Building School Leader Capacity to Increase Teacher Effectiveness

Lead Partner Update: Results and FY14 Priorities

September 4, 2013

TNTP's initial supports focused on assessing schools' needs and ensuring administrators began collecting more accurate teacher performance data.

2011-2012 School Year Objectives

Results

1. Complete a needs assessment, including analysis of instructional culture and leadership teams' development needs.

   Met

2. Develop and facilitate a training series for school leadership teams on how to operationalize the IPS observation tool.

   Met

3. Ensure focus area teachers are identified and that intervention plans are in place.

   Met

4. Develop protocols to ensure school leaders remain on-track to collect robust, accurate teacher performance data.

   Met

5. Develop and facilitate group norming sessions to ensure greater inter-rater reliability on classroom observations.

   Met

Data collected during the initial semester of support highlighted a need for ongoing training the following year.

Needs Assessment Finding

Aligned strategy

- Fewer than 25% of administrators 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

- Fewer than 11% of teachers at the two schools were rated below Proficient on IPS' 2011-2012 observation tool

Ensure evaluations result in differentiated ratings that drive individual feedback

- Teachers were less satisfied with the amount of observations and feedback than peers at top-performing schools nationally (*55% vs. 77% nationally*)

Increase the number of observations and opportunities for feedback

During the 2012–2013 school year, TNTP's support focused on aiding administrators with the district's transition to a new evaluation system while continuing to support mastery of performance management best practices.

Priority 1: Support schools with the implementation of the district's new evaluation system

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

Priority 3: Monitor evaluation progress and assess the effectiveness of teacher development plans

Priority 4: Assess the instructional culture at each school and work with teams to set targets for improvement

TNTP worked to ensure administrators at both schools were well trained in IPS' new evaluation system and could message expectations to teachers.

Deliverables

✓ Conducted trainings prior to the start of school and throughout the first semester to **ensure teams were confident in their ability to implement IPS' new evaluation tool**

✓ **Developed supplementary tools to support implementation** as determined by school leaders' and teachers' needs for clarification

✓ **Supported school leaders with messaging to staff** and supplementary trainings for teachers

DOMAIN 1: PURPOSEFUL PLANNING Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Utilize Assessment Data to Plan. Incorporates Aspects of: 1b – Knowledge of Students, 1d – Designing Coherent Instruction, 1f – Designing Student Assessments. Key Transition Takeaway: Teacher will use assessment data related to academic levels, learning styles and other surveys to inform instructional planning.	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, AND lesson plans	Teacher uses prior assessment data to formulate: - Achievement goals, unit plans, OR lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when planning.
1.2	Set Ambitious and Measurable Achievement Goals. Incorporates Aspects of: 1c – Setting Instructional Outcomes. Key Transition Takeaway: Teacher will define measurable and ambitious annual, unit-based and lesson-based learning goals aligned to assessment data & content standards.	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Plans an ambitious annual student achievement goal	Teacher develops an annual student achievement goal that is: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
1.3	Develop Standards-Based Unit Plans and Assessments. Incorporates Aspects of: 1e – Designing Coherent Instruction, 1f – Designing Student Assessments. Key Transition Takeaway: Teacher will utilize backwards design lesson planning approach to build paced and cohesive units of lessons	At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit Teacher may not: -Create assessments before each unit begins for backwards planning	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

TNTP created a crosswalk of the Danielson and IPS RISE observation tools to help schools leaders make connections between the old and new systems, and to serve as a tool to accurately map evidence collected during observations.

TNTP also worked with school leaders at Broad Ripple to design optional, after school sessions to help teachers understand the new evaluation tool and write effective student learning objectives.

➢ TNTP designed supplemental resources and met with vice principals in advance to plan sessions

➢ Throughout the year, Broad Ripple's leadership team took on an increasing role in the facilitation of additional sessions

➢ This work began to lay a foundation that will ultimately ensure that the leadership team has the capacity to continue these supports past the end of TNTP's support

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"I wanted to formally thank you for the feedback that you have given...While it has not been easy to swallow in some cases, it has stimulated a great deal of discussion which has helped us to actually discuss the difficulties of putting the "intuitive" part of our assessment down on paper and in writing. Your feedback helps us to know exactly where we stand, and what we are lacking, weak on, or missing altogether. Personally, it has caused me to consider many things about how I teach and my process for aiding a student's growth in performance. So, I know we have been grumbling, but deep down we are grateful that you are guiding us so clearly in this process."

- BRMHS teacher (spring 2013)

TNTP coaches provided weekly support to administrators at both schools to ensure ratings were accurate and that teachers received clear, actionable next steps following observations.

Deliverables

✓ Facilitated **monthly team norming sessions** at each school and tracked inter-rater reliability; developed practice videos with master ratings

✓ Conducted **individual co-observations**; adjusted frequency based on each administrators' demonstrated level of proficiency

✓ Practiced identifying key levers for each teacher based on recorded evidence, and role played feedback conversations

2012 – 2013 Goals Progress

90% were consistently normed to master ratings during trainings

100% met expectations for citing low-inference evidence and mapping it to the appropriate indicators

100% consistently aligned their evidence to the appropriate competency

All administrators overwhelmingly agreed these supports increased their ability to evaluate teachers accurately; they also grew more confident in their team's overall ability to be normed.

"I am more confident in my ability to assess teachers' instructional practice through observation than I was at the beginning of the school year."
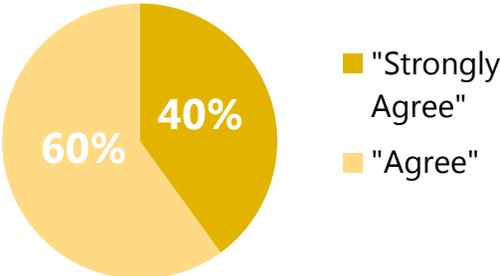
"Partner observations, norming and evaluation feedback helped me feel more confident when evaluating teachers and providing feedback on their instruction."

40% **60%**
■ "Strongly Agree"
■ "Agree"

40% **60%**
■ "Strongly Agree"
■ "Agree"

"
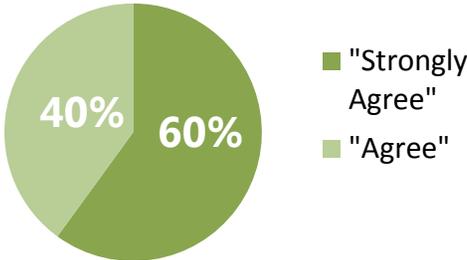
"The process helped the team become more consistent on how we scored our individual observations and using only facts while observing teachers. The process also helped us become more consistent on matching the facts with the correct indicators. "

- David Tuttle, Vice Principal

TNTP worked with school leaders to monitor evaluation progress and assess the effectiveness of teacher development plans.

Deliverables

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

✓ Assess effectiveness of interventions and **help administrators create more useful teacher development plans**

✓ Track reliability of ratings to determine if schools are seeing a **closer alignment between teacher evaluation ratings and student outcomes**

2012 – 2013 Progress

• Evaluations at both schools were completed by district deadlines

• TNTP created a development plan template implemented at both schools; tool was also shared with IPS leadership for use at other schools

• Significant decrease in percentage of teachers rated "Effective" or "Highly Effective," indicating an improved correlation with student outcomes

Through our *Insight* tool, TNTP worked with both schools to identify short-term priorities to create instructional cultures that foster great teaching.

INSTRUCTIONAL CULTURE
INSIGHT

1. SURVEY TEACHERS	2. BENCHMARK	3. IMPROVE SCHOOL CULTURE
15-minute survey, teachers give feedback on 40+ aspects of school culture	*Compare results against a large pool of similar schools – local and national*	*Guided by survey results and Index scores, schools take concrete steps to improve their culture*

Insight Survey

Strengths and gaps
High performing exemplars
Clear next steps
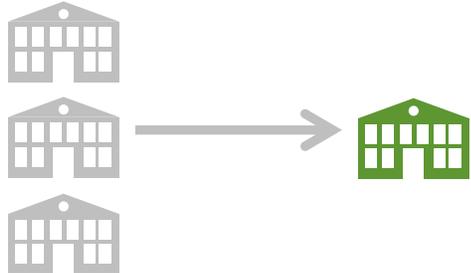
**Schools with strong Insight results
retain more top teachers and help students learn more.**

Broad Ripple made significant improvements in critical areas of instructional culture, particularly when it comes to clear expectations for performance.

% of teachers who at Broad Ripple who "agree" or "strongly agree"

Statement	2011-2012	2012 - 2013	Change	*Top Quartile Schools
Teachers at my school track the performance of their students towards measurable academic goals.	59%	76%	+17	95%
The expectations for effective teaching are clearly defined at my school.	46%	64%	+18	96%
I know the criteria that will be used to evaluate my performance as a teacher.	64%	78%	+14	95%
The feedback I get from being observed helps me improve student outcomes.	44%	54%	+10	87%

* Participating schools with student outcomes in top quartile, as measured by state standardized math and reading tests

While George Washington teachers also report a better understanding of performance criteria, they still see an inconsistent definition of effectiveness.

% of teachers who at GWCHS who "agree" or "strongly agree"				
Statement	**2011-2012**	**2012 - 2013**	**Change**	***Top Quartile Schools**
Teachers at my school track the performance of their students towards measurable academic goals.	70%	85%	+15	95%
The expectations for effective teaching are clearly defined at my school.	83%	71%	-12	96%
I know the criteria that will be used to evaluate my performance as a teacher.	68%	81%	+13	95%
The feedback I get from being observed helps me improve student outcomes.	54%	57%	+3	87%

* Participating schools with student outcomes in top quartile, as measured by state standardized math and reading tests

Our final year of support at Broad Ripple will focus on two main priorities aimed at building the leadership team's capacity to utilize systems and tools that help teachers improve.

1 **Further develop the school leadership team's capacity to use accurate performance assessment data to make strategic human capital decisions**
- o Facilitate team trainings and provide differentiated support to each administrator
- o Train and rehearse with school-based staff who will serve as co-facilitators in an effort to build the school's capacity to continue implementing similar structures independently after the conclusion of TNTP's contract
- o Train administrators on research-based practices that support differential retention

2 **Build school capacity to ensure the evaluation process is a mechanism that helps teachers improve through clear expectations and actionable, targeted feedback**
- o Provide resources to ensure teachers have a common understanding of performance expectations and a shared definition of effectiveness
- o Create tools to support the writing of effective student learning objectives (SLOs)
- o Co-plan and design supplemental opportunities for teachers to engage in discussions about the evaluation process to ensure they have a clear road map for how to improve in specific areas that have been identified by their evaluator

TNTP will work with IPS and the Broad Ripple leadership team to set end-of-year targets that build upon and solidify initial successes from last year.

Priority Areas for 2013-2014

➢ Improved alignment between teacher performance ratings and student outcomes

➢ School leaders trained to effectively lead their own team norming

➢ Improved school instructional culture as measured by teacher feedback

➢ Increase in the usage of researched-based retention strategies with top-performing teachers

➢ 100% of evaluators consistently meet reliability standards

> The teachers with whom I worked responded enthusiastically to the various challenges I gave them and they found the techniques beneficial to improving instruction in their classrooms... I have always enjoyed one-on-one coaching, and the TNTP program encouraged me to do that with the teachers and improved my skills in that effort. One of the unanticipated benefits has been the enhancement of my credibility with teachers and the staff. They know I not only want to help them improve, I actually know how to do it.

-- Matt Rimer, Assistant Principal

Questions?

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