

Rethinking Educator Evaluation & Support

Using Effective
Feedback to Improve
Instruction and
Student Learning

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Here is the plan...

1. The Goal
2. Our assumptions...
3. Feedback from the field
4. Considering the research (learning impacts and teacher evaluation)
5. Our strategy...
6. Our proposal and process...
7. Our experience...
8. Key benefits
9. Other issues and questions.

The Goal:

To increase the likelihood that the educator evaluation and support process will have a positive impact on student learning and achievement.

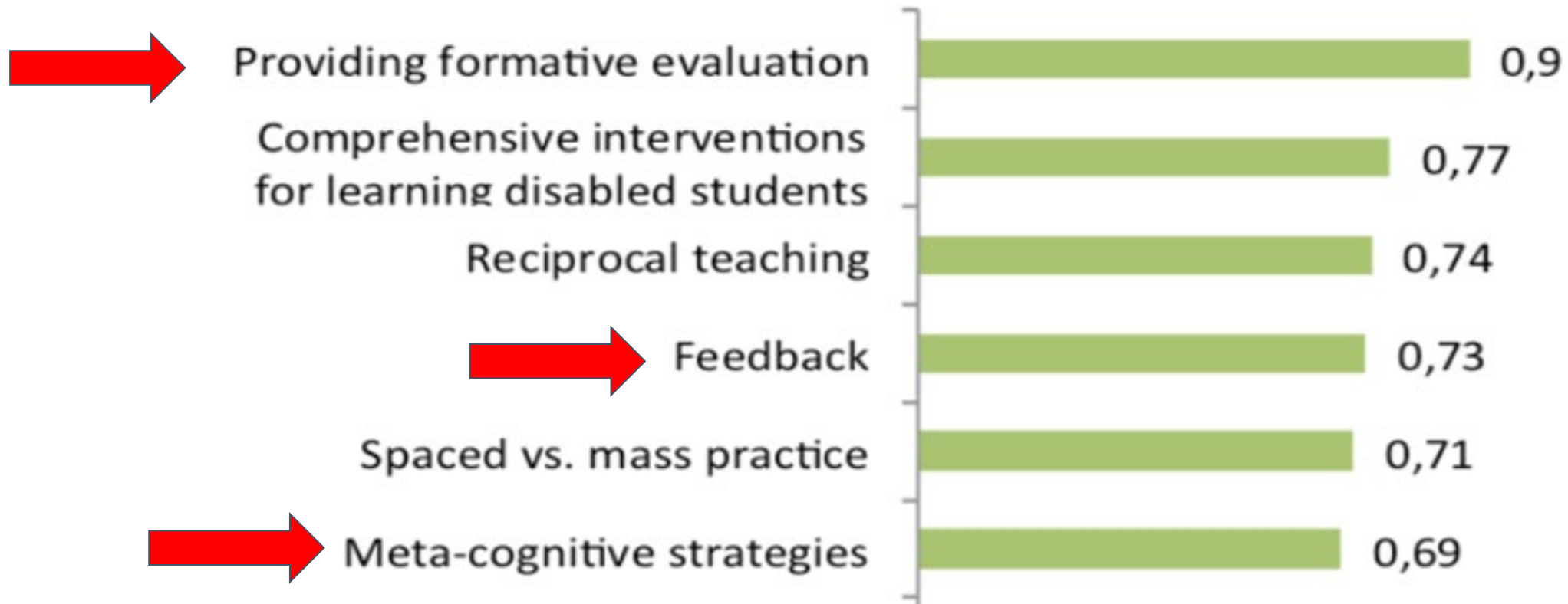
Our Assumptions:

- The current system was designed specifically in response to a federal legislative imperative to pursue greater accountability and not on a foundation of best practice design (we did the best we could given the restrictions they had to work with).
- The current system was well meaning but has not achieved its intended purpose.
- Rebalancing with a focus on growth through feedback will give us a better chance of achieving positive achievement outcomes.

Listen to the Field - Constituent Feedback



What the research on learning impact says: John Hattie



What the experts say about the power of feedback: Amy Tepper & Patrick Flynn

For years, evaluation, observation, and the support of teachers through feedback only focused on the *teaching* occurring in the classroom. Much of the feedback consisted of summaries, narratives, or lists of evidence. As a result, feedback was not conveying information about how teachers' practices were leading (or not leading) to learning or how teachers were creating outcomes through their choices, strategies, and tasks. (Tepper and Flynn, *Learner Focused Feedback* (pg. 10))

What the research on teacher evaluation says: Morgaen Donaldson

Accountability is an ineffective motivator...

“... accountability aims of teacher evaluation do not generally inspire teachers or leaders. Improving one’s craft, on the other hand, generates much more enthusiasm.”

(Donaldson, page 108)

Intrinsic motivation and educator agency...

“In general, the intrinsic motivational mechanisms of teacher evaluation systems are more powerful. Through good feedback and goal setting, teacher evaluations systems support a teacher’s sense of competency and autonomy. Across the country, the main extrinsic aspects of new teacher evaluation systems are numeric ratings and consequences for performance.”

(Donaldson, page 36)

Emphasis on growth and development...

“ ... teacher evaluation works best when embedded in a larger culture of continuous learning. Thus, it cannot be considered a panacea but instead one of many structures that can hold teachers accountable and improve instruction.”

(Donaldson, page 226)

Focus on things that matter...

“Leaders of districts and schools would be wise to engage in discussions about priorities. What skills and outcomes are most important in the near term? In the far term? How can districts better prepare school leaders to evaluate and support teachers in these areas? How can districts provide teachers with the tools to self-assess the extent to which they are developing these skills?”

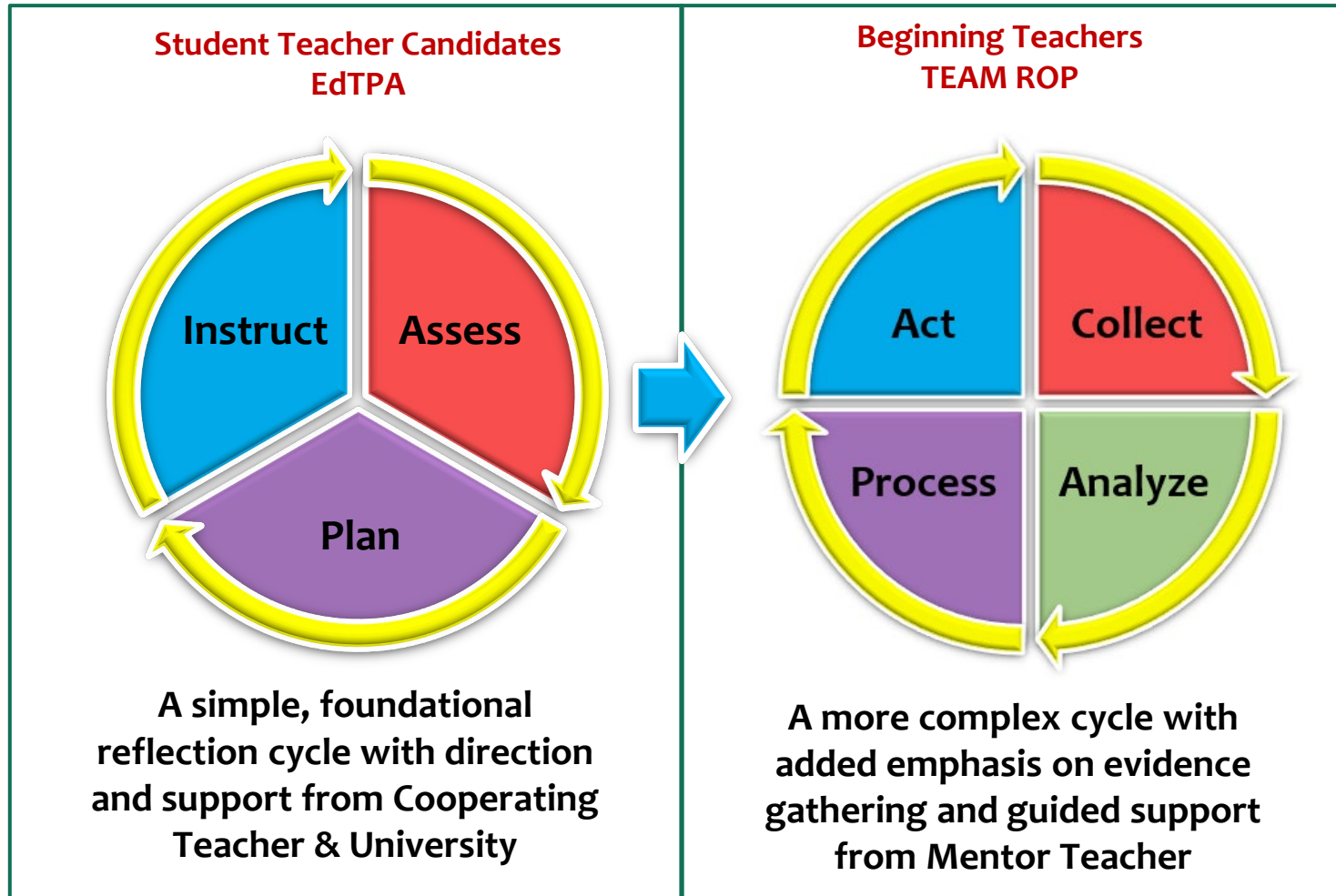
(Donaldson, page 73)

Our strategy in response to the Research:

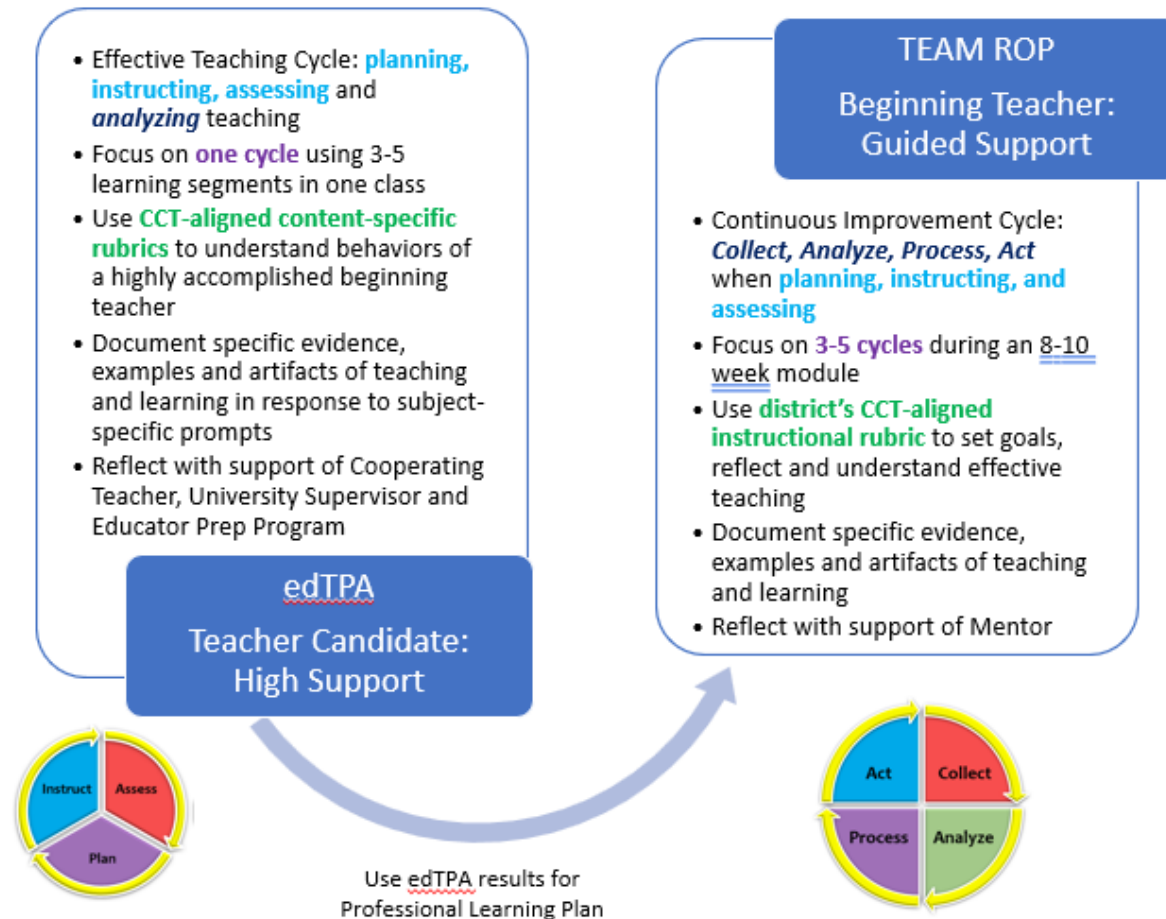
- Build on an existing structures model of targeted, focused, feedback to drive improvements in instruction and student learning. Set a goal, implement a strategy, and...



Our first step: TEAM Redesign (2016)



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Process Outline: CAPA Reflection Framework

Collect - Analyze - Process - Act (CAPA) Cycle Protocol	
CAPA Pre-Planning Lesson Focus: - Goal Statement (High leverage student skills) - Strategy Focus (High leverage instructional skills)	
Feedback Cycle Step (from the educator)	Reflection/Notes/Feedback (educator and supervisor)
Collect	
Analyze	
Process	
Act	

Our Experience: Constituent feedback on Team ROP

Teachers from the following districts have been using our reflective feedback CAPA cycle in the field since 2017...

Barkhamsted, Bethel, Bethlehem, Canaan, Cornwall, Goshen, Kent, Morris, New Hartford, New Milford, Newtown, North Canaan, Norfolk, Region 1, Region 6, Region 14, Salisbury, Sharon, Sherman, Thomaston, Torrington, Warren, Woodbury, Winchester

Here is what they have to say about it....

01



Impact on Respondents' Practice

92% of respondents revealed that TEAM ROP allowed them to undertake *new teaching strategies, broader discussions of practice* with mentor/mentee, *better tracking of learning objectives*, and *more effective use of data*. Additionally, 96% of respondents involved with the program for at least a year indicated TEAM ROP supports *greater self-reflection* when compared to TEAM.

02



Effect on Student Outcomes

Of those surveyed, 92% felt that TEAM ROP gives teachers the tools to *analyze, reflect, and inform instruction* which allows them to better support student success. The same number of respondents also stated that *student learning is enhanced* by ROP's more direct approach to understanding student needs while allowing new teachers to *examine and improve their practice* more effectively.

03



Preparing Teachers for expected Processes and Practices

According to 80% of respondents, TEAM ROP made *objectives more explicit* for teachers AND students; provided a *clearer understanding* of an on-going *reflection and improvement process* and allowed for the improved use of available data to help create a *better classroom experience*.



Our experience... constituent feedback regarding TEAM ROP

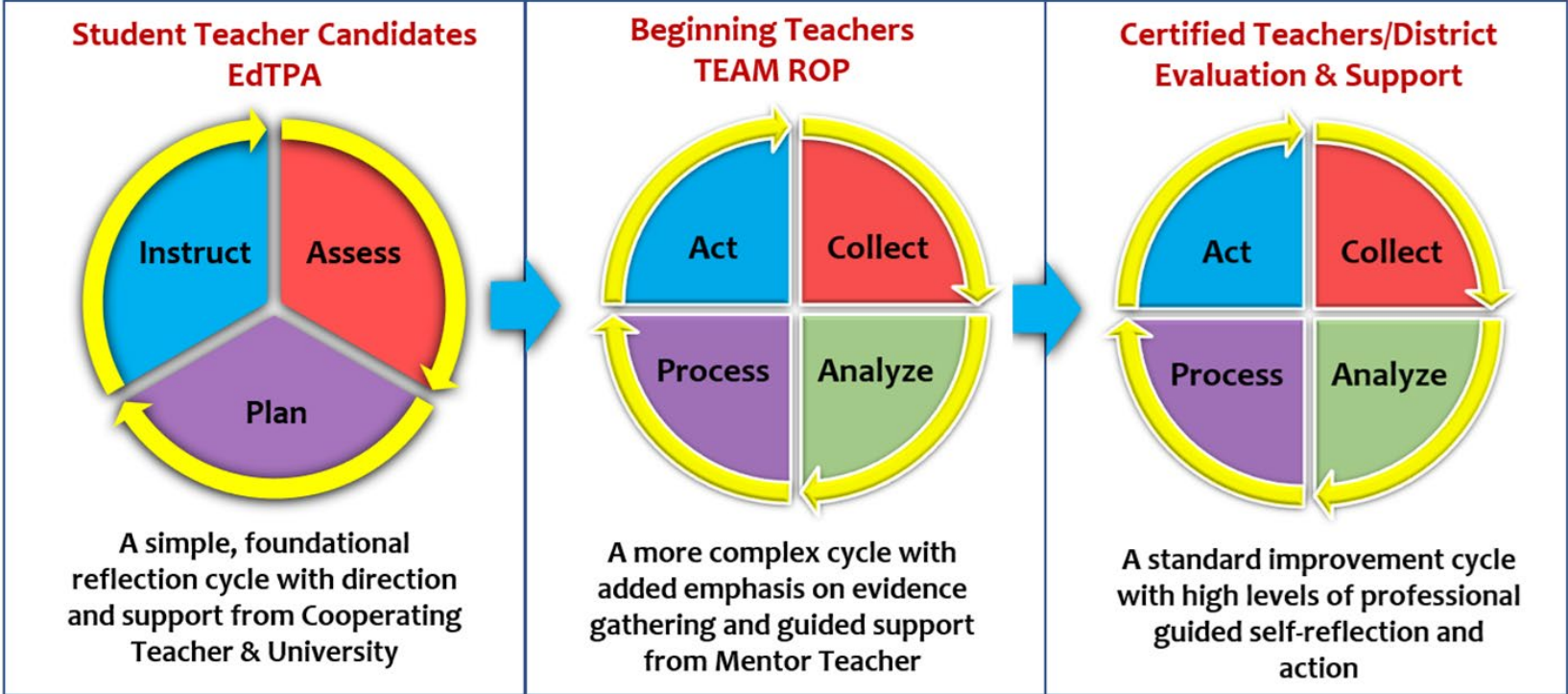
“The Region One conversion to the ROP cycle as the core curriculum for the TEAM process has resulted in a more authentic and meaningful experience for our new teachers and their mentors. The ability for a new teacher to continuously revisit the learning target for each module until a level of mastery is achieved yields much stronger professional growth, which of course is better for our students. Many thanks to Carly and the EdAdvance team for creating a framework that promotes a meaningful new teacher/mentor relationship and that supports sustainable effective practice for our new teachers.”

- Lisa Carter, Region One Superintendent

“New teachers are excited to see how their EdTPA score reports connect with both TEAM ROP modules they work through as well as how they can use their report to create a Performance and Practice goal for themselves through the teacher evaluation process. Over the course of the year, mentors have been able to observe their mentees teaching units with a focus on the module the mentee is working on. This has resulted in targeted feedback in real-time grounded in data and observation, making reflective conversations about practice relevant and meaningful.”

- Alisha DiCorpo, New Milford Superintendent

Our Proposal: Build on This Success

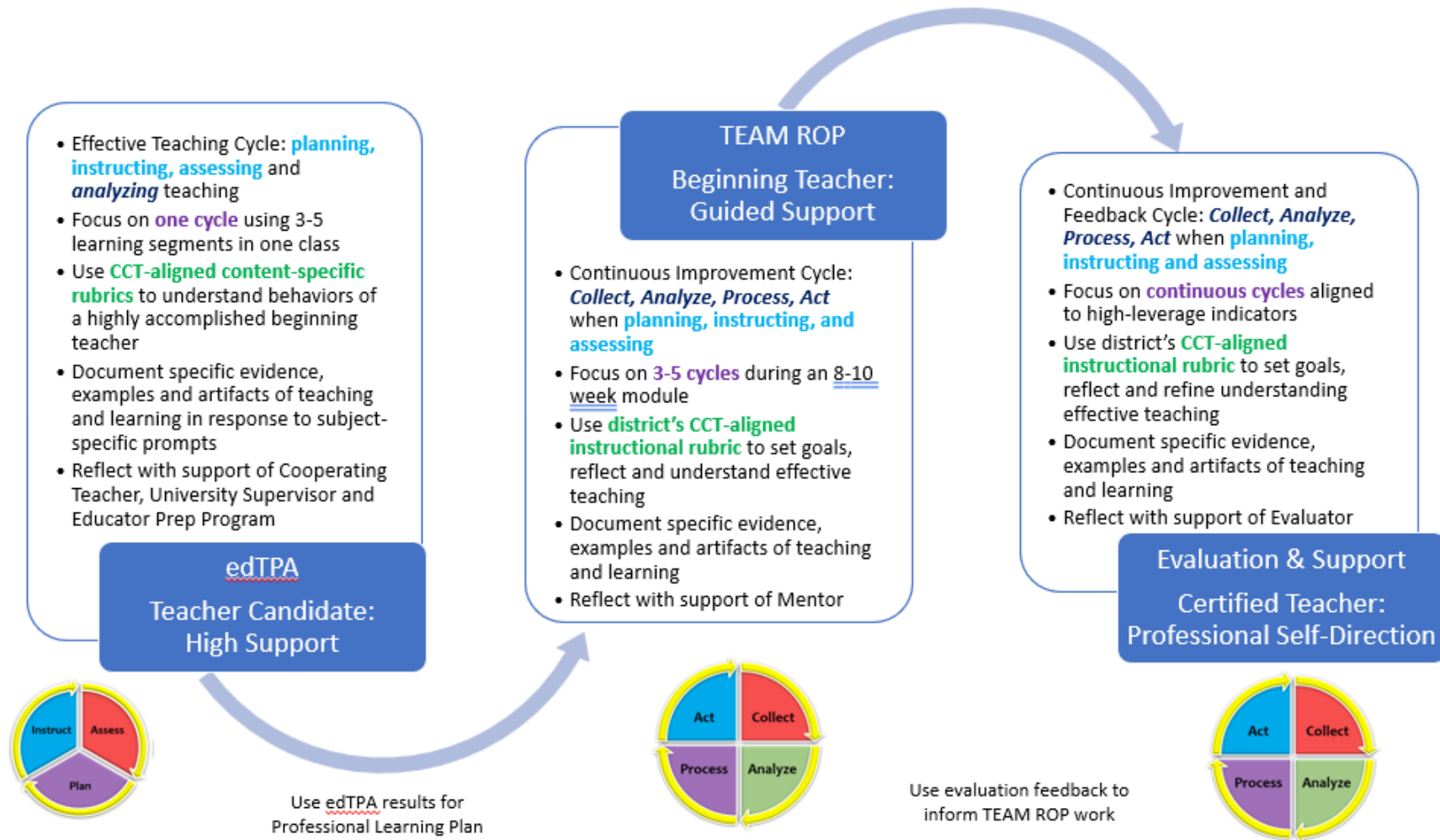


Existing

Existing

Proposed

Our Proposal: Build on This Success



Process Outline: Professional Learning Cycle

At least once per year....

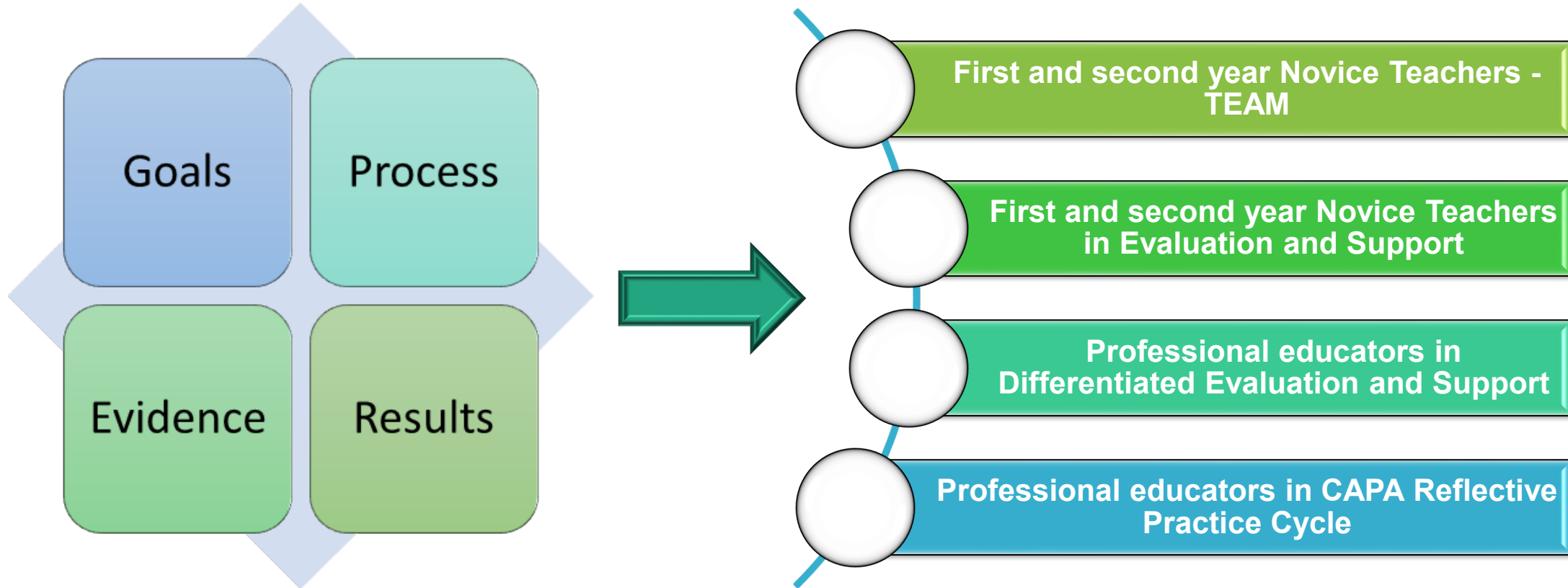
1. **Goal Setting Meeting** - educator meets with supervisor to select a mutually agreed upon problem of practice - preferably impacting a high leverage CCT indicator (1a (classroom environment), 3b (engagement), or 3c (feedback)).
2. Educator prepares an impact strategy for use in the CAPA process and implements it with multiple perspective evidence gathering (student data, observational evidence by the evaluator, etc.)
3. Educator works through the CAPA process and reflection framework with their supervisor, providing analysis and reflection on the outcomes of their impact strategy. Supervisor uses appropriate reflection prompts and inquiry questions to help guide the cycle process.
4. Using established standards and criteria, supervisor provides educator feedback specific to the educator's:
 - a. **Development of new learning** – both how they learned and what they learned
 - b. **Impact of their learning on practice** – specific examples/evidence of how new learning has impacted their teaching practice
 - c. **Impact on students** – specific examples/evidence of how their changing practice has impacted student work/achievements.

Process Outline: Differentiation Pathway

Periodically and/or for educators whom have not met the minimum evidence standards in the CAPA Cycle:

- 1. Educator prepares for an observation based on all indicators of a CSDE approved rubric aligned with the CTT in use for their current process.**
- 2. Evidence and observations used to create an overall rating based on existing district instructional rubric.**
- 3. Educators reaching the local district's Proficiency Rating are then entered into the Professional Learning Cycle.**

Our Proposal: Streamline/align goal with process phase



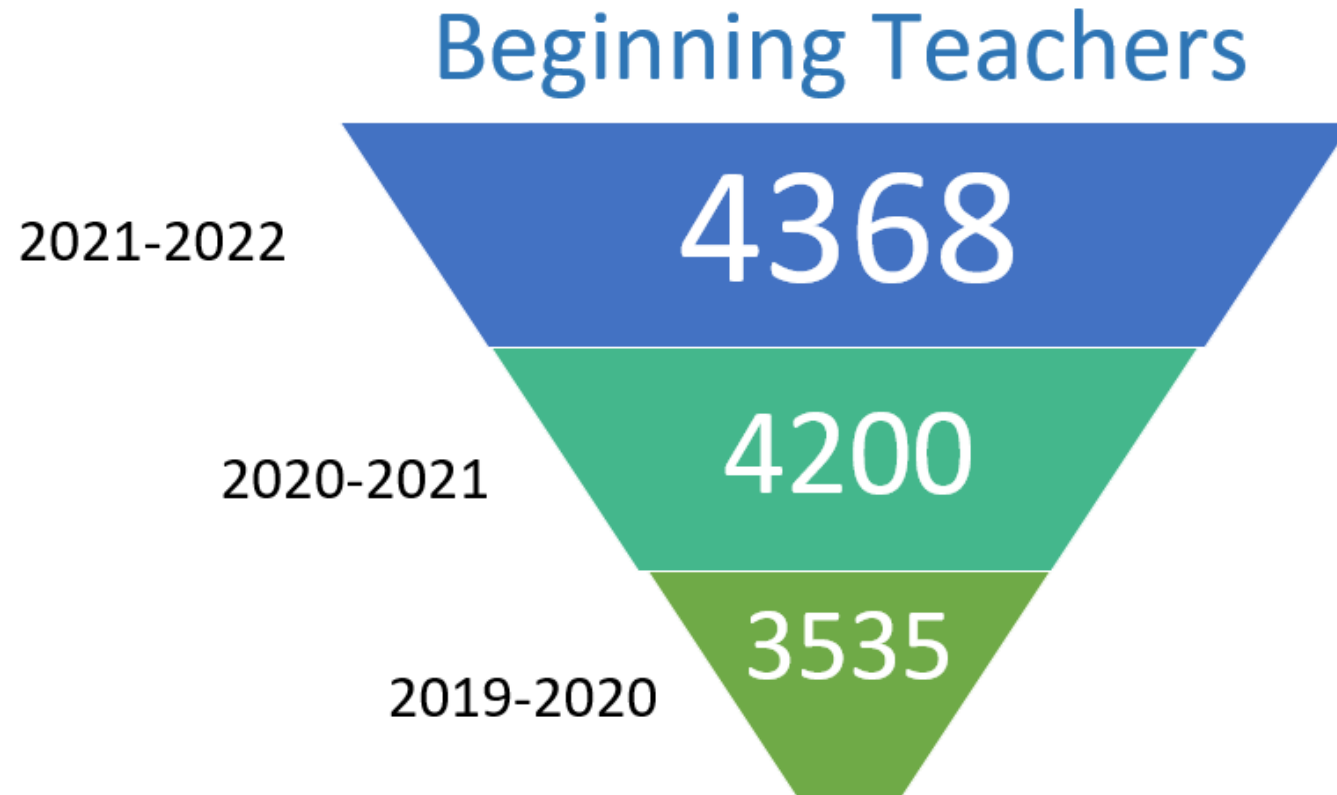
Comparing Existing & Proposed Process

What is the Same?	What is Different?
<ul style="list-style-type: none">● Aligns with the CCT Leadership Rubric - Domain 2 Talent Management .● Uses of the CCT Rubric for Effective Teaching/Service Delivery (or another locally determined CCT-aligned rubric).● Focuses on evidence-based observation and reviews of practice.● Builds on what CT administrators have learned in the state-wide <i>Foundational Skills for Evaluators of Teachers</i> training.● Aligns with Connecticut Professional Learning Standards.	<ul style="list-style-type: none">● Provides a process, skillset, and focus that can be applied at every level for aligned and improved outcomes● Focuses on job-embedded professional learning and feedback in three core high-leverage areas rather than the TEAM modules.● Engages teachers and administrators in new learning through action research● Incorporates options for differentiation and support in unique circumstances● Includes written and verbal feedback based on the quality of evidence, observational documentation, and reflection within action research

Key Expected Benefits:

- Maximizes improvement across all levels and contributes to a larger culture of continuous learning.
- Aligns expectations across an educator's career continuum from preparation through professional practice.
- Focuses efforts on learning priorities.
- Appeals to educators' autonomy, expertise, and interest in continuous improvement.
- Reduces the evaluation overlap/workload for beginning teachers, supporting improved recruitment and retention.

Importance of Retaining New Teachers



Next Steps:

We are glad to share more about the current CAPA materials and are open to feedback from the EES 2022 Council about how the process currently in place for beginning teachers could be refined and extended as a cycle for continuous improvement, self-reflection, and professional learning for experienced teachers.

Sources Referenced/Consulted:

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