			
LE 4: Implements high, clear expectations for student behavior and appropriately responds to misbehavior			
LE 5: Classroom resources and space reflect and promote students and their learning			
LE 6: Manages student groups, transitions, and resources effectivel			

Session 1

Location: National School District

Date: 08/02/2011-09/19/2011　**Status:** Open

Available Spaces: 40/40　　**Waitlisted:** 0

Facilitator: Andreani,RONNIE

Register

Recommend to Attendees

Score Group Snapshot

Indicator: Demonstrates care, interest in and respect for students and their communities and cultures

Ineffective 16 Teachers (33%) Scores between 1.0 and 2.9		Approaching 13 Teachers (27%) Scores between 3.0 and 4.9		Effective 10 Teachers (21%) Scores between 5.0 and 6.9		Distinguished 9 Teachers (19%) Score of 7.0	
Khalid, Jarmod	1.0	Landin-Morales, Gjorgji	3.0	Herbstreit, Doyle Jr	5.0	Buehl, JENELL	7.0
Benefp, VICKI	1.0	Ramirez Sandoval, Dellicia	3.0	Solito, Markiuana	5.0	Gribben, Rebecca	7.0
Jones-Rice, Luel	1.0	Abercrombie-James,	3.0	Pattin, THOMAS	5.0	Huth, Gwenyth	7.0
Little, Ramona	1.0	Ayshea		Wademi, Eason	5.0	Corea, Aradhna	7.0
NAGISETTY, MELISSA	1.0	Simley, Cye	3.0	Townsel, Robert	6.0	Kerm, MATTHEW M	7.0
Levels-Henderson,	1.0	Schnell, ROBERT	3.0	Wedlund, Kiymora	6.0	Rea, Cye	7.0
Jordanna		Cousin, Diptodip	4.0	PEARL, Chanese	6.0	Renz, REBECCA	7.0
Ward-Davie, Daneeja	1.0	Mecurio, Cherrel	4.0	Dule, RICHARD	6.0	Hijazi, SHANNON	7.0
Farr-Neal, SARA	1.0	Broaddus, RICHARD	4.0	Fahiye, Ka'Price	6.0	Perry, Kwaneise	7.0
Best, Kanika	1.0	REBMANN JR, JASON	4.0	O'Mara, Cye	6.0		
DESTA, SHIRLEY	2.0	Aljbeli, CHRISTOPHER	4.0				
LINCE, TRUDY	2.0	Akinwande, Ayshea	4.0				
Willis-Richardson,	2.0	Whisman, Hinda	4.0				
MISHELLE L		Mazouz, Dar Nita	4.0				
Reed-Hardin, Jimme	2.0						
Gayle, Lois	2.0						
Dillingham, Augusta	2.0						
Lar Paw, Bryani	2.0						

Powering the data that illuminates educator development

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Lessons Learned

- Benchmarking
  - Involve educators in process (district support useful to garner participation)
  - Level-set participants on prior year materials to promote consistency of decision making
- Video Scoring
  - Align specifications with purpose
    - For example, whole class videos vs. 15-minute observations
    - Decisions will drive cost and complexity of training and scoring
  - Create clear media requirements
    - Online video submission simplifies process
    - Physical assets (e.g., DVDs) will require additional specifications around security, processing, hardware/software, etc.
  - Training considerations
    - Consider blend of asynchronous (e.g., independent review of materials) and synchronous (e.g., instructor-led)
- Note-taking
  - Comment codes may be used to standardize feedback
  - Complex assessments may require evidence tagging to support scorers' cognitive process

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Teacher Instructional Growth for Effectiveness and Results (TIGER)
Inter-rater Reliability Training:

You will be able to…

- Familiarize yourself with the TIGER rubric.
- Apply understanding of the TIGER rubric to observe and rate 3 case studies.
- Share ratings on the TIGER Rubric and resolve disagreements through discussion.
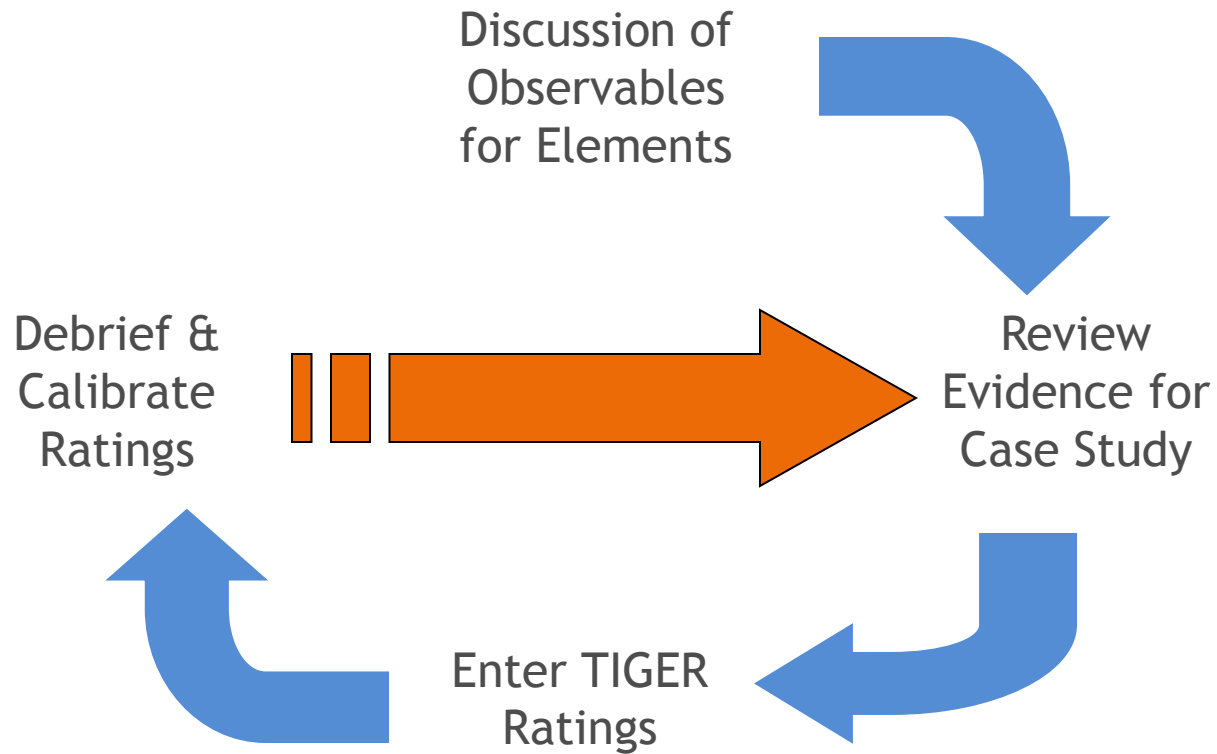
http://tigermodel.net/

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Purpose of Rater Training

- Calibrate individual observers with expert TIGER rater

- All observers **<u>objectively</u>** "see" the same thing and rate the same way

- Ensure VALID and RELIABLE observations
    - Valid = accurate
    - Reliable = consistent

Calibration Process

Discussion of Observables for Elements

Review Evidence for Case Study

Enter TIGER Ratings

Debrief & Calibrate Ratings

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DOMAIN 1: PLANNING AND PREPARATION
Component 1a: Knowledge of the Learning Process
Element: Knowledge of the learning process

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY 1	**BASIC 2**	**PROFICIENT 3**	**DISTINGUISHED 4**
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Example look fors (i.e., what may the different performance levels look/sound like in practice).			*- Lesson plans include some activities in which students are engaged in inquiry.* *- Teacher plans to make thinking skills explicit in instruction.* *- Teacher understands how students' preexisting knowledge relates to how they develop new understandings.*	*- Lesson plans include extensive activities in which students are engaged in inquiry to construct their understanding of concepts.* *- Teacher develops a learning profile for each student that includes learning style preferences, intelligence preferences, culture-influenced preferences, and gender-based preferences.* *- Teacher regularly uses students' prior knowledge is used in planning lessons* *- Teacher differentiates instruction to meet the learning goals of individual students* *- Teacher provides opportunities for student metacognition in the lesson design.*

Example Evidence Sources:
· Pretest or diagnostic data for class and students
· Teacher and/or school designed process for assessment
· Lesson plans
· Instructional artifacts (evidence in the form of student work products with comments)
· Advanced courses in content or technique
· Baseline interview question #2: How do you become familiar with your students' skills and knowledge?
· Pre-Conference Interview #1: To which part of your curriculum does this lesson relate?

TIGER Teacher Instructional Growth for Effectiveness and Results

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Lesson Learned: Provide training on the rubric *before IRR*

- Assumptions made about background knowledge of IRR participants

- Participants had access to the rubric prior to IRR, but no formal training on the rubric

- Formal training on the rubric was needed *before* IRR
  - Need a shared understanding for key constructs (e.g., student engagement vs. compliance; high quality questions, instructional groups, differentiated instruction)

- Newly created online TIGER rubric training for the current and future cohorts to build shared understanding

Follow-up contact information

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- 919-627-8893

- Mike.Crepeau@Pearson.com
- 925-255-3192

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