Evaluation as Feedback

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Most models of teacher evaluation don't work!

Due to:

- Ambiguity of purpose
- Process is largely administrative, time consuming and burdensome
- Measures of effectiveness are not valid or reliable
- Unevenly implemented
- Lacks resources and leadership support

Reflection

In your experience, is there one thing that would make the current process more meaningful for your teachers and students?

FEEDBACK FOR TEACHERS

A formative model for evaluating the work of teachers

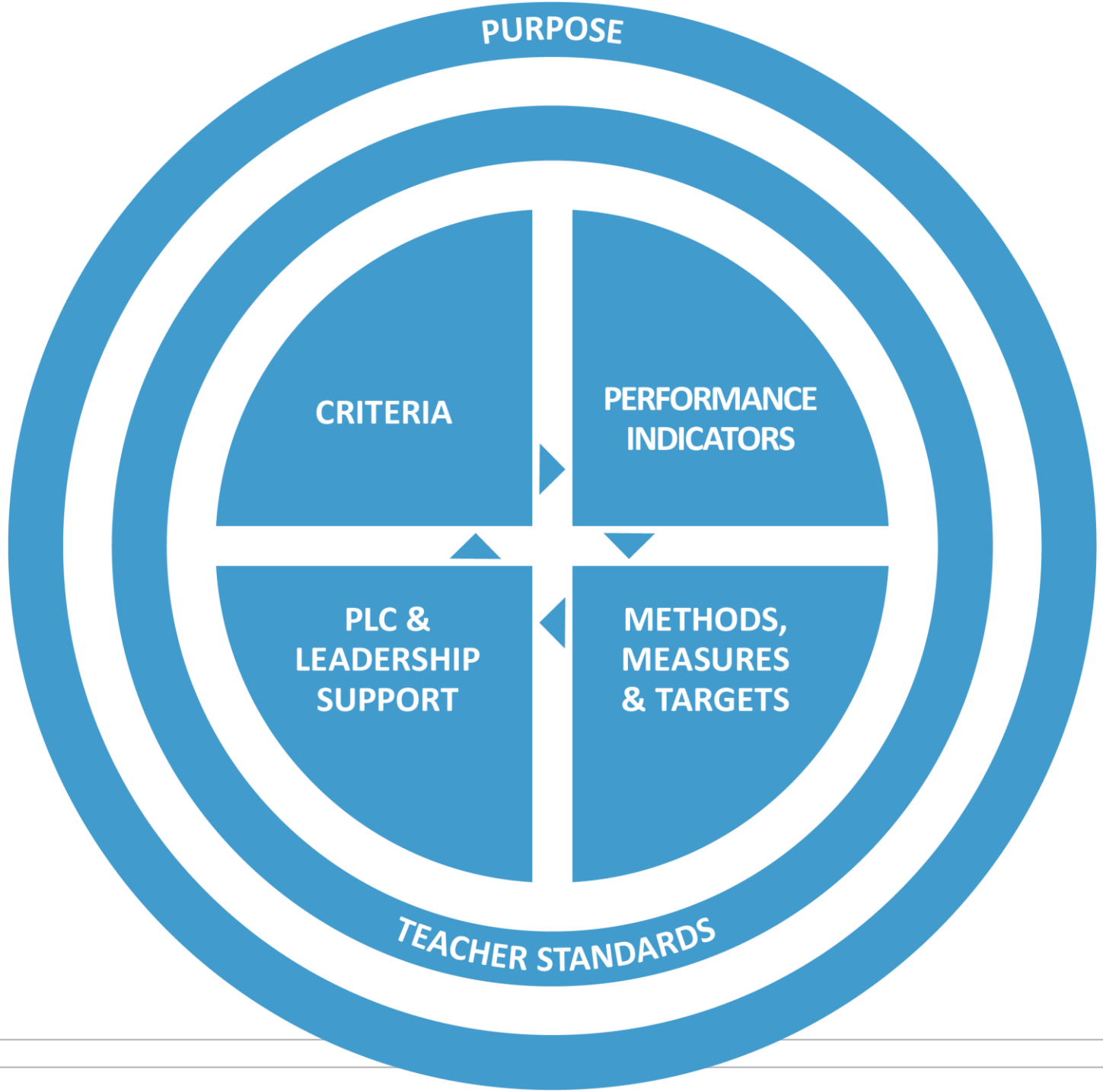
CISIT

CALNIN INTERNATIONAL SCHOOLS IMPROVEMENT TOOLKIT

Design Principles for a *Formative* Model of Teacher Evaluation

1. Clarity of Purpose
2. Based on Teacher professional standards
3. Embedded in the daily work of teachers
4. Focussed on student progression rather than attainment
5. Uses a range of evidence, from different sources, using a variety of methods
6. Reflects school context, teacher career stage
7. Contributes to the PLC
8. Has leadership support and trust

What does the model look like?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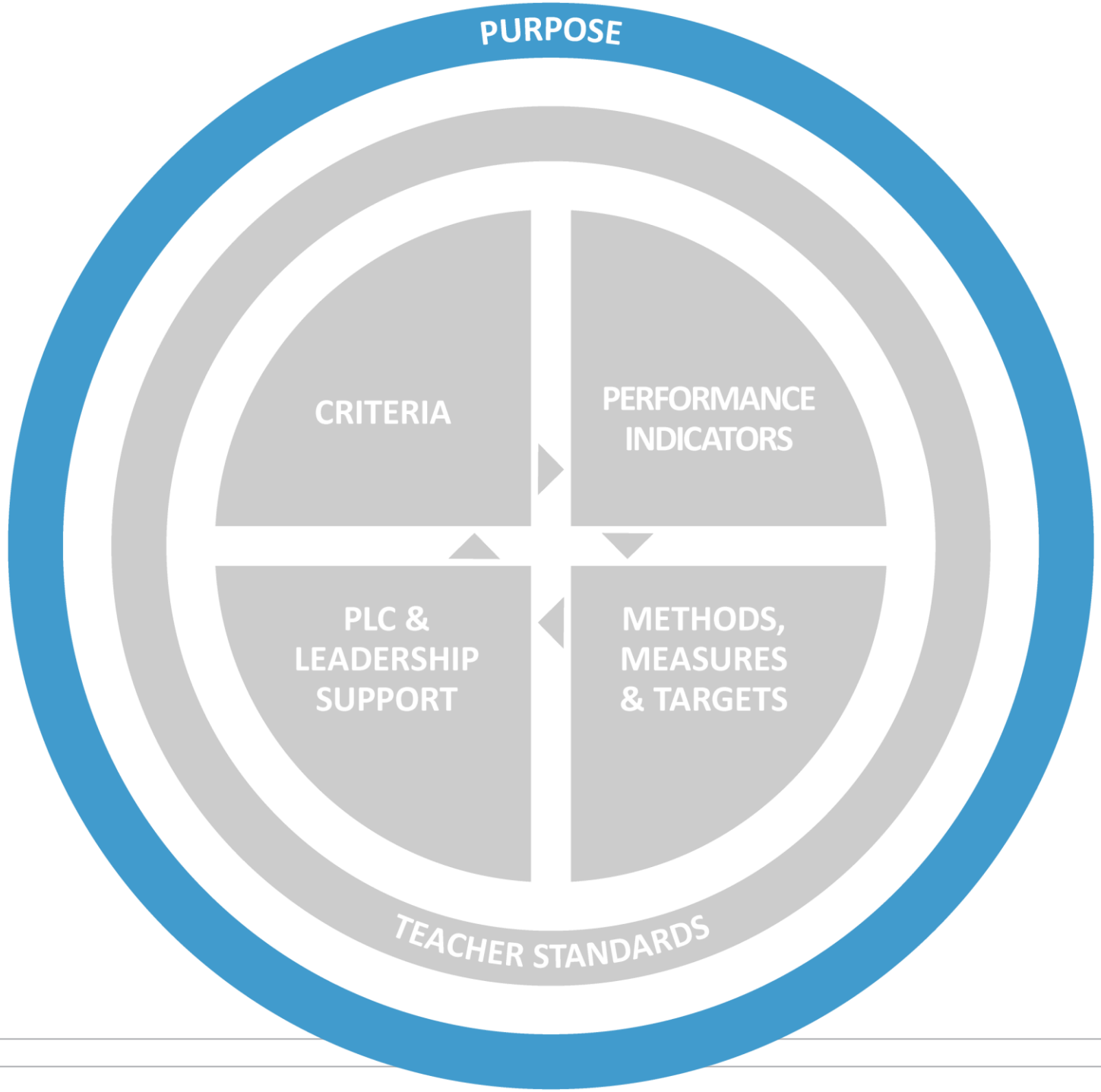
CRITERIA
PERFORMANCE INDICATORS
PLC & LEADERSHIP SUPPORT
METHODS, MEASURES & TARGETS
TEACHER STANDARDS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Evaluation Purpose

"Teacher evaluation processes are connected to teacher growth and development rather than punitive accountability."

(L Darling-Hammond, 2017, p16)

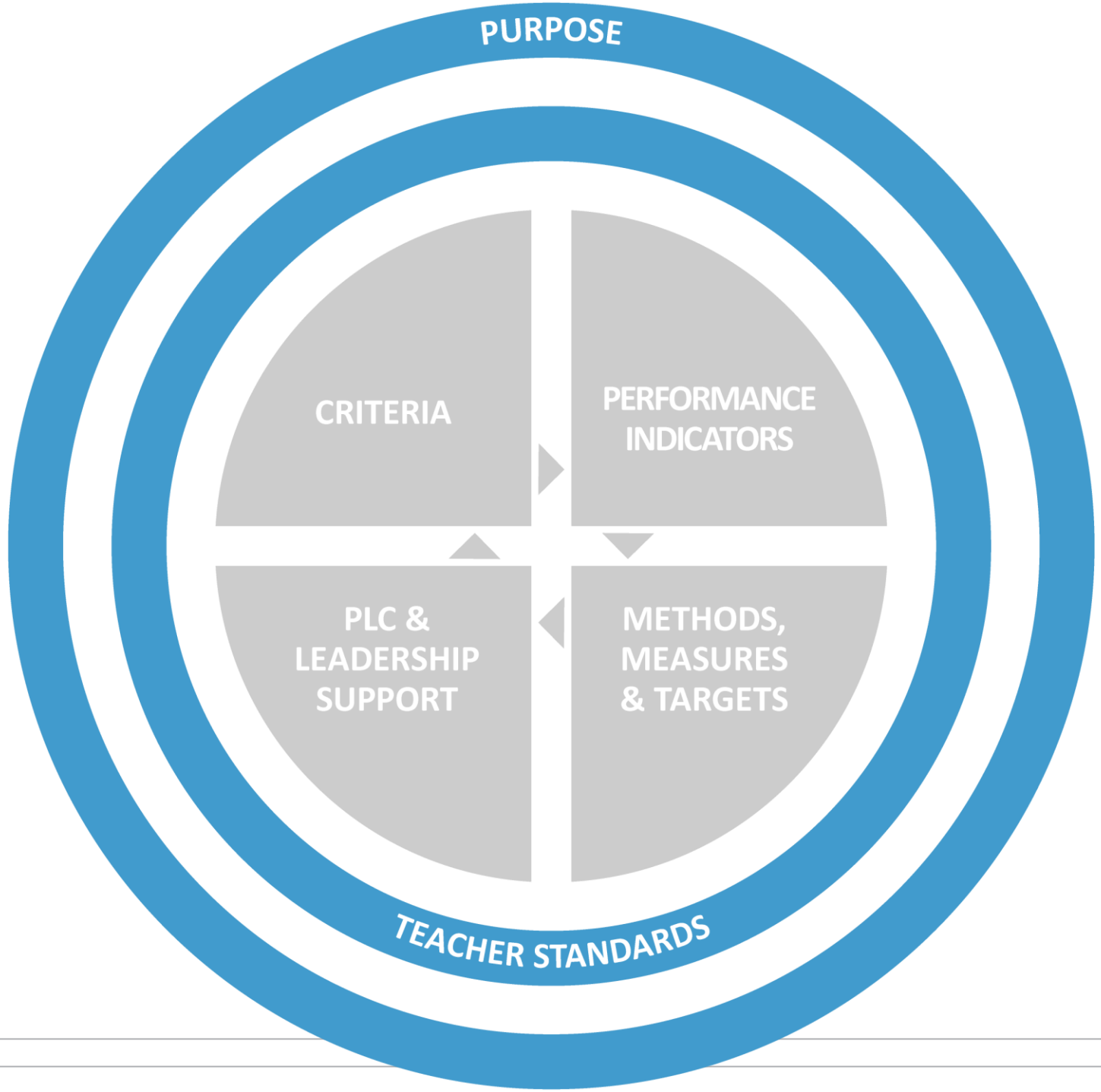
And develop both teacher quality (dispositions, traits, etc) and teaching quality (pedagogical effectiveness)

1. Transparent Purpose

- Accountability
  - ✓ to governing body - contractual obligations
  - ✓ to our students / our profession
- To improve classroom practice
- To improve the outcomes of schooling
- Promotion / pay increases
- To rank, compare and/or remove teachers
- To improve teacher effectiveness
- No Ambiguity / Dual Purpose

Example:

Purpose: to optimise student outcomes for all students beyond a year's expected growth.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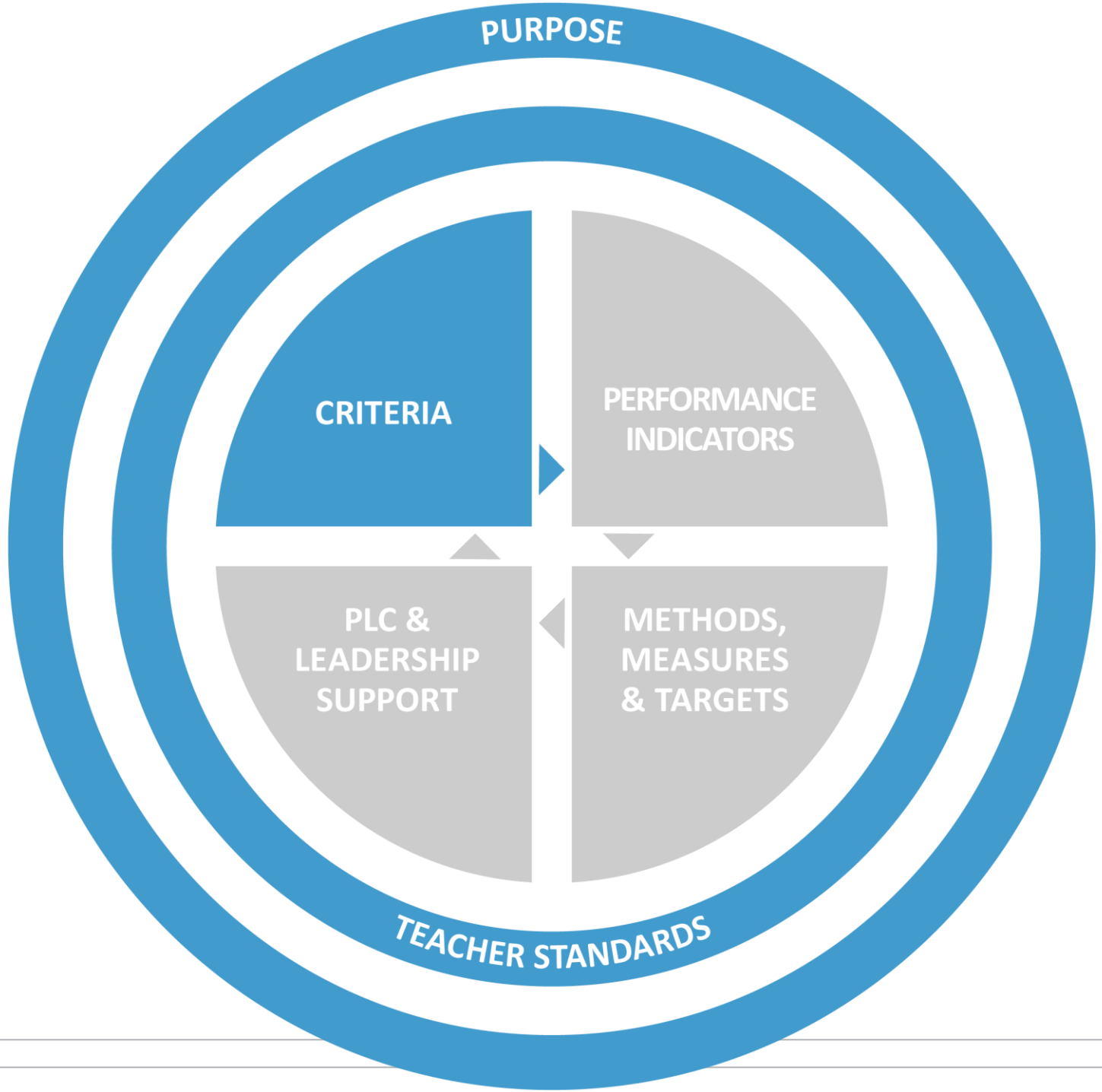
Professional Standards

"These common expectations are focussed not only on technical knowledge and skills with respect to content and pedagogy and also on dispositions for learning and collaboration to serve students well."

(L D-H 2017, p14)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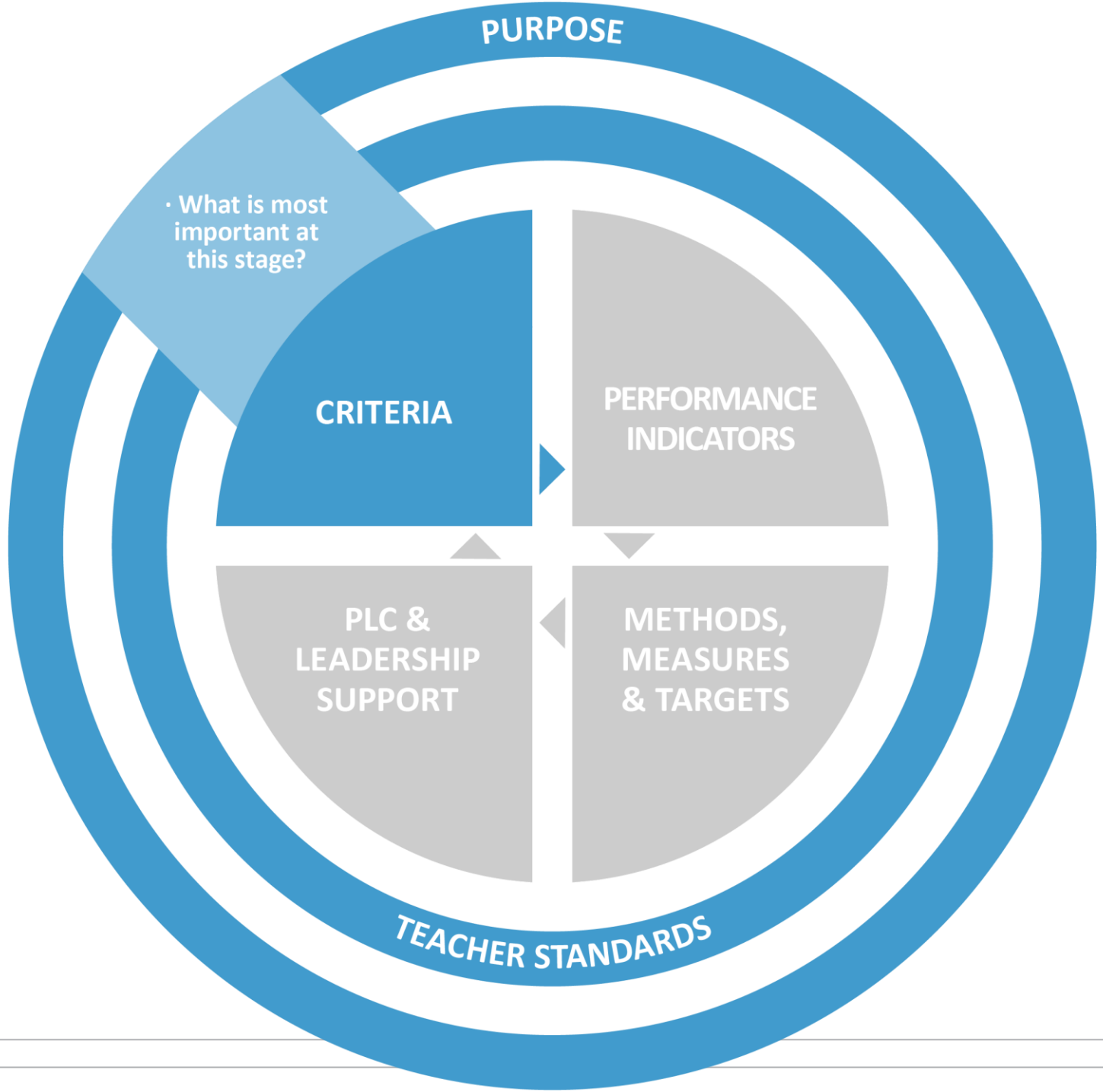
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· What is most important at this stage?
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Examples of Criteria

Determine those criteria you wish to measure:

- Contribution to school life / co-curricular
- Improved learning outcomes
- Attendance and punctuality
- Relationship with students
- Leadership roles
- Use of effective teaching practices
- Growth in learning for all students
- Relationship with parents and the community, etc

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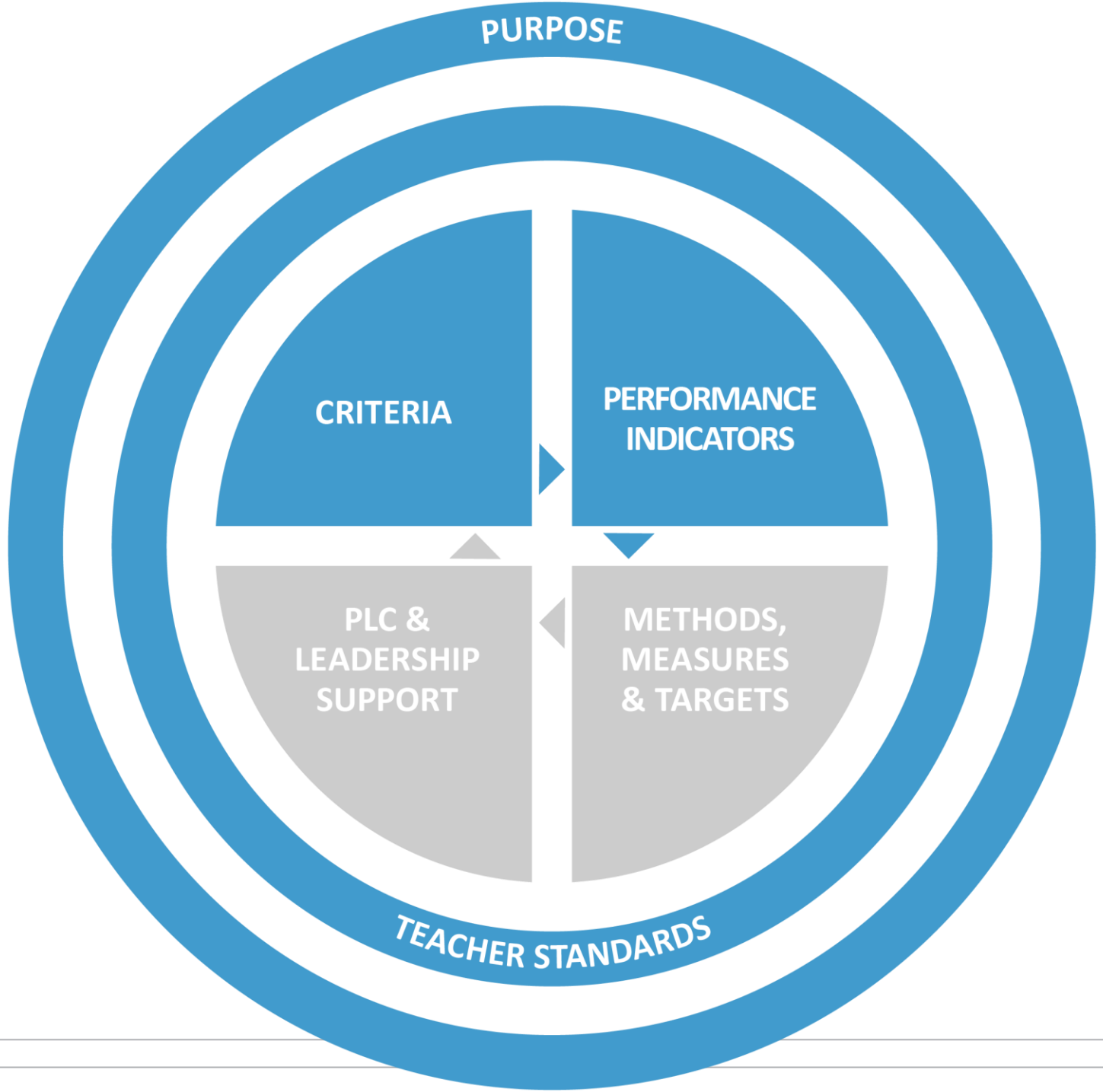
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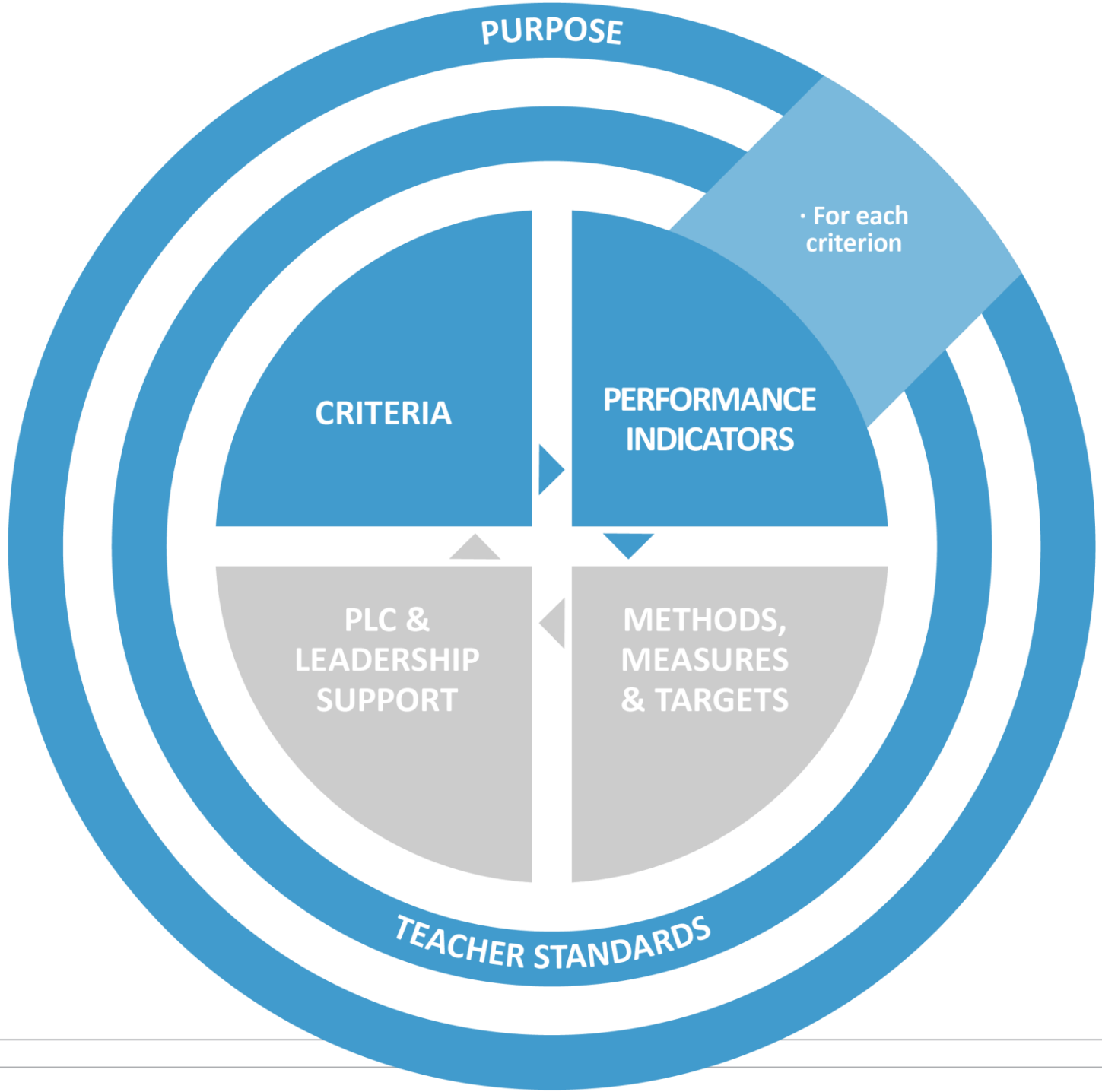
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· For each criterion
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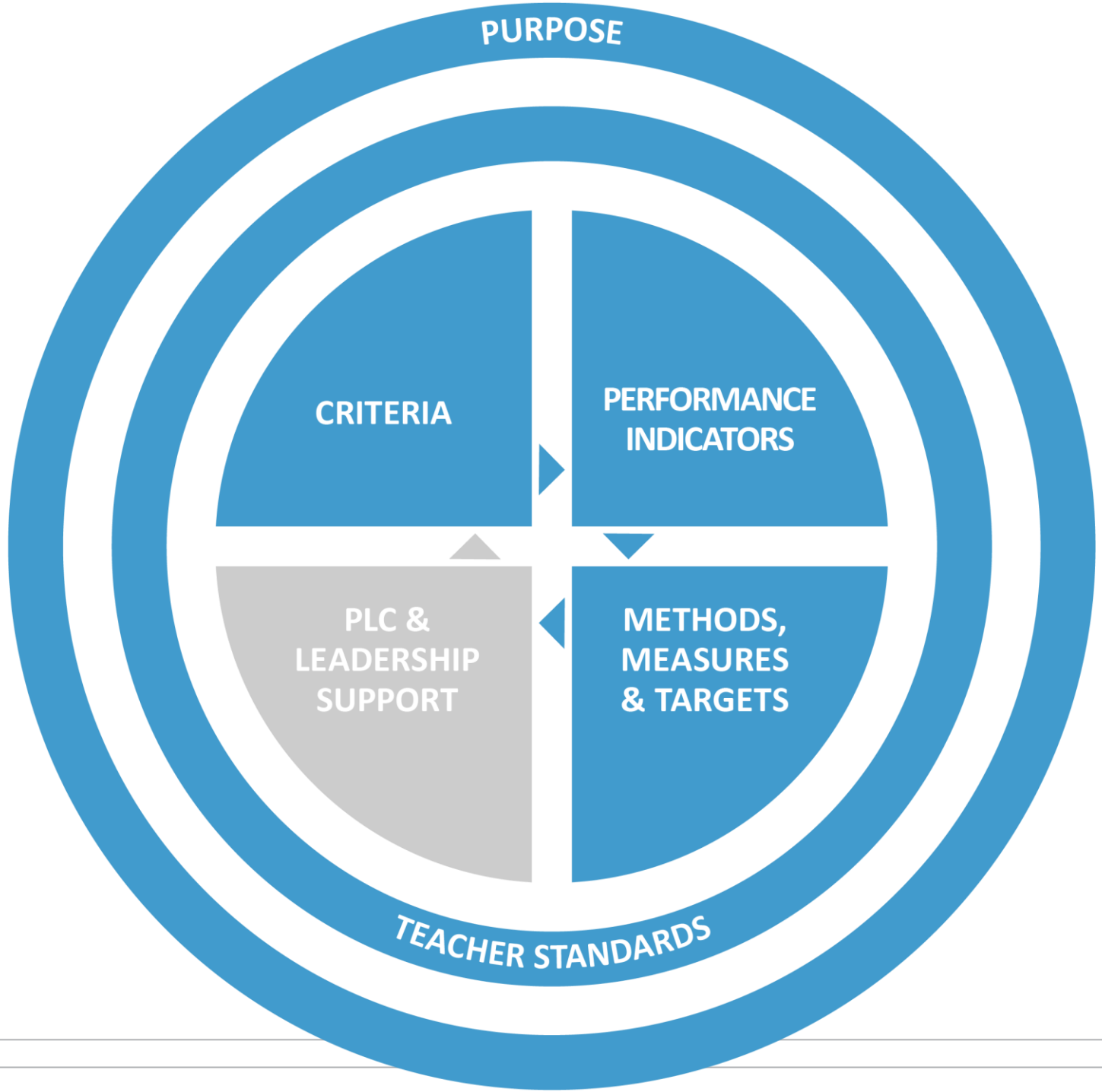
Performance Indicators (What, not how!):

- **Growth in learning (and wellbeing) for all students**
  - Measure student growth and progression
  - Individualised learning plans
  - Increased student engagement

- **Use of effective teaching strategies**
  - Selection and use of research-informed strategies
  - Comparisons between strategies
  - Reflection and collaboration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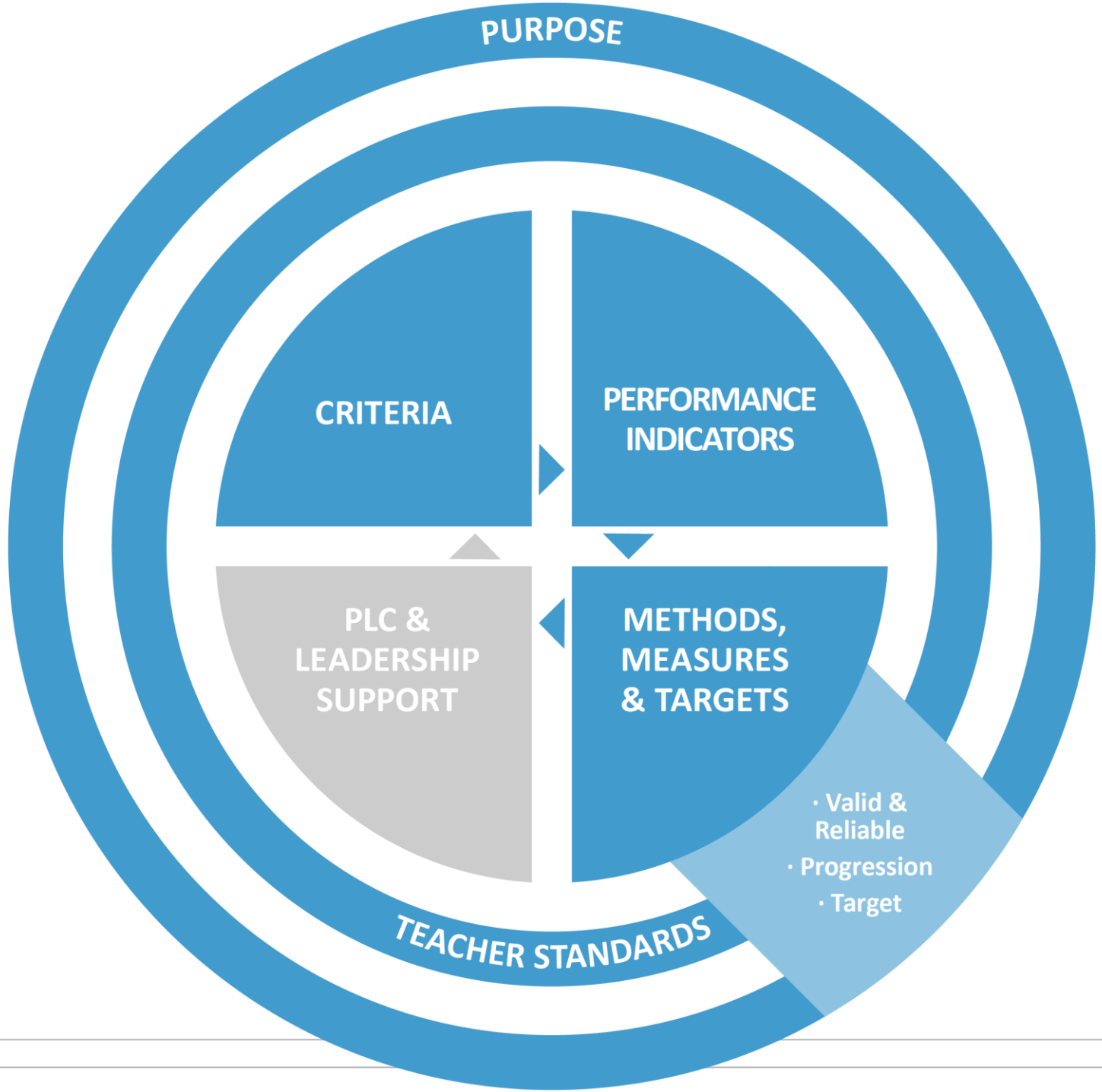
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· Valid & Reliable
· Progression
· Target
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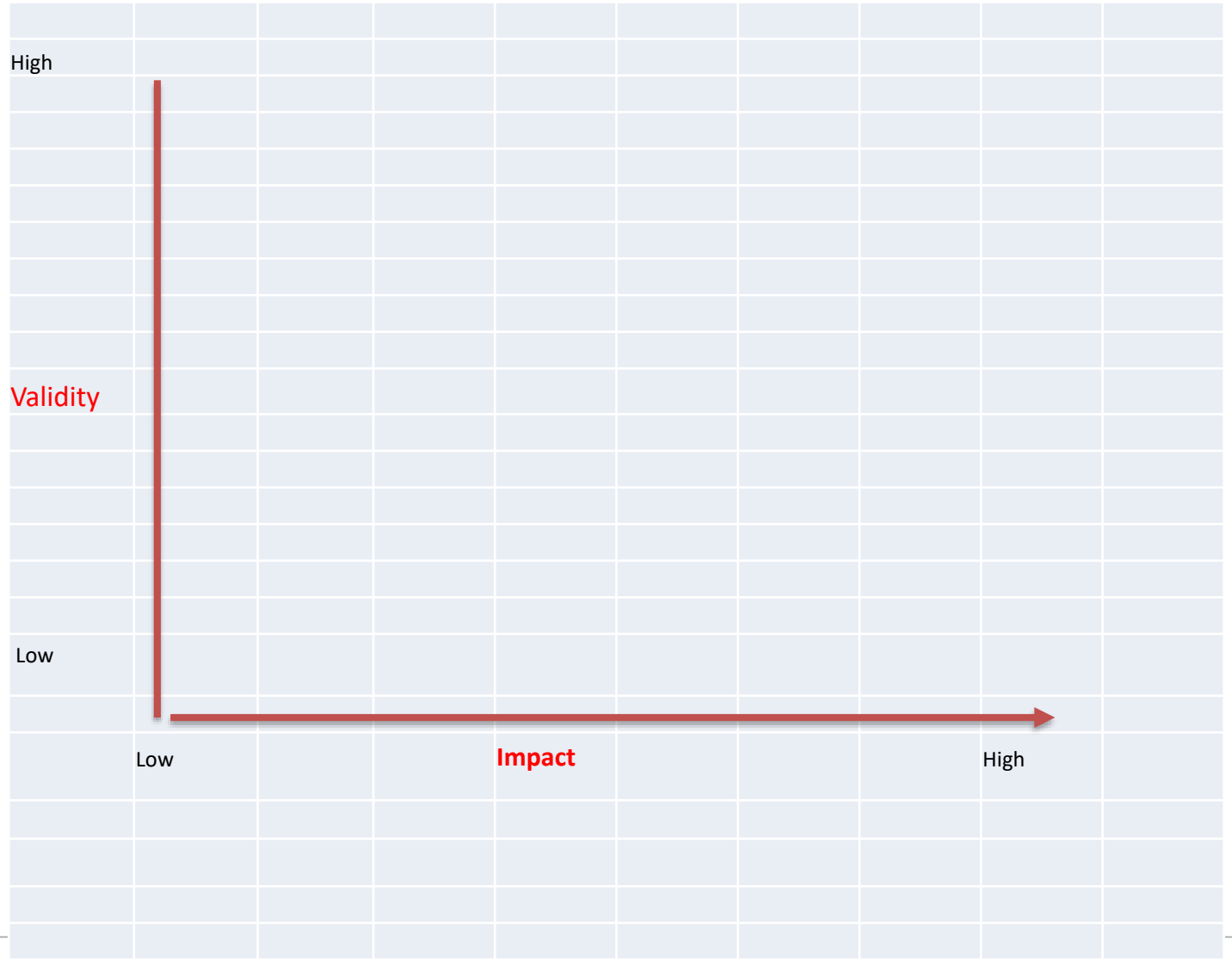
Observation	Principal Walk Through	Student Feedback	Parent Feedback
Formal Interview and Feedback	Informal Feedback	Reflections on Professional Learning	Portfolio
Coaching	Mentoring	Student Learning Outcomes	Learning Growth
Goal Setting	Self-reflection and assessment	Videos	Student Surveys
Teacher Knowledge Assessment	Pre and Post Tests	Shadowing	Leading Discussions

Evaluating Performance

Rank on an axis for Validity and Impact



Methods and Measures (How!):

- **Growth in learning (and wellbeing) for all students**
  - Series of tests. (pre and post)
  - Student performance / development
  - Student feedback about their learning
  - Surveys / etc

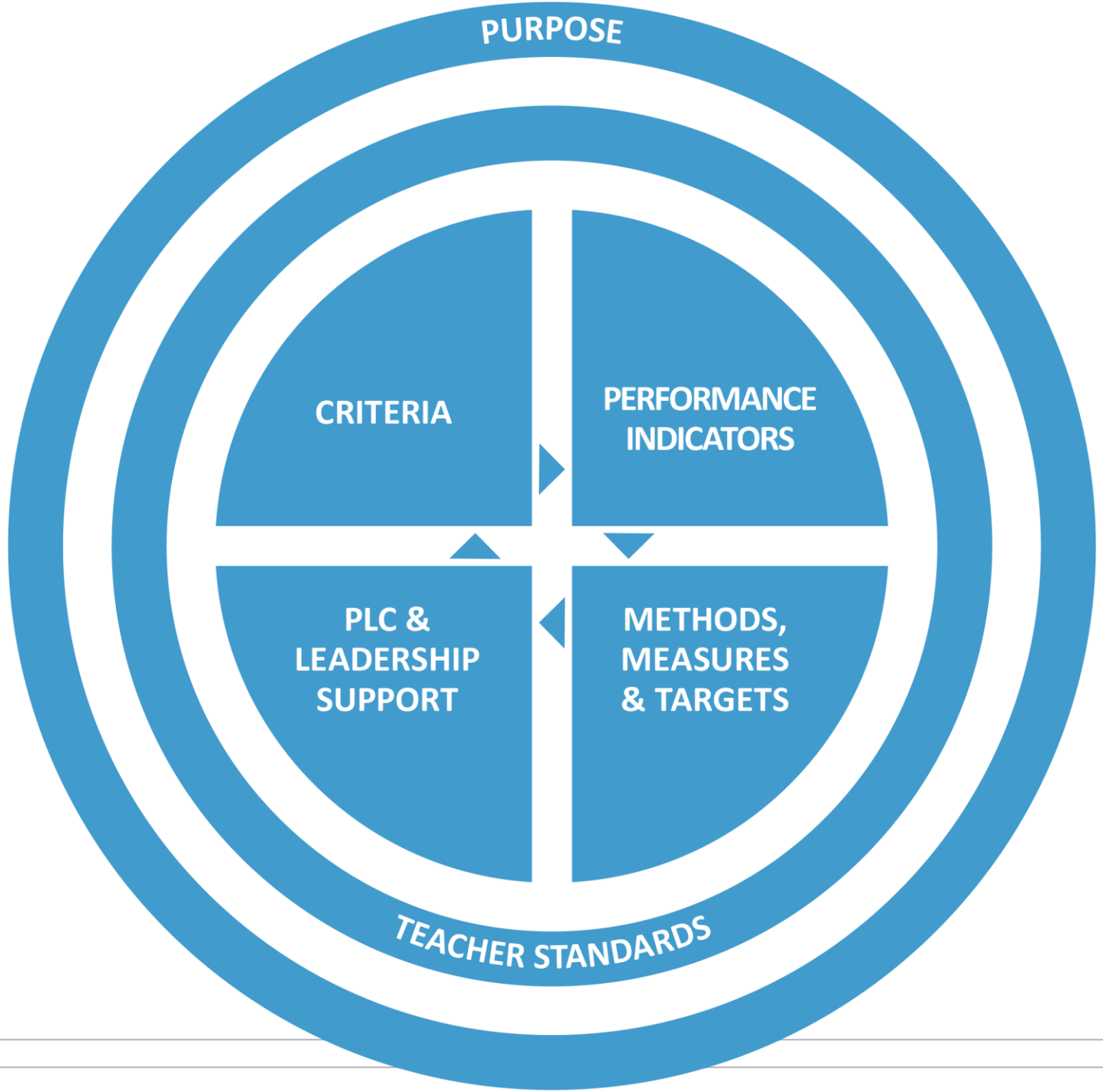
- **Student Engagement**
  - Student reflection
  - Psychometric tests

- **Use of effective teaching strategies**
  - Use of Effect Size Calculator
  - Observation (use of protocols)
  - Diary and reflection

Student Learning Outcomes

Applied Learning Demonstrations of Student Growth may include:

- Portfolios, papers, projects, essays
- Start and end of year measures
- Student revisions, drafting of work
- Periodic progress on relevant standardised tests (eg, literacy, reading, numeracy)
- Investigations and research tasks
- Performances (eg, music, drama)
- Exhibitions
- Learning conversations / oral parent reports
- Pre and post unit tests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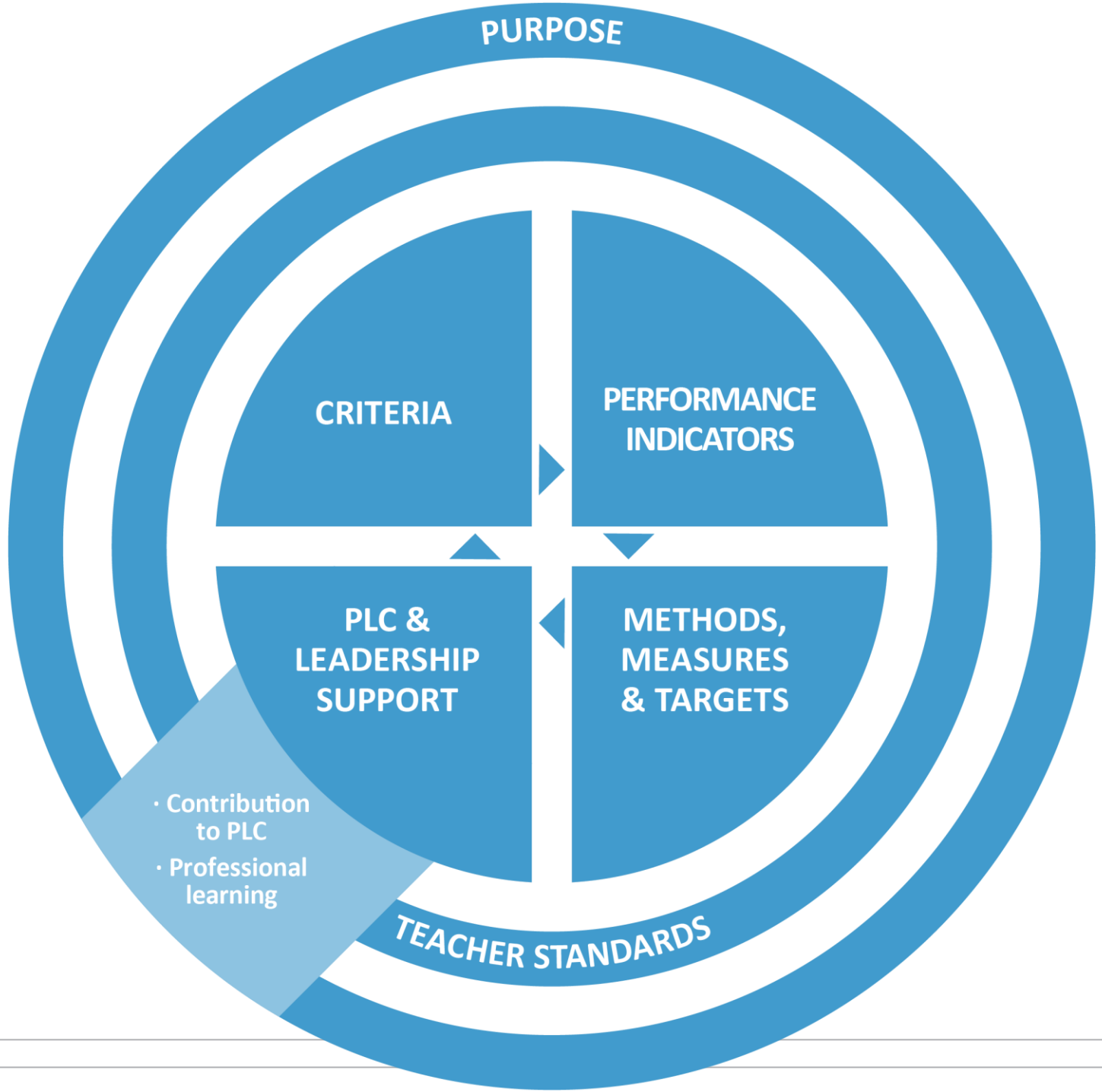
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METHODS, MEASURES & TARGETS
· Contribution to PLC
· Professional learning
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PURPOSE
· What is most important at this stage?
· For each criterion
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PLC and Leadership Support

- What are the ways that teachers can contribute to your professional learning community?
- How will teachers know that they have the support of their leaders?

Leaders

In your experience, how would leaders be able to support the process to make it both more meaningful and more effective?

Role of the Leader
Fullan (2015)

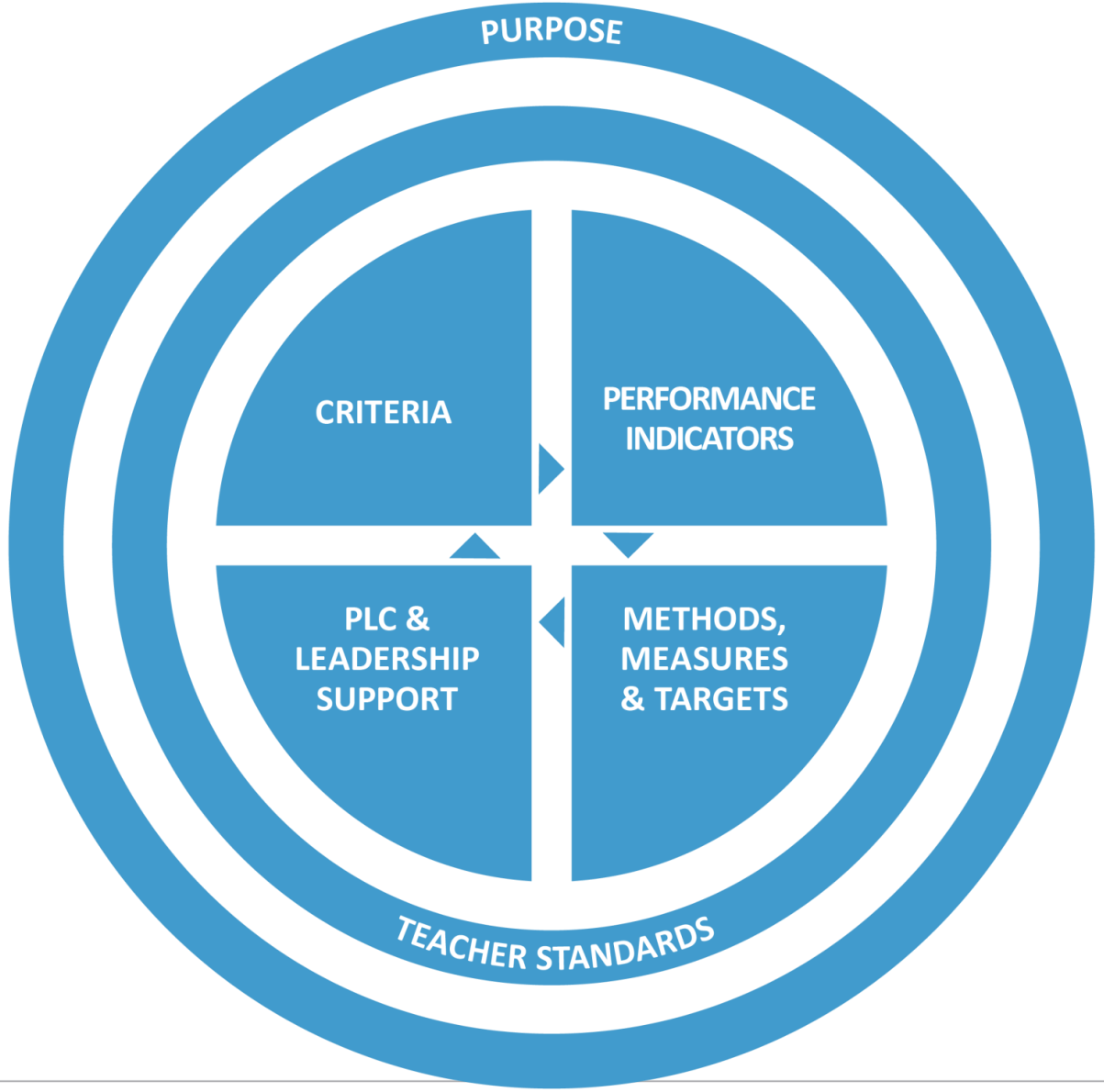
…schools leaders who have the strongest **measured impact** on student learning, lead the learning and development of teachers ***while learning alongside*** them what works and what doesn't.

Conditions for Success

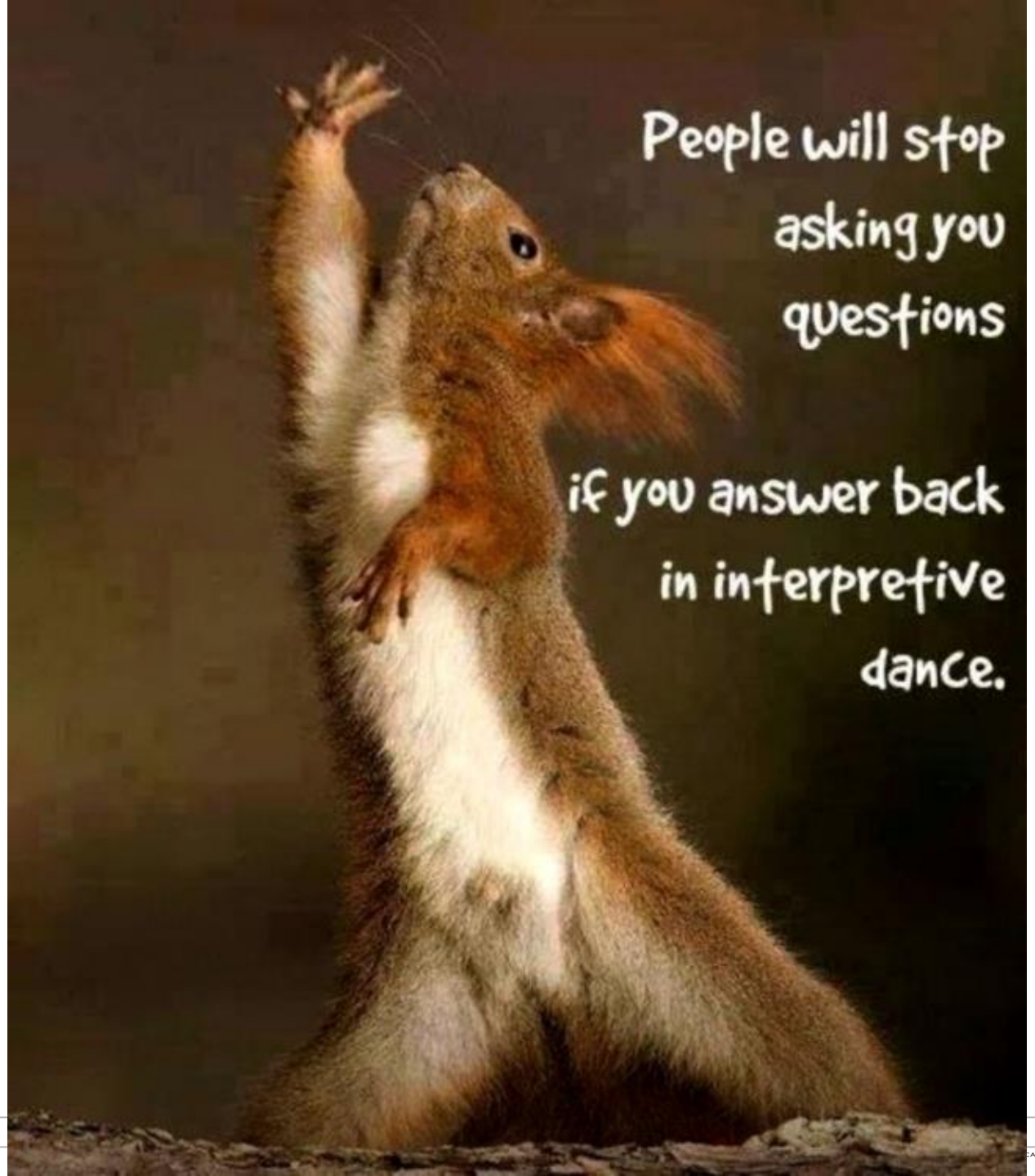
- Time and buy-in
- Sustained commitment
- Pilot group
- School context and history
- School stage of development
- Be-spoke/own the model.

PLC in Action at ISH

Formative Model of Teacher Evaluation



Questions ?.


People will stop
asking you
questions
if you answer back
in interpretive
dance.

obrigado
Dank U
Merci
mahalo
Köszi
спасибо
Grazie
Thank you
mauruuru
Takk
Gracias
Dziękuję
Děkuju
danke
Kiitos

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