NYSED Principal Evaluation Training Program

Day 2- Learning and Teaching
Session 5- Gathering Feedback for Teaching
MET Study

Trainer’s Guidance

February 2012

vF020212
# NYSED Principal Evaluation Training Program

## February 9, 2012

### Session 5: Gathering Feedback for Teaching

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Slides</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.15</td>
<td>Aims MET – unique project</td>
<td>1-6</td>
</tr>
<tr>
<td>4.20</td>
<td>Key Findings</td>
<td>6-15</td>
</tr>
<tr>
<td>4.30</td>
<td>Guidance to Policy makers</td>
<td>16-20</td>
</tr>
<tr>
<td></td>
<td>Six minimum requirements for high quality observations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>District with evaluation work in process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three key take-aways</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership in Teacher Effectiveness</td>
<td></td>
</tr>
<tr>
<td>4.45</td>
<td>Activity 1: Implications for Principal Evaluation</td>
<td>21</td>
</tr>
<tr>
<td>4.55</td>
<td>Activity 2: Self-review confidence continuum (<a href="http://www.ebi">www.ebi</a>)</td>
<td>22-23</td>
</tr>
<tr>
<td>5.00</td>
<td>Summary and END (remind group session 8.30 am Friday)</td>
<td>24</td>
</tr>
</tbody>
</table>
Aims of The Session

To increase participants’ cognition of:

• Research on Measures of Effective Teaching
• Leadership in Teacher Effectiveness
Use slide 4 to introduce a recent research project (January 2012).

**Measures of Effective Teaching (MET) Project**

**Gathering Feedback for Teaching**

*Combining High-Quality Observations with Student Surveys and Achievement Gains*

BILL & MELINDA GATES foundation

January 2012

Trainers should ensure that there are familiar with the study. There is a good executive summary available, as well as the full report.

Take the opportunity to check how many of the participants are aware of the study.

You can also ask if they are aware of Cambridge Education’s role in this project.

Our main role was in relation to the student surveys part of this project. The project utilizes the Tripod Surveys (which are a joint initiative between Professor Ron Fergusson, Kennedy School of Business, Harvard University, and Cambridge Education). Professor Steve Raudenbush (University of Chicago) supported the development of the statistical analysis of the surveys.
Measures of Effective Teaching

Use slide 6 to highlight the key features that make the MET project unique.

Unique project in many ways:

- in the **variety of indicators** tested
  5 instruments for classroom observations
  Student surveys (CE’s Tripod Survey)
  Value-added on state tests

- in **its scale**, 3,000 teachers
  22,500 observation scores (7,500 lesson videos x 3 scores)
  900 + trained observers
  44,500 students completing surveys and supplemental assessments

- and in the **variety of student outcomes** studied
  Gains on state math and ELA tests
  Gains on supplemental tests (BAM & SAT9 OE)
  Student-reported outcomes (effort and enjoyment in class)

The next set of slides provides a summary of key findings.
Testing for validity means determining the extent to which teaching indicators are related to student outcomes. In the MET project, this relationship was tested by comparing a teacher’s results on teaching indicators from working with one group of students to outcomes from the same teacher working with another group of students.

Measures have different strengths
...and weaknesses

<table>
<thead>
<tr>
<th>Measure</th>
<th>Predictive power</th>
<th>Reliability</th>
<th>Potential for Diagnostic Insight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value-added</td>
<td>H</td>
<td>M</td>
<td>L</td>
</tr>
<tr>
<td>Student survey</td>
<td>M</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>Observation</td>
<td>L</td>
<td>M/H</td>
<td>H</td>
</tr>
</tbody>
</table>

Key Finding: Use multiple measures

- All the observation rubrics are positively associated with student achievement gains
- Using multiple observations per teacher is VERY important (and ideally multiple observers)
- The student feedback survey tested is ALSO positively associated with student achievement gains
- Combining observation measures, student feedback and value-added growth results on state tests was more reliable and a better predictor of a teacher’s value added in student learning on State tests with different cohorts of students than:
  - Any Measure alone
  - Graduate degrees
  - Years of teaching experience
- Combining “measures” is also a strong predictor of student performance on other kinds of student tests.
The MET project observed teaching practice through five lenses:
- Framework for Teaching (FfT – Charlotte Danielson, the Danielson Group)
- Classroom Assessment Scoring System (CLASS – Robert Pianta et al, University of Virginia)
- Protocol for Language Arts Teaching Observation (PLATO – Pam Grossman, Stanford)
- Mathematical Quality of Instruction (MQI – Heather Hill, Harvard University)
- UTeach Observation Protocol (UTOP – Michael Marder and Candace Walkington, University of Texas - Austin)

For each instrument, a chart for each of the five instruments was produced.

Slide 12 shows the FfT chart.
Each row represents the performance distribution for a particular competency.

A few patterns are immediately visible when the 5 charts are compared.

- First, raters judged the observed lessons to be orderly and generally on topic. Across these instruments, behavioral-, time-, and materials- management competencies we rated as most accomplished.

- Second, across all instruments, rater rarely found highly accomplished practice for the competencies often associated with the intent to teach student higher-order thinking skills.

The MET project utilized a specific set of Tripod Surveys as the student survey instrument. 
Day 2: Learning and Teaching - NYSED Principal Evaluation Training Program

Student Feedback: related to student learning gains

<table>
<thead>
<tr>
<th>Rank</th>
<th>Survey Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students in this class treat the teacher with respect</td>
</tr>
<tr>
<td>2</td>
<td>My classmates behave the way my teacher wants them to</td>
</tr>
<tr>
<td>3</td>
<td>Our class stays busy and doesn’t waste time</td>
</tr>
<tr>
<td>4</td>
<td>In this class, we learn a lot every day</td>
</tr>
<tr>
<td>5</td>
<td>In this class, we learn to correct our mistakes</td>
</tr>
</tbody>
</table>

Student survey items with the weakest relationship to middle school math gains:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Survey Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>I have learned a lot this year about [the state test]</td>
</tr>
<tr>
<td>39</td>
<td>Getting ready for [the state test] takes a lot of time in our class</td>
</tr>
</tbody>
</table>

Note: Sorted by absolute value of correlation with student achievement gains. Drawn from "Learning about Teaching: Initial Findings from the Measures of Effective Teaching Project". For a list of Tripod survey questions, see Appendix Table 1 in the Research Report.

The student surveys had more predictive power than observations on their own.

However, combining multiple measures (observations, surveys and value-added) improved the overall predictive power.

Combining Observations with other measures improves predictive power

Dynamic Trio

[Graph: Months of Learning Gained or Lost]

- Framework for Teaching (FFT)
  - Top 75%: +1.4
  - Bottom 25%: +1.2

- FFT, Student Survey
  - Top 25%: +2.8
  - Bottom 25%: +2.0

- FFT, Student Survey, Value-Added
  - Top 25%: +1.0
  - Bottom 25%: +1.2

Average teacher

NYSED.gov

February 9, 2012
Session 5: Gathering Feedback for Teaching

Trainer's Notes
Compared to What?

Compared to MA Degrees and Years of Experience, the Combined Measure Identifies Larger Differences

Slide 15 sets out a pathway to High-Quality Classroom Observations as Part of a Multiple Measures System.

The next two slides (16 and 17) are self-explanatory.
Guidance to Policymakers and Practitioners

“Policymakers and practitioners at every level are intensely focused on improving teaching and learning through better evaluation, feedback and professional development. …

While classroom observations can play a central role in a teacher evaluation system providing information for meaningful feedback, success hinges on quality implementation.

Good tools that are poorly implemented will have little benefit.

Therefore, we emphasize the following six minimum requirements for high-quality classroom observations”

Six minimum requirements for high quality classroom observation

1. Choose an observation instrument that sets clear expectations.
2. Require observers to demonstrate accuracy before they rate teacher practice.
3. When high-stakes decisions are being made, multiple observations are necessary.
4. Track system-level reliability by double scoring some teachers with impartial observers.
5. Combine observations with achievement gains and student feedback.
6. Regularly verify that teachers with stronger observation score also have stronger student achievement gains on average.
Districts with evaluation work in process

The following Districts have been funded by the Gates foundation in connection with the METS project to implement teacher and leader effectiveness initiatives including new evaluation systems. Their public web sites tell more about how they are doing this. (Two others, Pittsburgh and Dallas, don’t have extensive information on their public sites.)

- Denver Public Schools LEAP:
  - http://leap.dpsk12.org/
- Hillsborough County, Florida Empowering Effective Teachers:
  - http://www.sdhc.k12.fl.us/eet/v1/
- Memphis, Tennessee Teacher Effectiveness Initiative:
  - http://www.mcstei.com/

At this point, mention that Cambridge Education has a key role with each of these three districts:

- **Denver Public Schools**: we provided student surveys, school improvement support, and training.

- **Hillsborough County Public Schools**: we are the lead trainers for their program. By 2012, we trained, calibrated and certified over 880 principals, peer evaluators, mentors and central office administrators (much of today’s training has been based on the HCPS training).

  In January 2012, we commenced phase 2, which is providing quality assurance services on the efficacy of implementation, including re-calibrating judgments by undertaking follow on joint-observations (Slide 75 gives more details of HCPS).

- **Memphis Public Schools**: in addition to surveying students in every teacher’s classroom, we are now supporting a follow-on project in relation to validating teacher evaluation.

If participants want more detailed information, they should see one of the Cambridge Education staff.

**NB**: Roger Fry, who led the first session this morning, is the Lead for the company’s Hillsborough County work and Trevor Yates helped to design the training.
The MET project offers the following ‘Three Key Take-Aways’.

### Three Key Take-Aways

<table>
<thead>
<tr>
<th>High quality classroom observations will require:</th>
<th>Combining the three approaches (classroom observations student feedback value –added student achievement gains) capitalizes on their strengths and offsets their weaknesses</th>
<th>Combining new approaches to measuring effective teaching – while not perfect- significantly outperforms traditional measures. Providing better evidence should lead to better decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>* clear standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* certified raters, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* multiple observations per teacher</td>
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</tbody>
</table>

Use slide 20 to highlight four key messages for principals.

### Leadership in Teacher Effectiveness

1. Be in classrooms, as often as possible, collecting valid evidence about teacher practice and student learning

2. Provide high quality, evidence based feedback

3. Drive and protect a culture where risk-taking discourse about classroom practice, amongst teachers, is happening every day.

4. Meet (and/or ensure that APs meet) with teachers individually on a regular basis, look at current student results & evidence from observations, and agree on actionable change. Hold teachers accountable for this change.
Use slide 21 to introduce the penultimate activity of today: reflecting on the training and identifying key implications for Principal Evaluation.

**Activity 1: Implications for Principal Evaluation**

**In small groups:**

- Reflect on today’s training
- Identify the key issues emerging for the implementation of an effective principal evaluation process within a district
- Be ready to share your findings with the rest of the group

At the end of this activity, encourage participants to revisit the confidence continuum.

**Activity 2 : Confidence continuum**

**Individually:**

- Revisit your ‘continuum for self-review’ from the start of the day

**In pairs:**

- Share the changes in your current position
- Identify personal / professional development activities which you feel will help you further increase your confidence ratings
Continuum for Self-Review

<table>
<thead>
<tr>
<th></th>
<th>NO EXPERIENCE</th>
<th>EXTENSIVE EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson observation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using data to inform feedback to the principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking at students' work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathering evidence from talking with students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LOW CONFIDENCE</td>
<td>VERY CONFIDENT</td>
</tr>
<tr>
<td>Lesson observation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using data to inform feedback to the principal</td>
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<tr>
<td>Gathering evidence from talking with students</td>
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Reintroduce the Confidence Continuum. Have participants take this out of the document they used is this morning’s first session. They should make a mark and or date that reflect their growth or decline. Keep in mind that if participants are highly reflective, they may notice that their confidence level is actually declining, since they now know how much candor and frankness is required to deliver unequivocal findings with judgment words. You may ask a few to share.

**Summary of Session 5**

- Measures of Effective Teaching and the use of multiple measures
- Multiple Observations and inter rater reliability
- Providing better evidence that leads to better decisions
Feedback on today and close

Thanks all participants for their contributions during the day.

Remind them that Day 3 commences with a plenary in the main room at 8:30 AM tomorrow.

Ask all participants complete the feedback forms. Collect them and give them to the administrative team.