TNTP Lead Partner Summary

Indiana Department of Education I August 2012
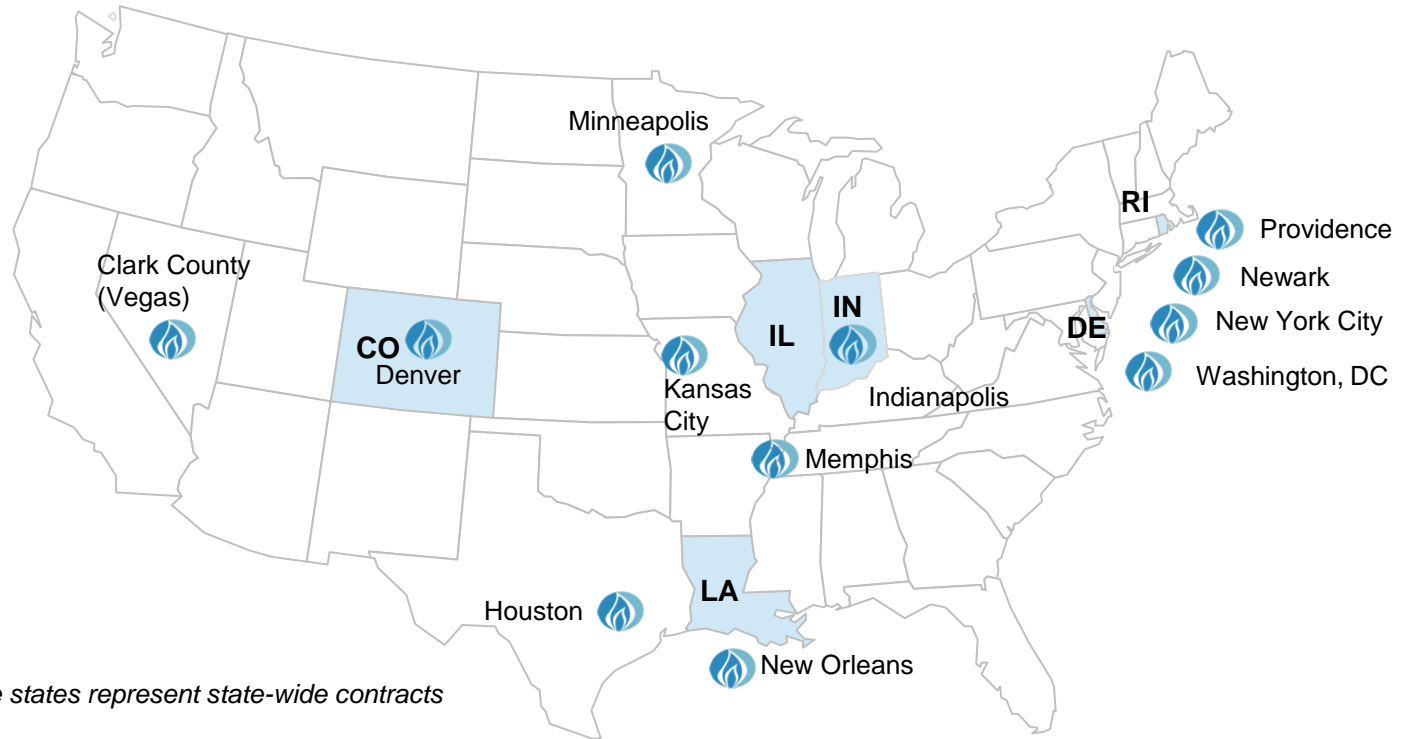
Agenda

▶ Overview of Work

Objectives & Progress

Looking Forward

TNTP helps schools, districts and states across the country prioritize and support effective teaching.

TNTP Performance Management Projects, 2012-13

Map of the United States showing TNTP project locations:
- Minneapolis
- Clark County (Vegas)
- **CO** Denver
- **IL**
- **IN**
- Kansas City
- Indianapolis
- Memphis
- Houston
- **LA** New Orleans
- **RI** Providence
- Newark
- **DE** New York City
- Washington, DC

Shaded blue states represent state-wide contracts

SCHOOL MANAGEMENT	**EVALUATION SYSTEMS**	**INNOVATIONS**	**FUNDAMENTAL REFORM**
Hiring & staffing School culture Principal leadership	Evaluation system design Pilot & rollout Faithful implementation	Compensation Teacher career pathways Technology & training	Long-term partnerships for comprehensive change on many fronts

Our work with George Washington CHS and Broad Ripple MHS has helped administrators consistently gather better evidence of teacher performance, individually and as teams.

2011-2012 School Year Objectives	Results
1. TNTP will complete a needs assessment, including analysis of instructional culture and leadership teams' development needs, and present their findings.	**Met**
2. TNTP will develop and facilitate a training series for school leadership teams on how to operationalize the current IPS observation.	**Met**
3. TNTP ensures the focus area teachers have been identified and that intervention plans are in place for those teachers.	**Met**
4. TNTP will develop protocols to ensure school leaders remain on-track to collect robust, accurate teacher performance data.	**Met**
5. TNTP will develop and facilitate group norming sessions to ensure greater inter-rater reliability amongst leadership team members from.	**Met**

We worked closely with administrators to ensure each had the individual support needed to improve their evaluation practices.

Comments from our end-of-year administrator survey:

> " I have really enjoyed working with TNTP. It is the most useful training I have received as an educator. I feel confident now in my ability to evaluate teachers.

> " The one-on-one "hands-on" assistance was very helpful

> " I was impressed with how much we were able to learn and improve in such a short time. The feedback was direct and actionable and really helped make my job easier. I really appreciated the modeling of what we needed to do in the interactions we had with the TNTP staff.

> " The people from TNTP were very professional and knowledgeable in working with me.

> " I wish I had this prior to doing evaluations this past school year.

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TNTP completed a needs assessment, including analysis of instructional culture and leadership teams' development.

To gain additional insight into administrators' development areas and build investment from school teams, we used information from the administrators themselves and their teachers to guide our focus areas:

Teachers

At GWCHS, TNTP conducted our Instructional Culture Survey

At BRMHS, we used information from Scholastic's WE Survey to streamline supports and data collection

90% response rate

Administrators

Administrators at both schools completed an initial confidence survey

70% response rate

We also reviewed mid-year evaluations for both schools as well as student responses to the Scholastic WE Survey at BRMHS.

TNTP completed a needs assessment, including analysis of instructional culture and leadership teams' development (continued).

Findings	Guidance

Administrator Survey

56% of administrators were confident in their ability to assess a teacher's instructional performance using the IPS Danielson evaluation

However, less than 25% were confident in their team's ability to arrive at the same rating for a teacher
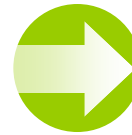
Group sessions to ensure teams see improvement from all administrators

Mid-year Evaluations

Less than 11% of teachers were rated below Proficient in either Domain 2 or 3

Ensure evaluations result in differentiated ratings that drive individual feedback

TNTP completed a needs assessment, including analysis of instructional culture and leadership teams' development (continued).

Instructional Culture Survey (TNTP)

Teachers were less satisfied with the amount of observations and feedback than other schools nationally (*55% vs. 77% nationally*)

WE Survey for Teachers (Scholastic Achievement Partners)

The largest area voiced for growth by the staff was in support to grow professionally (*44% vs. 78% nationally*)

Increase the number of teacher observations

TNTP developed and facilitated a training series for school leadership teams on how to use the current IPS observation tool.

To focus administrators on core instructional areas, we created a rubric that reduced the overall number of competencies while expanding the definitions and critical attributes to ensure a shared understanding among team members

Our introductory trainings:

- Reviewed the rubric with administrators

- Gave teams time to practice using the tool individually and in groups

- Reviewed evaluation best practices

- Set expectations for our work for the next few months

- Additionally, given the particular interest in improving evaluations for inclusion SPED teachers at GWCHS, we filmed an effective inclusion SPED teacher and reviewed evidence with the team

TNTP developed and facilitated a training series for school leadership teams on how to use the current IPS observation tool (continued).

In addition to our group trainings, we co-observed with administrators on a bi-weekly basis and provided feedback on rubrics completed during partner and individual observations:

Review of administrator-completed rubrics in early April:
- **50%** of administrators met our guidelines for low-inference evidence
    (majority of evidence based on student/teacher actions and classroom observations)
- **50%** of administrators aligned their evidence to the appropriate competencies
    (majority of evidence matched critical attributes as stated in the IPS evaluation rubric)
- **25%** of administrators provided an appropriate scope of evidence
    (evidence covered a majority of attributes within each competency)

Review of administrator-completed rubrics in late May:
- **100%** of administrators met our guidelines for low-inference evidence
- **75%** of administrators aligned their evidence to the appropriate competencies
- **50%** of administrators provided an appropriate scope of evidence

100% of administrators agreed (57%) or strongly agreed (43%) that the **individual assistance through partner observations and evaluation feedback helped them to feel more confident** in evaluating teachers and providing feedback on their instruction

TNTP ensured focus teachers were identified and that targeted areas for development were identified.

TNTP provided administrators with selection criteria and talking points for administrators to review with selected teachers:

- Administrators selected **33 teachers** to receive regular observations and feedback for the remainder of the school year

- Approximately ¾ **of teachers were selected based on the need for targeted development, though proficient teachers were also included** to demonstrate attributes of excellence and ensure our additional observations were not seen as punitive

- While we focused primarily on English, Math and SPED teachers, **teachers from all subjects were included** to ensure administrators could use the tool in every instructional placement.

- At BRMHS, almost all teachers were targeted for growth in **Culture for Learning and Engagement in Learning** based on a school-wide focus. These were also the dominant areas for growth at GWCHS, with the next most common areas being Questions/Discussions & Managing Behavior.

TNTP developed protocols to ensure school leaders remained on-track to collect robust, accurate teacher performance data.

- Through **over 60 bi-weekly partner observations**, TNTP helped principals collect regular evidence in focus areas for selected teachers, tracking both performance and implementation of feedback.

Survey of Focus Teachers

89% indicated seeing an increase in the number of observations by their administrator	**72%** indicated receiving feedback that improved their instruction based on these observations

Note: 62% response rate

- Administrators also conducted **independent observations and submitted completed evaluation rubrics for feedback** before debriefing with teachers.

- After both independent and partner observations, TNTP established **a 3 day turn-around for administrators to debrief with teachers**, sharing both areas of strength and areas for development.
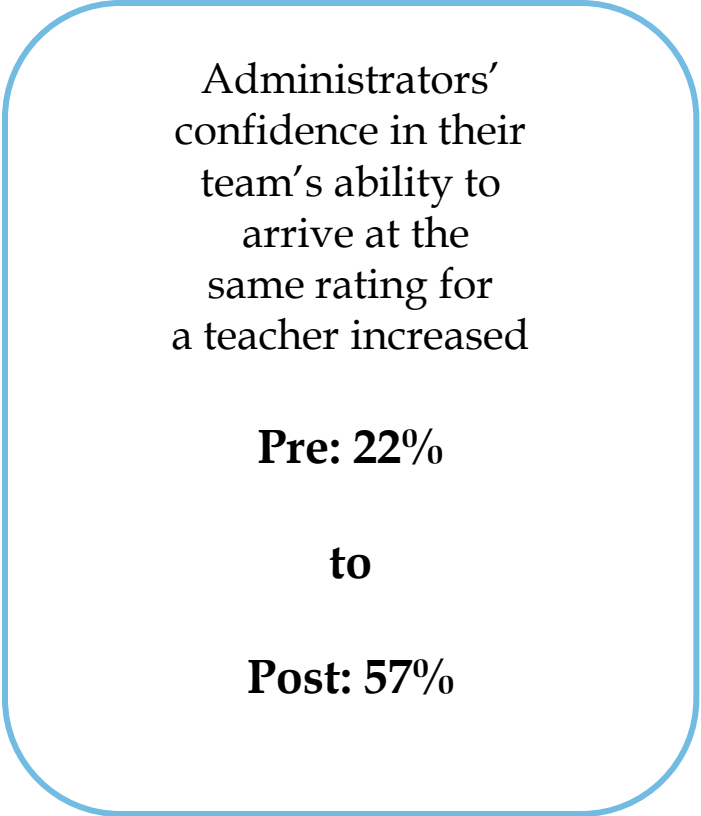
TNTP developed and facilitated monthly group norming sessions to ensure greater inter-rater reliability amongst leadership team members.

Participants overwhelmingly agreed that the norming sessions increased their confidence in their own ability to evaluate teachers accurately; they also grew more confident in their team's overall ability to be normed.

The video norming workshops helped me to feel more confident in my ability to gather evidence and evaluate teachers consistently.

Somewhat Agree

Strongly Agree

14%

14%

Agree
71%

Administrators' confidence in their team's ability to arrive at the same rating for a teacher increased

Pre: 22%

to

Post: 57%
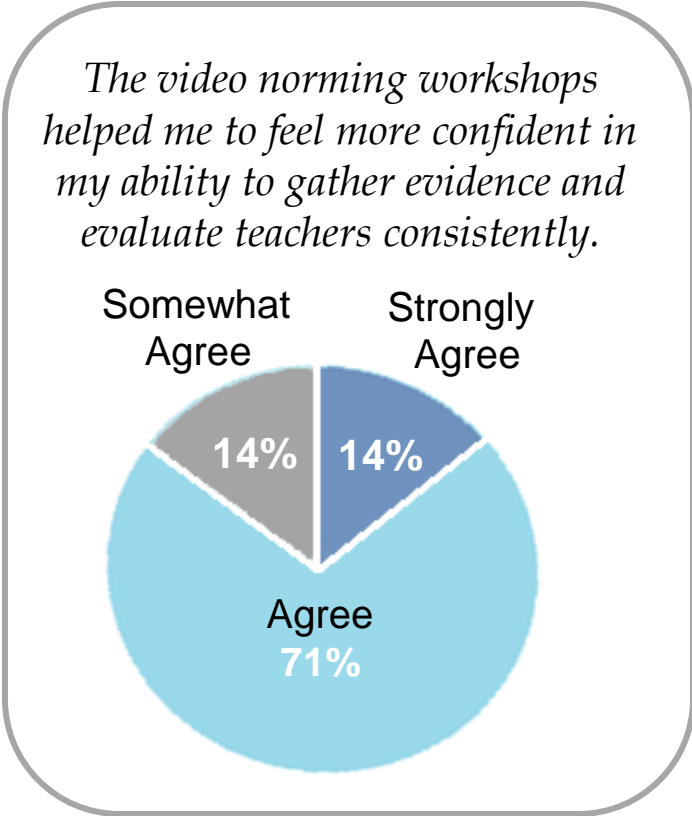
Source: Administrator Survey

Source: Administrator Survey

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TNTP developed and facilitated monthly group norming sessions to ensure greater inter-rater reliability amongst leadership team members from (continued).

Through our norming session assessments, we saw administrators' ability to accurately assess competencies and math evidence improve from over a four month period; we also have continued areas of focus heading into the next school year:

➤ **71%** matched at least half of the normed ratings exactly when assessing all 6 competencies

➤ **29%** were able to match 4 or more of the normed ratings exactly when assessing all 6 competencies

➤ **100%** rated all competencies within one evaluation step of the normed ratings

Source: June norming session results

Based on administrator concerns with the transition to RISE, TNTP worked with administrators, teacher leaders and district leadership to identify connections between the two systems and identify components requiring additional clarification.

- To aid administrators at our two schools and across the IPS district, we created cross-walks of the Danielson and RISE evaluation systems and had them vetted by members of the RISE development team.

- Through an introductory overview of the RISE evaluation system, teacher leadership teams were engaged at both schools to determine areas for additional clarification and support for the coming year.

- The feedback from the teacher leadership teams and best practices from pilot districts have been shared with IPS district leadership to assist in planning for a successful transition to the new system.

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▶ **Looking Forward**

For the 2012-2013 school year, our proposed supports will focus on aiding administrators in the transition to the RISE evaluation system while continuing to develop evaluation best practices.

- **Priority 1:** Support schools with IPS' transition to the RISE evaluation system

- **Priority 2:** Provide administrators with direct coaching to ensure accurate, effective evaluations and actionable next steps are delivered to teachers

- **Priority 3:** Monitor evaluation progress through weekly, bi-monthly and semiannual checks for progress and assess the effectiveness of teacher development plans

- **Priority 4:** Assess the instructional culture at each school during the first semester, and then again at the end of the school year

Administrators valued the approaches taken this year and voiced a desire for continued support.

In reference to the team workshops and one-on-one assistance provided through TNTP in the last few months, how would you rate the overall quality?

○ High, **57%**   ○Very High, **43%**

In reference to the team workshops and one-on-one assistance provided through TNTP in the last few months, how would you rate the overall usefulness?

○ Useful, **43%**   ○Very Useful, **57%**

What support or training would you find most helpful with evaluations next year?
- "Continued feedback from observations"
- "More norming sessions would be helpful"
- "I would like to have TNTP continue to observe with me bi-monthly to ensure I am on track."
- "The one-on-one assistance was the most helpful to me"

With a transition to RISE this coming school year, our first priority is ensuring that administrators are trained in the system and have support introducing the system to their teachers.

Priority 1: Support schools with IPS' transition to the RISE evaluation system

Supporting Evidence: Requests from administrators, district leadership and teacher leadership for additional assistance in implementing RISE

- **Conduct 4 ½ hours of introductory training** prior to the start of school to ensure administrative teams are confident in their ability to implement RISE

- **Develop supplementary tools to support implementation as determined by schools' needs for clarification** (*possible examples include a list of teacher/student behaviors by competency, SLO goal check-in timelines, guidance documents on district-implemented evaluation data systems, etc.*)

- **Support school leaders with messaging to staff and supplementary trainings for teachers up to 45 minutes per week** (*possible examples include creating standard updates for staff on key dates and actions, leading Professional Practice training with teaching staff, conducting an SLO workshop for non-tested subject area teachers, etc.*)

Based on input from administrators and areas noted for growth, we will offer ongoing support through norming sessions and one-on-one observation assistance with an emphasis on instructional feedback.

Priority 2: **Provide administrators with direct coaching to ensure accurate, effective evaluations and actionable next steps are delivered to teachers**

Supporting Evidence: Requests from administrators, group norming results from 2012, reviews of administrator completed rubrics from 2012

- Facilitate an **initial 2 hour team norming session** and **bi-monthly 90 minute team norming sessions** at each school

- **Conduct 15-20 minute paired observations** with each administrator; adjust throughout the year based on administrators' demonstrated level of proficiency

- Ensure administrators **select 2 – 4 teachers for targeted development** through regular observations

- **Provide at least 60 minutes of differentiated coaching and supports for each administrator** every other week based on his/her growth areas

To ensure administrators are prepared to make evaluation decisions and to develop internal systems for monitoring evaluations, we will share best practices in working with evaluation data.

Priority 3: **Monitor evaluation progress through weekly, bi-monthly and semiannual checks for progress and assess the effectiveness of teacher development plans**

Supporting Evidence: Formal teacher evaluation data from 2012, instructional observations conducted by other Lead Partners

- Track administrators' progress towards completing evaluations and observations and towards meeting district deadlines

- Track ratings of targeted teachers in their identified development areas and assess effectiveness of interventions semiannually

Finally, with full administrator training and quality checks, we will evaluate how the assistance has helped to improve the instructional culture for the entire teaching staff at each school.

Priority 4: Assess the instructional culture at each school during the first semester, and then again at the end of the school year

Supporting Evidence: Areas noted for improvement based on 2012 survey results

- Administer TNTP's Instructional Culture Survey (ICS) in September and identify additional focus areas for school teams

- Administer ICS during the last month of school to evaluate whether schools improved their instructional culture (as measured by teachers' responses to survey items)