

Identifying and Overcoming Challenges in Designing Practical Measures of Changes in Teachers' Practice

Carnegie Foundation Summit on Improvement in Education
Sponsor-Hosted Lunch Session

April 5, 2018

BEYOND **ACCOUNTABILITY**
Improving the Use of Information to Support Teaching and Learning

 **AIR**[®]
AMERICAN INSTITUTES FOR RESEARCH[®]
April 2018

Panelist Introductions

- **Amy Feygin**, Senior Researcher, American Institutes for Research (AIR)
- **Kelly Burgess**, Assistant Superintendent, Kannapolis City Schools
- **René Clayton**, Director, Middle School Curriculum and Instruction, School District of Osceola County
- **Kirk Walters** (moderator), Managing Researcher, AIR

Session Objectives

- After this session, participants will be able to:
 - Appreciate challenges related to designing practical measures focused on instructional improvement.
 - Understand potential approaches to measuring changes in instruction as well as the drawbacks and benefits of these approaches.

Session Agenda

Time	Activity Description
12:00–12:05	Welcome
12:05–12:10	Overview of Beyond Accountability project
12:10–12:20	Spotlight: School District of Osceola County
12:20–12:30	Spotlight: Kannapolis City Schools
12:30–12:45	Moderated discussion
12:45–1:00	Evaluations and closing

Overview of Beyond Accountability Project

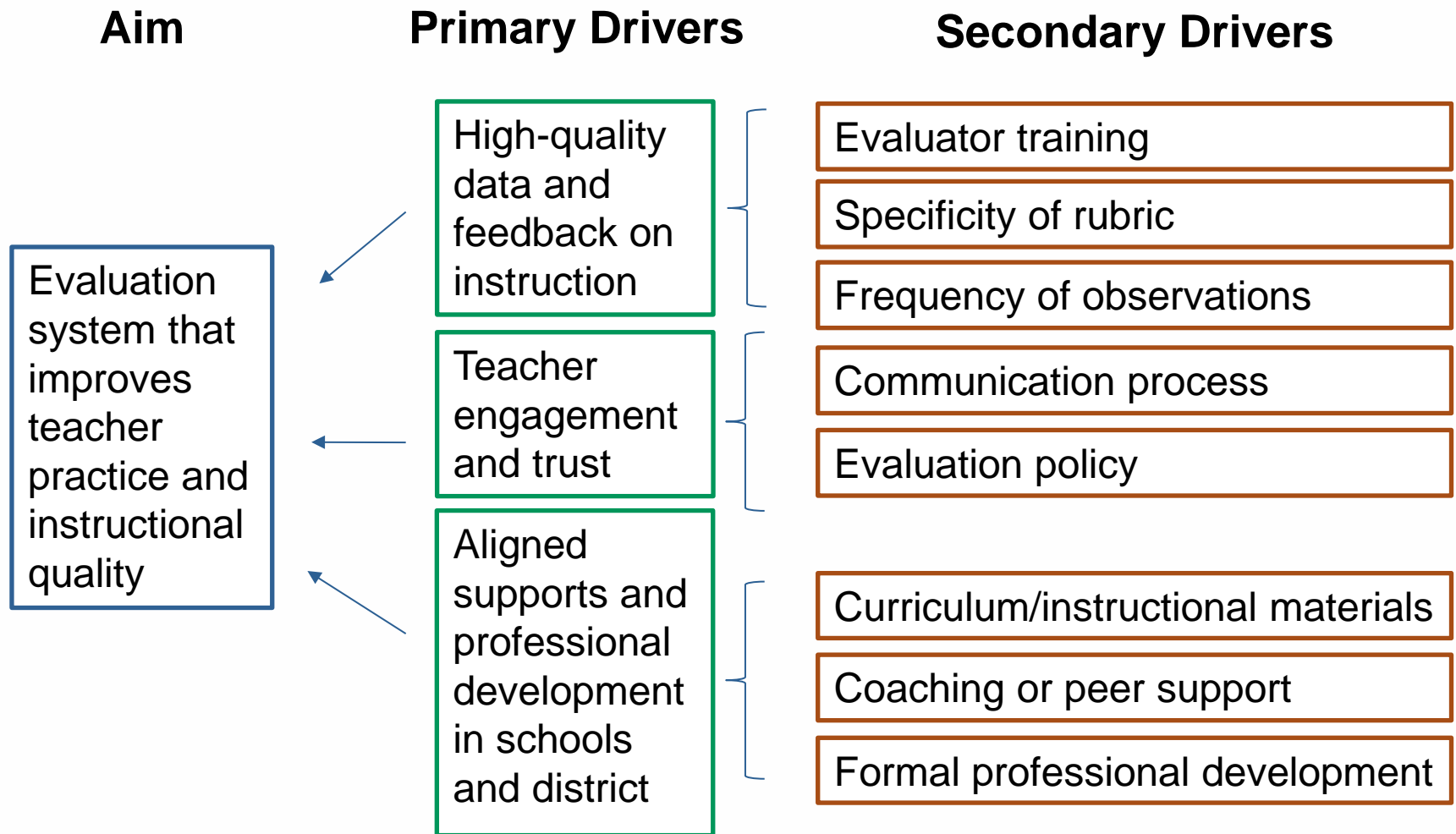
Why This Project?

- During the past decade, states and districts have invested in developing systems to measure teacher performance.
- In the best of these systems:
 - Educators know the expected teaching standards and receive timely, relevant, and actionable data about their professional practices.
 - Districts align supports and resources for improvement.
 - Staff monitor data about how instructional practices are influencing student learning.
- Unfortunately, not all systems work this well:
 - Implementation often has focused on compliance rather than growth in teachers' professional practice.

Project Overview

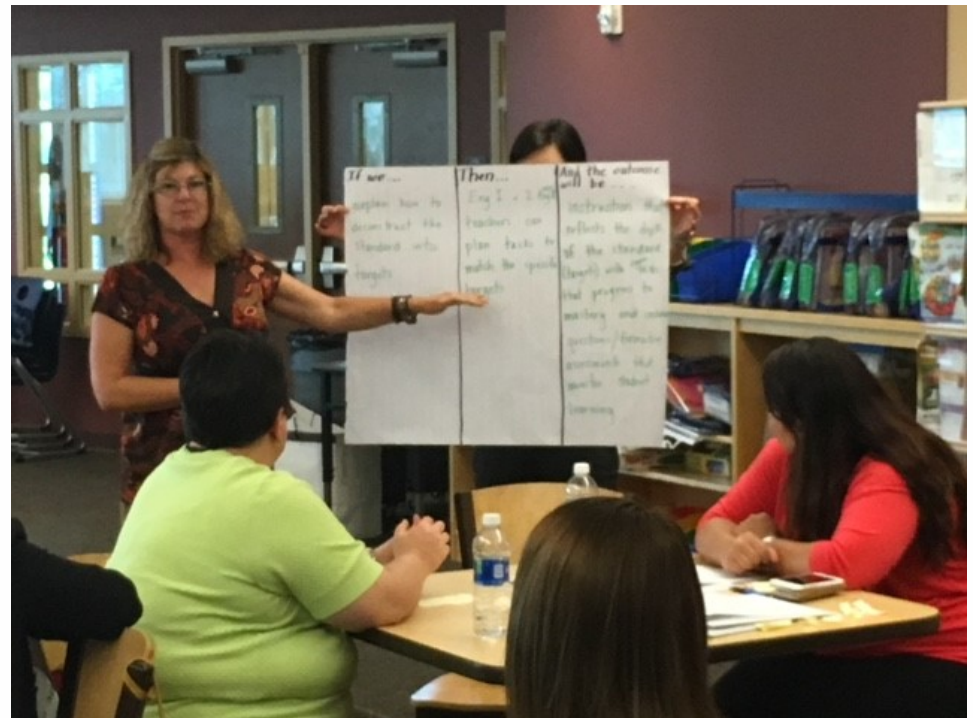
- *Beyond Accountability* was initiated to address challenges related to how well teacher evaluation systems support improvements in teacher practice.
- Summer 2016–Spring 2018
- Four districts:
 - Kannapolis City Schools (North Carolina)
 - School District of Osceola County (Florida)
 - Jackson-Madison County School System (Tennessee)
 - Boone County Schools (Kentucky)

Project Driver Diagram



Project Approach

- **Within-district work:**
 - Ongoing Plan-Do-Study-Act (PDSA) cycles
 - Quarterly within-district meetings to share progress
- **Cross-district work:**
 - Community of practice
 - Three meetings during course of project



Project Goals

- **For participating districts:**
 - Instructional quality improves.
 - Teacher satisfaction with opportunities or mechanisms to improve their practice increases.
 - District capacity to engage in improvement efforts increases.
- **For other districts and education community:**
 - Other districts learn about successful (or unsuccessful) strategies.
 - Other districts learn about methods used to develop, test, and refine strategies.



School District of
OSCEOLA COUNTY
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School District of Osceola County

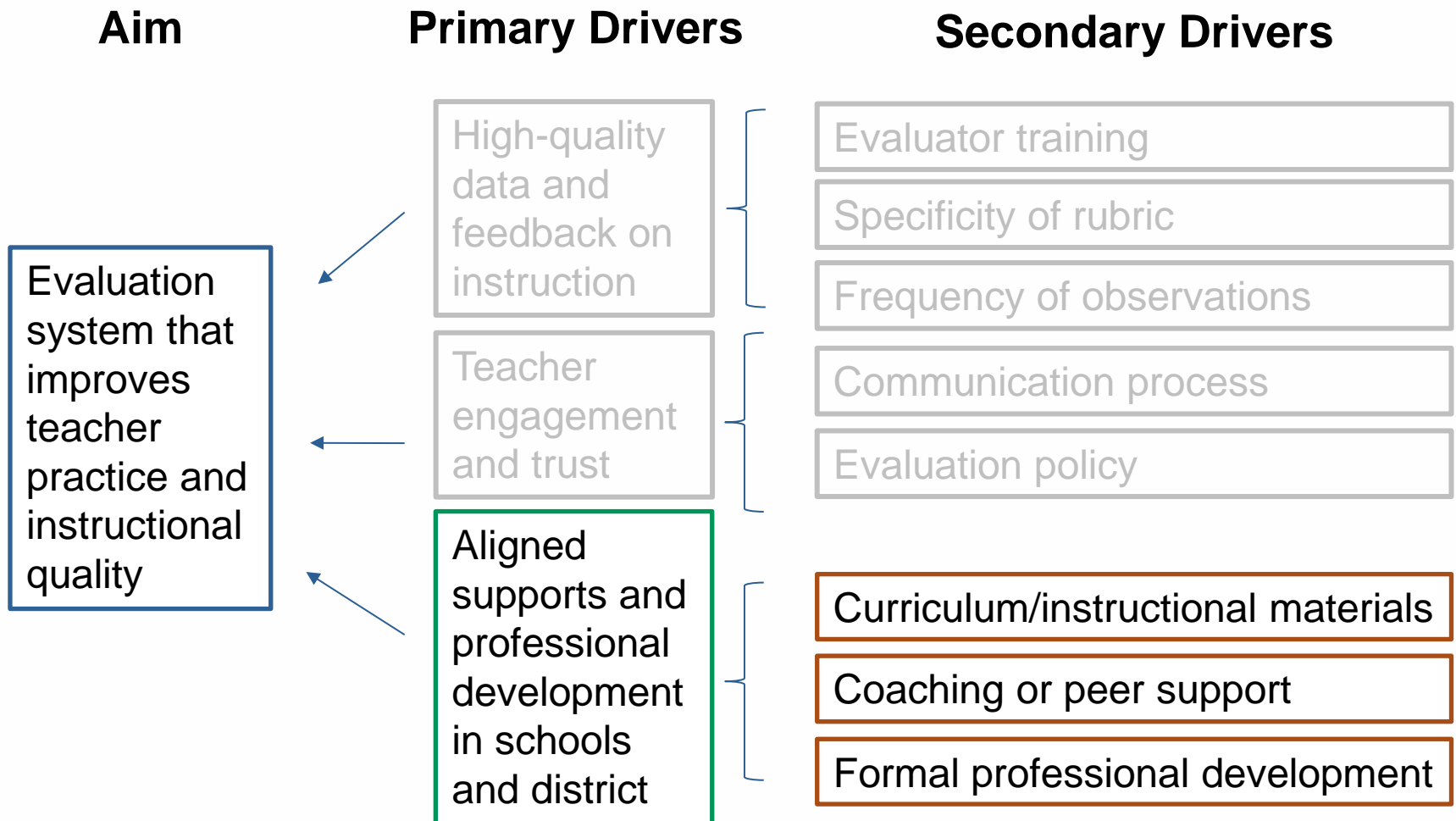
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Problem of Practice and Root Causes

- District-level data show that instruction is more frequently focused on practicing skills rather than engaging students in cognitively complex tasks.
- Root causes:
 - Teachers lack understanding of **the instructional framework**.
 - Teachers lack understanding of the **full intent of the standards** and how they connect to the instructional framework.
 - Teachers engage in **low-quality planning** for instruction.
 - Teachers and school and district leaders do not have a shared understanding of **the purpose of the instructional framework**.

District Driver Diagram



Change Strategy 1

- **Implement common collaborative planning time with professional development:**
 - Guidance on how to use the Marzano teaching map
 - Coaching on how to engage in effective instructional planning
- **Participants:**
 - 44 K–5 teachers at Highlands Elementary School, Kissimmee, Florida
 - School-based and district instructional coaches

Practical Measures

- **Instruments:**
 - Teacher perceptions survey
 - Instructional lesson plan rubric

Findings: Teacher Perceptions Survey

<i>Please indicate your level of agreement with the following statements:</i>	Disagree	Agree Somewhat	Agree	Agree Strongly
I understand the Florida standards that apply to my students, including the required levels of rigor.	0%	22.7%	63.6%	13.6%
I understand the teaching strategies described in the instructional framework.	4.5%	40.9%	47.7%	6.9%
I understand how to connect the standards and the teaching strategies in the instructional framework to design my instructional plans and materials.	4.5%	38.6%	54.5%	2.3%
I am satisfied with the level of support my <u>school</u> provides for designing instructional plans that connect standards to the instructional framework.	6.8%	31.8%	47.7%	13.6%
I am satisfied with the level of support my <u>district</u> provides for designing instructional plans that connect standards to the instructional framework.	13.7%	36.5%	40.9%	6.8%

Findings: Instructional Plan Rubric

Rating (T1 to T2)	Overall (<i>n</i> = 23)	Math (<i>n</i> = 11)	ELA (<i>n</i> = 12)
Improvement	12	8	4
No Change	8	2	6
Decline	3	1	2

Rating (T1 to T2)	K-1 (<i>n</i> = 8)	2-3 (<i>n</i> = 8)	4-5 (<i>n</i> = 7)
Improvement	3	5	4
No Change	5	1	2
Decline	0	2	1

Change Strategy 2

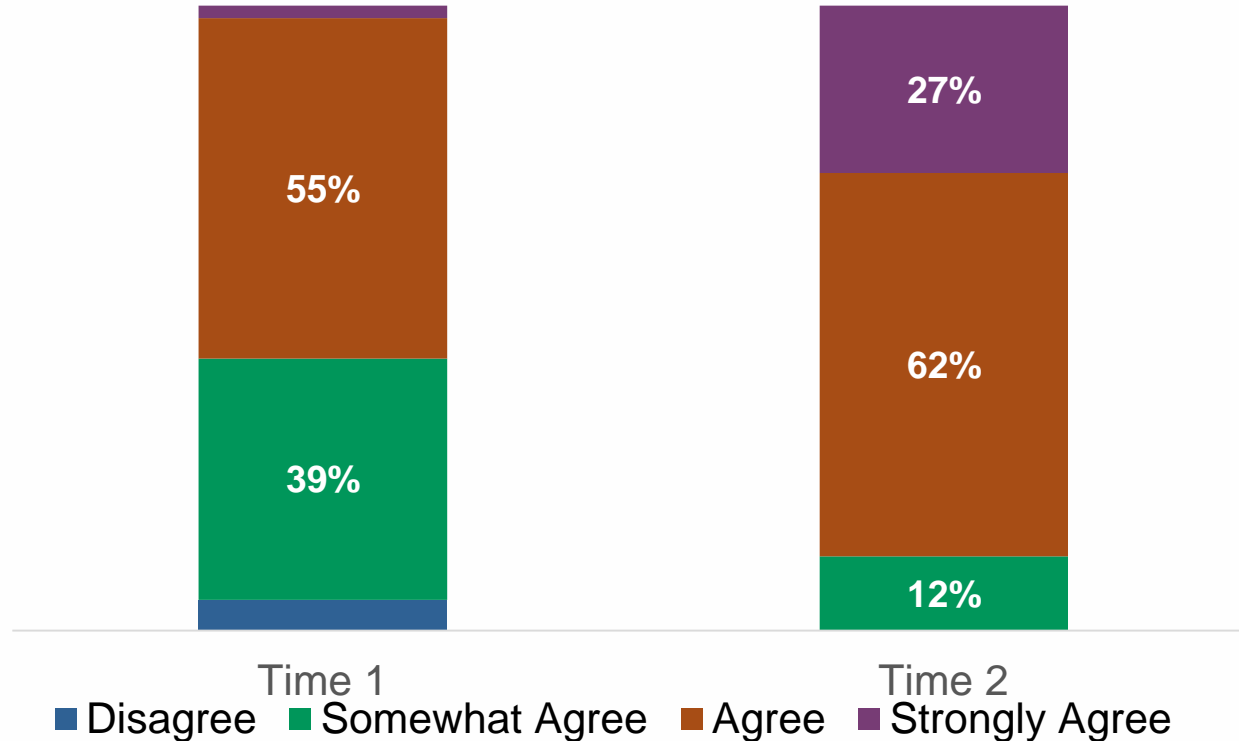
- Adapt first strategy to help teachers intentionally plan using guiding questions and specific strategies from the instructional framework. Professional development will help teachers:
 - Understand specific instructional strategies.
 - Plan for intentional use of these instructional strategies.
 - Explain how to implement instructional strategies.
- Participants:
 - 24 K–2 teachers at Highlands Elementary School, Kissimmee, Florida
 - School-based and district instructional coaches

Practical Measures

- **Instruments:**
 - Teacher perceptions survey
 - Instructional lesson plan rubric
 - Student work rubric

Findings: Teacher Perceptions Survey (Example)

I understand how to connect the standards and the teaching strategies in the Marzano instructional framework to design my instructional plans and materials.



Change Strategy 3

- The Cycle 2 strategy continued with Grade K–2 teachers and was expanded to Grade 3–5 teachers.
- Four additional schools were recruited to participate in project:
 - Two elementary schools
 - One middle school
 - One high school

If we...	Then...	The outcome will be... (!!)
Coaches assist teachers in developing their understanding of a specific instructional teaching strategy.	• 4 th and 5 th grade teachers will improve their knowledge of the specific instructional teaching strategy. • teachers will develop tasks that align to the instructional teaching strategy.	• 4 th and 5 th grade teachers feel confident in their ability to connect the content standard and the instructional teaching strategies to design rigorous standards based lesson plans.

Reflections on Practical Measures

- Keeping it simple is key.
- It is easy not to monitor change, but doing so is critical to improvement.
- Collecting different types of data is important:
 - Surveys are easy to administer but limited in the information they provide—teachers are often overly positive.



Kannapolis City Schools

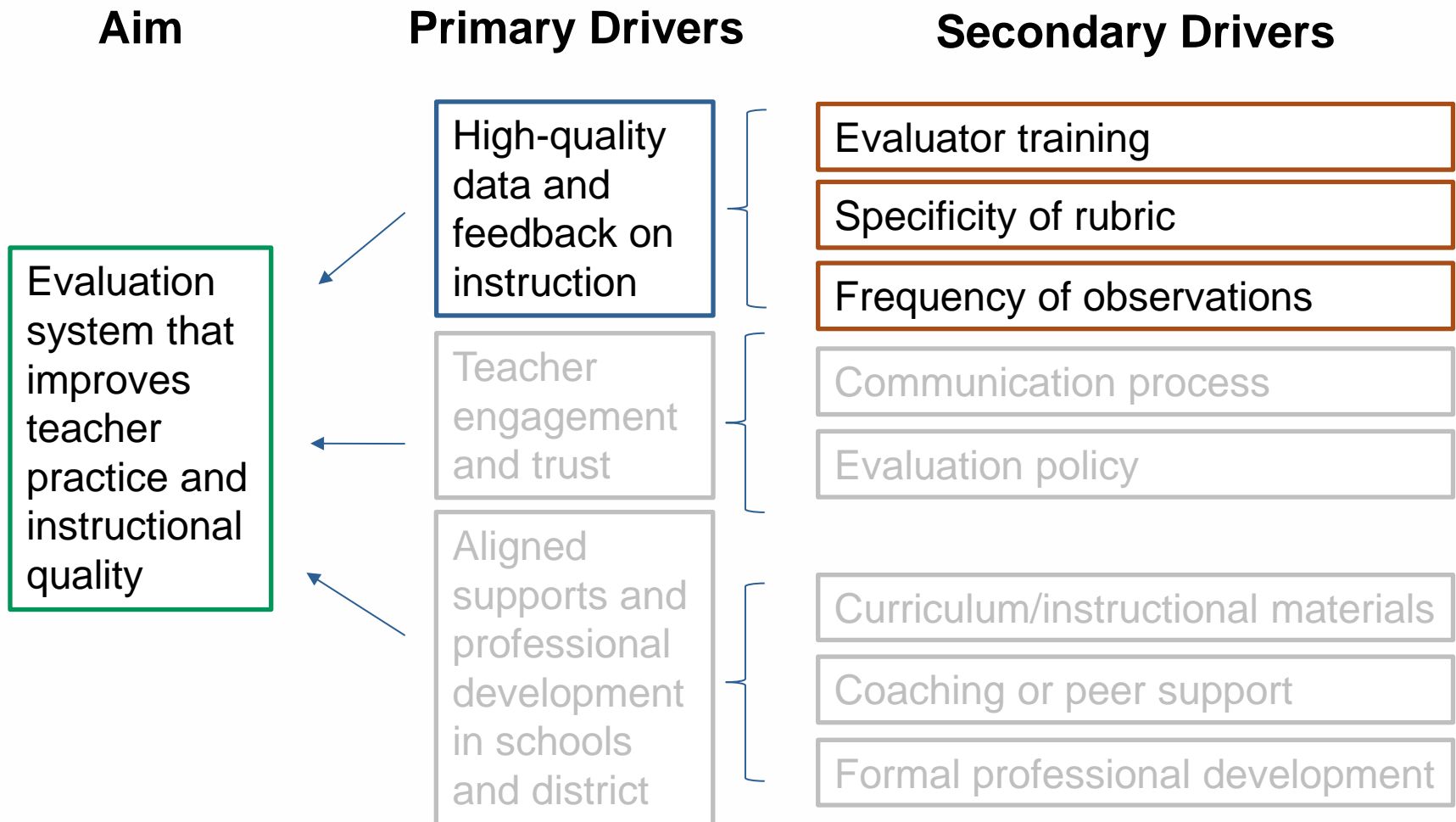
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Problem of Practice and Root Causes

- Teachers do not have sufficient opportunities to learn from one another's instruction.
- Root causes:
 - These opportunities to learn are **not given the high priority** needed.
 - There is no **supportive structure for peer observation.**

District Driver Diagram



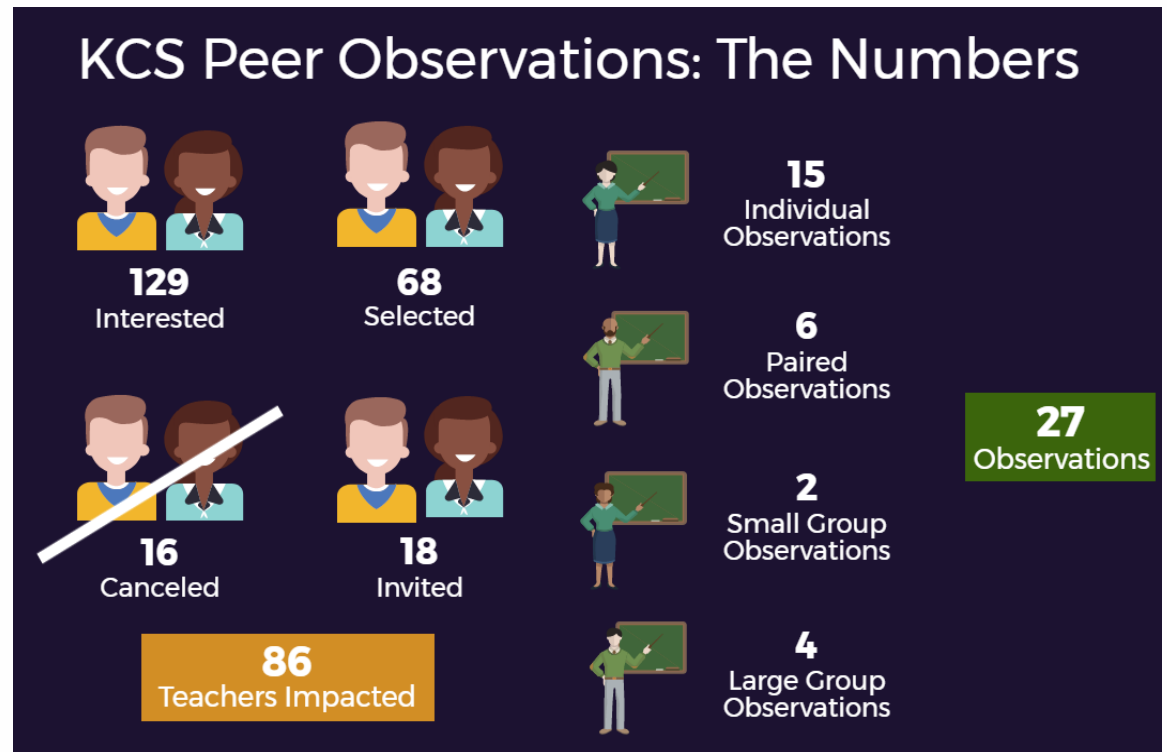
Change Strategy 1

- Pilot a peer observation structure to support teachers in learning from one another.
- Participants:
 - Four teachers
 - One facilitator
 - Four observations conducted

Change Strategy 2

- Refine the peer observation process and implement it with prioritized teachers throughout the district.

- Participants:
 - 86 teachers
 - 11 facilitators
 - 27 observations conducted



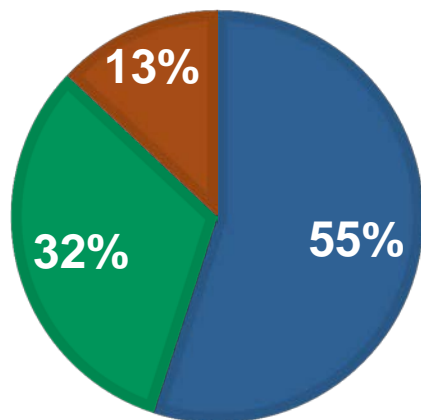
Practical Measures

- **Instruments:**
 - Observer reflection
 - Observation facilitator reflection
 - Instructional logs

Findings: Observer Reflection

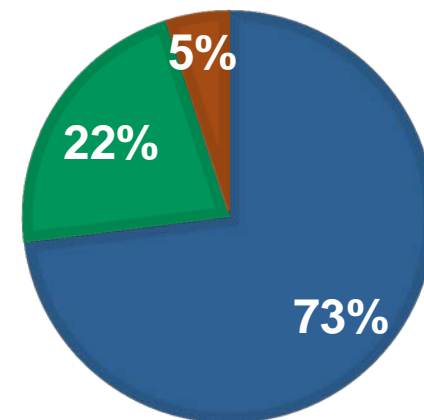
The support I received while participating in the peer observation process was tailored to my professional development needs.

- Completely
- To a great extent
- To some extent



Participating in the peer observation process was valuable.

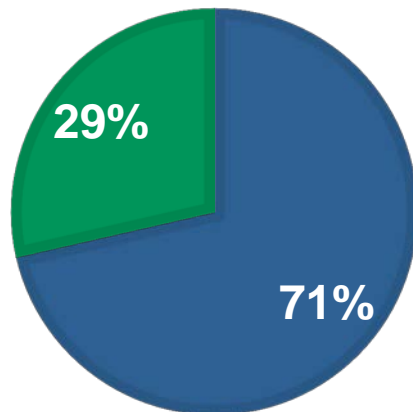
- Completely
- To a great extent
- To some extent



Findings: Observation Facilitator Reflection

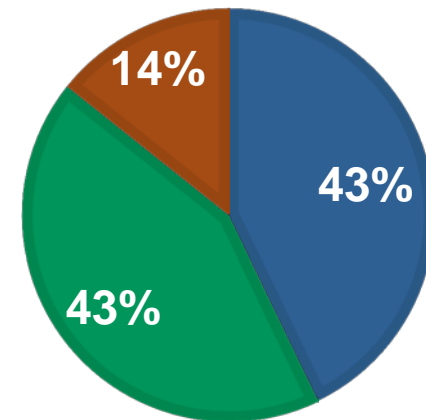
The peer observation process is valuable for peer observers.

■ Completely ■ To a great extent



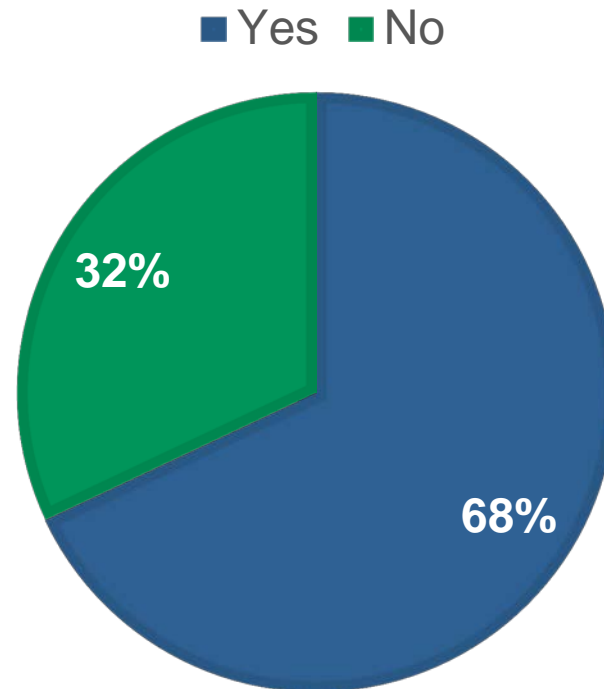
The peer observation process is valuable for teachers being observed.

■ Completely ■ To a great extent
■ To some extent



Findings: Instructional Logs

Have you applied your professional learning from the peer observation process in your classroom with respect to the focus of the observation?



Change Strategy 3

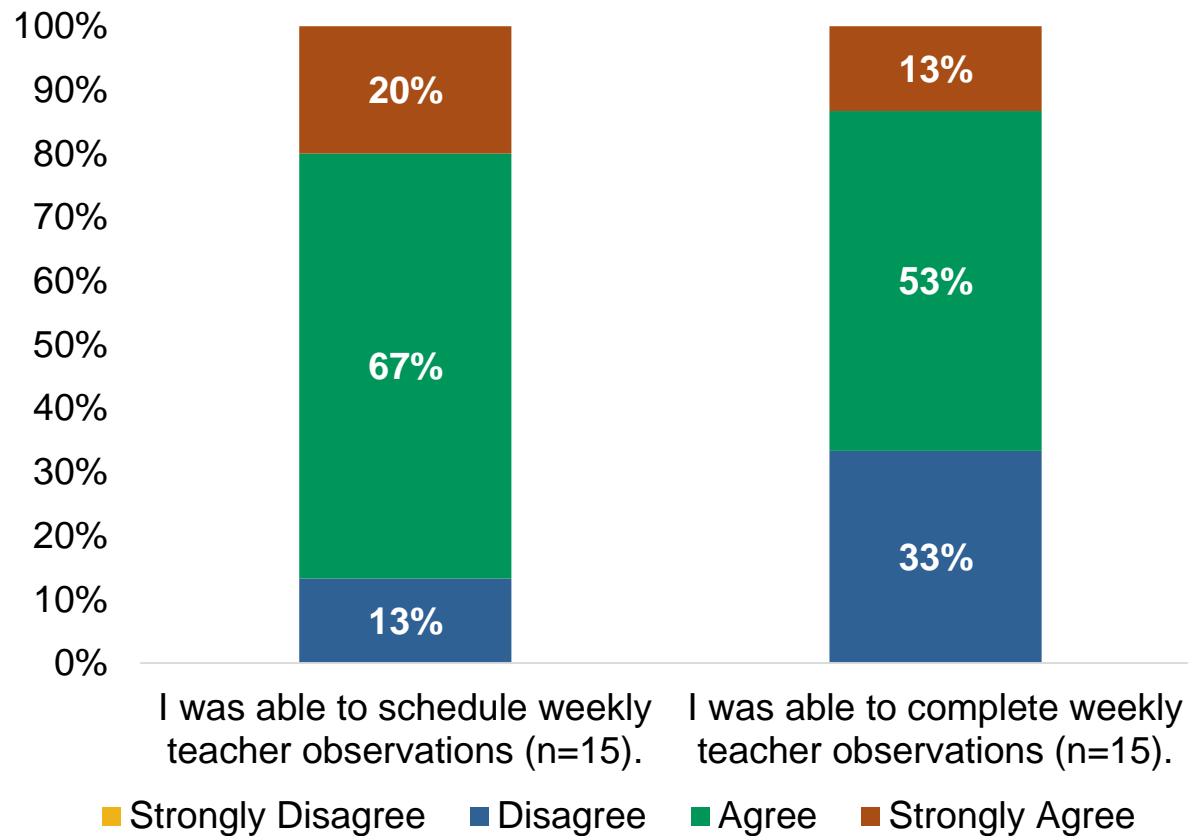
- Embed peer observations into the teacher evaluation process and district professional development system using a mini-observation and feedback process.
- Participants:
 - 86 teachers
 - 18 school leaders

Practical Measures

- **Instruments:**
 - Administrator reflection
 - Teacher reflection
 - Observation and Feedback Tracker

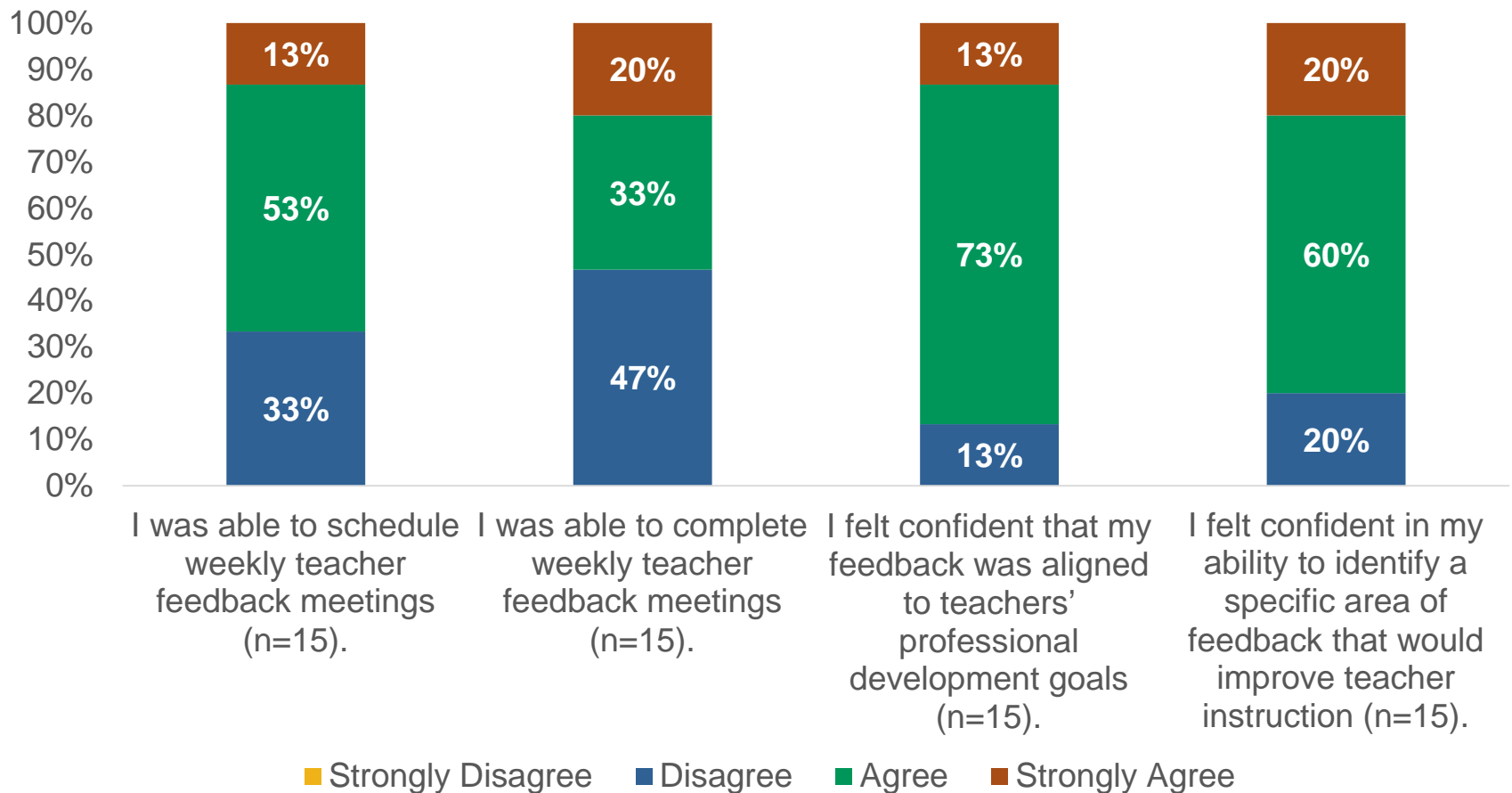
Findings: Administrator Reflection

Administrators' perceptions of the weekly observation process.



Findings: Administrator Reflection

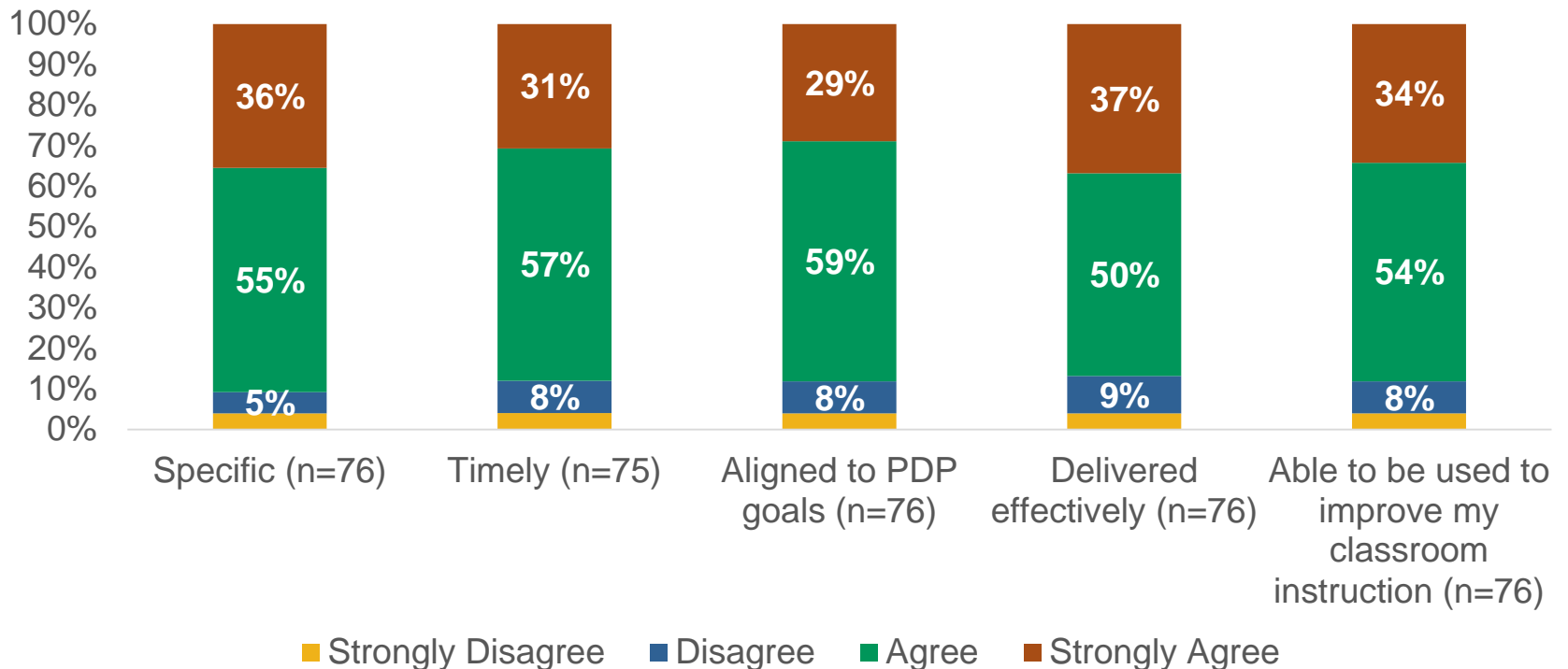
Administrators' perceptions of the weekly feedback process.



Findings: Teacher Reflection

Teachers' perceptions of the weekly observation and feedback process.

Overall the feedback I received during the weekly teacher observation and feedback process was:



Reflections on Practical Measures

- Align practical measure data collection with expected outcome in theory of action.
- Give participants the opportunity to share their experiences using open-ended questions.

Moderated Discussion

Evaluation and Closing

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