

Tapping Teacher Evaluation Using Child-Level Data to Improve Teaching for All

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DaSy Early Childhood Conference:
Improving Data, Improving Outcomes
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Agenda

- Introductions
- Tools to Help States Design TE
- CEELO Research on TE
- Small group activity
- Your recommendations



What Are Your Experiences?

- How does your state TE system utilize observations of teacher practice and measures of student learning?
- What rubric/assessments are used? Are they relevant to “your” teaching practice?
- Is the “rating” part of a continuous improvement cycle?
- Do you think your evaluator is sufficiently knowledgeable about best practice in ECSPED?



Evaluating Specialized Instructional Support Personnel

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■

Practical Guide to Designing Comprehensive Teacher Evaluation Systems

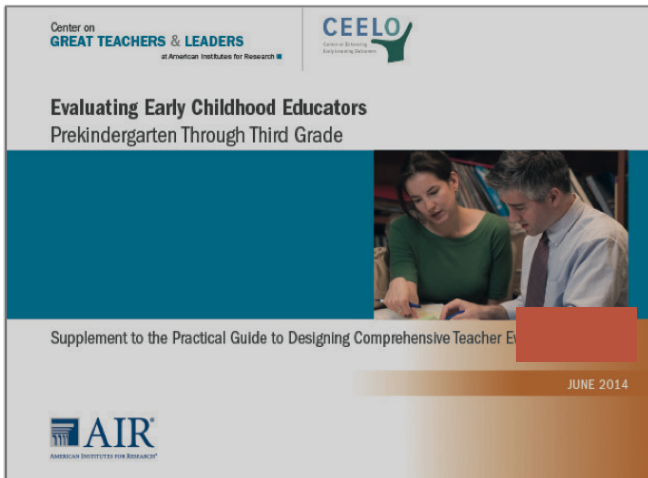


Supplement to the Pract

A Tool to Assist in the Development of Teacher Evaluation Systems



Supplemental Guide – Evaluating Early Childhood Educators



Evaluating Early Childhood Educators: Prekindergarten Through Third Grade

Supplement to the Practical Guide to Designing Teacher Evaluation Systems

Scheduled for Release in Sept. 2014

In response to requests from the field, the GTL Center enlisted the Center on Enhancing Early Learning Outcomes (CEELO) to develop this supplemental guide for early childhood teachers. This guide considers the current landscape of teacher evaluation systems and offers considerations for the inclusion of early childhood teachers.



What's in the Early Childhood Supplemental Guide

- A description of the unique characteristics of early childhood educators and their roles and responsibilities
- Elements to consider when designing evaluation systems for early childhood teachers



Guiding Questions

- In what ways should policies differ for B-3 teachers and in what ways should they be aligned?
- Is there any policy that prevents the inclusion of specific early childhood teachers in the educator evaluation model?
- If not, should there be?



Consideration Exercise

Pro? Con?

What are the risks, if any, to going beyond state requirements with the inclusion of early childhood teachers?

What would be the key reasons and benefits for inclusion or exclusion of early childhood teachers within the system?

What are the risks, if any, to including specific sub-groups of early childhood teachers such as those working in infant and toddler classrooms or those providing early intervention services?

What would be the key reasons and benefits for including or excluding sub-groups of early childhood teachers (teachers working in child care centers) in the teacher evaluation system?



How are EC Teachers Faring in TE Systems?

- Why?
 - TA to help EC administrators develop appropriate guidance specific to EC teaching practice
- What?
 - Studied 11 states' teacher evaluation systems
 - Collected data from public documents and interviews on specific practices and resources for birth through 3rd grade teachers



Policy for ECE Teachers

- Who's included?
 - Most include district employed PK, but not all
- How is student learning rated?
 - 5 states adjust the weight for ECE
- How is teacher practice assessed?
 - State standards of professional practice and Danielson Framework are most common



Student Learning Objectives are Most Challenging to Implement

- Lack of appropriate assessments
- Difficulty creating appropriate growth targets that are rigorous, but realistic
- Significant amount of training and implementation support



Assessments Used to Set SLOs

- Teaching Strategies Gold most common
- Most align measures to state standards
 - In **OH**, state-funded pre-K programs are required to assess children with Get It, Got It, Go (literacy), Ages and Stages (social-emotional), and program-adopted curriculum-based assessment tools
 - **IL** and **MD** are also developing assessment item banks where teachers can select specific assessment items for identified learning objectives.



Training - “Assessment Acumen”

- **RI** Assessment Toolkit -- selecting quality assessments, using baseline data, choosing assessments, analyzing and scoring student work.
- **OH** - assessment literacy specialist for teachers and administrators.
- **CO, IL, MA** developing resources to improve teacher “assessment literacy”



Evidence Document for Evaluators: NE example

Marzano Teacher Evaluation Model:	Danielson Framework for Teaching:	What this could look like in Family Home/Community Childcare Settings:	What this could look like in Center-Based Preschool Settings :
Domain 2: Planning and Preparing	Domain 1: Planning and Preparation	<ul style="list-style-type: none"> • Early interventionist reflects on previous visit with family/caregiver (e.g. reviews action steps as documented on visit note from previous session—asks family/caregiver how things are going with that action step) • Instructional outcomes are based on family concerns and priorities (Individual Family Service Plan—IFSP, or Individual Education Plan—IEP) • Early interventionist has a copy of the child's outcomes (as determined at the IFSP/IEP meeting) for reference at the visit and provides or has provided a copy of the outcomes to the family/caregiver 	<ul style="list-style-type: none"> • Early interventionist plans reflect developmentally appropriate activities • Early interventionist responds to questions from preschoolers (care is taken to redirect off-topic comments/questions which can be characteristic of preschool settings) • Evidence of planned questions related to the learning target—these questions are differentiated to accommodate different learning needs of preschoolers (e.g. after reading a story early interventionist asks
<p style="text-align: center;">Nebraska's Core Competencies for Early Childhood Professionals</p> <p><u>Related Competencies:</u></p> <ul style="list-style-type: none"> A. Child Growth and Development C. Learning Environments D. Planning Learning Experiences/Curriculum E. Interacting with Children and Providing Guidance to Children F. Observation, Documentation and Assessment G. Partnerships with Families and Communities 			



Small Group Activity

- At your table:
 - What would an EI/ECSPED teacher need to know to do this well?
 - What would an evaluator need to know to do this well?
 - What other guidance and training is needed for the TE process to improve teaching and learning?



Key Takeaways

- ✓ Ensure interdepartmental SEA coordination
- ✓ Align multiple policy reforms
- ✓ Involve early childhood experts
- ✓ Keep student learning low
- ✓ Sustained PD for teacher & principals
- ✓ Set realistic timelines
- ✓ Plan for revisions



More Research Needed

- What professional development is most effective for EI/ECSPED teachers?
- How do the working conditions of EI/ECSPED impact TE?
- What specific knowledge of EI/ECSPED and DAP is needed for evaluators?
- Your research questions?



Looking Forward

- Best Practices and Resources to Share
- Recommendations for Policy/Research
- TA or information needs



CEELO TA and Resources

CEELO TA:

- NJ Early Education Leadership Academy- - TA to district teams
- OH -- assistance in developing resources for principals and PK SLOs

Online Resources:

- Policy Report: How are Teachers Faring in State Teacher Evaluation Systems
- FastFact: Inclusion of PK teacher in State Teacher Evaluation Systems
- Annotated Bibliography: Selected Resources to Support ECE teachers



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