

# The Power of Evaluation

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## 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

# Cautionary Beginning

**‘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

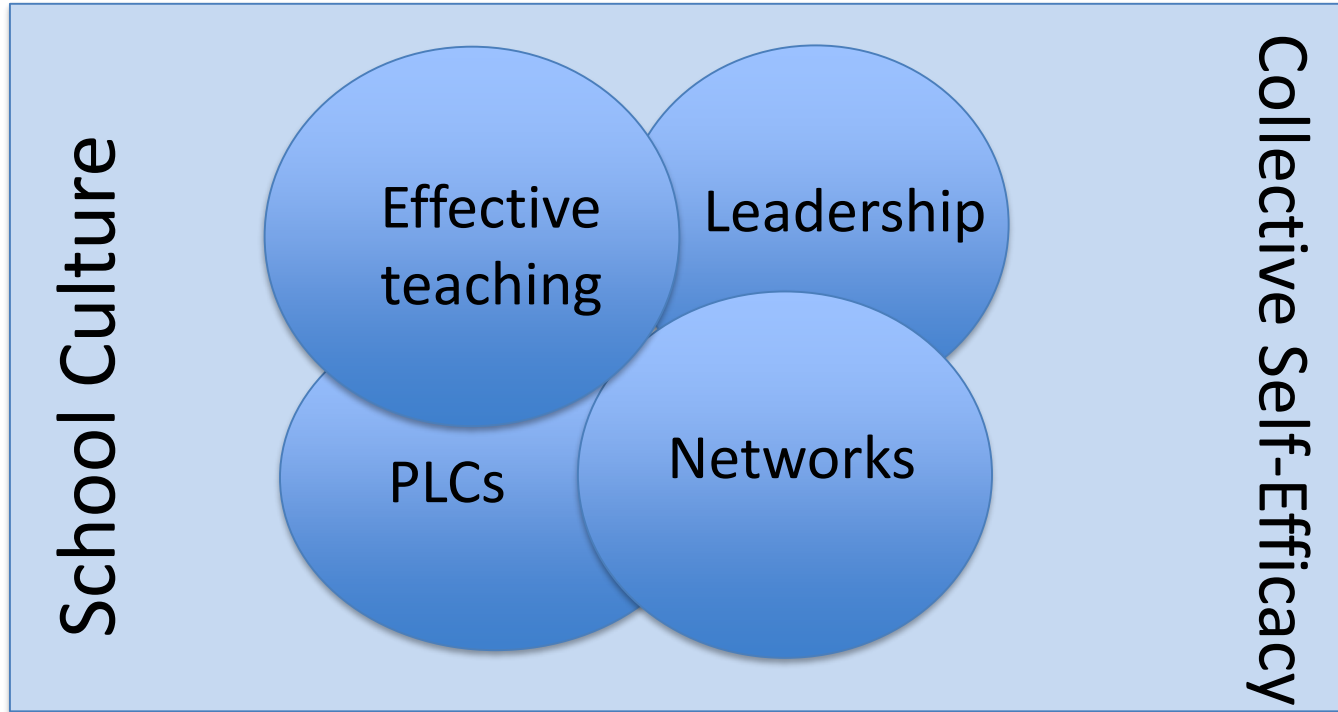
Effective  
Teaching

Leadership

PLCs

Networks

# School Ecosystem: Powerful Levers



Student Outcomes

# FEEDBACK FOR TEACHERS

A formative model for evaluating the work of teachers

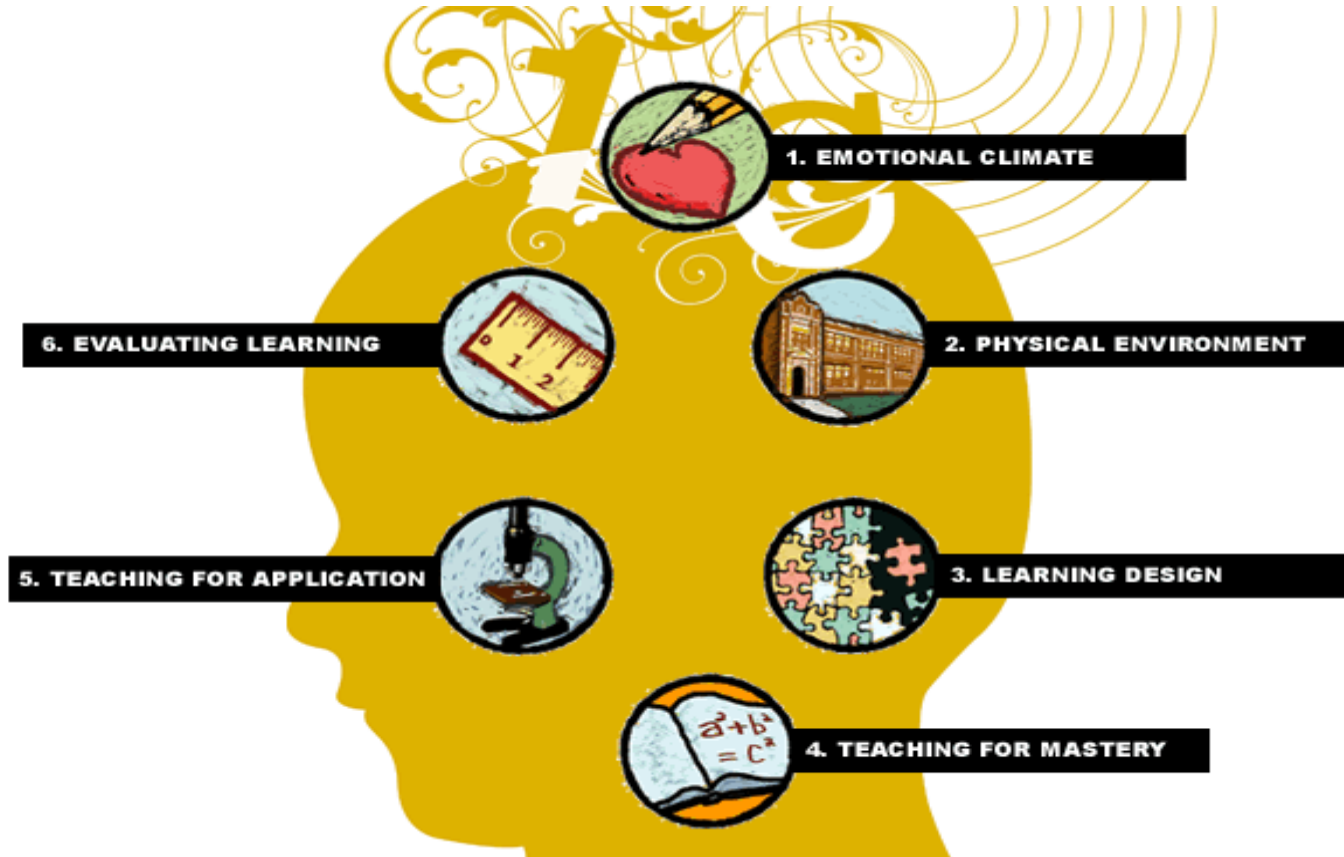


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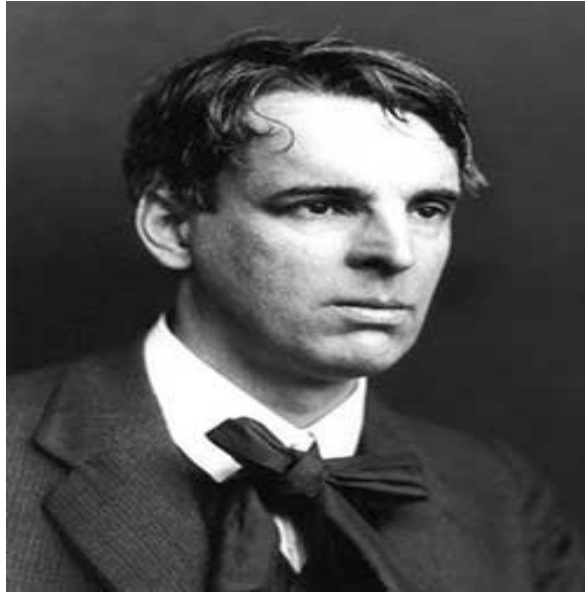
CALNIN INTERNATIONAL SCHOOLS IMPROVEMENT TOOLKIT



# 1. Complexity of teaching



## 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”

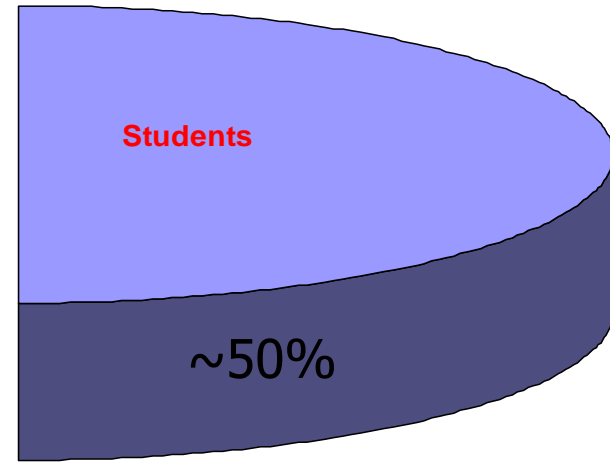
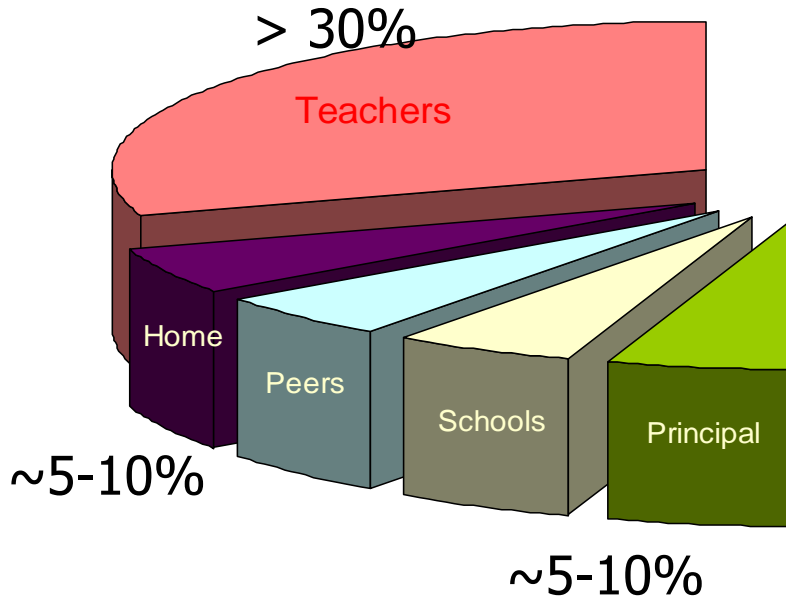
Effective Teaching  
Strategies



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

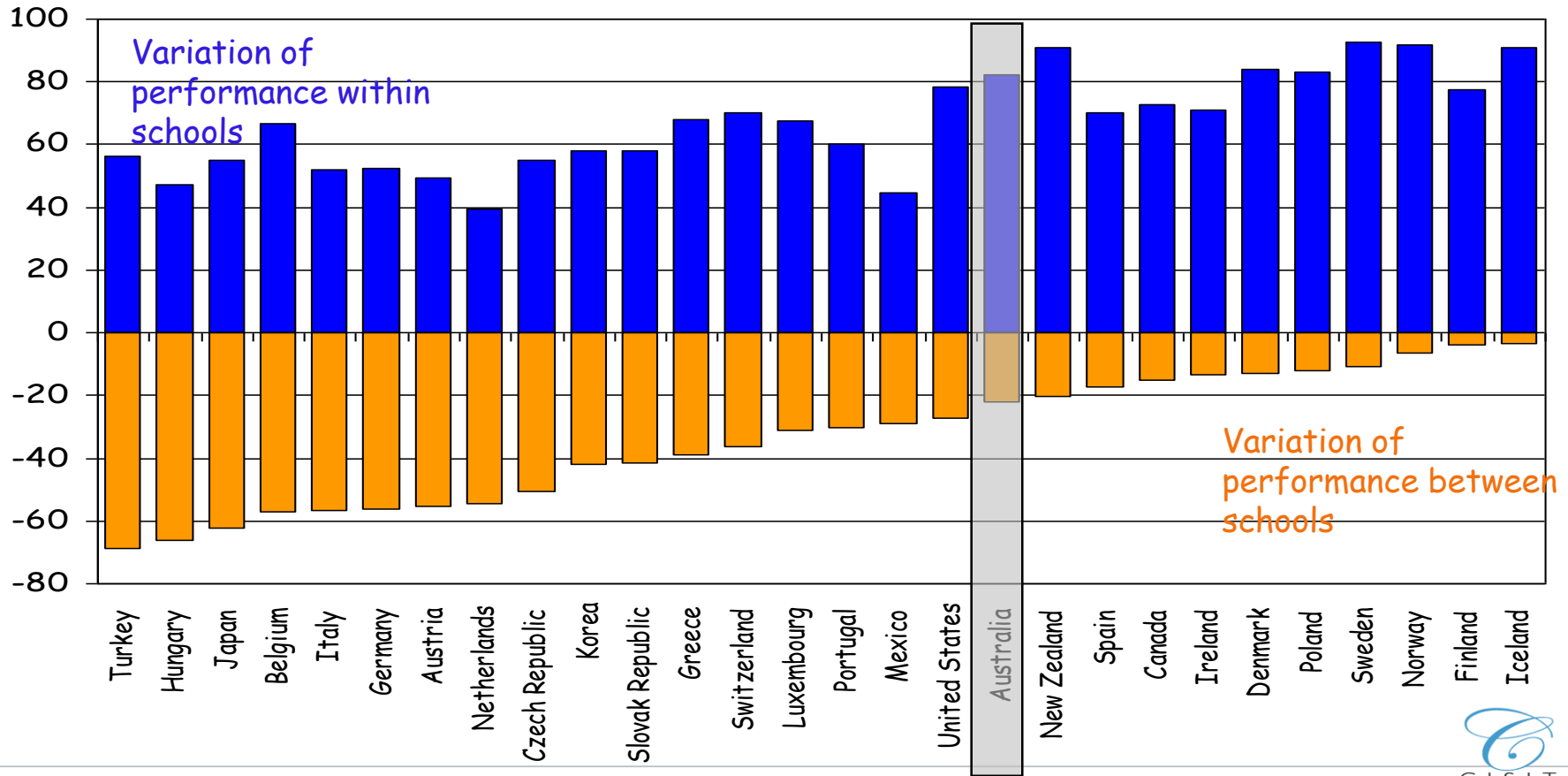
If the aim of schooling is for every student to gain at least one year's worth of learning for a year's input.

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

John Hattie, The University of Melbourne

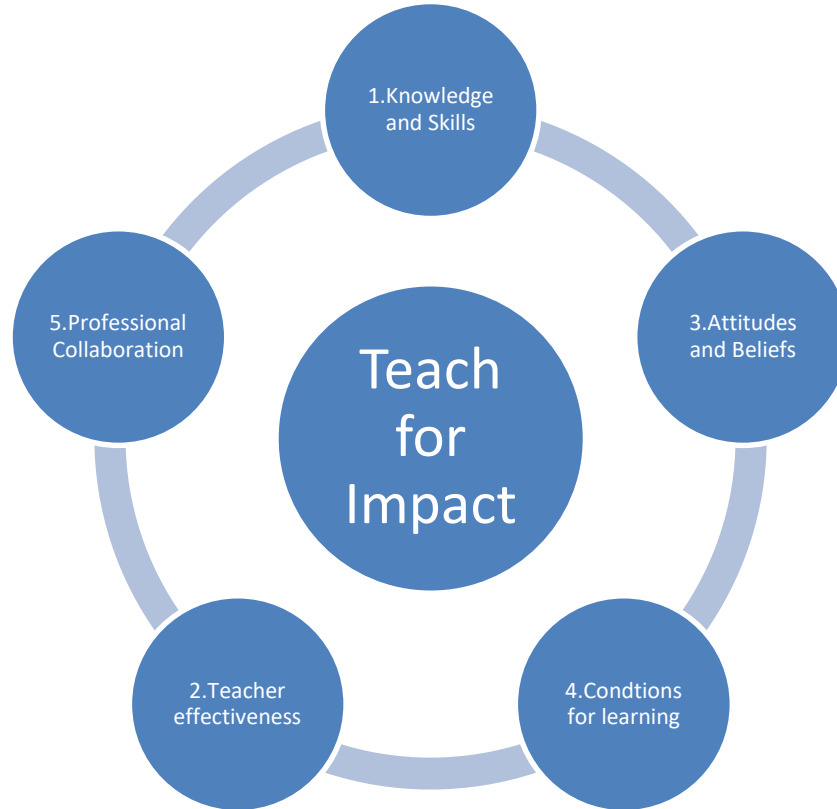


# PISA Data: Maths



OECD (2004), *Learning for tomorrow's world*, Table 4.1a, p.383.

# Teacher / Teaching 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



# OECD Teaching and Learning International Survey (2013)

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

Cambridge Teacher Standards



Cambridge Assessment  
International Education



# 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

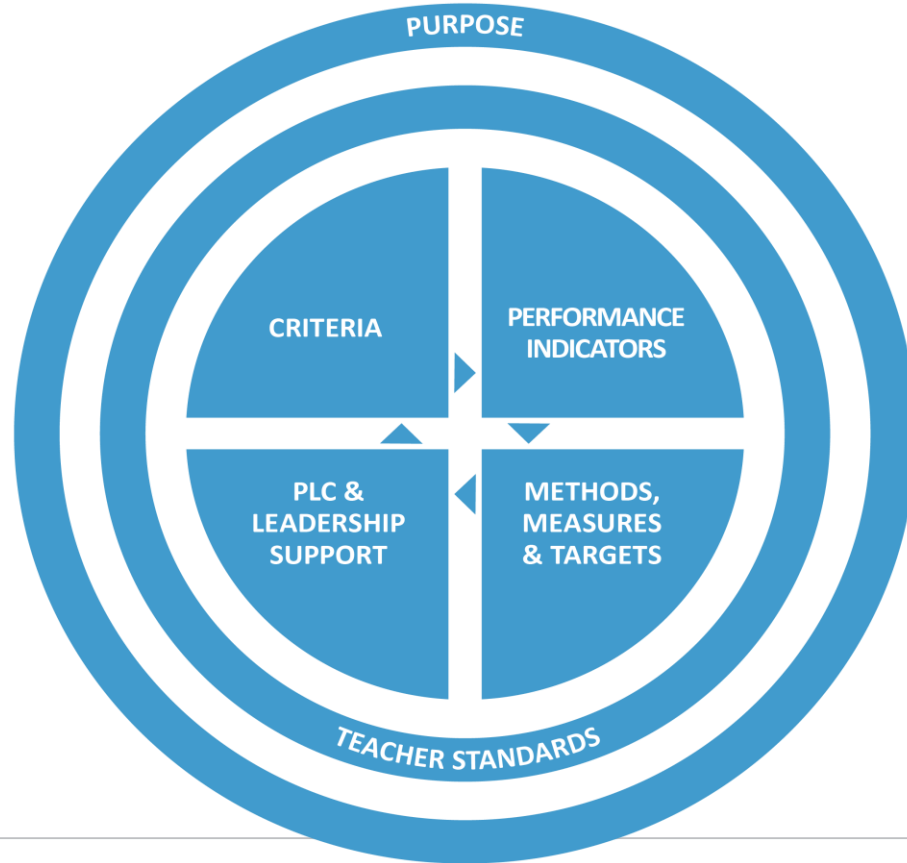
# Professional Learning Communities

- 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)

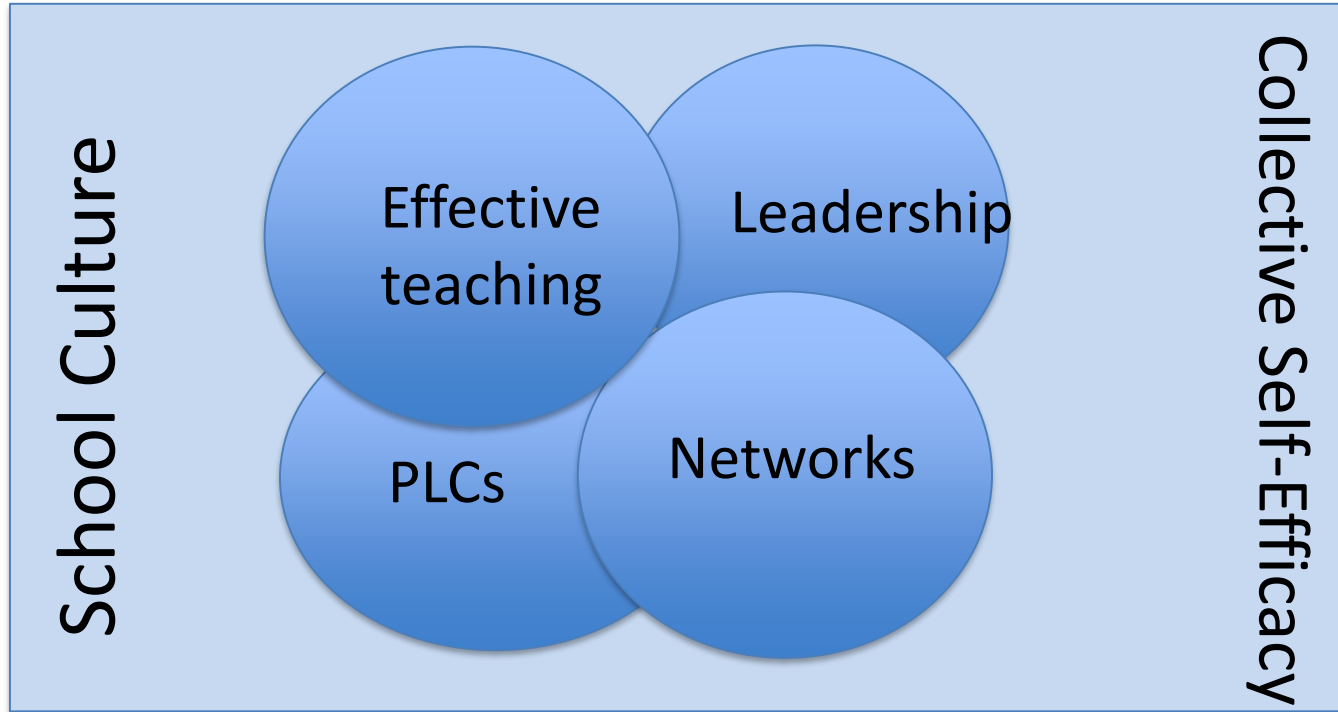
# 9. Leadership support and trust



# Formative Model of Teacher Evaluation



# School Ecosystem: School Evaluation



Student Outcomes



**Cambridge Assessment  
International Education**

# 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



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Grazie

Thank  
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Takk

Gracias

Dziękuję

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Kiitos

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