

Teacher and Leader Evaluation that Supports Educators' Development and Student Learning

EES Council Meeting June 2, 2022

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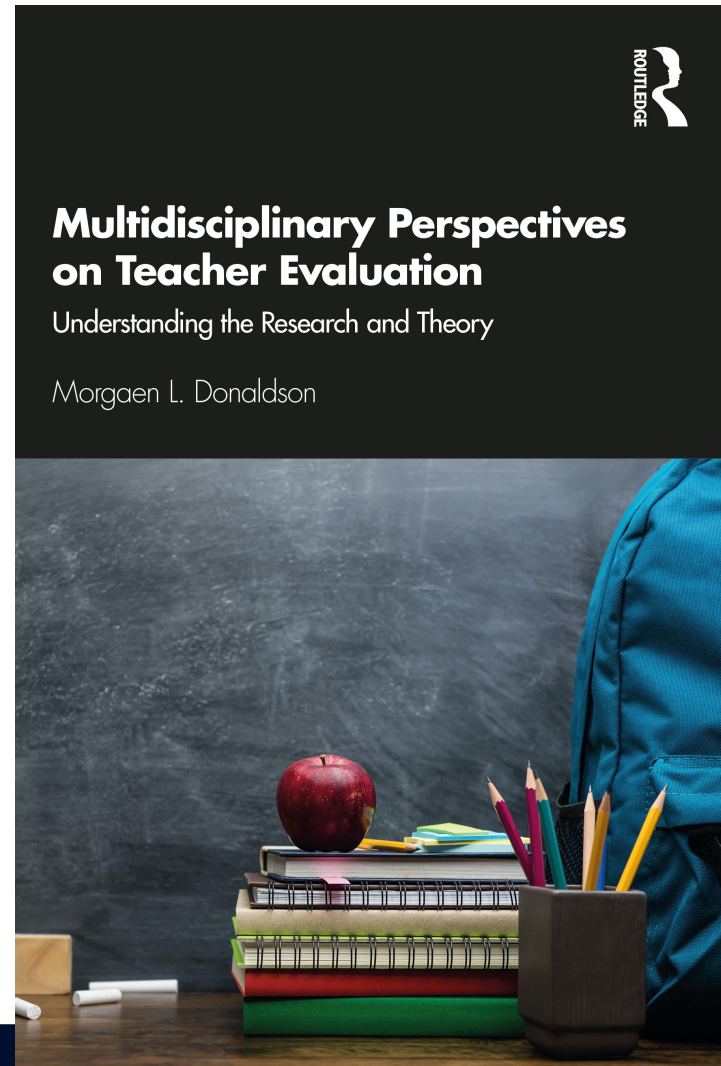
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Agenda

- Introduction
- How can evaluation support educators' development & student learning?
- Lessons learned--Teacher evaluation
- Lessons learned--School leader evaluation
- Conclusion

About me

- Expertise in educator evaluation, school reform, especially in urban and rural schools
- Led 2013 SEED pilot study
- Principal Investigator on multiple federal, state, foundation grants on educator evaluation
- Current projects: mentoring of leaders, principal evaluation, recruitment/retention of BIPOC educators



Why Invest in Evaluating Teachers and Leaders?

- If we want to enhance student learning...
 - We need to improve the skills, knowledge, and capacities of adults who teach and support them
 - Why? How?
 - Teacher and principal evaluation and professional learning are prongs of a larger approach to enhance educator effectiveness

Why Invest in Evaluating Teachers & Leaders?

- Good feedback has a big, positive impact on educator performance (Hattie & Timperley, 2007; Kluger & DeNisi, 1996)
- Teachers and leaders:
 - want feedback (Coggins et al., 2010; Frase, 2001)
 - care deeply about the feedback they receive (Milanowski, 2005)
- But evaluation has been lackluster historically
 - Few teachers or leaders receive rich, sustained feedback (Donaldson & Papay, 2015; Mavrogordato et al., 2021)

How can evaluation support educators' development & student learning?

- **Feedback, goal clarity, and supportive relationships** prompt change (motivation theory)
- Learning is **social** (learning theory)
- Given sufficient **human capital, internal accountability** and **shared vision and goals** can motivate improvement (human capital, accountability theory)

How can evaluation support educators' development & student learning?

- Design system to support **Accountability & Development**
- Accountability
 - Personnel decisions **and** day-to-day pressure
- Development
 - Via feedback and connections to professional learning
- Often framed as opposed, even competing goals
- Actually work in concert with each other
 - *accountability without development is punitive*
 - *development without accountability is naïve*

Teacher Evaluation

Evaluation can Improve Teachers' Skills

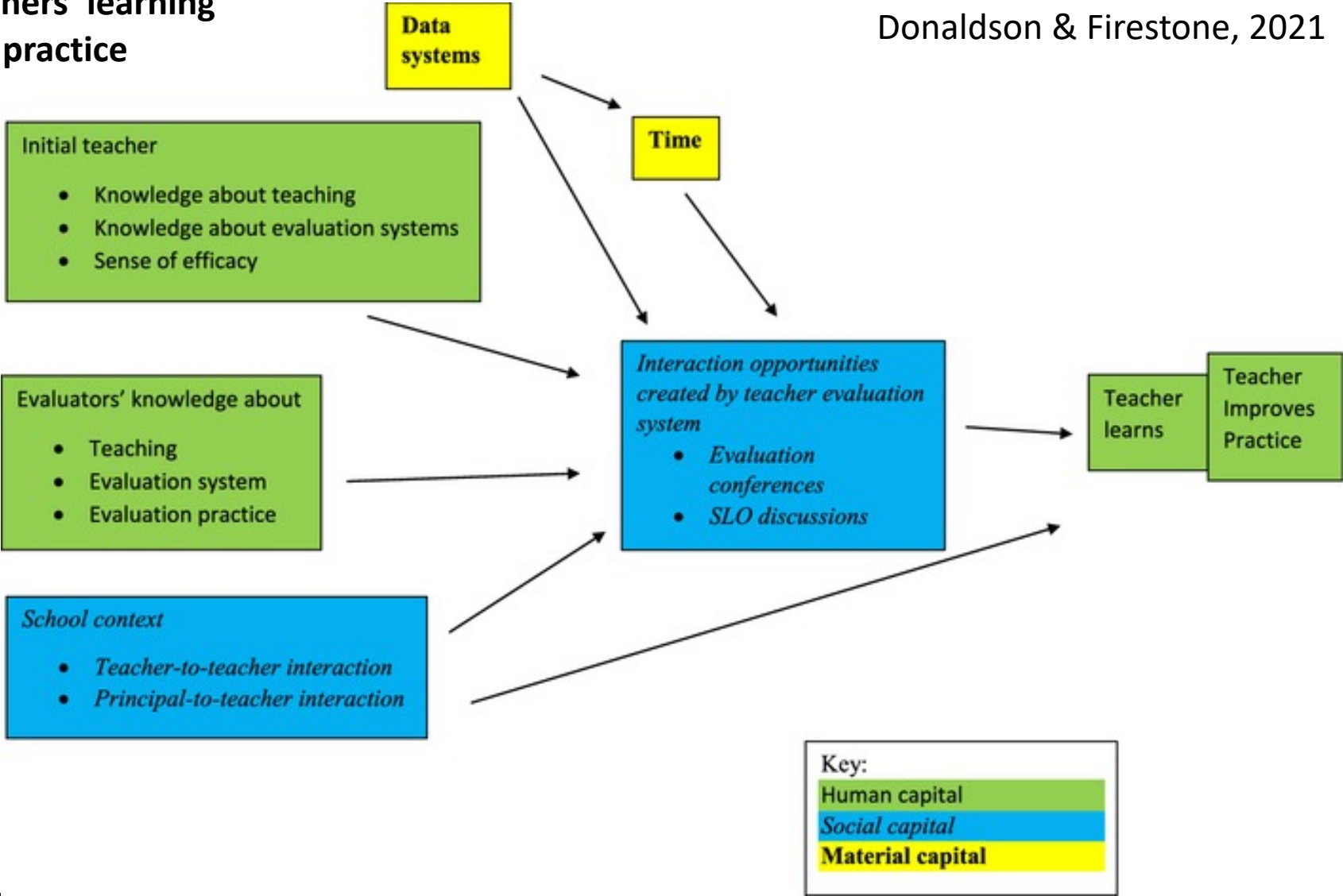
- Design and implementation failures hamper teacher evaluation's impact=>large-scale studies with null effects (*e.g. Bleiberg et al., 2021*)
- Teacher evaluation can improve teachers' instruction and students' performance
 - Urban and rural districts (*e.g., Dee & Wyckoff, 2015; Dee et al., 2019; Hunter & Bowser, 2021; Steinberg & Sartain, 2015; Taylor & Tyler, 2012*)

Teacher evaluation supports teacher development & student learning when schools...

- place an overall emphasis on improvement
(Donaldson & Woulfin, 2019; Marsh et al., 2017; Reinhorn et al., 2017)
- deliver frequent, supportive feedback with high expectations *(Reinhorn et al., 2017)*
- implement evaluation as one of a set of strategies that improves educators' practice
(Marsh et al., 2017; McLaughlin, 1990)
- Attend to human, social, and material capital within evaluation

How human, social, and material capital shape teacher evaluation's influence on teachers' learning and practice

Donaldson & Firestone, 2021



When Designing Teacher Evaluation

- Balance accountability & development
- Incorporate student learning without building in perverse incentives
- Build supervisor human capital
- Advance equity
 - Emphasize culturally sustaining practices in rubrics (*Richmond et al., 2019*)
 - Offer ongoing training to reduce potential bias in observation ratings against teachers in lower-performing schools and classes (*Jacob & Walsh, 2011*), teachers of minoritized students, minoritized teachers, and male teachers (*Campbell & Ronfeldt, 2018; Drake et al., 2019*)

Principal Evaluation

Evaluation Can Build Principals' Skills

- Principals benefit from evaluation that includes coaching, feedback, PD, and support
- Combining formative and summative evaluation approaches supports principal improvement

(Goldring et al., 2020)

When does evaluation support leaders' development?

- When supervisors believe that
 - the aim of principal evaluation is both development **and** accountability
 - improvement is more important than compliance
 - evaluation aims and activities should cohere and be integrated with the principal's work
 - they can and should coach principals
- When supervisors possess the capacity to
 - coach principals
 - preserve time to engage in coaching

Where does evaluation support leaders' development?

- In districts where
 - principal evaluation functions as a **facilitative** rather than **primary** lever to improve practice
 - supervisors understand principals' work and are skilled at coaching them
 - principal evaluation taps into principals' intrinsic motivation
(Donaldson et al., 2021a; Donaldson et al., 2021b; Mavrogordato et al., 2021)

How do supervisors implement principal evaluation differently?

- Supervisors in
 - higher-performing, higher-resourced districts tended to implement the process loosely but maintained a focus on instructional leadership
 - Lower-performing, lower-resourced districts implemented the process rigidly but broadened the focus to various aspects of leadership
- District evaluation standards prioritized instructional leadership, may have disadvantaged principals in lower-performing, lower-resourced districts

Donaldson et al., 2021a

Concluding Thoughts

Educator evaluation works best when it...

- is integrated with other district efforts to support teaching/leading
- features regular, rich, instructionally focused conversations
- prioritizes effort, learning, risk-taking and improvement
- balances accountability and support
- is led by supervisors who
 - are deeply knowledgeable about teaching/school leadership
 - hold high expectations for teachers/school leaders (**Accountability**)
 - provide regular, high-quality feedback
 - AND offer support (**Support**)
- Attends to equity

Thank you

For more information:

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