Center on
**GREAT TEACHERS & LEADERS**
at American Institutes for Research ■

# Preparing Educators for Evaluation and Feedback:
## Planning for Professional Learning

■ **Facilitator's Guide**                    OCTOBER 2014

**PROFESSIONAL LEARNING MODULE**

**About This Booklet**

This Facilitator's Guide is intended for use with the following additional resources:

- Sample agenda
- Slide presentation
- Participant handouts

These online resources are available for download on the Professional Learning Modules webpage of the Center for Great Teachers and Leaders website. Please visit the webpage at www.gtlcenter.org/technical-assistance/professional-learning-modules.

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## Facilitator's Guide

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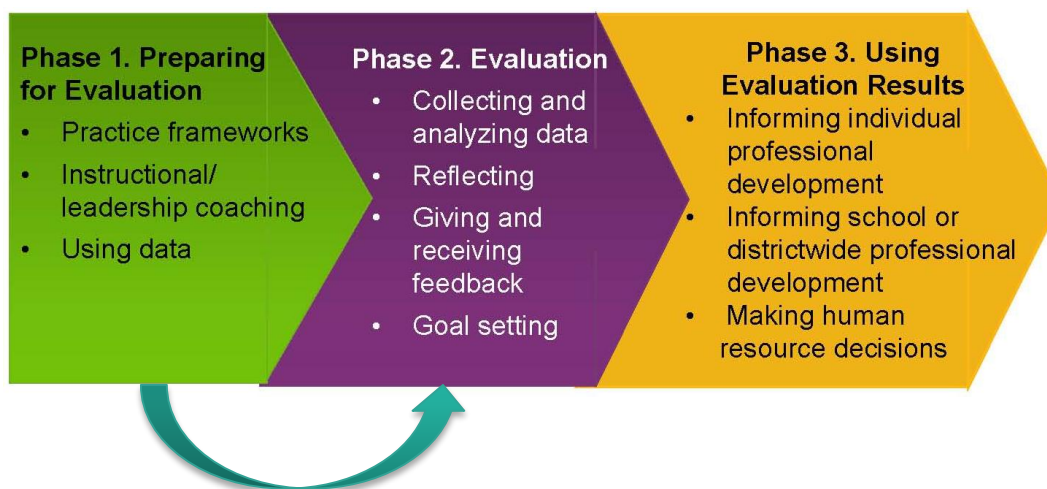
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# Contents

# Introduction

The Center on Great Teachers and Leaders (GTL Center) developed this professional learning module on preparing educators for evaluation and feedback to assist regional comprehensive centers, state education agencies (SEAs), and, as appropriate, districts in designing comprehensive professional learning approaches for implementing new educator evaluation systems. New teacher and principal evaluation systems will improve teaching and leading to the extent that states and districts integrate professional learning for educators *throughout* the evaluation process.

In concrete terms, at the GTL Center, we encourage states and districts to move away from limited, discrete "training" sessions for evaluators and educators at the beginning of piloting or implementing a new evaluation system. Instead, in this module, we encourage state and district leaders to take the long view and begin developing a comprehensive, sequenced, and intentional plan for integrating professional learning for *all* educators and support staff *across* the evaluation implementation cycle.

Professional learning needs and opportunities exist in all three phases of implementing evaluation (see Figure 1). Thus far, most emphasis on professional learning has come at the end of the cycle between phase 2 and 3. The GTL Center offers an aligned learning module, *Using Evaluation Data to Inform Professional Learning,* on just this topic.

In this module, however, our focus is on the professional learning connection between phase 1 and phase 2. Central office staff, superintendents, school leaders, and teachers alike need job-embedded, ongoing, and in-depth professional learning experiences to be prepared and ready to engage in a performance evaluation process. Without intentional, comprehensive planning for professional learning to help teachers and leaders develop foundational knowledge and skills, it will be difficult for new evaluation systems to generate the data and reflection needed to help teachers and leaders grow. Specifically, in phase 1, educators need professional learning opportunities to develop a deep and working understanding of instructional and leadership frameworks, access to coaching and collaboration, and practice collecting and using a range of types of evidence or data.

## Figure 1. Professional Learning Across the Evaluation 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 professional development
- Informing school or districtwide professional development
- Making human resource decisions

This module serves as an introduction to professional learning planning, content, and formats for preparing district staff, school leaders, and teachers for performance evaluation. It aims to provide participants with foundational knowledge, examples, and planning opportunities for designing comprehensive professional learning approaches that fit local needs and contexts.

At the conclusion of this module, **participants** will be able to do the following:

- Recognize the critical role of assessing and monitoring *evaluators'* skills to ensure validity of evaluation results.

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

- Identify a high-quality professional learning plan for evaluation and understand how professional learning is integral to a system of instructional improvement.

- 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 a professional learning approach that is appropriate for your state or district context.

**Facilitators** should be able to do the following:

- Support colleagues in understanding various approaches to professional learning for evaluation, the characteristics of high-quality professional learning approaches for evaluators, and key planning questions that colleagues need to consider.

- Use materials to facilitate preliminary planning work and activities with colleagues.

## Audience

This facilitator's guide is designed as a blueprint for developing or improving a professional learning approach that prepares educators for performance evaluation. The module can be conducted by state leadership and can be cofacilitated by a regional comprehensive center and GTL Center staff. This GTL Center module, one in a series of modules, will provide some initial knowledge building that can serve as the basis for state- or district-specific planning and professional development. Depending on who is facilitating the module, the audience could be state- or district-level staff or regional service providers. This professional learning opportunity would be particularly beneficial to participants with limited knowledge about preparation or professional learning approaches for evaluation or for participants interested in expanding or improving existing professional learning opportunities for greater comprehensiveness or rigor.

## Timing

The materials provided have been developed for a one-day session that fits within eight working hours, but they can be modified to fit alternative schedules. Alternatively, facilitators could split

this module into three, separate two-and-a-half-hour sessions. For participants who are early in the evaluation implementation process, the GTL Center highly recommends covering all professional learning materials with ample time for discussion and reflection. Please refer to the sample agenda included in the module for the recommended order of the module components and time allotted for each component.

## Resources

The following resources are provided for use in delivering this module:

- Facilitator's guide (this document)
- Slide presentation
- Participant handouts, including one for each activity
- Tips and tools for addressing anticipated questions

All of these materials may be used and adapted to fit the needs of the state context. To cite the content, please use the following statement: "These materials have been adapted in whole or in part with permission from the Center on Great Teachers and Leaders."

## Materials

The following materials are recommended for the session and associated activities:

- Chart paper (full size)
- Fine-point markers for chart paper
- Name cards and regular markers at each table for name cards
- Self-sticking notes (small)
- Pens at each table
- Internet connection and speakers for videos
- Access to at least three laptops or tablets to view online videos in groups

## In This Guide

The rest of the guide provides a script (the text contained within quotation marks) to support facilitators as they present the content and learning activities included in this module. The script is intended as talking points to help the facilitator understand the logic of the slide order and content; facilitators should avoid reading directly from the script or slide and instead phrase and order the content to make it their own. Along with the script, time stamps and guidance are included to support streamlined and organized facilitation; the total time length of the content and these activities exceeds eight hours; we expect facilitators to be intentional in selecting or modifying content and activities to best suit their audience. Please note: some activities are labeled as "turnkey" activities. This designation is used to signal to state or regional center facilitators that this activity can easily be repackaged and used with or by districts as part of professional learning. Reviewing the entire guide prior to facilitating the session is highly recommended.

# Preparing Educators for Evaluation and Feedback Planning for Professional Learning

## Welcome and Introductions

Including introductions, slides 1–9 will take approximately *15 minutes* to review.

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| *To kick off the session, allow the hosts of the session to introduce themselves and the facilitators. Prior to the start of the day, ask the hosts to share their hopes and goals for the day— explaining to participants why this session is important enough to request that they break away from their busy schedules to attend.*<br><br>*During this slide, facilitators should introduce themselves and discuss their relevant background experiences to build participant confidence in their skills as facilitators. Ask participants to introduce themselves and include their titles, so their perspectives can be taken into account by the group.* | **Welcome and Introductions**<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 2 |
| *Slides 3–4 acknowledge that the Center on Great Teachers and Leaders authored the content.*<br><br>**Explain:**<br><br>"The slides and materials for today's session were developed by the Center on Great Teachers and Leaders, a national content center led by American Institutes for Research. The GTL Center is dedicated to fostering a network of policymakers, practitioners, researchers, and innovators into a system of support for states to ensure great teachers and leaders in all schools."<br><br>*During this slide, it may be valuable also to acknowledge your organization's history in working with the GTL Center.* | **Center on Great Teachers and Leaders' Mission**<br><br>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.<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 3 |
| **Explain:**<br><br>"The GTL Center is one of seven content centers that support the work of 15 regional centers. This map shows the different regional comprehensive centers that the content centers support. Other content centers include the Center on College and Career Readiness and Success, as well as the Center on Standards and Assessment Implementation. All of these centers work collectively to support state education efforts." | **Comprehensive Centers Program**<br>**2012–17 Award Cycle**<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 4 |

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| **Explain:**<br><br>"This GTL module is one in a series of modules. Each module includes a PowerPoint slide presentation, module activities, facilitator's guide, and additional resources. Our goals for this session are grouped into two areas. First, with respect to evaluator professional learning, you should<br><br>▪ Recognize the critical role of assessing and monitoring evaluators' skills to ensure validity of evaluation results.<br><br>▪ 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.<br><br>With respect to comprehensive professional learning planning you should be able to<br><br>▪ Explain what makes an *evaluator* professional learning process high quality and helps administrators develop strong skills in providing feedback." | <br><br>Slide 5 |
| ▪ "Identify professional learning approaches for evaluation in different state contexts and for *all educators* impacted by the evaluation system.<br><br>▪ Consider next steps for communicating about a professional learning approach appropriate for your state or district context." | <br><br>Slide 6 |
| *Using slide 7, go over the agenda for the day, making note of specific break times that are not noted on the slide. Ask participants if they have any questions before moving on to the next slide.* | <br><br>Slide 7 |

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| *Draw the three Likert scales (See Handout 1) on chart paper prior to the session.*<br><br>**Explain:**<br><br>"Let's start with a warm-up connecting activity.<br><br>Take out *Handout 1.* Read through the questions, discuss with your tablemates, and using a sticky note, place it along this Likert scale, with 1 being not confident and 10 being very confident."<br><br>*Facilitator's Note: Give participants five to seven minutes to place one sticky note where they see fit on the chart paper in order to gauge everyone's level of confidence in their state's approach to evaluation professional learning. Acknowledge how the distribution looks.* | **Activity: Confidence Statements (Handout 1)**<br><br>**How confident are you?**<br>1. Educators in our state have a solid understanding of the state and district requirements and processes (e.g., measures, timelines, documentation) for educator evaluation.<br>2. Educators in our state have access to strong professional learning opportunities about the new evaluation system and can implement their role successfully.<br>3. Evaluation data collected in the new system are reliable, accurate, and useful for providing high-quality feedback.<br><br>After discussing, place a sticky note representing your level of confidence on the 10-point scale for each question on the chart paper.<br><br>Center on<br>GREAT TEACHERS & LEADERS<br>at American Institutes for Research<br><br>Slide 8 |
| **Ask:** "For each question—could some one volunteer to share what specifically gives you confidence? For those who weren't as confident, what undermines your confidence?"<br><br>*Advance the next bullet on the slide.*<br><br>**Explain:**<br><br>"Now, on another sticky note, write the one question you have when you hear the term *"evaluation training"* or *"professional learning for evaluation."* Write the question down and place it to the side, and we'll see if your question is answered as we go through the session and activities." | **Debrief**<br><br>▪ For each question, please share: What specifically gives you confidence? Or what undermines your confidence?<br><br>▪ On a sticky note, write the one question you have when you hear the term "evaluation training" or "professional learning for evaluation."<br><br>Center on<br>GREAT TEACHERS & LEADERS<br>at American Institutes for Research<br><br>Slide 9 |

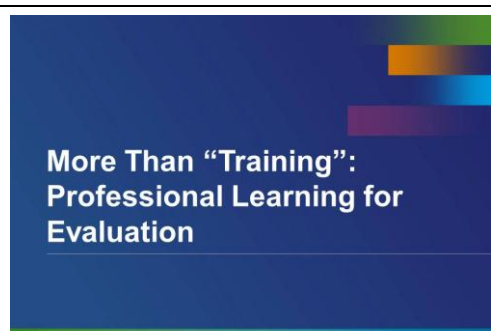## More Than "Training": Professional Learning for Evaluation

This section explains the importance of a professional learning perspective as your starting point for designing an impactful evaluation professional learning plan. Slides 10–19 present the foundation for the module by ensuring participants understand how a professional learning

approach can help ensure that the new evaluation systems support evaluators in improving educator practice and supporting professional growth.

Covering this section will take approximately *five minutes*.

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| **Explain:**<br><br>"The next set of slides will introduce the GTL Center's foundational perspective on preparing educators for evaluation and feedback. Although many states and districts acknowledge that really, truly preparing their superintendents, school administrators, and teachers for a new evaluation system will require more than a one-off single day of 'training,' few really consider how preparing educators for evaluation and feedback needs to be integrated into our larger systems for professional learning." | <br>Slide 10 |
| *Facilitator's Note: This slide is animated.*<br><br>**Explain:**<br><br>"Think for a moment about where there are opportunities for professional learning in your evaluation implantation cycle. The conversation about connecting evaluation with professional learning has thus far focused primarily on phases 2 and 3 or on connecting outcomes from the evaluation process with opportunities for professional learning and growth based on identified areas of strength and areas for growth.<br><br>*[CLICK]*<br><br>States and districts need to consider how preparing their educators to participate in the evaluation process—either as evaluators or as staff *being evaluated*—is an important professional learning opportunity in its own right. For example, preparing staff well provides opportunities for<br><br>▪ Developing an **in-depth, concrete, and shared** understanding of high-quality practice by learning the instructional and leadership practice frameworks, often in collaboration with colleagues<br><br>▪ Increasing better self-reflection habits as educators self-assess, consider evidence, and set goals<br><br>▪ Strengthen coaching, mentoring, and instructional leadership skills as evaluators learn how to give targeted, well-grounded feedback and support educators' growth (superintendents, principals, and peer evaluators)<br><br>▪ Effectively and efficiently using a range of data as evidence for assessing progress and charting change | <br>Slide 11 |

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| We will be explicitly covering several of these topics in today's session." | |
| **Explain:**<br><br>"Preparing your educators for evaluation offers an enormous opportunity for creating an integrated approach to professional learning that reinforces expectations for teacher and leader knowledge, skills, and abilities. Doing so requires shifting perspective away from short-term, occasional investments, which are insufficient for reliable and valid results, unsustainable over time, and in general are poor investment. Moreover, it also requires integrating state or district initiatives *through* professional learning planning. For example, if your state or district is planning professional learning around instructional changes for new college- and career-readiness standards, this offers an excellent opportunity to demonstrate how these instructional changes are represented in the new evaluation system.<br><br>Let's consider the following: 'What do you gain by investing in preparing educators for evaluation as part of your broader state or district professional learning system?'" | **Shifting Perspectives: Integrating Evaluation and Professional Learning**<br><br>▪ Evaluation "training" as a one-shot, one-time event is insufficient, unsustainable, and a poor investment.<br>▪ Evaluation "training" as disconnected or separate from professional learning on other district initiatives.<br>▪ *Consider:* What do you gain by investing in preparing educators for evaluation as part of your broader state or district professional learning system?<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 12 |
| **Explain:**<br><br>"Teachers and leaders find it difficult to place any trust in or to advocate for a new system they barely understand. New evaluation systems require a major culture shift, both around accountability and improved practice. Without buy-in and trust from educators, that culture shift will be difficult to achieve. A preparation approach that is integrated into professional learning systems offers sustained opportunities to communicate with educators about the new system and its purpose; moreover, it helps reinforce that the new standards, frameworks, and tools represent a high-value priority for the state or district." | **More Trust, More Buy-in**<br><br>TRUST  Relevant, job-embedded professional learning opportunities can increase teachers' and leaders' **trust in** and **support for** the evaluation system.<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 13 |
| **Explain:**<br><br>"When both evaluators and the educators *being evaluated* understand what data is needed, how to collect it, how to score it accurately, and how to provide and use feedback rooted in evaluation data, you are far more likely to end up with evaluation scores that are fair, defensible, accurate, and actually useful for improving teaching and learning." | **Better Data**<br><br>Comprehensive, high-quality professional learning for evaluators helps ensure the data collected are<br>▪ **Fair**<br>▪ **Defensible**<br>▪ **Accurate**<br>▪ **Useful**<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 14 |

**Explain:**

"Good, actionable, and accurate feedback is a critical element in a system that promotes professional learning. By ensuring the preparation educators receive include hands-on, job-embedded learning opportunities, you can help ensure feedback is

- Useful and accurate
- Provided along with coaching and support
- Supports educators in taking ownership over their own professional growth

Again, we will be covering this in much greater depth later in the session today. For now, let's be sure to keep in mind that accurate and constructive feedback is a crucial outcome for evaluation to impact educators' practice."

Slide 15

**Explain:**

"Integrating evaluation preparation into professional learning systems reinforces a continuous improvement process. By monitoring and evaluating professional learning outcomes, states and districts can garner critical feedback and focus areas to improve and strengthen the evaluation system itself."

Slide 16

**Explain:**

"Finally, and most important, if we truly believe new instructional and leadership frameworks and evaluation tools can improve the quality of instruction and leadership in our schools—integrating evaluation preparation into professional learning systems reinforces and builds a shared and common understanding of high-quality teaching and leading across schools and educator roles. Without integrating evaluation preparation into professional learning communities, grade-level teams, job-embedded professional development, and certification and licensure, evaluation systems are likely to remain in the 'just one more thing' category for most educators."

Slide 17

*Facilitator's Note: This slide is animated*

**Explain:**

"Integrated, comprehensive professional learning opportunities that are distributed and sequenced across the evaluation implementation cycle (phases 1–3) need to be available for

*[Click]*

- District leaders and central office staff, to be able to design and implement a new system
- Evaluators, which includes superintendents or other principal supervisors, principals and assistant principals, and teacher leaders, if peer observation is involved
- Educators, which includes any staff who are *being evaluated*

These last two categories clearly overlap because educators wear multiple "hats" in the evaluation process.

*[Click]*

By taking an integrated, comprehensive approach to professional learning to support evaluation implementation, research, and lessons from the field, suggest that states and districts will ultimately end up with better outcomes, as we just discussed (e.g., trust, data, feedback).

*[Click]*

This approach should help evaluation systems achieve their ultimate goal of improving teaching and leadership to better support student learning. In essence, by improving adult learning, the evaluation system supports improved student learning.
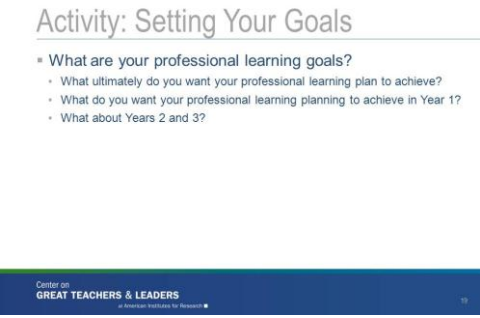
*[Click]*

In today's session, sections 1 and 2 will focus primarily on professional learning approaches for evaluation that support accurate, reliable rating and professional feedback; however, throughout these sections, we will be highlighting content and techniques that are applicable to the third audience—educators. In section 3, we will focus more on district leaders and educators as we work through a comprehensive planning process."

*[Click]*

Finally, just as a reminder, in today's session, we are focusing specifically on professional learning approaches that you need to consider in phases 1 and 2. Equal consideration and
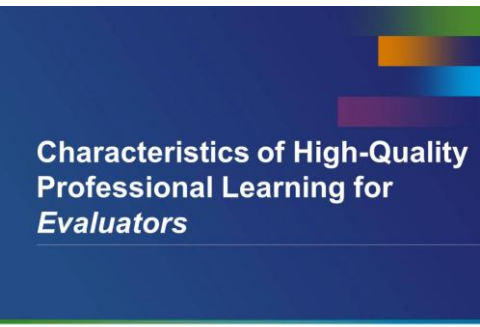


Slide 18

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| planning for professional learning around phase 3 should be part of your broader evaluation implementation planning." | |
| *Facilitator's Note: Depending on whether this is primarily a single state, multistate, or multidistrict audience, you may want to modify this activity or the grouping to best help the appropriate entities establish an initial consensus on goals and outcomes.*<br><br>**Explain:**<br><br>"In the sections that follow, we provide a comprehensive picture of what you need to consider and be thinking about in developing a long-term professional learning plan for evaluation; however, depending on where your state or district is in implementation, your goals, and thus your priorities for professional learning, may look different.<br><br>Let's take five minutes and talk with colleagues at our tables about what the professional learning goals are in your context. Use the questions on the slide to guide your discussion."<br><br>*Facilitator's Note: Give participants five minutes to discuss and then ask each group to share with the larger group. Ask participants to keep their goals handy for use in activities later in the session.* | <br>Slide 19 |

## Characteristics of High-Quality Professional Learning for Evaluators

In this section, participants will delve into greater depth on approaches for high-quality professional learning for evaluators, with an emphasis understanding how professional learning supports improved rater agreement and reliability. The section also describes and presents videos illustrating how to use a master coding process to develop a video library for evaluators and teachers, as well as a group of master coders who can coach and develop evaluators' skills.

Allow *135 minutes* for this section.

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| **Explain:**<br><br>"Now we are going to dive into professional learning for **evaluators** specifically. Our focus will be on how you can help evaluators develop the skills and knowledge necessary for accurate, reliable evaluation results, as well as for providing impactful feedback.<br><br>As we discussed earlier, after we discuss *evaluator* professional learning, the remaining section will focus on taking a comprehensive view by helping you plan professional learning for ALL educators and support staff.<br><br>For the next 30 minutes, we'll be getting familiar with professional learning techniques that support developing | <br>Slide 20 |

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| better rater agreement and reliability. Let's start by thinking broadly about what high-quality professional learning for evaluators looks like." | |
| *Facilitator's Note: This activity should take five minutes or less.*<br><br>*Give participants two minutes to jot down everything that they think of when they think of high-quality evaluator professional learning. Stop participants after two minutes.*<br><br>*Direct participants to review their list and put a star next to where their state's current approach already has that characteristic and then have participants circle characteristics that are not met.*<br><br>*Ask two or three groups to share with the larger group.* | **Activity: Quick Jot**<br><br>▪ Within the next two minutes, work with a partner to generate a list of the characteristics of high-quality professional learning for evaluators.<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research<br><br>Slide 21 |
| **Explain:**<br><br>"I see that many of you have already identified some characteristics of high-quality evaluator professional learning. Let's talk a little bit more about these characteristics.<br><br>First, high-quality evaluator professional learning is **comprehensive** in that the content addresses all aspects of the evaluation process.<br><br>Second, it is **in-depth.** The professional learning covers the core knowledge and skills that evaluators need in sufficient detail.<br><br>Third, evaluator professional learning should include concrete, focused examples of evidence. Building upon the notion of concrete examples, high-quality evaluator professional learning should also be hands-on. The plan should include ample time and opportunity for evaluators to practice their skills in an authentic way.<br><br>The fifth characteristic of high-quality professional development is that participants are assessed. The sequence should culminate with an assessment of evaluators' knowledge, skill, accuracy, and reliability in conducting observations and other aspects of the evaluation process. This assessment provides information about evaluators' readiness to conduct evaluations as well as information about whether the professional learning achieved its desired outcomes.<br><br>Finally, evaluator professional learning should be part of a larger plan that includes **continuous** learning, assessment, and practice opportunities for evaluations. "One and done" evaluator professional learnings are less effective than those | **High-Quality Professional Learning Is…**<br><br>Comprehensive    Hands-on<br>In-depth    Assessed<br>Concrete    Continuous<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research<br><br>Slide 22 |

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| accompanied by ongoing monitoring, coaching, and support for evaluators." | |
| **Explain:**<br><br>"What do we mean by comprehensive? To date professional learning for evaluators has mostly focused on how to observe educators' practice, how to use observation tools, and what to look for during observations. However, there are other critical aspects of the evaluation process. In addition to observing educators' practice, evaluators need to facilitate pre- and postobservation conferences, provide feedback on what was observed, and coach educators on how they might improve their practice.<br><br>In addition to observations, most evaluation systems include nonobservation evidence, such as artifact reviews or surveys and student growth data. Evaluators need to understand and analyze these sources of information. Then, evaluators need to know how to combine these measures for summative scoring purposes and use these data to inform the creation of professional development plans.<br><br>One of the most challenging tasks evaluators have is managing time and technology to complete the process efficiently. Recent evaluations of the implementation of new evaluation systems consistently highlight managing time as a challenge to successful implementation. However, many professional learnings plans do not cover this important aspect of an evaluator's responsibilities.<br><br>Comprehensive high-quality professional learning for evaluators covers all aspects of the evaluation process to ensure that evaluators know how to conduct observations, lead difficult conversations around performance, analyze and use various types of data, and focus evaluations on professional learning and growth."<br><br>*[NOTE: this module ONLY SUPPORTS THE ITEMS IN GREEN—Click once to flash the items in green.]*<br><br>"In this module, we only cover in detail the items in green. Depending on where your state or district is in the design and implementation process, your priorities for professional learning may very well be different from the four covered here. We have selected these four because the represent an area of high need in the field. Additional learning modules may be added to cover these topics as we receive requests from the field. Our selection of these four in no way represents a suggestion that one is more important than any other. Rather, their relative importance needs to be decided by your own needs, context, and goals." | <br><br>Slide 23 |

**Explain:**

"In-depth refers to whether or not the professional learning provides participants with the core knowledge and skills they need in sufficient detail. What are some of the core knowledge and skills needed?"

*Facilitator's Note: This slide is animated. After participants offer answers, click once to reveal the example answers on the right side of the slide—connect to or build off participants' responses.*



**In-Depth Includes…**

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

Slide 24

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**Explain:**

"Concrete professional learning refers to whether or not the plan includes sufficient examples and exemplars to make professional learning and practice meaningful. Evaluators might use master scored videos of instruction to see what each level of performance for an observation indicator looks like or to use in helping teachers understand how raise their level of practice as part of the feedback process.

Evaluators might also look at exemplar artifacts or student learning objectives in order to understand how to rate nonobservation evidence.

Any type of evidence or form that the evaluator will be using needs to be available and used as an integral part of the professional learning."



**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.
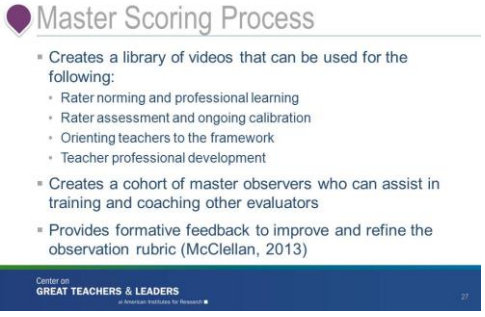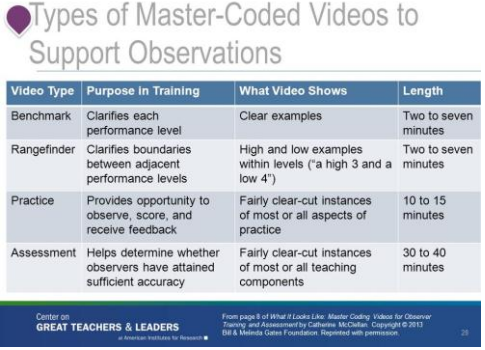
Slide 25

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**Explain:**

"In order to provide many of these professional learning opportunities, especially norming, assessing, certifying, and calibrating evaluators, you will need access to a library of master scored examples, which can include videos of classroom practice, artifacts, and any other sources of evidence that your evaluators will need to score and use to provide feedback. In this section, we're going to take a look at an example of developing a master scoring process to create a video library.

The information in these slides is taken from a fantastic resource developed as part of the Bill & Melinda Gates' Foundation's Measures of Effective Teaching (MET) project. The brief, *What It Looks Like*: *Master Coding Videos for Observer Training and Assessment,* defines master coded videos:



**Master Scoring Process**

- Master-scored videos are "videos of teachers engaged in classroom instruction that have been assigned correct scores by people with expertise in both the rubric and teaching practice." (McClellan, 2013, p. 2)

Slide 26—Master Scoring

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| 'videos of teachers engaged in classroom instruction that have been assigned correct scores by people with expertise in both the rubric and teaching practice' (p. 2)." | |
| **Explain:**<br><br>"By creating a library of master coded videos, you create a resource that can serve multiple purposes:<br><br>▪ Rater assessment and ongoing calibration<br><br>▪ Orienting teachers to the framework<br><br>▪ Teacher professional development<br><br>▪ Cohort of master observers who can assist in preparing and coaching other evaluators<br><br>▪ Garnering formative feedback to improve and refine the observation rubric" | <br>Slide 27 |
| **Explain:**<br><br>"Evaluators always want more examples! Let's quickly walk through various types of video examples and how they may be used.<br><br>▪ **Benchmark videos:** These videos provide clear, short clips that illustrate exactly what practice looks like at each level of performance, for each component or element. For example, [*facilitator may wish to insert an example directly from the framework that is being used by participants*]. These videos are between two and seven minutes long and are used largely to ensure the evaluators and teachers know and understand what each element looks like in practice.<br><br>▪ **Rangefinder:** These short videos, typically two to seven minutes long, are examples of practice that is "on the boarder" between one performance level and another. For example, a clip may demonstrate practice that is clearly in level 2 and has aspects of level 3, but rater's may not be sure which level to select. Rangefinder videos are important because they help raters develop a clear rational for deciding how to score a classroom practice that doesn't fit neatly into the observation tool's levels.<br><br>▪ **Practice videos:** These are longer videos, between 10 and 15 minutes, that evaluators can use to practice collecting observation notes, scoring observation evidence, and then to receive feedback on scoring from either a trainer or master scorer.<br><br>▪ **Assessment:** Similar to practice videos, these 30 to 40 minute videos are used to test whether observers have reached a minimum level of agreement and reliability. | <br>Slide 28 |

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| Let's look next an example of an example of a master coding process in practice." | |
| **Explain:**<br><br>"As part of the American Federation of Teacher's Investing and Innovation (i3) grant with Rhode Island and New York, the AFT used a master coding process as part of its professional learning for evaluators program.<br><br>Their master coding process involved holding two three-day master coding 'boot camps' for about 80 observers from both states. After this initial session, master coders work on an ongoing basis to continue to code master videos." | <br><br>American Federation of Teachers (AFT) i3 Master Scoring Process<br>■ Part of the AFT's professional learning for evaluators for the Investing in Innovation (i3) grant<br>■ Held two three-day master coding "boot camps" for about 80 observers from Rhode Island and New York<br>■ Trained master coders to work on an ongoing basis to code master videos (McClellan, 2013)<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research ■<br><br>Slide 29 |
| *Facilitator's Note: The link on the slide will take you to the GTL Center's Vimeo account, and it will request a password from you to view the video. **The password is "GTLCenter."** If you are unsure about Internet stability at the location where you are presenting, we strongly recommend downloading the videos in advance to avoid any problems with playback during the presentation.*<br><br>**Explain:**<br><br>"One of the best ways learn about a new process is to hear about it directly from participants. Let's watch a short video clip of some staff participating in one of the AFT's master coding boot camps." | <br><br>Master Coding Explained<br><br>AFT Master Scoring 1<br>https://vimeo.com/109038869<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research ■<br><br>Slide 30 |
| "Next, let's take a closer look at what master coding looks like in practice. In this short video, you will see AFT master coders debating how to score a classroom video." | <br><br>Master Coding in Action<br><br>AFT Master Scoring 2<br>https://vimeo.com/109038869<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research ■<br><br>Slide 31 |

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| **Explain:** |  |
| "Now let's have a short discussion about the videos you saw. With your table, discuss the following questions: | |
| ▪ What seemed valuable to you about using a master coding process? | |
| ▪ What seemed challenging or raised a concern for you? | |
| What questions do you have about developing a master coding process in your own state or district context?" | Slide 32 |
| *Facilitator's Note: Give participants five to 10 minutes to discuss the questions. Next, reconvene and ask each group to share their answers or answers to at least two questions. For the last question, point participants to sections of the MET project brief for additional information that may answer their questions.* | |
| **Explain:** |  |
| "So far, we've talked about master coding and concrete examples as they specifically apply to observation; however, remember that these criteria apply to all types of evaluation measures and practices. On this slide, we offer a few examples and uses for other types of concrete examples you may want to have available as part of professional learning. | |
| First, videos of sample pre- and postobservation conferences as well as summative evaluation conferences can be very valuable in modeling for both evaluators and educators what an effective feedback conversation should look like. This helps set some common expectations for this aspect of the evaluation process. | Slide 33 |
| Second, if you are using student learning objectives (SLOs), exemplar SLOs can help evaluators deepen their understanding of a high-quality SLO. You could also provide marked-up or annotated SLOs that show how an evaluator could provide feedback to teachers on strengthening or improving an SLO. | |
| Third, if evaluators will be asked to examine data reports as part of evaluation scoring, professional learning should include authentic examples of this data for practice. | |
| Fourth, offer evaluators mocked-up or anonymized evaluation results to use in practicing developing professional learning plans with educators. | |
| Fifth, example schedules for evaluators can be used to prompt evaluators to discuss better strategies for managing their time in carrying out additional work loads associated with the evaluation system." | |

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| **Explain:** <br><br> "Before we move on, let's briefly discuss one more aspect of providing concrete evidence to evaluators for professional learning: differentiating for varying teaching roles. <br><br> The concrete examples and artifacts used in your evaluation professional learning should include examples for specialized teaching roles such as teachers of students with disabilities, career and technical education teachers, and specialized instructional support personnel. <br><br> We suggest work in concert with teachers in each of these areas to develop examples and guidance on adaptations or modifications that evaluators can use to ensure they are applying the evaluation measures and process in a manner that is fair and equitable for teachers in these areas. Examples and exemplars for these types of teaching roles should be included in ALL sessions. <br><br> Depending on where your state or district is in the design and implementation process, you may or may not be ready to begin planning around differentiating for teaching roles. We offer these resources here as professional learning planning resources, for use now or later, depending on your district or state's context and timelines. Although you may not be prepared to take this on right now, we mention this here to make it clear that it will need to be addressed and planned for at a time that is appropriate for your evaluators and educators." |  <br><br> Slide 34 |
| **Explain:** <br><br> "The GTL Center offers several additional resources that can support you in this work. First, we offer a supplement to our *Practical Guide to Designing Comprehensive Teacher Evaluation Systems.* This supplement can help teams problem-solve and make decisions about differentiating evaluations for specialized instructional support personnel. It includes sections on statutory and regulatory requirements, suitability and need for differentiation in measures, evaluator preparation, and professional learning. <br><br> You can download this resource from the link provided on the slide or from the GTL Center's website." |  <br><br> Slide 35 |

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| **Explain:**<br><br>"The GTL Center also offers guidance on similar topics for CTE teachers. The special issues brief, *21st Century Educators: Developing and Supporting Great Career and Technical Education Teachers,* offers information and support for aligning several policies, including preparation and certification, professional development, and evaluation for CTE teachers." | <br>Slide 36 |
| **Explain:**<br><br>"Alright, let's pause for a moment and quickly revisit where we are in our discussion. We have looked at what it means for professional learning for evaluators to **be comprehensive, in-depth,** and **concrete**. Now, let's move on to the last three: **hands-on, assessed,** and **continuous**. We will work through these very briefly here, but at the end of this section, we will have several activities to delve into them more fully." | <br>Slide 37 |
| **Explain:**<br><br>"Hands-on professional learning refers to sufficient opportunities to practice crucial skills, such as data collection and scoring, and to receive immediate feedback as practice takes place. After practicing, evaluators should be able to compare their evidence and ratings to master evidence and codes to see how their results compared with experts.<br><br>What are some opportunities to practice that you currently use in preparing evaluators?"<br><br>*Facilitator's Note: This slide is animated. After participants offer answers, click once to reveal the example answers on the right side of the slide—connect to or build off participants' responses.* | <br>Slide 38 |

**Explain:**

"Assessed professional learning includes establishing a process for assessing whether or not evaluators have acquired the skills and knowledge necessary for producing fair and accurate evaluation results, possibly measured through rater reliability and agreement.

This may involve asking evaluators to demonstrate a minimum master of core skills and knowledge as part of a certification process. It should also include a remediation and reassessment process for evaluators unable to demonstrate minimum requirements successfully. It is crucial that certification and recalibration opportunities focus on more than just rating or scoring using observation. Assessment and feedback opportunities should include other forms evidence, as well as skills in providing feedback to teachers on *multiple types of evidence* and guiding professional growth."



Slide 39

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**Explain:**

"Continuous professional learning ensures that there are ongoing opportunities for calibration in scoring, monitoring, and support.

What ongoing opportunities or supports do you currently offer?"

*Facilitator's Note: This slide is animated. After participants offer answers, click once to reveal the example answers on the right side of the slide—connect to or build off participants' responses.*



Slide 40

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*Facilitator's Note: On this slide, you will see a symbol,* ☀

*, which denotes a professional learning element that should also be included in professional learning plans for teachers to orient and prepare them to complete the evaluation cycle effectively. Be sure to highlight this with session participants, as the symbol is used in several additional places in the rest of this section.*

**Explain:**

"Let's take a look at an example of an observation professional learning plan that might meet these six criteria.

In Phase 1, evaluators are exposed to the educational philosophy and research base that were used to develop the observation tool or framework. This ensures evaluators know, understand, and can explain why the framework prioritizes and emphasizes specific instructional practices. This phase also includes an introduction to the scales and performance levels, which supports evaluators in making better rating



Slide 41

decisions. Finally, this phase includes an introduction to the structure of the tool or framework, including the larger organizing constructs (e.g., components or dimensions) and the smaller instructional practices contained within each.

I also want to point out the symbol on this slide. Whenever you see this symbol on one of the slides, it let's you know that the content or information should also be included in your professional learning plan for teachers in order to prepare them to participate in the evaluation successfully."

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**Explain:**

"In Phase 2 of professional learning, evaluators develop an in-depth knowledge of the instructional practices in the framework by viewing short one- to two-minute video clips of each practice. This ensures evaluators can clearly identify and differentiate the instructional practices successfully. After this foundation is established, evaluators view additional short clips, called "benchmark" clips, of examples of each instructional practice at various performance levels. The core professional learning exercise during this phase is discussing with trainers and fellow evaluators *why* an example fits in a particular performance level.

This iterative conversation centered on concrete, master-scored examples is critical to developing a shared understanding of the instructional practice described in the rubric, as well as the rating scales for scoring performance.

After evaluators are familiar with the instructional practices at various levels, the session shifts to longer videos, typically 10–15 minutes in length, to practice identifying elements in the framework and to practice scoring. Again, the core professional learning exercise is discussing *what* was observed and *how* it should be scored.

Finally, evaluators conclude this phase by practicing collecting and scoring using full-length classroom videos and continue discussing and calibrating scoring against master scores."



Slide 42

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**Explain:**

"In Phase 3, evaluators take an assessment—usually given online using master-scored videos. For evaluators unable to pass the assessment on the first try, additional opportunities to recalibrate on difficult to score sections and reassessment opportunities are provided. Access to ongoing periodic recalibration opportunities to refresh skills are also available. Finally, evaluators will be asked to complete an annual recertification process to verify that their skills remain at an appropriate level over time."

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| **Explain:**<br><br>"Now let's take a few minutes to consider how well your state's or district's professional learning plan for evaluators matches the criteria for high-quality professional learning for evaluators.<br><br>With a partner, use *Handout 2* to compare your current professional learning plan against the checklist in the handout. Identify your areas of strength and areas where your professional learning plan may need to improve. Take the next 15 minutes to complete the handout. Hang on to your answers as you will use this in a later activity."<br><br>*Facilitator's Note: After 15 minutes, ask a few groups to share where they identified areas for growth before transitioning to slide 45.* | *Activity. Checklist: High-Quality Professional Learning for Evaluators*<br><br>▪ With a partner, use *Handout 2* to compare your current professional learning plan against the checklist in the handout.<br>  • Where are your strengths?<br>  • Where are your areas in need of improvement?<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 44 |
| **Explain:**<br><br>"Now that you have a basic understanding of what the characteristics of high-quality professional learning for evaluators looks are, let's take a few minutes to talk about the underlying purpose and goal of evaluator professional learning. If new evaluation systems are going to actually impact instruction and leadership in a positive way, evaluators and educators must create a shared understanding of what effective teaching and leading looks like. Professional learning for evaluators is a crucial step in that process. One measure of whether or not a shared understanding exists is rater agreement. In their recent research study, Gitomer and colleagues express this well."<br><br>*Read quotes on slide.* | What Are We Trying to Achieve Here?<br>Rater Agreement: Key to Impacting Practice<br><br>**"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."**<br><br>"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.**"<br><br>~Gitomer et al., in press<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 45 |
| **Explain:**<br><br>"Rater agreement and reliability are often discussed largely with respect to observation measures. It matters, however, in any instance in which the evaluator is applying scores to evaluation data, including for conducting artifact reviews and scoring SLOs.<br><br>Focusing on reliability and agreement can help your state or district<br><br>▪ Bridge the credibility gap with educators—nothing undermines a system's credibility than a wide scale belief that school administrators are applying the measures and processes inconsistently or inaccurately. | Why Does It Matter?<br><br>▪ Reliability and agreement are important for evaluators conducting observations, assessing artifact reviews, and approving and scoring student learning objectives.<br>▪ Reliability and agreement are essential to the following:<br>  • Bridge the credibility gap.<br>  • Prepare and certify raters.<br>  • Ensure accurate feedback is provided consistently.<br>  • Monitor system performance.<br>  • Make human resource decisions.<br>  • Link professional development to evaluation results.<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 46 |

- Ensure raters are actually able to implement what they've been trained to do, often through a certification process to establish evaluator minimums and an ongoing monitoring and auditing process.

- Demonstrate appropriate levels of reliability and agreement to feel confident in using the data in making human resource decisions.

- Link accurate professional learning opportunities to evaluation results."

**Explain:**

"Interrater reliability is a frequently used term in preparing evaluators; however, **interrater reliability** is largely only applicable in a research context, and it is not necessarily applicable or helpful for observer preparation in most performance evaluation contexts. Here's why:

For research, **interrater reliability** is defined as 'the measurement of the consistency between evaluators in the *ordering* or *relative standing* of performance ratings, regardless of the absolute value of each evaluator's rating.' In other words, it is the extent to which evaluators agree on the relative strengths and weaknesses of a teacher.

**Interrater agreement (or rater agreement),** however, refers to the degree to which two raters, using the same scale, give the same rating in identical situations.

In most observer preparation contexts, assessing rater agreement requires having multiple observers independently viewing and scoring master-scored videos of classroom instruction and assessing how accurately they scored relative to the each other and to the master scorer.

**Rater reliability** refers to consistency—reliable evaluators make consistent judgments over time, in different contexts, and for different educators.

In other words, can the evaluator continue to demonstrate accurate rater agreement over time, in different classrooms, in different types of lessons, and with different types of teachers?

One initial research study has demonstrated that even highly trained, experienced observers, with access to regular feedback and calibration sessions, tend to demonstrate systematic "rater drift" over time. Their scores became increasingly harsher as they gained more experience, although most scores do stabilize eventually, although typically easier to score components (such as classroom behavior) stabilize first (Casabianca et al., 2013).

Definitions: Interrater Reliability Versus Rater Agreement

- Interrater *reliability* is the relative similarity between two or more sets of ratings.
- Interrater *agreement* is the degree to which two raters, using the same scale, give the same rating in identical situations.
- Rater *reliability* refers consistency in judgments over time, in different contexts, and for different educators.

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(Graham, Milanowski, & Miller, 2012)
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Slide 47

So, for example, an observer may have no difficulty demonstrating rater agreement shortly after the session and in high school mathematics classes, but over time, rater drift can occur. Observer's ratings start to demonstrate an overall trend toward leniency or severity, some times only in certain components. For example, as a former English teacher, the observer finds it harder to maintain rater agreement because their teaching philosophy in an English classroom is very different from the one that guides the observation rubric.

Let's look at a few examples to make sure we understand these differences."

*This slide is animated.*

**Explain:**

"As we can see, the 'ordering or relative standing' of the performance ratings is identical: Teacher A is highest, Teacher B next, and so forth, for both evaluators. The actual scores are 1 point apart, so the absolute value of the scores are different, but the relative standing is the same. This table illustrates perfect interrater reliability in a research context.

In performance evaluation context, however, where the score's ordering or relative standing is tied to direct outcomes for teachers, including performance feedback and potential human resource decisions, this measure wouldn't tell you very much about whether teachers are receiving fair and accurate observations and feedback."



Slide 48

**Explain:**

"So let's look next at interrater or rater **agreement** (which is the degree to which two raters, using the same scale, give the same rating in identical situations).

The first thing to note is that there different types of rater agreement. This table demonstrates two types of rater agreement: exact and adjacent.

- Exact agreement = the observers assign a score that **matches** the master score.

- Adjacent agreement = the observers assign a score **near** the master score, usually within 1 point.

Let's look at what this definition looks like in practice.

For Component 1, two observers review the same classroom video and both rate the teacher's practice as a 4, which matches the Master Scorer.

For Component 2, Rater A scores the video as a 3 and Rater B scores it as a 2. Rater B is 1 point off from the Master



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Scorer and Rater A. This is an example of adjacent rater agreement."

**Ask:** "Let's look at Component 3. Is this adjacent agreement? Why or why not?"

**Answer:** "No, this represents 'No agreement' because Rater A scored the component more than 1 point lower than both Rater B and the Master Scorer."

**Ask:** "Let's look at Component 4. What kind of agreement is this?"

**Answer:** "Although both raters scored the component as a 3, the Master Scorer rated the component as a 1; therefore, the raters have a 2-point discrepancy from the Master Scorer. There is no agreement."

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**Explain:**

"Rater agreement can be assessed at different levels (subcomponent or element level or the component or standard level). Rater agreement, however, is best assessed at the subcomponent or element level.

As the table on the slide illustrates, two raters can be more than 1 point different (beyond adjacent agreement) from the master score in four out of five subcomponents and still end up with an identical component score. The averaging process can mask significant rater disagreement. Although this may not affect the teacher's summative score, the feedback provided to the teacher based on the subcomponent or element scores would be misleading and inaccurate. For this reason, it's important to assess rater agreement at the subcomponent or element level whenever possible."



Calculating Agreement

| Component | Component Score | | | More Than One Point Off |
|---|---|---|---|---|
| | Rater A | Rater B | Master Scorer | |
| Subcomponent 1 | 4 | 3 | 4 | No |
| Subcomponent 2 | 2 | 1 | 3 | Yes |
| Subcomponent 3 | 1 | 3 | 4 | Yes |
| Subcomponent 4 | 4 | 3 | 1 | Yes |
| Subcomponent 5 | 3 | 4 | 2 | Yes |
| Component Score (Average) | 2.8 | 2.8 | 2.8 | |

Slide 50

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**Explain:**

"States and districts have to decide what minimum level of agreement is required to deem an observer proficient because 100 percent agreement is rare. There are no set rules or standards for determining how high agreement needs to be.

Researchers who rely on teacher observations to measure the impact of particular programs recommend that the percentage of exact agreement be 75 percent and percentage of adjacent and exact agreement be 90.

When selecting between adjacent and exact agreement, you need to consider the scale being used. In most cases, with a 4-point scale, assessing observers based on exact agreement provides better information about how accurately an observer can score. Compared with a 7-point scale, achieving adjacent agreement on a 4-point scale is relatively easy. If using percentage exact plus adjacent scores, you may want to



Interrater Reliability and Agreement: How Much Is Enough?

Currently no standard for the level of agreement or reliability for the use of measures in high-stakes performance evaluation exists. Experts tend to agree, however, on the following as a minimum:

- Absolute agreement should be 75 percent.
- Kappa rating should be 0.75.
- Intraclass correlations should be 0.70.

*The higher the stakes, the higher the need for strong interrater agreement and reliability.*

(Graham et al., 2012)

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| include a requirement for a minimum number of exact agreements that must be demonstrated to be deemed proficient.<br><br>Although it is important to ensure high levels of rater agreement, especially when making high-stakes decisions, such a high level of agreement may be unrealistic for many districts, especially in the first year or two of the implementation of an evaluation system.<br><br>The acceptable level of agreement is a decision that districts need to make locally, preferably with teacher and leader input. As Graham et al. argue,<br><br>> While more agreement is always better than less, it is important to recognize that it is not possible nor cost effective to achieve perfect agreement. Some degree of professional judgment is necessary if ratings are to represent different levels of complex behavior, and experts are bound to disagree at times." | |
| **Explain:**<br><br>"Evaluator professional learning should generally focus on developing four concrete skills that promote rater reliability and agreement:<br><br>▪ **Objectivity:** records evidence that is free of bias, opinion, and subjectivity<br><br>▪ **Alignment**: the evaluator can correctly align evidence collected to the appropriate framework or criteria, while also reflecting the context of the evidence<br><br>▪ **Representation:** records a preponderance of evidence for scoring criteria; accurately reports classroom observation data, artifact data, and other forms of evaluation evidence<br><br>▪ **Accuracy:** assigns numerical scores that are similar to the scores that master observers assign" | <br>Slide 52 |

**Explain:**

"Rater agreement and reliability provides a metric that can serve multiple purposes.

First, it can be one measures of how effective evaluator professional learning processes are.

Second, it can help identify hard to score components or dimensions of the framework (e.g., a disproportionate number of evaluators all struggle to reach agreement on it). It can point to areas where a framework may need to be refined or where adjustments need to be made to future professional learning.

Third, it can be useful in monitoring and identifying specific evaluators who may be struggling and could benefit from more calibration or opportunities to remediate.

Finally, measures of rater agreement and reliability can be useful as one type of assessment for certifying evaluators."



Slide 53

**Explain:**

"Now that you have a basic understanding of *what* rater agreement and reliability are, let's take a few minutes to consider what things *affect* rater agreement and reliability. It might be helpful to think of the observation process as similar to an ophthalmologist's tools for correcting a person's vision. Some lenses make it easier for you perceive things accurately, while others make it more difficult.

When conducting observations or examining evidence, several 'lenses' can 'blur' an observer's judgment. The first is observer bias.

What are some examples of observer bias for a teacher evaluator?

How about a principal evaluator?"

*This slide is animated; as you click one or two times, the image on the slide will blur. Allow participants to offer two or three suggestions for teacher evaluator biases and two or three for principal evaluator bias and then transition to the next slide.*



Slide 54

**Explain:**

"You each mentioned great examples of potential sources of bias. To explore this a little more thoroughly, we're going to do an activity. Take out *Handout 3: Common Sources of Bias Match-Up.* At your table, work with your group to match each common rating error with a possible strategy for helping evaluators to avoid the error.

After you finish matching, discuss any other potential strategies that you have used or think might be effective.

You have 10 minutes to complete this activity."

*Turnkey Activity: Common Sources of Bias*

*Handout 3: Common Sources of Bias Match-Up*

- **Step 1.** At your table, work as a group to match each common rater error with a possible strategy evaluators can use to avoid the error.
- **Step 2.** After each match, discuss other possible strategies you have seen used or that you think might be effective.

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Slide 55

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**Explain:**

"Let's take a look and see how we did. On this slide is the answer key. Score your handout. Did anyone get all of the answers correct? How many missed fewer than three?

Would anyone like to share an additional strategy that came up at their table?"

Debrief

**Answer Key**
- 1 = D
- 2 = G
- 3 = A
- 4 = F
- 5 = B
- 6 = E
- 7 = H
- 8 = C

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Slide 56

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**Explain:**

"Observer bias isn't the only lens that can blur evaluator's judgment. The context in which the observation is conducted also impacts rater agreement and reliability. First, an observer's relationship to the teacher being observed can impact how leniently or severely the teacher may be scored. An evaluator's overall workload also has an impact on overall scoring accuracy.

The education level and preparedness of the students in the classroom can also introduce bias. For example, evaluators may struggle to appropriately score a teacher on higher-order questioning when the teacher scaffolds questioning for a class of struggling students who are behind grade level.

Finally, how the evaluation result will be used can have a significant impact on rater agreement and reliability. Evaluators may be more likely to inflate scores when results are tied to high-stakes decisions such as salary, retention, and dismissal.

The degree to which professional learning can address these contextual challenges varies. For example, it is possible through bias-awareness to reduce the likelihood that a principal's relationship to the teacher influences scoring;

What Affects Reliability and Agreement in Observation?

**Context**
- Relationship to observed teacher
- Other demands on observer's time (principal overload)
- Level of students
- Particular challenges of students
- How results will be used (e.g., high stakes versus formative)

Center on GREAT TEACHERS & LEADERS at American Institutes for Research ■ (Whitehurst, Chingos, & Lindquist, 2014)

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| whereas, helping evaluators accurately and fairly adjust expectations for instruction and student behavior according to student capacity can be much more. States and districts may need to consider other approaches for addressing this bias, such as making statistical adjustments to correct for bias." | |
| **Explain:**<br><br>"Given the multiple influences that can blur evaluator's perceptions and decision making, how can we actually improve evaluators' skills? Total objectivity by an evaluator is impossible in this type of measurement—no amount of professional learning, regardless of the quality of the instrument, will provide total objectivity. Instead, your professional learning goal should be to help evaluator's "discipline" their professional judgment and develop a shared understanding of effective instruction and leadership practice." | Slide 58 |
| **Explain:**<br><br>"For observations, the most important 'corrective lens' for improving evaluators' professional judgment is the quality of the observation tool itself. Several factors affect the quality of an observation tool:<br><br>▪ Number and complexity of the tool's structure (e.g., components and indicators)<br><br>▪ Clarity and consistency in language and vocabulary<br><br>▪ Meaningful, realistic distinctions across levels of performance that make it easier for evaluators to select ratings and use of "evidence guides" that provide explicit examples of what descriptors of practice look like in various contexts and with varied student populations.<br><br>▪ Likelihood of seeing the described practice in the classroom."<br><br>*This slide is animated; as you click one or two times, the image on the slide will clear.* | Slide 59 |
| **Explain:**<br><br>"In addition to the observation tool, the format of the observation process can affect the quality of evaluator's professional judgment and the likelihood of producing reliable ratings. Specifically, the frequency and length of the observations and the total number of observers can affect the overall reliability of scores. Recent research studies suggest that more frequent, shorter observations conducted by more than a single observer have the best chance of improving the reliability of evaluation scores." | |

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| *This slide is animated; as you click one or two times, the image on the slide will clear.* | Slide 60 |

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| **Explain:**<br><br>"For example, the final results of the MET Project demonstrate that one or two 45-minute observations by a teacher's own administrator provides reliable scoring in the range of .51 and .58; in contrast, by adding an additional full length observation by a peer observer, and three 15-minute observations by three additional peer observers, the reliability rate improved to .72.<br><br>Two important caveats should be noted here, however. First, these findings are based on the Danielson *Framework for Teaching*. The effects of frequency and duration of observation may vary from instrument to instrument ,and it is important to follow the guidelines of rubric developers. If you are using a modified version of a previously validated rubric, you should test to see if the same effects hold true with the modified version.<br><br>Second, more findings noted above improved reliability—this does not address changes in the accuracy of scoring." | <br><br>Slide 61 |

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| **Explain:**<br><br>"Let's take a few minutes to explore what other lessons recent research can provide on preparing evaluators effectively. Before we do, just remember that this area of research on observer and evaluator preparation, observation tools and other measures, and the success of one model over another, is very preliminary." | <br><br>Slide 62 |

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| **Explain:**<br><br>"A recent study by Bell and colleagues investigated how observers make scoring decisions when conducting classroom observations. The study drew on data from two recent studies: the MET study and the Understanding Teaching Quality (UTQ) project. With this combined data, Bell and colleagues' examined the use of four different observation protocols and included analysis of calibration results and trainee certification scores.<br><br>For a small subsample of UTQ observers, the researchers captured "think-aloud" data while observers made scoring decisions and asked them to engage in "stimulated recall | <br><br>Slide 63 |

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| sessions" where they explained how they made scoring decisions on a recent observation." | |
| **Explain:**<br><br>"Bell and colleagues found that some dimensions of observation tools were demonstrably harder to achieve reliable scoring on. Specifically, observers struggled with high inference domains that produced more uncertainty, such as student and teacher interactions. High inference domains included most instructional techniques and emotional supports for students in the classroom. Low inference domains, such as classroom organization and classroom environment, overall produced less uncertainty for observers and therefore, were easier to score more reliably." | <br>Slide 64 |
| **Explain:**<br><br>"Why do observers struggle to score reliably when faced with uncertainty? When asked, observers gave one of two explanations.<br><br>Either they felt the scoring criteria from the observation tool had been applied inconsistently by the master scorer in this case. In other words, they understood the tool, agreed with the criteria, but felt the master scorer had simply made a mistake.<br><br>OR they felt the scoring criteria for the dimension was being applied consistently by the master scorer, but they disagreed with or did not understand scoring criteria.<br><br>In several cases, think-aloud explanations from the observers suggest that observers who struggled to score a particular dimension reliably had reservations about or concerns over the scoring criteria itself—e.g., they did not share or accept the particular instructional practice as evidence of good instruction. This reinforces the importance of ensuring evaluators understand and buy-in to the foundations and expectations of the standards to which the observation tool used is based." | <br>Slide 65 |
| **Explain:**<br><br>"How do observers make scoring decisions? Bell and colleagues found that observers resort to four different strategies when faced with uncertainty in making a scoring decision.<br><br>1. They go back and review the scoring criteria in the tool.<br><br>2. They turn inward and reason from their own internal criteria about what "good instruction" is. |  |

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| 3. They think back to memorable training videos that are similar and recall how they were scored.<br><br>4. They make an assumed or initial score for the dimension while collecting the observation data (e.g., 'I'm not seeing any bad student behavior, so this teacher will be a 4 on classroom environment.')"<br><br>*Animation: Click on slide to bring up transition question.*<br><br>"But, is each strategy equally effective in producing accurate scores?" | |
| **Explain:**<br><br>"No—in fact, master scorers almost exclusively reasoned using strategy 1—referring back to the scoring criteria, which consistently ensuring accuracy and reliability in scoring. They did this by referring directly to the rubric, using language from the rubric when explaining their scoring decision, or using rules of thumb tied directly to the rubric language."<br><br>*Animation: Click on slide to bring up next text.*<br><br>Observers also used this strategy, but when faced with uncertainty were more likely to resort to one of the other strategies—internal criteria, memorable videos, or an assumed score—each of which can introduce error and reduce reliability." | Reasoning: Master Scorers Versus Observers<br><br>Master scorers always reason using scoring criteria.<br>▪ Refer back to the rubric (strategy 1)<br>▪ Use language of the rubric (strategy 1)<br>▪ Use rules of thumb that were tied to the rubric (strategy 1)<br><br>Observers often use scoring criteria *except* when uncertain and then used the following:<br>▪ Internal criteria (strategy 2)<br>▪ Specific memorable training or calibration videos (strategy 3)<br>▪ Assumed score (strategy 4)<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research ▪ (Bell et al., 2013) 67<br><br>Slide 67 |
| **Explain:**<br><br>"A recent study by Casabianca and colleagues examined whether observation mode (live in a classroom versus video) affected reliability of scoring. Although the study was very small (five raters observing 82 algebra classes in a single district), they found that observation mode ultimately has minimal to no significant effect on reliability. They did, however, find that regardless of mode, even highly trained, certified observers with *weekly* calibration assessments and feedback demonstrated systematic rater drift over the course of the year. Observers become increasingly severe on certain domains over time (instructional support and emotional support) before reversing and becoming slightly more lenient, although they eventually leveled off. The authors hypothesize that this drift toward greater severity initially reflects increasing levels of comfort with the observation tool and deepening skill in recognizing the constructs in the tool in different teaching contexts." | Observation Mode and Observer Drift<br><br>**Effect of Observation Mode on Measures of Secondary Mathematics Teaching**<br>▪ Observation mode (video versus live) has minimal effect on rater reliability.<br>▪ Observers, however, even with *weekly*, ongoing calibration and feedback, *demonstrated systematic rater drift* in their scoring over time—moving from more severe on certain domains to less severe during the course of the study.<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research ▪ (Casabianca et al., 2013) 68<br><br>Slide 68 |

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| **Explain:**<br><br>"For designing evaluator professional learning, these studies offer several important takeaways.<br><br>First, evaluators need to be trained to start using rubric language as they explain their scoring. During early practice scoring and discussing scoring, trainers need to encourage and model the use of rubric language during the discussion.<br><br>Second, observers need practice and feedback on how to gather observation data in a way that creates meaningful observation evidence (rather than opinion).<br><br>Third, evaluators should be cautioned against making early scoring decisions while collecting observation data.<br><br>Fourth, evaluators need reinforcement to ensure that in response to uncertainty the preferred strategy is to refer back to the scoring criteria.<br><br>Fifth, give evaluators opportunities to practice data collection and scoring both using video and in a live classroom setting." | **Professional Learning Takeaways**<br><br>**Ensure that observers have opportunities to learn the following:**<br>• Use the rubric language to explain their scoring decisions.<br>• Consistently take notes that gather useful evidence.<br>• Avoid making scoring decisions during note-taking.<br>• Resort back to the scoring criteria when uncertain.<br>• Score using videos and live classroom observations.<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research ■    (Bell et al., 2013)<br><br>Slide 69 |
| **Explain:**<br><br>"Finally, consider creating supplemental training on particularly hard to score sections of the observation tool, which could focus on specific evaluator challenges, such as the following:<br><br>▪ Learning to focus on student responses during the observation in addition to the teacher's practice<br><br>▪ Learning to weigh competing evidence when scoring<br><br>▪ Better understanding of a specific element in practice that evaluators are either unfamiliar with or uncomfortable with.<br><br>The supplemental training you decide to focus on will vary based on your own state or district's context or needs. Monitoring evaluator's rating and feedback is a crucial way of gathering information on where your state or district may need to focus on providing supplemental training." | **Professional Learning Takeaways**<br><br>• **Consider supplemental learning** on hard to score sections, for example:<br>  ◦ Learning to focus on student responses<br>  ◦ Weighing competing evidence<br>  ◦ Understanding what a specific element looks like in classrooms<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research ■    (Bell et al., 2013)<br><br>Slide 70 |

**Explain:**

"One remaining aspect of professional learning for evaluators that we need to explore further is ongoing assessment and support for evaluators:

▪ Assessments of evaluator skill, as well as certification tests help establish a minimum expected level of reliability and skill that must be met before a school administrator or peer evaluator can begin or continue evaluating educators.

▪ Ongoing recalibration, as well as opportunities to collaborate with fellow observers to strengthen skill in difficult-to-score components is a crucial element for ensuring skills are maintained over time (e.g., reliability).

▪ An annual refresher session and recertification test are also recommended for maintaining observer agreement and reliability over time."



Slide 71

**Explain:**

"Let's look at an example. Ohio credentials both teacher and principal evaluators.

Teacher evaluators are required to complete three days of in-person professional learning and must pass a test before receiving credentials.

Principal evaluators are required to complete two days of in-person professional learning and must pass a test before receiving credentials.

Recalibration and recertification is required every two years and requires completing similar two- and three-day professional learning sessions and passing an assessment."

*Facilitator Note: If participants question why the principal evaluators have shorter length requirements for professional learning, please share that we do not know why based on the publically available information; however, we expect it is due to the fact that few principal observation systems require something similar to a classroom observation in a teacher evaluation system, which may shorten the length of in-session training time required.*



Slide 72

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| **Explain:**<br><br>"When it comes to certification, the key decision for states and districts is *what* are the minimum skills and knowledge that evaluators must demonstrate in to receive certification?<br><br>Let's complete a short activity to help you get started in this process. Take out *Handout 4: Defining Evaluator Certification*.<br><br>Read through the questions as a group. After discussing, list out some preliminary answers and sketch out a few initial next steps. If you have time, begin identifying your communications planning for certification as well.<br><br>You have 10 minutes to complete this activity." | *Turnkey Activity: Defining Evaluator Certification*<br><br>At your table, use *Handout 4: Defining Evaluator Certification* to discuss how your state or district might consider defining what evaluator skills should be included in certification processes.<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research<br><br>Slide 73 |
| **Explain:**<br><br>"Now let's take the next 20 minutes to look at an example of evaluator preparation practice. Take out *Handout 5* and read the excerpt from *More than Measurement: The TAP Systems Lessons Learned for Designing Better Teacher Evaluation Systems*. The article describes key takeaways from the implementation of the TAP evaluation system, which was developed and is supported by the National Institutes for Excellence in Teaching. This article offers helpful insights based on their experience training evaluators and educators in Tennessee, statewide, as well as in other districts across the country." | *Activity: Professional Learning in Practice*<br><br>▪ Take out *Handout 5* and read the excerpt from *Lessons Learned for Designing Better Teacher Evaluation Systems*.<br>▪ As you read, annotate the handout by listing where you see each aspect of professional learning highlighted in the text:<br>  • Examples<br>  • Opportunities to practice<br>  • Master coding<br>  • Rater agreement and reliability<br>  • Assessing and certifying observers<br>  • Calibration monitoring and support<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research<br><br>Slide 74 |
| **Explain:**<br><br>"To help you remember the content and categories we discussed, we will leave this leave this slide up while you are reading.<br><br>As you read, annotate the handout by marking or highlighting examples of things we discussed, such as the following:<br><br>▪ Concrete examples<br>▪ Opportunities to practice<br>▪ Master coding<br>▪ Rater agreement and reliability<br>▪ Assessing and certifying observers<br>▪ Calibration monitoring and support" | Summary<br><br>Comprehensive    Hands-on<br>In-depth    Assessed<br>Concrete    Continuous<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research<br><br>Slide 75 |

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| **Explain:**<br><br>"Now that you've finished reading, let's have a brief discussion as a group.<br><br>What part of the approach used by the System for Teacher and Student Advancement, known as TAP, is most like what you already offer to evaluators?<br><br>What part of TAP approach is new to you?<br><br>Is there anything that would or would not work in your state?" | *Debrief: Professional Learning in Practice*<br><br>▪ What part of the approach used by the System for Teacher and Student Advancement (TAP) is most like what you already offer to evaluators?<br>▪ What part of the TAP approach is new to you?<br>▪ Is there anything that would or would not work for you?<br><br>Center on<br>**GREAT TEACHERS & LEADERS**<br>at American Institutes for Research<br><br>Slide 76 |
| **Explain:**<br><br>"Okay, let's do one final closing activity for this section. Take out *Handout 2: Checklist: High-Quality Professional Learning for Evaluators* that you completed earlier.<br><br>Identify up to three high priority gaps in your professional learning plan.<br><br>Use *Handout 6: Gaps, Resources, and Supports* to brainstorm next steps for addressing these gaps.<br><br>You have 10 minutes to finish this activity." | *Activity: Identifying Gaps, Finding Resources and Supports*<br><br>▪ Revisit the checklist for high-quality professional learning for evaluators that you completed earlier.<br>▪ Identify up to three high-priority gaps in the professional learning plan for evaluators.<br>▪ Complete *Handout 6: Gaps, Resources, and Supports* to brainstorm next steps for addressing these gaps.<br><br>Center on<br>**GREAT TEACHERS & LEADERS**<br>at American Institutes for Research<br><br>Slide 77 |

## Professional Learning for Feedback and Coaching

This section provides participants with an overview and supporting activities for helping teacher evaluators to develop strong feedback and coaching skills. The section defines what good, high-quality feedback looks like in practice and offers a number of sample activities that SEAs and Regional Centers can use in turnkey training with their teacher evaluators.

Allow **85 minutes** for this section.

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| *Divider slide* | **Professional Learning for Feedback and Coaching**<br><br>Center on<br>**GREAT TEACHERS & LEADERS**<br>at American Institutes for Research<br><br>Slide 78 |

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| **Explain:**<br><br>"In their paper highlighting lessons learned from implementing the TAP evaluation system, Jerald and Van Hook highlight the importance of feedback in their paper. In this next section, we will look at best practices and lessons learned related to what makes feedback effective. Although much of the literature focuses on feedback given during postobservation conferences, these practices can and should be applied to all feedback provided from all evidence sources." | "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."<br><br>~Jerald and Van Hook, 2011, p. 23<br><br>Center on GREAT TEACHERS & LEADERS *at American Institutes for Research*<br><br>Slide 79 |
| **Explain:**<br><br>"Research suggests that observation-based feedback has the potential to make a powerful impact on student learning.<br><br>A recent randomized controlled trial of the My Teaching Partner program, a Web-mediated teacher coaching program, found that when focused, observation-based feedback on a teacher's instruction was provided twice per month for a year, student achievement rose an average of 9 percentile points.<br><br>In addition, a longitudinal study in Cincinnati found that student performance improved during the year a midcareer teacher was evaluated and even more in subsequent years (after controlling for teacher experience and type of students). Multiple observations with regular feedback were a core part of the evaluation system studied in Cincinnati." | **Observation Feedback: Potential for Powerful Impact on Student Learning**<br><br>▪ **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).<br>▪ **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).<br><br>Center on GREAT TEACHERS & LEADERS *at American Institutes for Research*<br><br>Slide 80 |
| **Explain:**<br><br>"Let's consider a couple of questions: When you think about postobservation conferences in your state, how confident are you that<br><br>1. Your teachers are taking an active role in the conversations?<br><br>2. Principals are preparing teachers to participate and take ownership over the process?"<br><br>*You can either ask for volunteers to respond or ask people to do a thumbs up, sideways, or down.* | **Postobservation Conferences**<br><br>**Coaching, Feedback, and Postobservation Conferences**<br>▪ Are your teachers taking an active role in the conversations?<br>▪ How are principals preparing teachers to participate and take ownership over the process?<br><br>Center on GREAT TEACHERS & LEADERS *at American Institutes for Research*<br><br>Slide 81 |

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| **Explain:**<br><br>"Let's take a few minutes to talk about what high-quality feedback looks like."<br><br>*Read through the table*<br><br>"We will be talking about each of these in turn." | <br><br>Slide 82 |
| **Explain:**<br><br>"Effective feedback is timely. For teachers, the wait between an observation and feedback can be 'excruciating.' Timely feedback helps reduce teacher anxiety around the feedback conversation. In addition, the potential is greater for having rich conversations about instruction if details about the lesson or other aspects of practice being discussed are fresh in the teacher's and evaluator's minds. Finally, providing feedback in a timely manner provides the teacher with more time and opportunity to apply the feedback in the classroom." | <br><br>Slide 83 |
| **Explain:**<br><br>"To help evaluators in providing timely feedback, your professional learning plan should include supports and guidance for fitting postobservation conferences into already busy schedules.<br><br>▪ Provide evaluators with sample weekly calendars that lay out a feasible observation cycle for an appropriate case load of teachers to observe.<br><br>▪ Provide opportunities for principals to share scheduling and work load strategies with each other.<br><br>▪ Make sure principals and district staff understand what a reasonable caseload should be for each evaluator." | <br><br>Slide 84 |

| Explain: |  |
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| "Provide teachers with focused, uninterrupted attention during the postobservation conference.<br><br>Try to ensure other leadership staff members cover responsibilities during the meeting time (e.g., emergencies, lunch duty, parent inquiries).<br><br>To the extent possible, turn off radios, phones, and e-mail, and give your full attention to the teacher." | Slide 85 |
| **Explain:**<br><br>"Use active listening techniques. This signals to the teacher that he or she is being heard and understood. This can be as simple as maintaining good eye contact (e.g., don't stare at your notes, the rubric, or hide behind your computer).<br><br>Paraphrase what the teacher says and repeat it back, or expand on what was said.<br><br>In all cases, use respectful professional language." | <br><br>Slide 86 |
| **Explain:**<br><br>"A 2011 study of implementation of teacher evaluation in Chicago looked at the quality of conversations between principals and teachers during the postobservation conference. The study found that these feedback conversations were largely principal-dominated, with principals speaking 75 percent of the time. In addition, only 10 percent of questions asked during these conversations prompted larger discussions about instructional practice.<br><br>Evaluators should encourage a balanced conversation, with both the teacher and evaluator speaking. Evaluators can do this by asking reflective questions and follow-up questions. It's also crucial to prepare teachers to participate and take ownership over postobservation conversations. This is an expectation that needs to be set during educator orientation." | <br><br>Slide 87 |

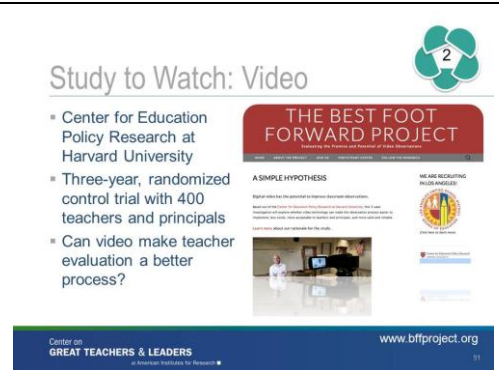| | |
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| **Explain:**<br><br>"Next, the bulk of the feedback should be focused on evidence collected during the observation. This helps avoid several big dangers in postobservation conferences:<br><br>1. **Loose interpretation:** Evidence-based feedback is the key factor that differentiated an actual observation conversation from merely a conversation over different opinions about instruction.<br><br>2. **Subjectivity:** Using evidence effectively during the conversations keeps things squarely centered on a common, shared understanding of effective instruction and depersonalizes the feedback process.<br><br>3. **Emotion:** Evidence-based feedback can also help remove some of the emotion from the evaluation process." | **Focus on Evidence**<br><br>Reduces three big dangers in postobservation conferences:<br><br>- **Loose interpretation.** Evidence-based feedback separates observations and interpretations.<br>- **Subjectivity.** Drawing upon evidence during feedback conversations can decrease subjectivity (Sartain et al., 2011).<br>- **Emotion.** Evidence-based feedback can also "remove some of the emotion from the evaluation process" (Sartain et al., 2011, p. 23).<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 88 |
| **Explain:**<br><br>"Look at these two excerpts from feedback conversations. With a partner, discuss the differences between these two excerpts. Which is more evidence based? Which is more likely to lead to deeper reflection for the teacher and requires the teacher to 'do the work'?"<br><br>*Pause. Ask a pair to share what they discussed.*<br><br>*If needed, share the following:*<br><br>"Excerpt A does not provide specifics about what the evaluator saw during the observation. It does not cite specific evidence and does not provide the teacher an opportunity for reflection. It does provide an interpretation but does not include the actual observation evidence. Alternatively, excerpt B is very specific by citing that the teacher had to tell a student to pay attention five times. In addition, it provides a follow-up question that prompts the teacher to reflect and reason in a way that leads to a deeper conversation around classroom management and student engagement." | **Excerpts From Two Feedback Conversations**<br><br>**Excerpt A:**<br>"You had behavioral problems in your class because your students were not interested in what you were teaching. Student engagement is critical. Do you agree that you need to work on this area of practice?"<br><br>**Excerpt B:**<br>"I noticed that you told Beth to pay attention five times and she only engaged with other students or the material two or three times. Tell me more about Beth. How are your engagement strategies working with her? Do you see this with other students? Why do you think that is happening?"<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 89 |
| **Explain:**<br><br> "When providing evidence-based feedback, evaluators need to learn to incorporate the language and vocabulary of the rubric into their feedback. This helps build and reinforce a shared understanding of good instruction and also ensures that the rubric remains the objective point of reference in the conversation." | **Use Rubric Language and Descriptors**<br><br>Incorporating rubric language when discussing evidence helps in the following:<br><br>- To build and **reinforce a shared understanding** of good instruction<br>- To ensure the rubric remains the **objective point of reference** in the conversation<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 90 |

**Explain:**

"One study to keep your eye on is the Best Foot Forward Project. This study, conducted by the Center for Education Policy Research and Harvard University, is a three-year, randomized control trial with 400 teachers and their principals. The study is investigating whether replacing in-person classroom observations with a video of classroom instruction, recorded and selected by the teacher, can help improve teacher evaluation by addressing several common observation challenges. We're going to view a video in a moment about this study and hear some early findings, but just note here that you can visit www.bffproject.org to sign-up to receive e-mail updates as more study results are released."

Slide 91

*Facilitator's Note: This slide is animated. Click the link to show the short, two-minute video to participants. After the video concludes, switch back to the slide and click once to make the "Early Findings" text appear.*

"To give you a quick, fun introduction to this study, let's watch a short video."

*Facilitator's Note: After the video concludes, ask for questions and confirm participants understand the basic hypothesis behind the Best Foot Forward study. We suggest reviewing the Best Foot Forward study website to familiarize yourself with the details of the study.*

"Some early findings from this study include that more than 90 percent of teachers say that using video helped them identify areas for development and provided a more or equally accurate version of their teaching. More than 80 percent said watching videos of their classroom instruction will result in changes to their practice."

Slide 92
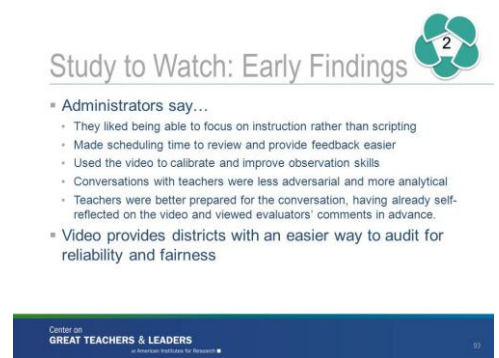
**Explain:**

"Administrators liked being able to focus on instruction rather than scripting, and the flexibility in scheduling, allowing them to review in the evenings or on the weekend.

Administrators also used the video for a dual-purpose, as it provided them a resource for calibrating with colleagues and improving their observation skills.

Teachers and administrators are able to focus postobservation conversations on instruction and student interactions rather than debating "what was seen or not seen." The resulting conversation was more analytical and less adversarial.

Teachers were better prepared to participate in postobservation conversations, as they had already viewed the video when selecting it, as well as viewing it again with the evaluator's comments. Many arrived at the conversation

Slide 93

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| having already self-reflected and ready to talk about their instructional practice, their students, and the feedback in-depth.<br><br>The submission of video also provided districts with a comparatively easy way to audit classroom observations for reliability and fairness in scoring." | |
| **Explain:**<br><br>"It is also important for evaluators to invite teachers share their own interpretations of the observation evidence and give it equal consideration in scoring decisions.<br><br>Evaluators should also invite teachers to bring in additional evidence related to the lesson to the conversation. This might include student work generated as part of the observed lesson or assessment data related to the observed period.<br><br>Remember! This is also something *teachers* need professional learning on as well—how to be well prepared to use evidence during the postobservation conference. You should make sure this is included in your professional learning plan for teachers. | <br>Slide 94 |

**Explain:**

"Let's complete a short activity that you can use to help evaluators learn to recognize and use evidence-based feedback. Take-out *Handout 7: Evidence-Based Feedback or Not?*

With a partner, decide which examples of feedback are evidenced based and use the rubric well and which are not.

For the examples that are not evidence based, work with your partner to rewrite the statement to reflect a better use of evidence and the rubric.

You have 10 minutes to complete this activity.

You may also use a variation on this activity with evaluators: You can provide evaluators with excerpts from observation notes and have them practice constructing evidence-based feedback referencing the rubric."

*After the groups have finished, ask for volunteers to share their revised answers.*

*A sample answer key is provided in Handout 8; you can pass this out to participants at the conclusion of the activity or simply use it to inform and guide your facilitation of discussion around people's answers.*



Slide 95

**Explain:**

"One common error that many new evaluators make, especially with new evaluation systems, is to try to cover ALL the evidence and feedback on each component or score in a short, 20- or 30-minute meeting. Often this results in the principal doing most of the talking and teachers ending up feeling overwhelmed.

In other cases, evaluators give feedback and suggested changes on five to 10 different areas of practice—again, this can be overwhelming for teachers and may be ineffective in actually helping teachers to adjust instruction.

Instead, similar to the TAP example you read earlier, consider identifying one area for growth and one area of strength to prioritize in your discussion. Focusing on no more than three areas total will help keep the session productive and focused.

But how do you decide which feedback to provide?"



Slide 96

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| **Explain:**<br><br>"When deliberating which areas of practice to focus on during feedback conversations with teachers, TAP evaluators consider these questions in an effort to select an area of improvement that will have maximum positive feedback for teachers and students:<br><br>▪ Where did the teacher receive relatively low scores?<br><br>▪ Which area of practice would have the greatest impact on student achievement?<br><br>▪ Which area of practice would help the teacher improve in other areas of practice?" | **Questions Considered by TAP Evaluators**<br><br>▪ **Scores:** Where did the teacher receive relatively low scores?<br>▪ **High Impacts:** Which area of practice would have the greatest impact on student achievement with the least costly input?<br>▪ **Leverage:** Which area of practice would help the teacher improve in other areas of practice?<br><br>Center on GREAT TEACHERS & LEADERS — Source: Jerald & Van Hook, 2011, p. 25<br><br>Slide 97 |
| **Explain:**<br><br>"Given the teacher's expertise, which area of practice presents the greatest immediate opportunities for growth?<br><br>▪ Is there enough evidence to support this choice?<br><br>▪ Does the evaluator have sufficient expertise to answer the teacher's questions and provide explicit examples of how the teacher can apply this practice in the classroom?" | **Questions Considered by TAP Evaluators**<br><br>▪ **Focus:** Given the teacher's expertise, which area of practice presents the greatest immediate opportunities for growth?<br>▪ **Clear evidence:** Is there enough evidence to support this choice?<br>▪ **Evaluator expertise:** Does the evaluator have sufficient expertise to answer the teacher's questions and provide explicit examples of how the teacher can apply this practice in the classroom?<br><br>Center on GREAT TEACHERS & LEADERS — (Jerald & Van Hook, 2011, p. 25)<br><br>Slide 98 |
| **Explain:**<br><br>"Again, evaluators need to be open to adjusting their pacing and priorities in order to be responsive to the teacher's questions and concerns.<br><br>Evaluators should also be prepared to justify their prioritizations to the teacher and should be open to considering the teacher's own perspective on what his or her priority areas should be." | **Teacher Focus**<br><br>▪ **Flexibility:** Be open to adjusting your pacing to be responsive the teacher's questions and concerns.<br>▪ **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.<br><br>Center on GREAT TEACHERS & LEADERS — (Jerald & Van Hook, 2011, p. 25)<br><br>Slide 99 |

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| **Explain**:<br><br>"Another important consideration regarding effective feedback is that evaluators may take different roles in different contexts. Effective feedback should be provided in each circumstance, but the level of evaluator involvement may vary based upon what the individual teacher's needs.<br><br>Evaluators need to aim to use high-level questioning that can prompt teacher reflection; however, evaluators may need to adjust and scaffold their questioning to support teachers who are less experienced or less prepared to take an active, reflective role in the conversation.<br><br>Evaluators should also invite teachers to pose their own questions while also avoiding offering easy answers or direct advice. Whenever possible, the evaluator should be supporting teachers in reaching conclusions through their own thought and reasoning." | <br>Slide 100 |
| **Explain:**<br><br>"In Chicago, researchers found that evaluators asked high-level questions only about 10 percent of the time—questions that could prompt discussion about instruction." | <br>Slide 101 |
| **Explain:**<br><br>"The rubric on the slide is adapted from information provided in the Chicago study. As you see here, low-level questions require little response from the teacher. Medium-level questions require some teacher response but tend to focus on completion of tasks and requirements. High-level questions, on the other hand, prompt back-and-forth conversations between the teacher and evaluator and really focus on instructional practice. These questions prompt teachers to reflect on their practice and can lead to much more constructive conversations.<br><br>With a partner, generate three additional examples of high-level questions that evaluators might ask during a feedback conversation."<br><br>*Provide participants an opportunity to share their examples with the whole group.* | <br>Slide 102 |

**Explain:**

"As Hill and Grossman note, many evaluation instruments are broad rather than context-specific. During feedback conversations, evaluators may need to translate the text of the rubric or other evaluation measures into what the teacher might do in his or her own classroom. From there, evaluators and teachers should develop a list of next steps for improvement, such as implementing a new strategy in the classroom or seeking out targeted professional development. Whenever possible, a follow-up plan should be determined so that the teacher not only implements in the feedback in the classroom but also receives additional coaching and feedback on the area of need, either from the evaluator or from another support professional, such as an instructional coach.

If possible, the evaluator should help the teacher practice or model the practice during the postobservation conference, or if this is not feasible, point the teacher to another colleague who can model the practice, or to print and online resources."



Slide 103

**Explain:**

"Let's do a short activity. We're going to watch a short video clip of a postobservation conference and then have a short discussion. As you watch, jot some notes about the principal's practice in this video. What are some positive examples and what are some areas where the principal might need to do things differently?"

*Insert a link to the video of your choice. Many example videos are available on YouTube. You should select a non-exemplar video. The purpose is to have participants begin the activities section with a standard, very common approach to the postobservation conference in order to spark conversation and thought about how this example is different from the content reviewed in the last 30 minutes.*



Slide 104

**Explain:**

"Turn to a colleague and discuss the following questions:
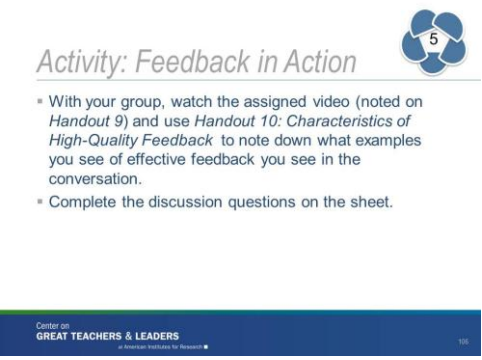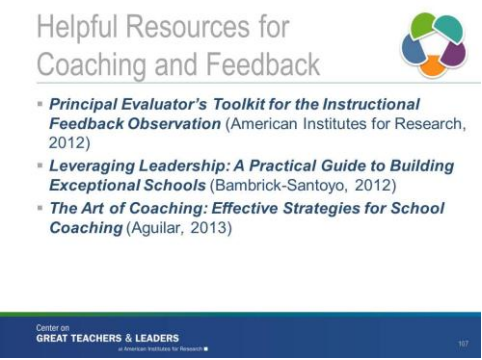
1. Was this an example of a good postobservation conference? Why or why not?

2. Is this conference representative of most postobservation conferences in your state?

3. If you were coaching the principal, what changes would you suggest to improve the postobservation conference?"



Slide 105

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| *For this activity, there are four handouts you should distribute to different groups (9a, 9b, and 9c, and 10). For 9a–c, each handout contains a link and instructions to a different postobservation conference video. Give each group a different handout (e.g., split participants into groups of six to 10 and give each group one of the three handouts [9a–c]). Handout 10 should be given to each individual participant as it is a graphic organizer the person can use to take notes during the video.* | **Activity: Feedback in Action** ⑤<br><br>• With your group, watch the assigned video (noted on *Handout 9*) and use *Handout 10: Characteristics of High-Quality Feedback* to note down what examples you see of effective feedback you see in the conversation.<br>• Complete the discussion questions on the sheet.<br><br>Center on **GREAT TEACHERS & LEADERS** *at American Institutes for Research* ■ |
| **Explain:** | |
| "In this activity you will use *Handouts 9* and *10*, which I will pass out to you shortly, to watch and discuss a postobservation conference video. Please read the instructions on the handout carefully. There are three different videos, and each group will be watching a different video. *Handout 10* is a graphic organizer you can use to take notes as you watch. | Slide 106 |
| Complete the handout questions after finishing your video." | |
| **Explain:** | **Helpful Resources for Coaching and Feedback**<br><br>• ***Principal Evaluator's Toolkit for the Instructional Feedback Observation*** (American Institutes for Research, 2012)<br>• ***Leveraging Leadership: A Practical Guide to Building Exceptional Schools*** (Bambrick-Santoyo, 2012)<br>• ***The Art of Coaching: Effective Strategies for School Coaching*** (Aguilar, 2013) |
| "The video exercise you just completed can be a helpful way to start a discussion with evaluators on what effective feedback looks like. For additional resources on providing instructional feedback, we recommend the following resources: | |
| *Read the items on the slide* | Center on **GREAT TEACHERS & LEADERS** *at American Institutes for Research* ■ |
| | Slide 107 |

## The Big Picture: Developing a Comprehensive Plan for Professional Learning

This section provides participants with an introduction to six key areas that need to be addressed in any comprehensive evaluation preparation plan and includes a national overview of state professional learning approaches and examples, which are organized around varying levels of state versus district control over evaluation systems.

**Note to Facilitator:** Portions of this section may or may not be appropriate for your audience. If your participants are primarily district leaders, we recommend skipping slides 116–126, as the content for these slides is tailored to SEA and regional center audiences. In addition, you may wish to replace the state examples for educator orientation with examples for early adopter or pilot districts in the states from your region that offer useful examples of professional learning. Finally, please note that in Handout 15, the rows highlighted in green are questions that may only be applicable to SEA or regional center participants. We recommend asking district participants to ignore those questions.

In addition, portions of this section may or may not be appropriate for states and districts at varying levels of implementation. For states or districts very early in the design and implementation process, much of this information will be useful to them. For states that are further along in the implementation process, you will want to skip examples or sections that are of less interest or need. You may also want to tweak certain activities. The state and district roles activity that begins on slide 116 and is completed in an activity at slide 141 is a good example. For states already well into implementation, you may want to frame this activity as an opportunity to clarify who is providing training, how coherent the supports and communication have been, and the like. In other words, the activity can become an opportunity to assess, provide feedback, and engage in a dialogue. For states and districts early in the process, the activity should be framed as a planning activity to establish clear coordination between the state and districts or across districts.

Finally, this section has multiple activities. It may be difficult to complete all the activities in the time you have available. For this reason, we recommend prioritizing which activities to use based on your specific audience's needs and concerns.

Covering this section will take approximately **100 minutes**.

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| *Divider slide* <br><br> **Explain:** <br><br> "The next set of slides will introduce six key areas you need to consider when designing a comprehensive professional learning plan *for evaluators*. We will begin by looking at the first two considerations, specifically, with an overview of common approaches being used by states to prepare different types of audiences (district staff members, principals, teachers). We will cover the remaining four areas throughout the bulk of this session today." | **The Big Picture: Developing a Comprehensive Plan for Professional Learning** <br><br> Center on GREAT TEACHERS & LEADERS <br> at American Institutes for Research ■ <br><br> Slide 108 |
| **Explain:** <br><br> "A comprehensive professional learning plan looks beyond a narrow focus on training evaluators. It considers all the staff roles involved in the evaluation process: <br><br> ■ Educators who are *being* evaluated—which can include teachers, principals, assistant principals, and superintendents <br><br> ■ Staff supporting evaluators, such as central office staff, human resource managers, administrative staff, and information technology staff <br><br> To develop a comprehensive plan that fully prepares your staff, as a first step, it helps to start by thinking about a couple of questions: <br><br> ■ Who is involved in the evaluation process and in what role? | The Big Picture: <br> "It's About More Than Evaluators" <br><br> **There is a tendency to overlook** <br> ■ Educators (teachers, principals, assistant principals) *being* evaluated <br> ■ Staff (central office, human resource managers, administrative staff, information technology staff) supporting evaluators <br><br> **Fully preparing educators requires considering** <br> ■ Who is involved in evaluations and in what role? <br> ■ What knowledge, supports, and opportunities will people in each role need? <br><br> Center on GREAT TEACHERS & LEADERS <br> at American Institutes for Research ■ <br><br> Slide 109 |

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| ▪ What knowledge, supports, and learning opportunities will people in each role need?<br><br>Your answers to these questions form the foundation for all six elements of a comprehensive evaluation preparation plan." | |
| **Explain:**<br><br>"In selecting and developing a professional learning approach for evaluation, there are eight key decision points to consider:<br><br>1. **Roles and responsibilities:** What level of responsibility will the SEA take for providing learning opportunities? What are districts responsible for? What are schools responsible for?<br><br>2. **Audiences, format and content**: Who will be trained? How will professional learning opportunities be provided (and differentiated for different audiences)? What kinds of information and tools do different audiences need?<br><br>3. **Timelines**: When should professional learning occur and in what sequence to ensure you build educator capacity at an appropriate pace while still meeting state and federal requirements?<br><br>4. **Communication**: How will you ensure that all educators understand the professional learning plan, are aware of professional learning opportunities, and can provide feedback to improve the evaluation system as part of the professional learning process?<br><br>5. **Assessing effectiveness**: How will you know the professional learning has been effective and met its goals?<br><br>6. **Sustainability**: How can you ensure the professional learning isn't just a one-off event but something that builds educator capacity overtime? | <br><br>Slide 110 |
| **Explain:**<br><br>"The starting point for determining state versus district roles and responsibilities is to review your state's regulator framework.<br><br>▪ What is the state required to provide for professional learning for evaluators according to legislation? How are regional education service providers involved in providing professional learning supports?<br><br>▪ What requirements for professional learning must districts and schools meet—based on legislative or state regulatory guidance?" | <br><br>Slide 111 |

**Explain:**

"How you determine roles and responsibilities for different actors will depend heavily on your state context: Does the state retain a high degree of control over the evaluation design in general?

The GTL Center maintains a database of state-level teacher and principal evaluation policies on our website. Based on that data, we have developed a basic typology of three general levels of state control over evaluation systems. These three categories are presented here merely as a way of organizing our thinking and represent a significant oversimplification of the actual policy landscape. In most cases, state' policies land somewhere between these three categories:

*State-Level Evaluation Systems (High)*

▪ The state determines the components, measures, frequency, and types of evaluators.

▪ All districts must implement the state model with little flexibility.

*Elective State-Level (Moderate)*

▪ The state mandates student growth measures, models, and weights but leaves observation measures and other protocols up to local education agencies (LEAs).

▪ A state model is offered, but districts are allowed to choose alternatives if they meet state criteria.

*District Evaluation System With Required Parameters (Low)*

▪ Provides general guidance, requires certain components (observations), and may use an approval process, but allows LEAs wide latitude in selecting components and creating the system.

Although these three categories are rough characterizations of differences across very diverse state contexts, they offer a starting point for considering which states might have regulatory structures for their evaluation systems similar to your own, and therefore, where you might want to look for examples of how professional learning roles and responsibilities are coordinated."



Slide 112

**Explain:**

"We assigned each state to one of the three categories based on our review of their state's legislative and administrative regulations and guidance.

Orange states are "low control" states that generally have more district-driven evaluation systems. Low control states represent the majority, with 23 states roughly falling in this category.

Blue states are "moderate control" states that generally allow districts to elect to adopt a state model, adapt it, or design their own system within certain guidelines. Roughly 17 states fit into this category.

Green states are "high control" states in which most districts are required and expected to use a state-determined model system, with few exceptions or changes. Roughly 10 states fit into this category."

*We recommend heavily tailoring this section for your audience. You will want to ask participants to note where their state is on the continuum and what other states might be similar to them and, therefore, might be good states to look at for examples or a source of support. This recommendation also applies to the slide that follows. You may want to focus your time describing and discussing the "type" that matches the states or districts in the room.*



Slide 113

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*Facilitator Note: You do not need to go into depth about each of the following types mentioned; rather, please select the content that is most appropriate or helpful to your audience and focus on that instead. The full information is presented here to give you the option to be selective and use what fits your needs.*

**Explain:**

"In the figure on the slide, we've tried to capture this continuum of state versus district roles and responsibilities as it relates specifically to professional learning for evaluation.

We generally find that this overall continuum of state versus district control over the evaluation system influences the role that an SEA plays in professional learning for evaluators; however, we more clearly see four different types versus the three identified at the general policy level.

Again, we offer these four categories as an organizing schema, and it represents a significant oversimplification of the real policy landscape. No state would fit perfectly into any one of the four categories. In general, however, if it's a high control state with little local choice or variation, the state generally plays a more direct role in taking responsibility for



Slide 114

designing and providing professional learning for all educators; if it's a low control state, SEAs may provide some general level of support and guidance for professional learning to districts but generally expect districts to design and provide detailed, system-specific professional learning. As a reminder, no state fits neatly into any one "type"; we offer this merely as an informational organizer and way of considering how your state might relate to or reflect other states with similar regulatory landscapes.

To the left, you see the state taking larger roles in professional learning design and provision, and to the right, you see districts taking the bulk of the responsibility for professional learning. State-driven professional learning approaches have the advantage of holding greater promise for more consistency in the quality and similarity of professional learning and communication across staff, schools, and districts; however, the trade-off is in the reduced opportunity to tailor and modify professional learning in way that best meets local needs, which can reduce the direct relevance and usefulness of the professional learning for participants.

To the right, you see districts taking the bulk of the responsibility for designing and providing professional learning to their own schools and staff. District-driven approaches hold the potential for producing professional learning content and formats that work best with local needs and preferences, and for ensuring the following:

- On the left side of this spectrum, we have **Type 1**, which reflects states such as Tennessee, where the state requires most districts to adopt the state model (TEAM) and has provided direct professional learning to school-level teams and educators through the National Institute for Excellence in Teaching's TAP program. Evaluators are required to complete professional learning and pass a certification test on an annual basis. Professional learning is provided at the regional level. Initial opportunities involved professional learning with school-level teams, including teachers, on the evaluation process.

- **Type 2** is similar in that the state provides and requires professional learning, but in these states, the requirements and professional learning are focused mainly on evaluators, with less attention to professional learning for educators *being evaluated*. Illinois's first round of professional development reflects this type—the state required all evaluators to complete an online professional learning process, which included observation training using the Teachscape platform and a online certification process to verify evaluators met minimum skill levels before evaluating teachers. This approach provides a minimum level of consistency across evaluators but can

lead to inconsistency in how well all educators, especially those being evaluated, are prepared to implement the new system.

- **Type 3** is somewhat closer to a standard "train-the-trainer" approach. The state provides direct professional learning to district leadership teams, sometimes in collaboration with regional service providers. District leaders are then responsible for designing and providing professional learning for their school-level staff. The degree of professional learning design and content development left to the district varies depending on the existence of a widely adopted state model and the portability and specificity of the professional learning and materials. The state of Washington reflects Type 3—the state, working in collaboration with regional Educational Service Districts, developed a series of professional learning modules to support district leaders in implementing each required aspect of the state's new regulatory framework for educator evaluation. Districts have flexibility in the exact system they design, thus the professional learning materials were general enough that any district could use them as a starting point for developing their own, district-specific approach. This approach ensures all districts have access to the same resources and supports in developing their systems and preparing staff, while still preserving district choice and responsibility for implementing something that best meets local needs. On the flipside, there is likely to be wide variation in the quality and amount of professional learning across districts, as well as a higher degree of inconsistency in communication and messaging about the system as a whole.

- **Type 4** places the strongest burden on districts but also allows them the most freedom in selecting professional learning content, approaches, and processes. Although few states fit at this far end of the continuum, this type reflects states that set minimum regulatory or legislative requirements for professional learning but provide little in the way of actual guidance or resources to districts in complying with the requirements. For example, a state's legislation may require all evaluators to be trained and the SEA may provide an approved list of consultants or trainers that districts can use, but the state itself does not provide direct professional learning or detailed guidance on professional learning.

It's important to note that consistency could be increased significantly at the school level in approach Types 3 and 4 if districts work collaboratively in teams to develop and share professional learning resources and opportunities. Regional-

level actors can play a crucial role in facilitating this cross-district collaboration. In addition, for moderate to low control states, ensuring that an ongoing monitoring and formal evaluation process is in place for the evaluation system can help identify districts that may need more targeting professional learning support and can help improve access to consistently high-quality professional learning amidst local variation.

In all, most states and districts are building unique systems that balance this spectrum between state versus district control and consistency in professional learning and communications.

What comes to mind as you look at this spectrum? Where does your state or district seem to fall on the continuum?"

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**Explain:**

"Let's shift to talking a little bit more about professional learning for different types of audiences. We mentioned earlier the common focus or emphasis on professional learning for evaluators. On this slide, you can see the various types of audiences and content that you might consider when taking a more comprehensive approach to evaluation professional learning.

For SEAs (see left), there are generally three 'audiences' that need to be addressed.

**District leadership capacity building** usually focuses on superintendents, assistant superintendents, directors of human resources, and sometimes a select set of principals (usually from early adopter or pilot schools). This professional learning is usually centered squarely on

- The new regulatory or legislative requirements associated with the new system

- Implementation timelines, district expectations and responsibilities

- Resources and supports offered by the state

- An in-depth overview of state model(s)

This professional learning can take many forms—sometimes statewide conferences or symposia, sometimes through online sessions or webinars, and sometimes in smaller regional meetings.

**Evaluator preparation and certification** focuses on any staff person responsible for contributing to the evaluation of any other staff person. This can include superintendents, principals, assistant principals, and peer evaluators or observers. We'll be discussing the specific content for what high-quality professional learning for evaluators looks like in



Slide 115

the next section; for now, just note that the format and content of evaluator professional learning is probably the type of professional learning most strongly influenced by the level of state versus district control. Will examine this further in a moment

Before we move on, let's briefly mention how each of these look slightly different at the district level (see the block on the right).

In moderate to low control states, districts may need to provide professional learning opportunities for similar audiences described for SEAs: school leadership teams, central office staff, educator being evaluated, and evaluators themselves. Which audiences, the type of content, and the specific format, again, will be heavily influenced by where the state is on our continuum of state control."

Next, we will be looking at several state-level examples of each of type of professional learning for each audience.

**Educator orientation** focuses on preparing the staff who *are being evaluated* in understanding and completing the new process. This would include preparing teachers for the new teacher evaluation system as well as preparing principals for a new principal evaluation system. This professional learning opportunity is usually focused on

- Familiarizing educators with the measures and tools, especially developing an in-depth knowledge of new standards, leadership, and instructional frameworks

- Making clear the specific steps they need to complete and developing new skills (strong evidence collection, meetings to be completed, expectations for feedback)

- Clarifying misconceptions or ongoing concerns about the new system

Again, this can take many forms—sometimes statewide conferences or symposia, through turnkey or train-the-trainer sessions that train school administrators and teacher leaders to carry on this professional learning in their own school, and sometimes through online learning or webinars, and sometimes in smaller regional meetings. In many cases, the format is a hybrid approach that combines each of the formats just mentioned.

In the activities and presentation that follows, we will be focusing our attention on district leader capacity building and educator orientation. We have already covered the relevant information on evaluator training in the previous sections."

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| **Explain:**<br><br>"Before we go through the examples, however, take out *Handout 11*. We're going to start using this handout during this section of the presentation, and we will revisit it for two activities today." | <br>Slide 116 |
| **Explain:**<br><br>"During the presentation, you will complete steps 1 and 2. In columns 1 through 3, you should place an 'S' in any box for which the state takes primary responsibility and a 'D' in any box for which districts take primary responsibility.<br><br>In column 4, jot down your key takeaways or thoughts from the examples shared for each type of professional learning or audience during the presentation." | <br>Slide 117 |
| **Explain:**<br><br>"The first key audience you need to consider for professional learning is your district leaders. Depending on whether your state is providing a model system or expecting districts to largely design their own system within required parameters, you will want to cover<br><br>▪ The broad features and structure of the model system OR resources for designing a new system<br><br>▪ New legal or policy requirements that districts must meet<br><br>▪ Implementation timelines<br><br>▪ Key tools, processes, and procedures to implement or design the new systems<br><br>States typically use multiple professional learning formats, often in combination, to prepare district leaders, which can include<br><br>▪ Statewide conferences<br><br>▪ Online videos or online, self-paced modules<br><br>▪ Webinars<br><br>▪ In-person, regional sessions | <br>Slide 118 |

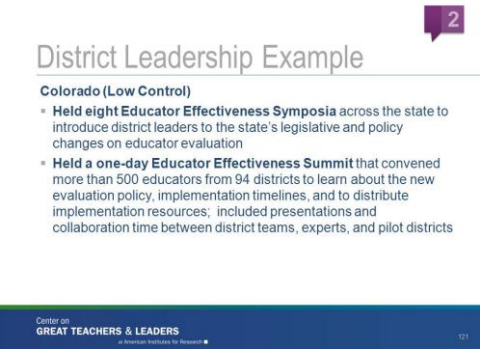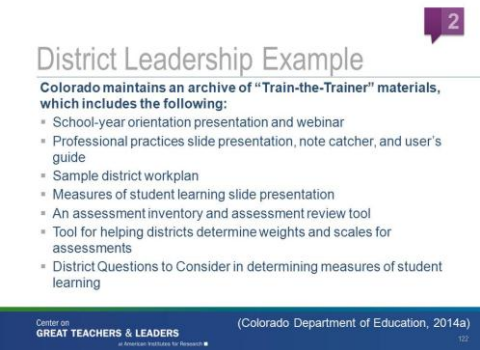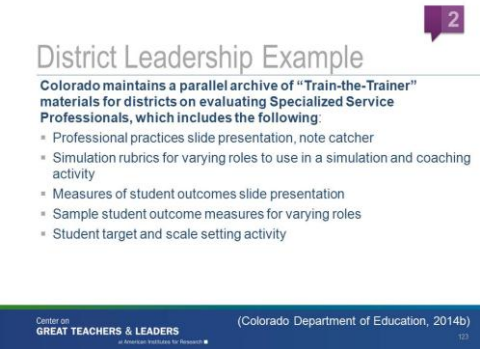| | |
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| In many cases, states are currently or have conducted professional learning with a small group of pilot district leadership teams before full-state rollout. This process can be very helpful in both testing a professional learning approach as well as in gathering district leadership expertise to inform and help develop full, statewide professional learning supports." | |
| **Explain:**<br><br>"Ohio is a moderate control state. The state held a one-day statewide Educator Evaluation Symposium for district teams, which included<br><br>▪ presentations on the state model and alternative models<br><br>▪ resources for identifying measures<br><br>▪ presentations by principals and district leaders in early adopter or pilot districts<br><br>They also created an online video with highlights from the symposium for later viewing and use by districts." | <br>Slide 119 |
| **Explain:**<br><br>"Ohio then used the video from the symposium in several online self-paced modules that provided district leaders with more detailed introductions and details about the evaluation model and requirements."<br><br>*Facilitator's note: if you have time, you may want to click the hmtl link on the slide and show the short video within the module as an example.* | <br>Slide 120 |

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| **Explain:**<br><br>"Colorado is a low control state. They held eight Educator Effectiveness Symposia across the state to introduce district leaders to the state's legislative and policy changes on educator evaluation.<br><br>They also held a one-day Educator Effectiveness Summit that convened more than 500 educators from 94 districts to learn about the new evaluation policy, implementation timelines, and to distribute implementation resources. The summit also included presentations and collaboration time between district teams, experts, and pilot districts." | **District Leadership Example**<br><br>**Colorado (Low Control)**<br>▪ **Held eight Educator Effectiveness Symposia** across the state to introduce district leaders to the state's legislative and policy changes on educator evaluation<br>▪ **Held a one-day Educator Effectiveness Summit** that convened more than 500 educators from 94 districts to learn about the new evaluation policy, implementation timelines, and to distribute implementation resources; included presentations and collaboration time between district teams, experts, and pilot districts<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research ■    121<br><br>Slide 121 |
| **Explain:**<br><br>"Colorado also maintains an online archive of 'train-the-trainer' materials that school district leaders can use to support preparing educators in their district. The archive includes the following:<br><br>▪ School-year orientation slide presentation and webinar<br><br>▪ Professional practice slide presentation, note catcher, and user's guide<br><br>▪ Sample district work plan<br><br>▪ Measures of student learning slide presentation<br><br>▪ An assessment inventory and assessment review tool<br><br>▪ Tool for helping districts determine weights and scales for assessments<br><br>▪ District Questions to Consider in determining measures of student learning" | **District Leadership Example**<br><br>**Colorado maintains an archive of "Train-the-Trainer" materials, which includes the following:**<br>▪ School-year orientation presentation and webinar<br>▪ Professional practices slide presentation, note catcher, and user's guide<br>▪ Sample district workplan<br>▪ Measures of student learning slide presentation<br>▪ An assessment inventory and assessment review tool<br>▪ Tool for helping districts determine weights and scales for assessments<br>▪ District Questions to Consider in determining measures of student learning<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research ■    (Colorado Department of Education, 2014a)    122<br><br>Slide 122 |
| **Explain:**<br><br>"Colorado also maintains parallel archive of 'train-the-trainer' materials for districts on how to develop systems for evaluating Specialized Service Personnel, which includes the following:<br><br>▪ A professional practice presentation and note catcher<br><br>▪ Simulation rubrics for varying roles to use in a simulation and coaching activity.<br><br>▪ A presentation on measures of student learning<br><br>▪ Sample student outcomes measures for different types of specialized personnel<br><br>▪ Student target and scale setting activity" | **District Leadership Example**<br><br>**Colorado maintains a parallel archive of "Train-the-Trainer" materials for districts on evaluating Specialized Service Professionals, which includes the following:**<br>▪ Professional practices slide presentation, note catcher<br>▪ Simulation rubrics for varying roles to use in a simulation and coaching activity<br>▪ Measures of student outcomes slide presentation<br>▪ Sample student outcome measures for varying roles<br>▪ Student target and scale setting activity<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research ■    (Colorado Department of Education, 2014b)    123<br><br>Slide 123 |

**Explain:**

"Educators who will be evaluated under the new system often get short-shrift in many state and district preparation efforts. This is especially true for principals, who often find that the bulk of the professional learning, resources, and supports they receive are focused on their role as teacher evaluators, with limited to no professional learning time spent helping them prepare for their *own* evaluation process.

It is crucial that you pay close attention to the professional learning for this particular audience. Teachers and leaders both need time, information, and opportunities for practice in order to ensure they can complete the evaluation process with fidelity.

You should be certain to include the following content:

- Opportunities for a deep dive into new teaching and leading standards and new performance evaluation rubrics or frameworks

Teachers cannot implement the practices in new frameworks without extensive opportunities to collaborate with colleagues in learning what the teaching practices might look like in their own classrooms. Similarly, with principals it's difficult to prepare for an evaluation with a clear, concrete understanding of the leadership practices highlighted in the framework.

- In addition, educators need opportunities to practice gathering appropriate artifacts, setting professional learning goals, and setting student learning goals.

Regardless of the student growth measurement approach your state or district adopts, you will need to plan for a significant amount of professional learning and communication around these types of measures. Not only is this measure often the most "anxiety producing" for educators, it can often present the most time-consuming aspect of the system for teachers, especially for SLOs.

- Educators also need a clear understanding of the timelines for completing each step in the evaluation process. Making timelines clear helps ensure educators and evaluators on the same page about what needs to happen and when.

- Finally, educators need a clear introduction to and opportunities to practice using any tools, forms, and materials required, as well as the procedures and processes associated with them. This is especially true if your state or district expects educators to use an online or electronic platform for completing the process. Educators have widely varying levels of comfort with technology,
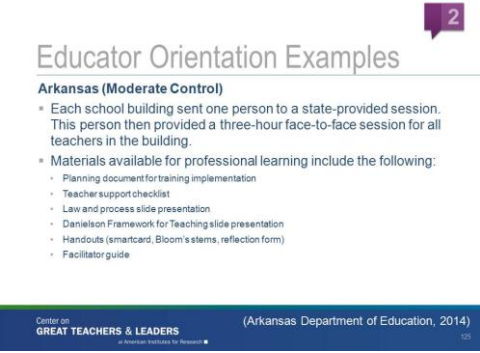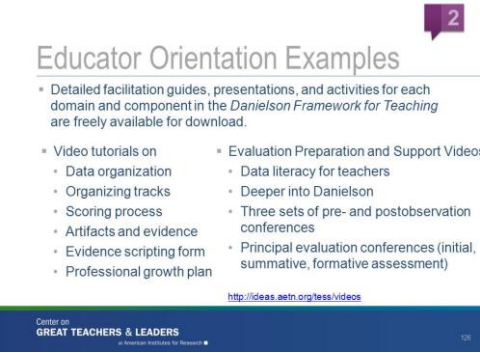


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| and schools have widely varying access to technology resources (Ethernet, up-to-date computers, scanners, iPads, etc.). You will need to give staff time and support to learn any new technology platform.<br><br>States vary in the approaches they use for professional learning to orient educators to new evaluation systems, but most use some combination of "train-the-trainer" approaches with in-person sessions (this could be at statewide conferences, in regional professional learning sessions, or district- or school-level sessions), or online materials such as videos or online, self-paced webinars." | |
| **Explain:**<br><br>"Arkansas is a moderate control state using the Danielson Framework. Each school building sent one person to a state-provided professional learning session. This person then provided a three-hour face-to-face session for all teachers in their building.<br><br>Materials available for these sessions include the following:<br><br>▪ Planning document for professional learning implementation<br><br>▪ Teacher support checklist<br><br>▪ Law and process slide presentation<br><br>▪ Danielson Framework for Teaching slide presentation<br><br>▪ Handouts (smartcard, Bloom's stems, reflection form)<br><br>▪ Facilitator guide" | <br>Slide 125 |
| **Explain:**<br><br>"Arkansas also provides detailed facilitation guides, presentations, and activities for each domain and component for the Danielson Framework, which can be used with teachers to help deepen understanding of the framework.<br><br>They also provide video tutorials on<br><br>▪ Data organization<br><br>▪ Organizing tracks<br><br>▪ The scoring process<br><br>▪ Gathering artifacts and evidence<br><br>▪ Completing the evidence scripting form<br><br>▪ Completing the professional growth plan<br><br>For support in preparing principals to implement the new system, they also provide professional learning opportunities and support videos:<br><br>▪ Data literacy for teachers | <br>Slide 126 |

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| ▪ How to delve deeper into the Danielson Framework<br><br>▪ Three sets of pre- and postobservation conference videos modeling the feedback process<br><br>▪ A set of videos of a principal evaluation conferences, including the initial meeting, the summative, and a formative assessment meeting" | |
| *Facilitator Note: The order of presentation (e.g., timelines, communication, assessing outcomes) is not intended to imply that this is the sequence in which states should consider these professional planning elements. Rather, the order may need to vary based on where your audience is in the design and implementation process and what their priorities are. You should feel free to alter the order of the presentation of these topics accordingly.*<br><br>**Explain:**<br><br>"A the next critical design question for your evaluation professional learning plan is timelines. When will you prepare different audiences? How will the learning be sequenced?<br><br>To help you begin developing your own professional learning timeline, or make improvements to an existing one, we suggest considering the following:<br><br>▪ **Requirements:** Does your state have internal or federally mandated timelines? Can you back-map your professional learning timelines to ensure the districts can meet the requirements?<br><br>▪ **Cumulative:** Are your timelines designed to build educator capacity and skills at an appropriate pace and over time, rather than expecting evaluators and educators to be prepared after a single event?<br><br>▪ **Staggered:** Are you focusing first on building district leadership team capacity before moving to educator and evaluator capacity? | **Setting Timelines**<br><br>**Considerations**<br>▪ **Requirements:** Does your state have internal or federally mandated timelines? Can you back-map your professional learning timelines to ensure that districts can meet the requirements?<br>▪ **Cumulative:** Are your timelines designed to build educator capacity at an appropriate pace and over time?<br>▪ **Staggered:** Are you focusing first on building district leadership team capacity before moving to educator and evaluator capacity?<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 127 |
| **Explain:**<br><br>Let's take a look at a few concrete examples of timelines and see if we can see evidence of these three considerations. Pull out *Handout 12: Professional Learning Plan Timeline Examples*.<br><br>At your table, review each timeline considering the following questions:<br><br>▪ Is the timeline cumulative? If so, how?<br><br>▪ Is the timeline staggered? If so, how?<br><br>▪ How would you strengthen or improve the timelines? | *Turnkey Activity: Examining Training Timelines*<br><br>▪ See *Handout 12: Professional Learning Plan Timeline Examples.*<br>  • Wisconsin<br>  • Arkansas<br>  • Colorado<br>▪ At your table, examine the timelines.<br>  • Are they cumulative? If so, how?<br>  • Are they staggered? If so, how?<br>  • How would you strengthen or improve the timelines?<br>  • What elements of these timeline examples can inform your own planning?<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 128 |

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| ▪   What elements of these timeline examples can inform your own planning?<br><br>*Give groups 10–15 minutes to look over the handouts and to discuss. Reconvene and ask for volunteers to share what they discussed for each question.* | |
| **Explain:**<br><br>"Timelines, done well, can improve how your educators receive and use the professional learning that you provide. In addition to timelines, communication about professional learning is a critical element in comprehensive professional learning plan for evaluators. It helps create further transparency about the new evaluation system and can create feedback loops and build the level of educator trust and buy-in that are crucial for ongoing improvement of the evaluation system." | <br>Slide 129 |
| **Explain:**<br><br>"1.   Be proactive and transparent in communicating your professional learning plans, especially the content, timing, formats, and requirements for evaluator certification to your whole educational community: teachers, principals, parents, and community stakeholders. You should differentiate and target your message to each of these audiences. For example, for teachers, your communications need to highlight *both* the information on professional learning they will receive, as well as how evaluators will be trained, and if applicable, how principals are being evaluated. Doing so gives teachers the information they need to make informed choices about how much trust they should put in the new evaluation system and, thus, can be a critical force in defeating the 'myth and rumor mill' that often undermines implementation of new programs and policies.<br><br>2.   Use professional learning as an opportunity to communicate with educators about the overarching goals and purposes of the new evaluation system. In addition to getting into the 'nitty gritty' and developing the skills needed to complete the process successfully, you should also consider how the professional learning process can serve to reinforce your key messages about what your state or district really hopes to achieve through the new system.<br><br>3.   Use professional learning as an opportunity to gather feedback about the evaluation system, materials, and | <br>Slide 130 |

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| processes. As evaluators and educators practice using the tools and materials, you can offer them multiple ways of sharing their reflection and feedback on how well the tools seem to work, what seems crystal clear and what still seems foggy, which is crucial for identifying areas in the system to consider revising or improving." *Facilitator Note: You may also want to prompt participants to think about how their communication plans around professional learning for evaluation may align with other district initiatives. For example, student learning objectives often involve a strong focus on assessment literacy and understanding content standards, which can easily align with district efforts in adopting and implementing new college-and-career readiness standards. The communication plan should make this alignment clear to help educators see the connections and complementarity that exists.* | |
| **Explain:** "A great resource for planning your communications is the *Educator Evaluation Communications Toolkit* from the Reform Support Network (RSN). It includes many tools, examples, and takeaway 'lessons learned' from states that have been working to communicate effectively with educators about evaluation reforms. Many of the samples and exemplars included can easily be adapted to use in planning for communication around educator evaluation." | Slide 131 |
| **Explain:** "The RSN has developed a communications and engagement framework that can be useful in guiding your communications planning. The framework describes four purposes or goals for communication that are mutually reinforcing. If we think about this framework in the context of professional learning planning, communications should ▪ Inform your key audiences about your professional learning plan, your goals, and their role in the plan. ▪ Inquire by asking your key audiences for feedback on the plan, by listening to their feedback, and responding to their questions or concerns. ▪ Involve your key audiences by inviting them to be active, cocreators in the development of your professional learning plan. By centering your communications around these activities, you are more likely to do the fourth item: inspire your key | Slide 132 |

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| audiences to take action and take the lead in supporting and participating in professional learning efforts. Let's keep these four communications goals in mind as we complete the next activity." | |
| **Explain:** "In this next activity, we're going use *Handout 13: Communicating About Your Professional Learning Plan* to help you begin the process of planning for communications. Each of the tables in this handout is adapted from the RSN's toolkit. Work with your group to complete Table 1 and Table 2 in sequence. You will have 20 minutes to complete this activity." *Give participants eight minutes to complete Table 1 and then remind them only have two minutes left and should move on to Table 2.* *Facilitator Optional Modification: Assign one audience to each table and ask them to complete each table for just their assigned audience.* | *Turnkey Activity: Communication for Professional Learning Plans* 4 ▪ Take out *Handout 13: Communicating About Your Professional Learning Plan* ▪ Work with your group to complete the following: • Table 1. Differentiating Audiences • Table 2. Action Planning for Audiences Center on GREAT TEACHERS & LEADERS at American Institutes for Research ■ 133 Slide 133 |
| **Explain:** "In addition to planning for communications, you also need to assess whether your professional learning plan has achieved its intended outcomes. This enables you to readjust your plan as you move forward with professional learning during different phases of implementation. How you assess professional learning outcomes may look different for different audiences. Here are a few ideas to consider: ▪ **For evaluators**, you can measure professional learning outcomes by having evaluators take an assessment of key skills and knowledge, possibly as part of a larger certification process, and by monitoring how well evaluators perform once they begin doing evaluations of their staff. ▪ **For educators**, you can use any combination of surveys, focus groups, or interviews with key teacher leaders and school administrators to gauge professional learning effectiveness and remaining professional learning needs. ▪ **For district leaders**, you can create reporting requirements that ask districts to provide descriptions of their new system, including its measures, summative scoring, and evaluation cycle. These basic descriptions can then be part of a larger state monitoring process that could include interviews with both school administrators and teachers, collection of evaluation data, or auditing of evaluation data to look for trends or patterns that suggest adjustments to professional learning may be needed." | Assessing Professional Learning 5 Effectiveness **Key Question:** What is your plan for assessing whether your professional learning plan has achieved its intended outcome? ▪ **Evaluators:** assessment, certification, monitoring ▪ **Educators:** surveys, focus groups, interviews with teacher leaders and school administrators ▪ **District leaders:** reporting requirements, interviews, evaluation data, and auditing **Key Resource:** *Building Trust in Observations (Wood et al., 2014)* http://www.metproject.org/downloads/MET_Observation_Blueprint.pdf Center on GREAT TEACHERS & LEADERS at American Institutes for Research ■ 134 Slide 134 |

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| **Explain:**<br><br>"Finally, one of the most significant challenges in preparing educators for a new evaluation process is creating a professional learning process that is sustainable over the long term. New educators join the workforce each year; trained educators serving in key roles may leave. How will you ensure that your workforce will be capable of implementing the new system with fidelity?<br><br>Start first by considering the connections between your state's broader system for developing and retaining educator talent and the requirements for evaluation professional learning. Doing so helps ensure that preparation and professional development for evaluation are integrated into your larger strategic plan for educator talent development rather than serving as an 'add-on' or creating confusion or inconsistencies across the preparation and professional development process." | <br><br>Slide 135 |
| *Facilitator: This activity is intended to be an initial brainstorming activity. The GTL Center can provide additional, more intensive, and in-depth technical assistance around talent development and has materials to do so. Please contact the center if you would like to expand the content for this section in your presentation.*<br><br>**Explain:**<br><br>"As a first step in making these connections between talent development systems and evaluator professional learning, let's spend the next 15 minutes completing a short activity identifying connections that make sense for your state or district context.<br><br>Take out *Handout 14: Sustainability: Identifying Talent Development Connections.* On the slide here, and in your handout, you will see the GTL Center's Talent Development Framework. This framework groups talent development into three core processes:<br><br>▪ **Attracting** great educators into the profession<br><br>▪ **Preparing** great educators fully ready to begin teaching and leading upon entering the profession<br><br>▪ **Developing, supporting, and retaining** great educators once they are teaching and leading in schools<br><br>Under each process, you will see multiple policy levers that states and districts should consider when developing a coherent, cohesive talent development system.<br><br>Using this diagram as guide, work with the group at your table to complete the table in *Handout 14* in the next 15 minutes. This activity is an introductory exercise designed to | <br><br>Slide 136 |

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| spur deeper investigation and planning at both the state and district levels. Be prepared to share what your group discussed at the end of the activity." | |
| **Explain:**<br><br>"Next, we're going to spend just a few minutes to ensure we capture the experience and wisdom already in the room. Let's take a few minutes and think about what has worked in your context in the past." | <br>Slide 137 |
| *Facilitator's Note: Depending on your participants' needs and context, you may want to spend less time in the previous section covering specific examples from other states and instead move this activity earlier in the session and allot more time to it. In contexts where states or districts are further along in the implementation process, sharing lessons learned across participants may need to take priority over the examples or description in the previous section.*<br><br>**Explain:**<br><br>"For this activity, discuss and jot down some notes in response to the following questions:<br><br>When you think about professional learning experiences in your state or district,<br><br>▪ What has worked in the past?<br><br>▪ What lessons have you learned from past experiences?<br><br>▪ What will your districts need to complete the evaluation process successfully?<br><br>Spend about five minutes talking at your tables. Be prepared to share with the whole group." | <br>Slide 138 |

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| *Give participants about four minutes to talk and then start reconvening the group.* | **Debrief**<br><br>**Whole-Group Share**<br>▪ Share one thing from your group discussion that you think the whole group should hear. |
| **Explain:** | |
| "Could one person from each table share one thing from your group's discussion that you think the whole group should hear?" | |
| *As people share, jot down each key idea on a piece of chart paper.* | |
| "Thanks for those great ideas. Let's keep these in mind as we start our next activity." | Center on GREAT TEACHERS & LEADERS at American Institutes for Research ▪    Slide 139 |

Slide 139

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| **Explain:**<br><br>"What does all this mean in your state or in your district? During the presentation, you completed the first two steps in *Handout 11.* Now, work with colleagues at your table to compare notes and determine which professional learning roles and responsibilities fall with the SEA or and which belong to districts. You will also begin identifying supports that districts will need as well as potential resources to meet those needs." | **Identifying Your Roles**<br><br>Center on GREAT TEACHERS & LEADERS at American Institutes for Research ▪ |

Slide 140

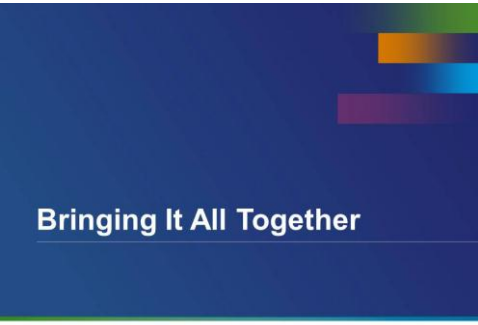| | |
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| *Facilitator's Note:* | **Activity: Identifying Your State's Roles** |
| ▪ *If the session involves teams from different states, they should work on this as state teams. If all are from a single state, separate groups either created by table or by counting off is fine. See notes for slide 51 for options for debriefing the groups; you'll need to add instructions.* | Use *Handout 11: Roles, Responsibilities, and Resources* and complete Steps 3 and 4 at your table.<br>▪ Step 1. In columns 1 through 3, compare your answers with those of your colleagues at your table.<br>▪ Step 2. In Table 2, list existing resources that can support implementation of professional learning and what else districts may need. |
| ▪ *If the session is primarily districts, ask participants to focus only on the district section of the handout.* | ▪ Step 3. Prioritize the list of identified roles for your state or district by considering:<br>  • Which roles will be the greatest challenge for your SEA or district? Why?<br>  • In which roles will districts or states need the most support? Why? |
| **Explain:** | Center on GREAT TEACHERS & LEADERS at American Institutes for Research ▪ |
| "Use *Handout 11: Roles, Responsibilities, and Resources*, and complete handout Steps 3 and 4 with colleagues at your table. | Slide 141 |
| **First,** compare what you marked in the green columns with what your colleagues marked. How much agreement or disagreement is there? Discuss why you might have different answers. | |
| **Second**, in the purple columns, list existing resources that can support implementation of professional learning. | |
| **Finally,** prioritize the list of identified roles for your state or district by considering two questions: | |

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| ▪ Which roles will be the greatest challenge for your SEA or district? Why?<br><br>▪ In which roles will districts or states need the most support? Why?" | |
| *Facilitator will need to choose an option based on whether the session is with a single state team (Option 1) or teams from different states or districts (Option 2). Record the prioritizations reported on chart paper near the front of the room.* | **Debrief**<br><br>**Option 1**<br>Each table "conferences" with another table. Together, they compare the state and district roles they selected as well as and their prioritization. The two tables must produce a single, consolidated handout table that represents the group's consensus.<br><br>**Option 2**<br>Each state team in turn presents its state roles and prioritization to the whole group.<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 142 |
| **Explain:**<br><br>"Now let's take the next 30 minutes to try to bring together all the information we've been discussing into a more cohesive plan for your state. Based on your priorities identified in the previous activity, you will select one to two key decision points to focus on during this activity." *[Refer back to the graphic on slide 19 if needed.]* | **Bringing It All Together**<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 143 |
| **Explain:**<br><br>"Take out *Handout 15: Bringing It All Together: Comprehensive Professional Learning Planning*. Take a few minutes to discuss which decision points you want to focus on today with your group."<br><br>Complete the appropriate section of *Handout 15* for your decision point. Please note that Decision Point 4, Communications, is included in each decision point rather than pulled out as a separate section because communication is important for each area and, therefore, cuts across each of them. You have 25 minutes to complete this activity. Be prepared to share your group's biggest challenges or takeaways from your planning conversation."<br><br>*If working with teams from the same state, use the prioritizations you captured on the chart paper to form groups around each priority area.* | *Activity: Bringing It All Together*<br><br>▪ Takeout *Handout 15: Bringing It All Together: Comprehensive Professional Learning Planning.*<br>▪ Select one or two high-priority decision points for your state or district.<br>  • Decision Point 2. Audiences, Format, and Content: *District Leadership Capacity Building (remove this option if only districts are present)*<br>  • Decision Point 2. Audiences, Format, and Content: *Educator Orientation*<br>  • Decision Point 3. Creating Professional Learning Timelines<br>  • Decision Point 5. Assessing Professional Learning Effectiveness<br>  • Decision Point 6. Sustainability<br>▪ Complete the appropriate section for your selected decision points.<br><br>Center on GREAT TEACHERS & LEADERS<br><br>Slide 144 |

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| **Explain:**<br><br>"Let's take 5 minutes to hear what you discussed. Could some one from each group just share what they see as the biggest challenges going forward for their area? Or perhaps your biggest takeaway?" | **Debrief**<br><br>**Option 1**<br>Each group presents the two biggest challenges that they see going forward based on their planning conversation.<br><br>**Option 2**<br>Each state or district team presents their two biggest takeaways from their conversations.<br><br>Center on<br>GREAT TEACHERS & LEADERS<br>at American Institutes for Research<br><br>Slide 145 |

# Next Steps for Your Team

This final section supports Regional Comprehensive Center and state teams as they consider next steps. It is a culminating activity that blends new foundational knowledge with the context and conditions participants are experiencing as they implement professional learning plans for evaluators.

Allow *five minutes* for this activity.

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| *Divider slide* | **Next Steps for Your Team**<br><br>Center on<br>GREAT TEACHERS & LEADERS<br>at American Institutes for Research<br><br>Slide 146 |
| *Place chart paper on each table with markers.*<br><br>**Explain:**<br><br>"On the chart paper at your table, under each heading, write down what your group's next three big steps will be for each of these areas:<br><br>1. Planning for comprehensive professional learning for evaluation<br><br>2. High-quality professional learning for evaluators<br><br>3. Professional learning for feedback and coaching | *Closing Activity: Next Steps*<br><br>On the chart paper at your table, under each heading, write down what your groups next three big steps will be for the following:<br><br>▪ Planning for Comprehensive Professional Learning for Evaluation<br>▪ High-Quality Professional Learning for Evaluators<br>▪ Professional Learning for Feedback and Coaching<br><br>Choose one person to present your steps to the whole group.<br><br>Center on<br>GREAT TEACHERS & LEADERS<br>at American Institutes for Research<br><br>Slide 147 |

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| Choose one person at your table to present your steps to the whole group." <br><br> *When all groups are near completion, focus everyone's attention at the front of the room and ask teams to share some of their next steps with the larger group. Teams will likely learn from one another through this sharing.* <br><br> *After all teams have shared at least one answer, thank the groups for their attention and complete the remaining slides.* | |
| **Explain:** <br><br> "At the beginning of the session today, I asked you to write the one question you have when you hear the term 'evaluation training' or 'professional learning for evaluators.' Pull those questions back out. <br><br> Did your question get answered today? If not, what additional support do you need to answer that question?" <br><br> *For participants whose questions did not get answered, if you have time, we recommend having people share those questions so that you can use that information for planning follow-up sessions or supports.* | *Closing Activity: Revisiting Your Questions* <br><br> ▪ Did your questions get answered? <br> ▪ With what do you still need support? <br><br><br> Center on GREAT TEACHERS & LEADERS <br><br> Slide 148 |
| **Explain:** <br><br> "If you would like access to any of the studies mentioned today, please let me know as we have list of the full citations for each resource." <br><br> *Facilitator's Note: Click through the slides.* | References <br><br> Allen, J.P., Pianta, R.C., Gregory, A., Mikami, A.Y., & Lun, J. (2011). An interaction based approach to enhancing secondary school instruction and student achievement. *Science, 333*(6045), 1034–1037. http://www.sciencemag.org/content/333/6045/1034.full <br> Arkansas Department of Education. (2014). *Teacher evaluation system.* Little Rock, AR: Author. Retrieved from http://www.arkansased.org/divisions/human-resources/educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system <br> Bell, C. A., Qi, Y., Croft, A. C., Leusner, D., Gitomer, D. H., McCaffrey, D. F., et al. (2013). *Improving observational score quality: Challenges in observer thinking.* Unpublished manuscript. <br> Bill & Melinda Gates Foundation. (2013). *Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET Project's three-year study* (Policy and Practice Brief). Seattle, WA: Author. Retrieved from http://www.metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf <br> Casabianca, J. M., McCaffrey, D. F., Gitomer, D. H., Bell, C. A., Hamre, B. K., & Pianta, R. C. (2013). Effect of observation mode on measures of secondary mathematics teaching. *Educational and Psychology Measurement 73:* 757. <br> Colorado Department of Education. (2014a). *Train-the-trainer resource and tools.* Denver, CO: Author. Retrieved from http://www.cde.state.co.us/educatoreffectiveness/trainingtools <br><br> Center on GREAT TEACHERS & LEADERS <br><br> References <br><br> Colorado Department of Education. (2014b). *Specialized service professionals training resources.* Denver, CO: Author. Retrieved from http://www.cde.state.co.us/educatoreffectiveness/specializedserviceprofessionaltrainingresources <br> Gitomer, D. H., Bell, C. A., Qi, Y., McCaffrey, D. F., Hamre, B. K., & Pianta, R. C. (in press). The instructional challenge in improving teaching quality: Lessons from a classroom observation protocol. *Teachers College Record.* <br> Graham, M., Milanowski, A., & Miller, J. (2012). *Measuring and promoting rater agreement of teacher and principal performance ratings.* Washington, DC: Center for Educator Compensation Reform, Retrieved from http://cecr.ed.gov/pdfs/Inter_Rater.pdf <br> Hill, H., & Grossman, P. (2013). Learning from teaching observations: Challenges and opportunities posed by new teacher evaluation systems. *Harvard Educational Review, 83*(2), 371–384. <br> Jerald, C. D., & Van Hook, K. (2011). *More than measurement. The TAP system's lessons learned for designing better teacher evaluation systems.* Washington, DC: National Institute for Excellence in Teaching. Retrieved from http://files.eric.ed.gov/fulltext/ED533382.pdf <br> McClellan, C. (2013). *What it looks like: Master coding videos for observer training and assessment* (MET Project Policy and Practice Brief). Seattle, WA: Bill & Melinda Gates Foundation. Retrieved from http://www.metproject.org/downloads/MET_Master_Coding_Brief.pdf <br><br> Center on GREAT TEACHERS & LEADERS |

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| | <br>**References**<br><br>Myung, J., & Martinez, K. (2013). *Strategies for enhancing the impact of post-observation feedback for teachers.* Stanford, CA: Carnegie Foundation for the Advancement for Teaching. http://www.carnegiefoundation.org/sites/default/files/BRIEF_Feedback-for-Teachers.pdf<br><br>Sartain, L., Stoelinga, S. R., & Brown, E. R. (2011). *Rethinking teacher evaluation in Chicago: Lessons learned from classroom observations, principal-teacher conferences and district implementation.* Chicago, IL: Consortium on Chicago School Research. Retrieved from http://ccsr.uchicago.edu/sites/default/files/publications/Teacher%20Eval%20Report%20FINAL.pdf<br><br>Taylor, E. S., & Tyler, J. H. (2012). The effect of evaluation on teacher performance. *American Economic Review, 102*(7), 3628–3651. Retrieved from https://www.aeaweb.org/articles.php?doi=10.1257/aer.102.7.3628<br><br>Whitehurst, G. R., Chingos, M. M., & Lindquist, K. M. (2014). *Evaluating teachers with classroom observations: Lessons learned in four districts.* Washington, DC: Brown Center on Education Policy, The Brookings Institute. Retrieved from http://www.brookings.edu/research/reports/2014/05/13-teacher-evaluation-whitehurst-chingos<br><br>Wood, J., Joe, J. N., Cantrell, S., Tocci, C. M., Holtzman, S. L., & Archer, J. (2014). *Building trust in observations: A blueprint for improving systems to support great teaching* (Policy and Practice Brief. Phoenix, AZ: MET Project. Retrieved from http://www.metproject.org/downloads/MET_Observation_Blueprint.pdf<br><br>Center on **GREAT TEACHERS & LEADERS** at American Institutes for Research ■  151<br><br>Slides 149–151 |
| **Explain:**<br><br>"Thank you, and please be in touch with any questions. Our mission is to advance state efforts to grow, respect, and retain great teachers and leaders for all students. We look forward to working with you in this partnership!" | <br><br>1000 Thomas Jefferson Street NW<br>Washington, DC 20007-3835<br>877-322-8700<br>www.gtlcenter.org<br>gtlcenter@air.org<br><br>▶ *Advancing state efforts to grow, respect, and retain great teachers and leaders for all students*<br><br>Center on **GREAT TEACHERS & LEADERS** at American Institutes for Research ■   **AIR**  152<br><br>Slide 152 |

**About the Center on Great Teachers and Leaders**

The Center on Great Teachers and Leaders (GTL Center) was created to help states leverage their strengths to improve the educational attainment of all students by ensuring an effective teacher in every classroom and an effective leader in every school. Funded by the U.S. Department of Education, the GTL Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes seven content centers that focus on specific areas of expertise and 15 regional centers that provide services primarily to state education agencies to enable them to assist districts and schools.

In its role as a content center, the GTL Center is responsible for providing in-depth knowledge, expertise, and analyses to regional centers and the states they serve. The GTL Center disseminates information about scientifically based research on effective practice, creates research-based products, and provides expertise that regional centers can use in delivering technical assistance to states.

Center on
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