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

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%

TN
Increasingly positive administrator perceptions of evaluation

Overall I am satisfied with Tennessee's administrator evaluation process

- 2014: 73%
- 2015: 81%
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.
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
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

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### Need for Feedback: Administrator Misalignment

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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: 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: 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: 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.