

Multiple Measures of Assessment: Teacher Evaluations in Washington

A LUNCHTIME LEVINAR

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Thursday, December 5, 2013

Why do teacher evaluations matter?



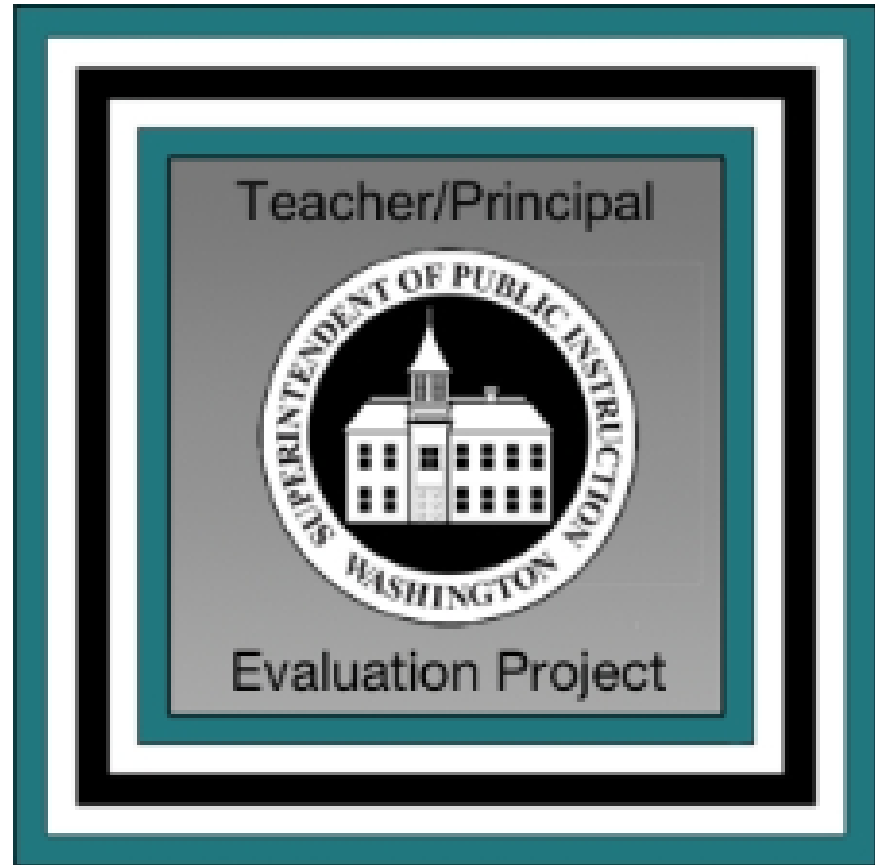
Effective evaluations are
critical to student success

How have teachers been evaluated?

- **Binary (two-tiered) system:
Satisfactory/Unsatisfactory**
- **Focused on teacher actions in the classroom**
- **Ratings based on a small number of administrator observations each year**

New system: TPEP

- **Created in 2010**
under Senate bill
6696
- **Updated in 2012**
under Senate bill
5895

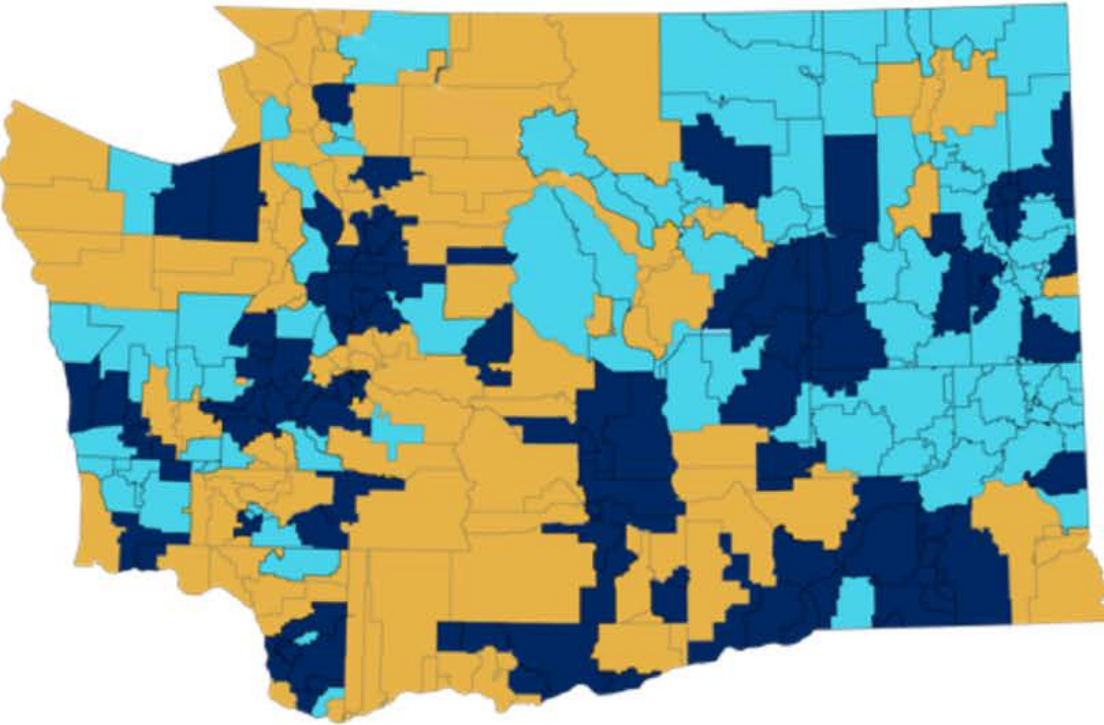


What's different about TPEP?

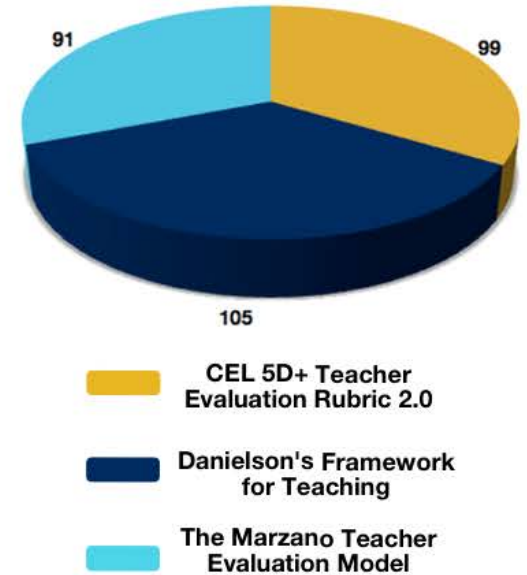
- **Four-tiered system**
- **Emphasis on teacher actions AND results
(Multiple measures of student learning)**
- **Includes rubrics on professionalism and teacher development**
- **Explicitly ties evaluations to staffing decisions**
- **Principals must be trained**

Statewide Framework Selections

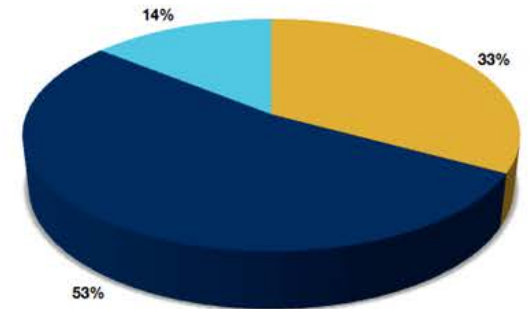
Map of Framework Selections for 2013-14



Number of District Selections by Framework



Percent of State's Students per Framework



PCC1 Professional Collaboration & Communication
Professional Learning and Collaboration: Collaboration with peers and administrators to improve student learning

	Unsatisfactory	Basic	Proficient	Distinguished
WA STATE CRITERIA 8: EXHIBITING COLLABORATIVE AND COLLEGIAL PRACTICES FOCUSED ON IMPROVING INSTRUCTIONAL PRACTICE AND STUDENT LEARNING	Teacher rarely or never collaborates with peers or engages in reflective inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in reflective inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work.
	<p>Possible Teacher Observables:</p> <p>Teacher attends only required professional development activities and does not attempt to apply new learning.</p> <p>Teacher does not reflect on his/her teaching or is not accurate about its effectiveness.</p> <p>Teacher avoids interaction with administrators or indicates that they are only welcome on the formal evaluation cycle.</p>	<p>Possible Teacher Observables:</p> <p>Teacher engages in continuing education to maintain certification and attempts to apply new learning.</p> <p>Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective and attempts to change instructional practice accordingly.</p> <p>Teacher is respectful to administrators but does not discuss instruction and student learning.</p>	<p>Possible Teacher Observables:</p> <p>Teacher seeks and takes advantage of opportunities for continuous growth.</p> <p>Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective and identifies ways to improve.</p> <p>Teacher shares lessons and asks for feedback.</p> <p>Teacher can demonstrate improved student learning as a result of his/her changed practices.</p> <p>Teacher welcomes administrators into the classroom and engages in reflective conversation about students and their learning.</p>	<p>Possible Teacher Observables:</p> <p>Teacher pursues specific goals and identifies relevant ways to learn, including action research, networking and professional organizations.</p> <p>Teacher reflects on his/her teaching with colleagues, recognizes aspects that were not effective, and incorporates improvements.</p> <p>Teacher works with peers on a lesson, asks for a peer to observe, and participates in a reflective conversation.</p> <p>Teacher works with a colleague to set professional goals related to student achievement.</p> <p>Teacher works with administration to share instructional leadership and improvement throughout the school.</p>



UNSATISFACTORY • LEVEL 1

The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.

CRITICAL ATTRIBUTES

- The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
- The teacher makes no suggestions for improvement.

POSSIBLE EXAMPLES

- *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"*
- *The teacher says, "That was awful; I wish I knew what to do!"*
- *And others...*

BASIC • LEVEL 2

The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.

- The teacher has a general sense of whether or not instructional practices were effective.
- The teacher offers general modifications for future instruction.

- *At the end of the lesson, the teacher says, "I guess that went okay."*
- *The teacher says, "I guess I'll try _____ next time."*
- *And others...*

PROFICIENT • LEVEL 3

The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

- The teacher accurately assesses the effectiveness of instructional activities used.
- The teacher identifies specific ways in which a lesson might be improved.

- *The teacher says, "I wasn't pleased with the level of engagement of the students."*
- *The teacher's journal indicates several possible lesson improvements.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

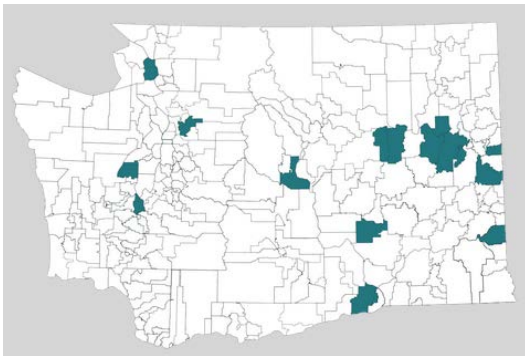
- The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
- The teacher's suggestions for improvement draw on an extensive repertoire.

- *The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."*
- *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*
- *And others...*

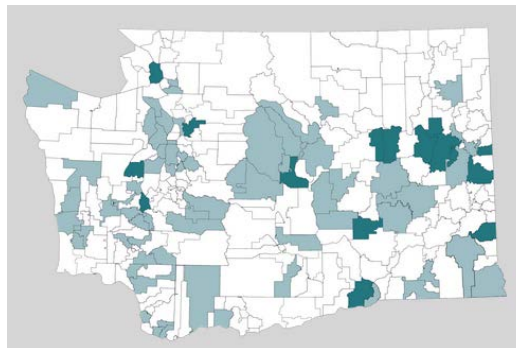
<http://danielsongroup.org/article.aspx?page=frameworkforteaching>

Implementing TPEP

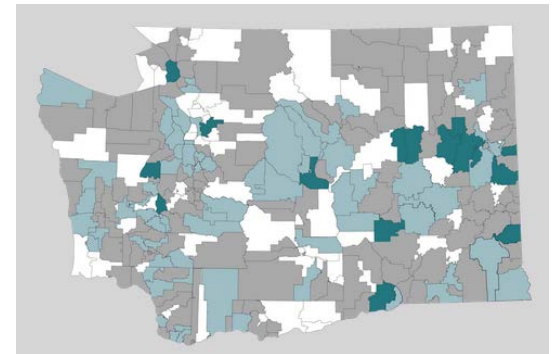
- **Districts must begin implementation this year, with complete implementation by 2015-2016**
- **A number of districts began implementation prior to this year**



2010-2011



2011 - 2012



2012-2013

Why change the system?

A photograph of a teacher with long dark hair and a headband, wearing a light-colored shirt, sitting on the floor and reading a large open book. She is surrounded by five young children of diverse backgrounds. A boy in a green sweater is looking at the book, a girl in a white shirt is pointing at a page, and a girl in a pink shirt is looking on. The background shows a classroom setting with a tiled ceiling and other students.

Teaching is complex;
Effective evaluations are
comprehensive & well-implemented

Where are we now?



Key Takeaways

- **Effective evaluations are important for student learning**
- **Teachers find effective evaluations helpful**
- **WA has joined a majority of states in revamping its evaluation system**
- **WA's new system is more comprehensive and incorporates results in addition to actions**
- **Now is a critical time because implementation is underway**

“I haven’t met anyone in the education family that doesn’t want this new evaluation system to work because we all want to do the best for our kids”

- Teacher in WA OSPI report, December 2013

Some resources

- [Teacher/Principal Evaluation Project](#)
- [Measures of Effective Teaching Project](#)
- [Using Teacher and Principal Evaluations to Inform Human Resource Decisions](#) (OSPI, Dec. 2013)
- [A Teacher Evaluation System Designed to Improve Student Achievement](#) (Teachers United, Dec. 2012)

Thank you!

- **Join another LEVinar**
December 19 - Using teacher evaluations to improve student achievement
- **Attend Teachers United's Advocacy101 in partnership with LEV's Annual Activist Training on January 25th**