Teacher and Administrator Evaluation

Highlights from Year 4

Paul Fleming | Assistant Commissioner | April 2016

Timeline

Year 1
Implementation & Feedback

Year 2
Positive Perceptions & Overcoming Challenges

Year 3
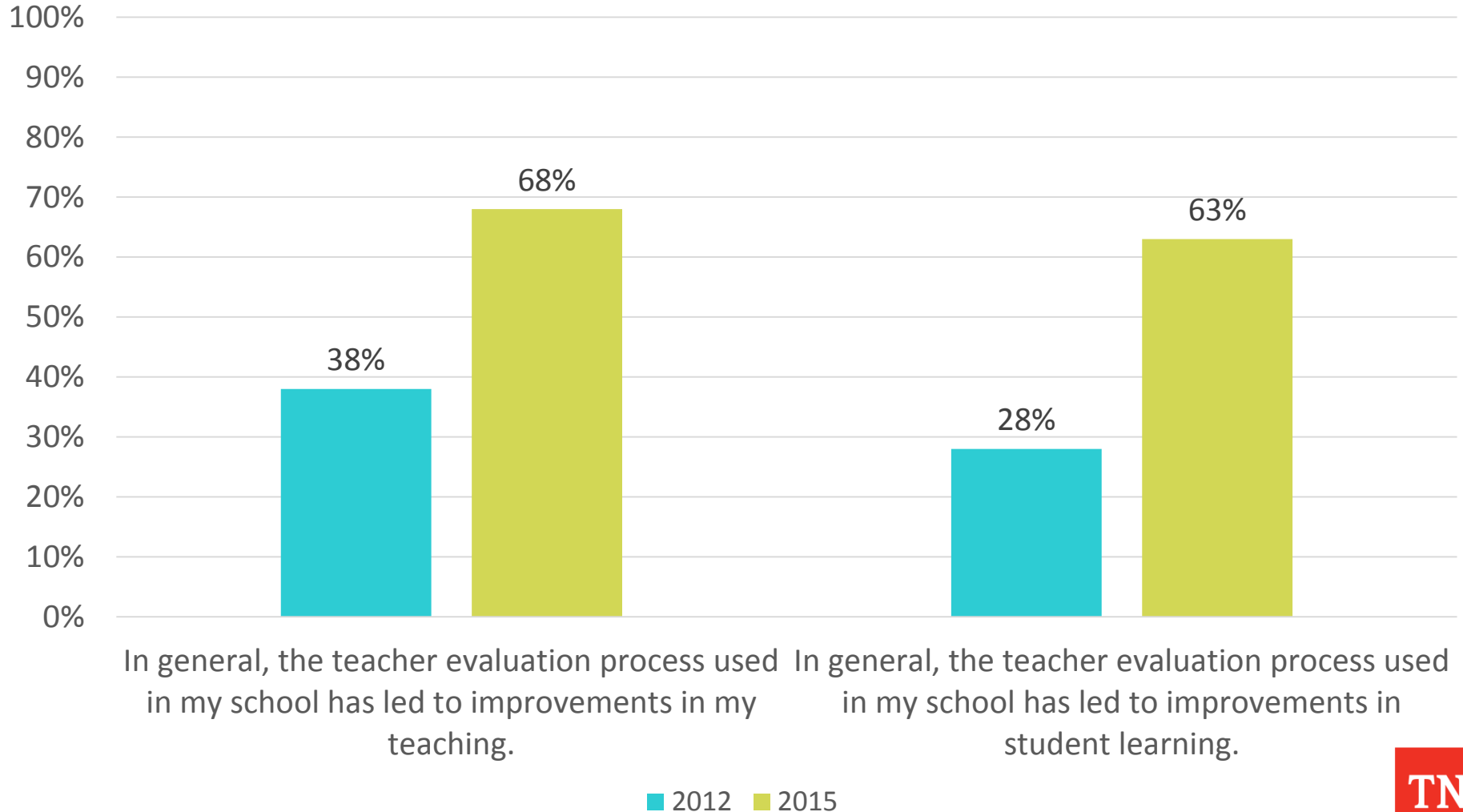Focus on Flexibility & District Ownership

Year 4
Need for Improved Feedback

Key Takeaways

1. Teachers and administrators have an increased understanding and trust in the evaluation system.

2. Teachers and administrators value feedback and see the evaluation system as a means to improve.

3. There is a need for more effective feedback, time, and resources for educators and administrators to improve their practice.

Increasingly positive teacher perceptions of evaluation

Percent of teachers who agree

Legend: 2012 (teal), 2015 (yellow-green)

- In general, the teacher evaluation process used in my school has led to improvements in my teaching.
  - 2012: 38%
  - 2015: 68%
- In general, the teacher evaluation process used in my school has led to improvements in student learning.
  - 2012: 28%
  - 2015: 63%

Increasingly positive administrator perceptions of evaluation

Percent of administrators who agree
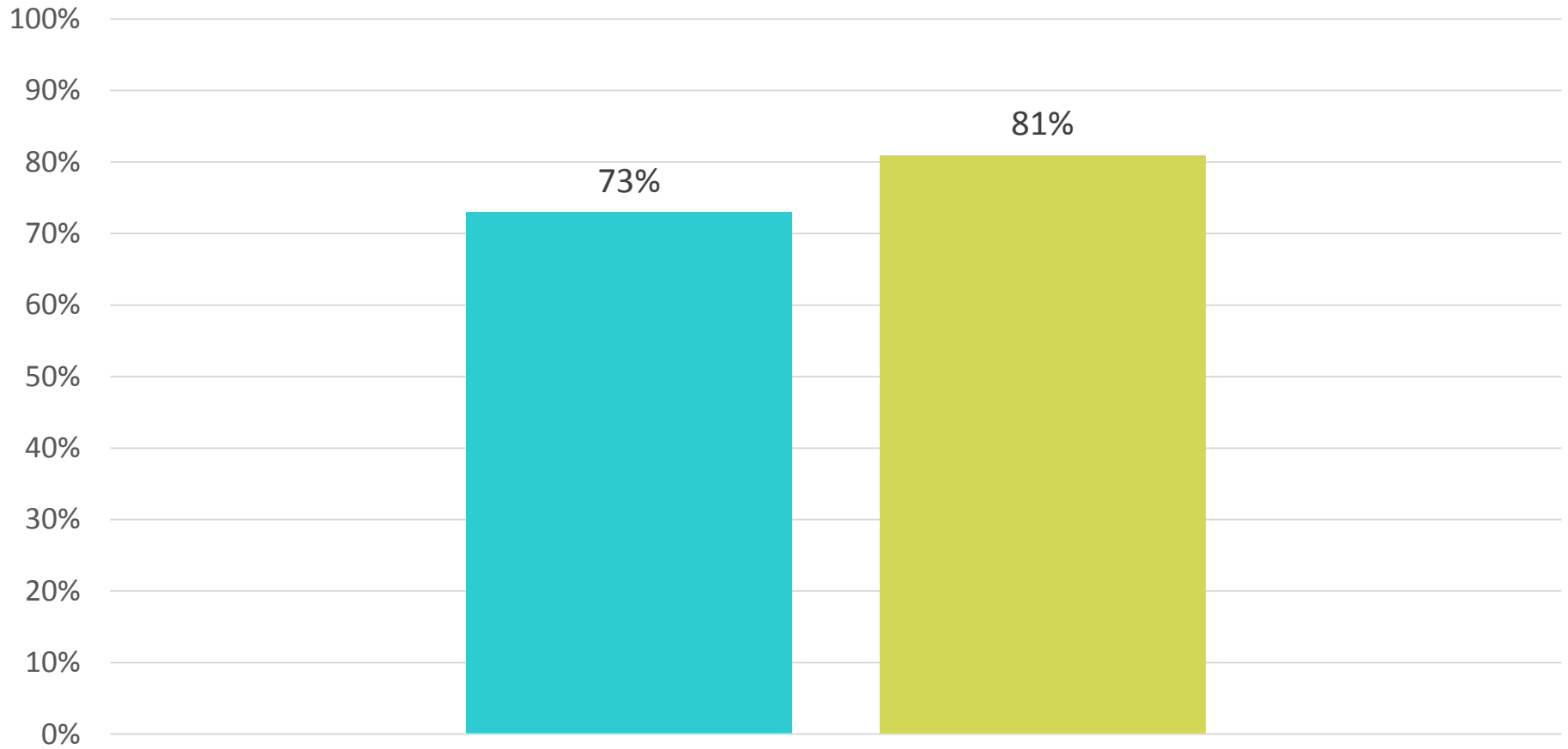
Overall I am satisfied with Tennessee's administrator evaluation process

2014 ■ 2015

Positive Attitudes & Improved Performance

Teachers

- **81%** report that evaluation helps them identify areas where they can improve
- **95%** report that their performance improved over the past year

Administrators

- **88%** report that evaluation criteria and indicators were appropriate for their school
- **86%** report that evaluation helped them improve as professionals

Purpose of Evaluation

Teachers

- **85%** report that the purpose of evaluation was between judgment and improvement
- **20%** report that the purpose of evaluation is improvement
- **63%** report that the evaluation process leads to improvements in student learning

Administrators

- **85%** report that evaluation will lead to better school leadership
- **81%** report that changes in leadership can lead to improved student outcomes

TN

Desire for Feedback

Teachers

- **33%** report that access to resources was adequate
- **60%** report that the instruments for measuring teacher performance are easy to understand
- **64%** report that evaluation criteria were appropriate
- **71%** report that evaluation provided clear expectations for teaching

Administrators

- **76%** report that feedback provided actual guidance on how to make improvements in practice
- **80%** report that the evaluation system clearly defined expectations

TN

Valued Feedback Pathways

29% — Teachers report that **last year's summative evaluation scores** were very important

48% — Teachers report that **feedback received as a part of the teacher observation process** was very important

55% — Teachers report that **collaboration** with others was very important

61% — Teachers report **self-reflection** was very important

72% — Teachers report that their own **professional judgment** was very important

Need for Feedback: Teacher Misalignment

TVAAS Individual Growth Score – All Districts						
Observation Score	**1**	**2**	**3**	**4**	**5**	**Total**
1	25	1	1	3	0	30
2	333	84	160	33	30	640
3	1,674	676	1,339	424	592	4,705
4	2,299	1,131	2,959	1,250	2,781	10.420
5	821	581	1,819	1,071	3,944	8,236
Total	5,152	2,473	6,278	2,781	7,347	24,031

Need for Feedback: Administrator Misalignment

Observation Score	School-wide Growth Score					
	1	**2**	**3**	**4**	**5**	**Total**
1	2	0	1	0	0	3
2	15	3	6	8	22	54
3	251	63	118	62	254	748
4	344	116	222	108	456	1,246
5	184	37	109	41	277	648
Total	796	219	456	219	1,009	2,699

Need for Feedback: Student Results

68.2%

students growing at or above expectations

Effective Evaluation: Key Levers

Lever 1
- Access to appropriate tools to support the implementation of a clearly defined set of effective practices that foster continuous improvement and growth

Lever 2
- Time and space to collaborate and improve

Lever 3
- Local opportunities for flexibility and innovation

Lever 1

Lever 1:
Tools and Practices

Tennessee Teaching Evaluation Enhancement Act	Communicate the purpose of evaluation (teacher growth and student achievement)	Personalize and focus TEAM training on strategic competencies: instructional coaching and feedback	Develop instructional resources that can be the foundation of actionable feedback	Tennessee Academy for School Leaders (TASL) will focus on strategic competencies: feedback driven by student work and cognitive coaching	Provide enhanced features through TNCompass that support data-driven feedback and professional learning	Promote the use of the Instructional Supervisor Rubric to support the impact of district leaders on student achievement

Lever 2

Lever 2:

Time and Space

Expand Instructional Partnership Initiative and support mechanisms (Principal Guidebook, Teacher Guidebook, IPI Portal, TEAM Coach support)	Expand the Principal Peer Partnership (P3) through the Tennessee Academy of School Leaders	Assist leaders in recognizing the opportunities to engage teachers in professional learning: portfolio work, IPI, RTI, data analysis	Provide school leaders more opportunities to connect with TEAM Coaches	Expand TEAM Coach support to include non-differentiating observers, observers who demonstrate a need in the teacher evaluation indicator as a part of administrator evaluation, schools that demonstrate negative perceptions of teacher evaluation, as well as traditional misalignment

Lever 3

Lever 3:

Flexibility Options

Expand the availability of student growth options for non-tested grades/subjects and to provide districts an affordable, customizable, and useful tool to inform and support school quality and student engagement through internal and external partners	Provide a no-cost option to districts for obtaining parent and student survey data around engagement and school climate