The Power of Evaluation

Dr Gerard Calnin
Cambridge Schools Conference
Cambridge, UK
14th September 2019
Overview:

• To reflect on the role of evaluation
• To review the rationale for teacher evaluation
• To share design principles for evaluation of teachers
• To propose a model for teacher evaluation
• To examine successful school evaluations
Evaluation as Feedback

Dr Gerard Calnin
Let me start again
‘Evaluation alone will not improve practice.
Productive feedback must be accompanied by opportunities to learn.’

Darling-Hammond 2013, p. 99
Good Feedback

• Identifies strengths and areas for improvement
• Tracks progression
• Measures performance against agreed criteria
Powerful Levers to Improve Student Outcomes

- Effective Teaching
- Leadership
- PLCs
- Networks
School Ecosystem: Powerful Levers

School Culture
- Effective teaching
- PLCs

Collective Self-Efficacy
- Leadership
- Networks

Student Outcomes
FEEDBACK FOR TEACHERS
A formative model for evaluating the work of teachers
1. Complexity of teaching

1. Emotional Climate
2. Physical Environment
3. Learning Design
4. Teaching for Mastery
5. Teaching for Application
6. Evaluating Learning
2. The Teacher, or Teaching?

‘How can we know the dancer from the dance?’

W B Yeats, ‘Among School Children’
3. Teacher Quality v Teacher Effectiveness

“The term quality is inherently value-laden, so that one person’s or group’s characterization might legitimately differ from another’s, with neither one having more or less veracity.”

Strong 2011
Defining Teacher Effectiveness

• “...that which leads to improved student achievement using outcomes that matter to their future success” (Coe, 2014)

• “affects student learning positively...for individuals to flourish in their total development” (Tan & Liu 2015)

• “leads to student growth beyond the normal developmental curve”
Why bother?
1. Teachers are the most important, malleable in-school variable impacting on student outcomes.

Hattie (2003, 2005)
Teacher Effects

- students placed with high performing teachers will progress *three times as fast* as those placed with low performing teachers *(McKinsey 2007)*

- During one year with a very effective teacher, pupils gain *more than 40% more* than they would with a poorly performing teacher *(Sutton Trust, 2011)*
GOOD NEWS

Teachers are the most important of the in-school variables over which we can exercise some influence.

BUT

But not all teachers (teaching practices) are equal.
Moral Imperative – every child deserves a quality teacher

‘The effect of poor quality teaching is debilitating and cumulative... The effects of quality teaching on educational outcomes are greater than those that arise from students’ backgrounds.’

(Linda Darling-Hammond 2000)
‘95% of practices have a positive impact…’

• The more important question is: ‘What works best?’…

• ‘Merely enhancing learning is not enough – for maximum student outcomes, the teacher needs to know the magnitude of his or her impact and then evaluate whether this impact is sufficient.’

Hattie 2015
Teachers Matter

If the aim of schooling is for every student to gain at least one year's worth of learning for a year's input.

“The largest barrier to student learning: within-school variability.”

John Hattie, The University of Melbourne
**PISA Data: Maths**

Variation of performance within schools

OECD (2004), Learning for tomorrow's world, Table 4.1a, p.383.
Teacher / Teaching Impact

1. Knowledge and Skills
2. Teacher effectiveness
3. Attitudes and Beliefs
4. Conditions for learning
5. Professional Collaboration

Teach for Impact
‘Isolation is the enemy of improvement’

Alma Harris, 2016
Most models of teacher evaluation don’t work!

Due to:

• Ambiguity of purpose
• Process is largely administrative, time consuming and burdensome
• Measures of effectiveness are not valid or reliable
• Unevenly implemented
• Lacks resources and leadership support
Design Principles for a *Formative* Model of Teacher Evaluation
In Australia:

• Nearly all teachers report being formally appraised (97%)

• Nearly half (43%) report that the appraisal and feedback systems in their school have had little or no impact on the way they teach

• The majority (62%) believe appraisal and feedback is primarily an administrative task, and has a detrimental effect on their job satisfaction.
1. Clarity of Purpose
1. Transparent Purpose

• Accountability
  ✓ to governing body - contractual obligations
  ✓ to our students / our profession

• To improve classroom practice
• To improve the outcomes of schooling
• Promotion / pay increases
• To rank, compare and/or remove teachers

• To improve teacher effectiveness

• No Ambiguity / Dual Purpose
Evaluation Purpose

“Teacher evaluation processes are connected to teacher growth and development rather than punitive accountability.”

Darling-Hammond, 2017, p16

And develop both teacher quality (dispositions, traits, etc) and teaching quality (pedagogical effectiveness)
Purpose Example:

To optimise student outcomes for all students beyond a year’s expected growth.
2. Based on Teacher Professional Standards
2. Teacher Professional Standards

• Articulate what a teacher needs to know and be able to do

and

• Demonstrate progression points
3. Embedded in the daily work of teachers
Accomplished California Teachers

• Only 26% of teachers report that their own most recent formal evaluation was ‘useful and effective’.

• They crave useful feedback and the challenge and counsel that would help them to improve.

• Teachers’ questions include:
  - How am I doing?
  - What can I do better?

Accomplished Californian Teachers, 2010
4. Focussed on student learning growth not attainment
4. Student Learning Growth

- **National Testing** – not connected to what is going on in the classroom. ‘...the most unreliable means of evaluating teachers was the one that weighted test-scores...the most heavily’. (MET, 2011)

- **Value-added Measures** – found to be far less reliable for examining the effect of the individual teacher than researchers hoped; difficult to disentangle teacher effects from those of school and home conditions, as well as other student factors. (RAND Corporation, 2005)
4. Student Learning Outcomes

Key Principles:

• Learning activities are curriculum-based, not state or national level testing
• Are collected at the classroom level
• Learning activities are differentiated
• Demonstrate learning gains and progression
• Use multiple measures and indicators of student learning
• Include both performance goals and higher order learning goals
Student Learning Outcomes

Applied Learning Demonstrations of Student Growth may include:

- Portfolios, papers, projects, essays
- Start and end of year measures
- Student revisions, drafting of work
- Periodic progress on relevant standardised tests (eg, literacy, reading, numeracy)

- Investigations and research tasks
- Performances (eg, music, drama)
- Exhibitions
- Learning conversations / oral parent reports
- Pre and post unit tests
5. Reflects school context, teacher career stage
6. Gives teachers choice and agency
6. Teacher Choice

- At the subject / discipline level
- Determine the areas to demonstrate student progression
- Judgements about which groups / clusters of students
- Use of evidence MOST suited to their class and discipline
- Some choice about methods (valid)
7. Uses a range of evidence, from different sources, using a variety of methods
Evidence and Feedback

• Effective systems have developed an integrated set of measures that show what teachers do and what happens as a result.

  Darling-Hammond et al (2011)

• Performers can only adjust their performance successfully if the information fed back to them is stable, accurate and trustworthy.

  Wiggins (2012)
Reliability and Validity
Observation, e.g.

- in addition to the problem of inflated ratings, observers are asked to do too much, observation procedures are too burdensome, and there is too little focus on feedback (SAP – 2013)

- How well evaluators identify teachers of high and low effectiveness. “In every case, judges did no better than chance.” (Gargani & Strong 2014)
Methods

Teachers Select Multiple Methods:

• Audiovisual documentation
• Student feedback and self-assessment
• Audio capture of discussions with students
• Files of student work collected to show growth
• Action Research
• Teacher observation and judgement
• Anecdotal and cumulative records
• Success and progress of continuing learning
• Pre and post assessments
• Effect-size calculations
8. Contributes to the professional learning community
Professional Learning Communities

• lead to teaching practices that become more student-centred over time (Dunne et al, 2000)

• Teacher collaboration enhances motivation, morale and efficiency (Vangrieken et al, 2015)

• Increasing evidence that PLCs can result in improved learning outcomes (Verscio et al, 2008; Saunders et al, 2009)
9. Leadership support and trust
Formative Model of Teacher Evaluation
School Ecosystem: School Evaluation

Effective teaching
PLCs
Leadership
Networks
Collective Self-Efficacy

Student Outcomes
Cambridge International School Evaluation Model
Key Messages from School Evaluation Research

Oh dear, most school evaluation models don’t improve student outcomes! What can we do?

• Self-evaluation and reflection (Lassibille et al., 2010)
• Build internal capacity to undertake AND use evaluation (Schildkamp et al, 2012)
• Embed external support for data collection, analysis and improvement strategies (Demetriou & Kyriakides, 2012)
• Build learning cultures (Verscio et al 2008)
• Provide feedback and instructional improvement strategies (Visscher & Coe 2003).
• Build in external accountabilities (Altrichter & Kemethofer 2015)
Cambridge School Evaluation Model

Effective Schools

- Vision and Values
- Management and Leadership
- Teacher Effectiveness
- Physical Resources
- Community Engagement
References


Contact: Dr Gerard Calnin

gcalnin1@bigpond.net.au

or

gerard@cisit.net