Principal Use of Teacher Effectiveness Measures for Talent Management Decisions

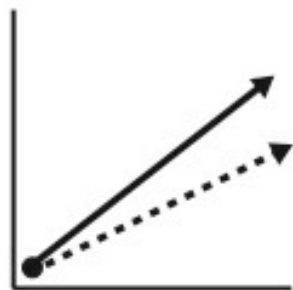• • •

An Introduction & Overview of Findings

Ellen B. Goldring, Marisa A. Cannata, Jason A. Grissom,
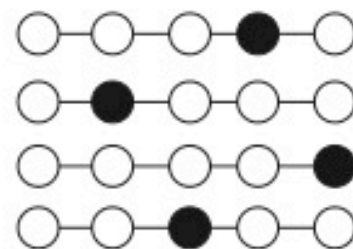Christine M. Neumerski, Mollie Rubin, Patrick Schuermann & Timothy A. Drake

Background
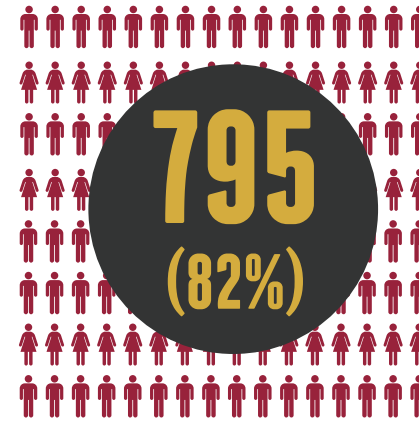
1. How do principals perceive the quality of data systems and data access that help them make talent management decisions?

2. How do principals use teacher effectiveness data for talent management decisions?

3. How can school systems support data use for talent management decision making?

4. What training and supports do principals value to help them learn to use teacher effectiveness data?

Methodology

100+

Central/Home Office Leaders

78

Principals

INTERVIEWS

795 (82%)

PRINCIPAL SURVEYS*

Denver
Public Schools

Green Dot
Public Schools

Alliance
College-Ready
Public Schools

Metropolitan
Nashville
Public Schools

Shelby
County
Schools

Baltimore
City Public
Schools

Houston
Independent
School District

Hillsborough
County
Public Schools
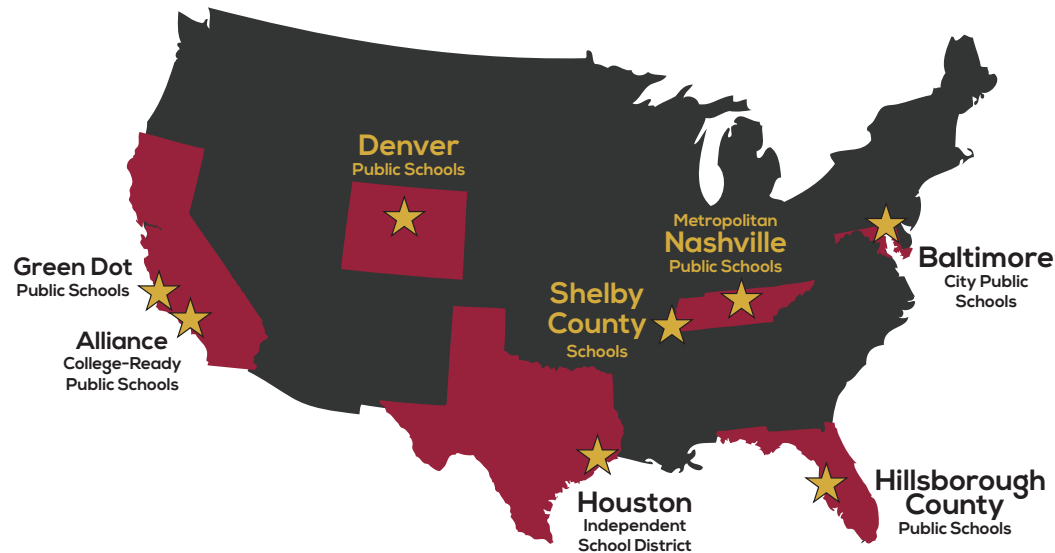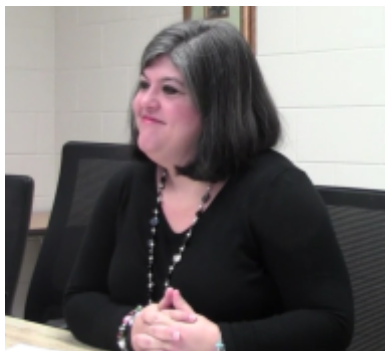
✳ We acknowledge the collaboration of RAND/AIR in sharing survey items
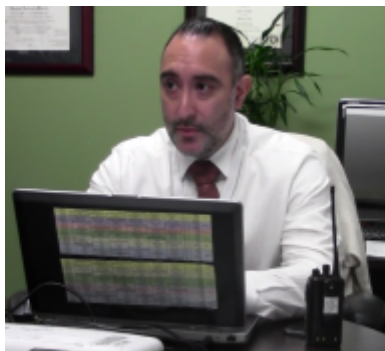
Case Study Principals

Principal Gloria Waite

West Tampa Elementary School
Hillsborough County Public Schools
Grades: PK-5

Principal Shawn Page

White Station Middle School
Shelby County Schools
Grades: 6-8

Principal James Marín

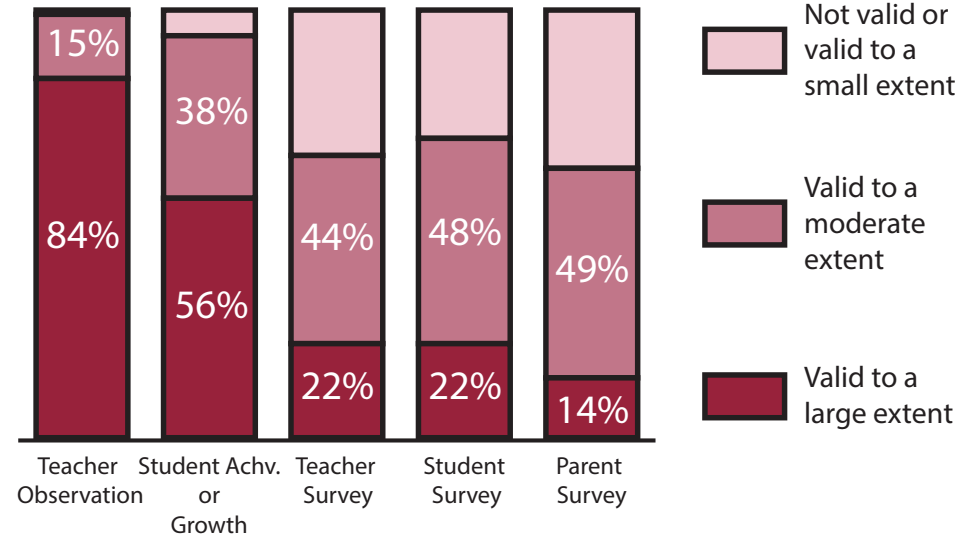Ánimo Watts College Prep. Academy
Green Dot Public Schools
Grades: 9-12

General Findings

- Observation systems drive principals' use

- Strong, ongoing calibration of observation scores seems to increase use of observation data

- Value-added measures perceived as having many shortcoming

- Principals rarely use stakeholder feedback surveys or past teacher evaluation measures

Principal perceptions of validity of teacher effectiveness measures

Teacher Observation	Student Achv. or Growth	Teacher Survey	Student Survey	Parent Survey	
15%					Not valid or valid to a small extent
84%	38%	44%	48%	49%	Valid to a moderate extent
	56%	22%	22%	14%	Valid to a large extent

Shortcomings Of Value-Added Measures

> " *I use observation data more than I use anything else...It wouldn't be fair for me to use that value-added data to judge who [a teacher] is. What would be fairer is to use what he received in his observations because that's his actual teaching practice.* "
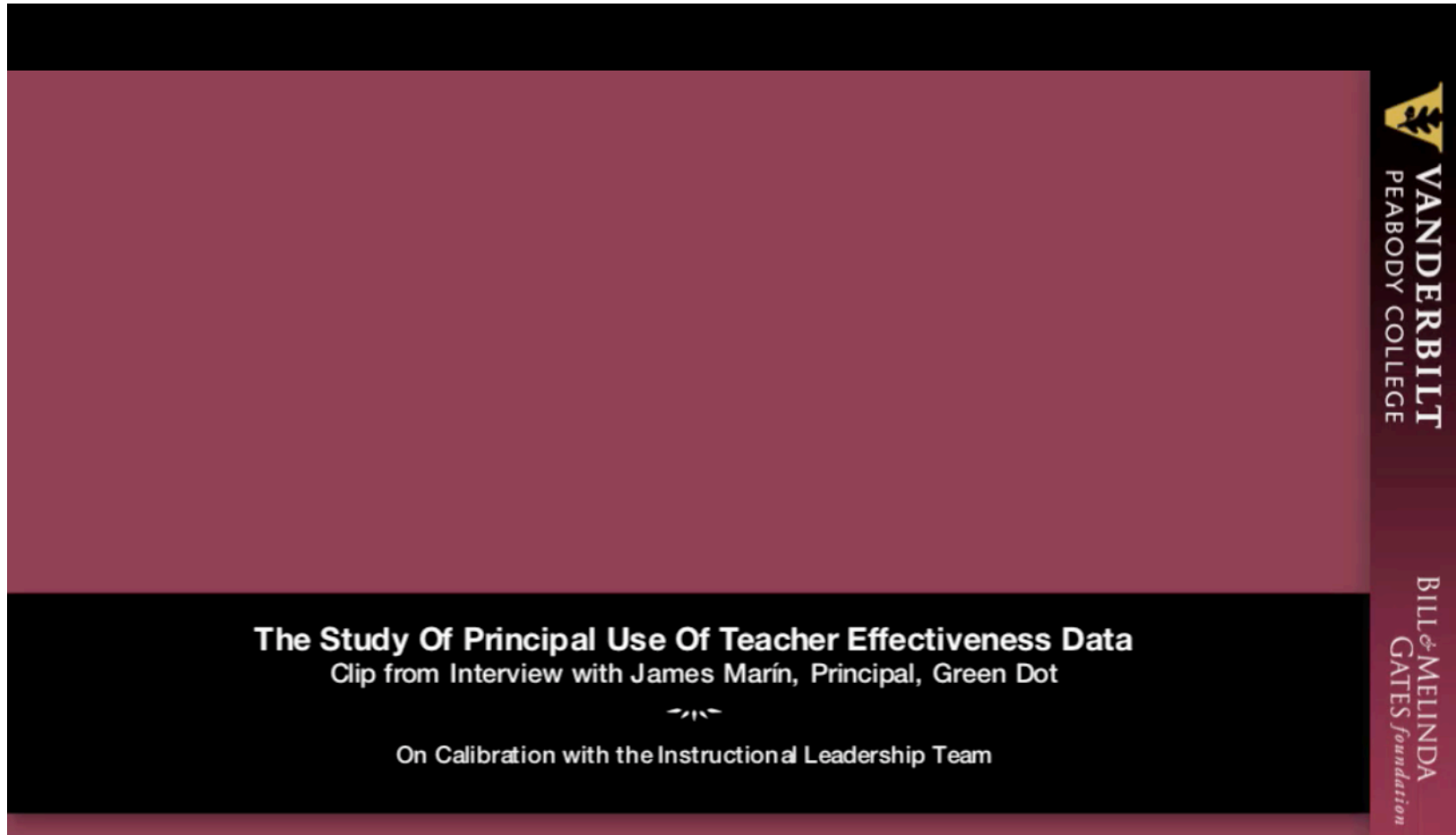>
> **- Principal**

- **Timing** (i.e., results are not available in real time when decisions are made);

- **Perceptions of validity** (i.e., scores do not exist for untested subjects, students are taught by multiple teachers);

- **Specificity** (i.e., the scores do not provide a window into what teachers actually do that directly impacts students' learning, the measures are not fine-grained and actionable);

- **Transparency and complexity** (i.e., lack of understanding for both school leaders and teachers about complicated statistical models negates comfort with the results and their interpretation, it is unclear how the measures were created).

Calibration

- *"I think because we have the accurate, the data here and it's not just mine. It's the peer. It's the supervisor. It's somebody else that's been in. It's an easier conversation to have because you've got specific data on questioning. 'Well, you know what, out of the three people that have been in your classroom, everybody has rated you as progressing in this area.' So you've got that confidence because you believe in the rubric…That makes it easier, and they're ready to…say, 'you know what, I am going to go to professional development on questioning or assessment because I can see that's where most people are saying I need some training."*

- Principal

The Study Of Principal Use Of Teacher Effectiveness Data
Clip from Interview with James Marín, Principal, Green Dot

On Calibration with the Instructional Leadership Team

Data Use for Hiring

Access → Analysis → Action

- Few principals use multiple teacher effectiveness measures for hiring

- Individual principals—even within a single school system—vary in their awareness of available data that could point them to quality teacher candidates or of data sources for hiring.

- Recommendations:
  - Screen applicants with a rubric aligned to evaluation framework
  - Provide principals with access to internal transfers' effectiveness data
  - Require a demonstration lesson and feedback aligned with observation rubric
  - Maintain hiring information to compare with future outcomes

Data Use for Teacher Assignment

- Some principals use data to place teachers where they can be most effective.

  - Many do not view assignments strategically or think of data as informative in the assignment process.

  - Many also feel constrained in their ability to effectively assign teachers.

- Principals use data to move less effective teachers into untested classrooms.

"I'm going to be honest with you. I've worked in [multiple systems in this state], and your strongest teachers are always in grades three, four, five because they are your AYP grades. That's the elephant in the room. … If you had a weak teacher that was not really meeting the needs of the kids, you put them in a lower grade." - Principal
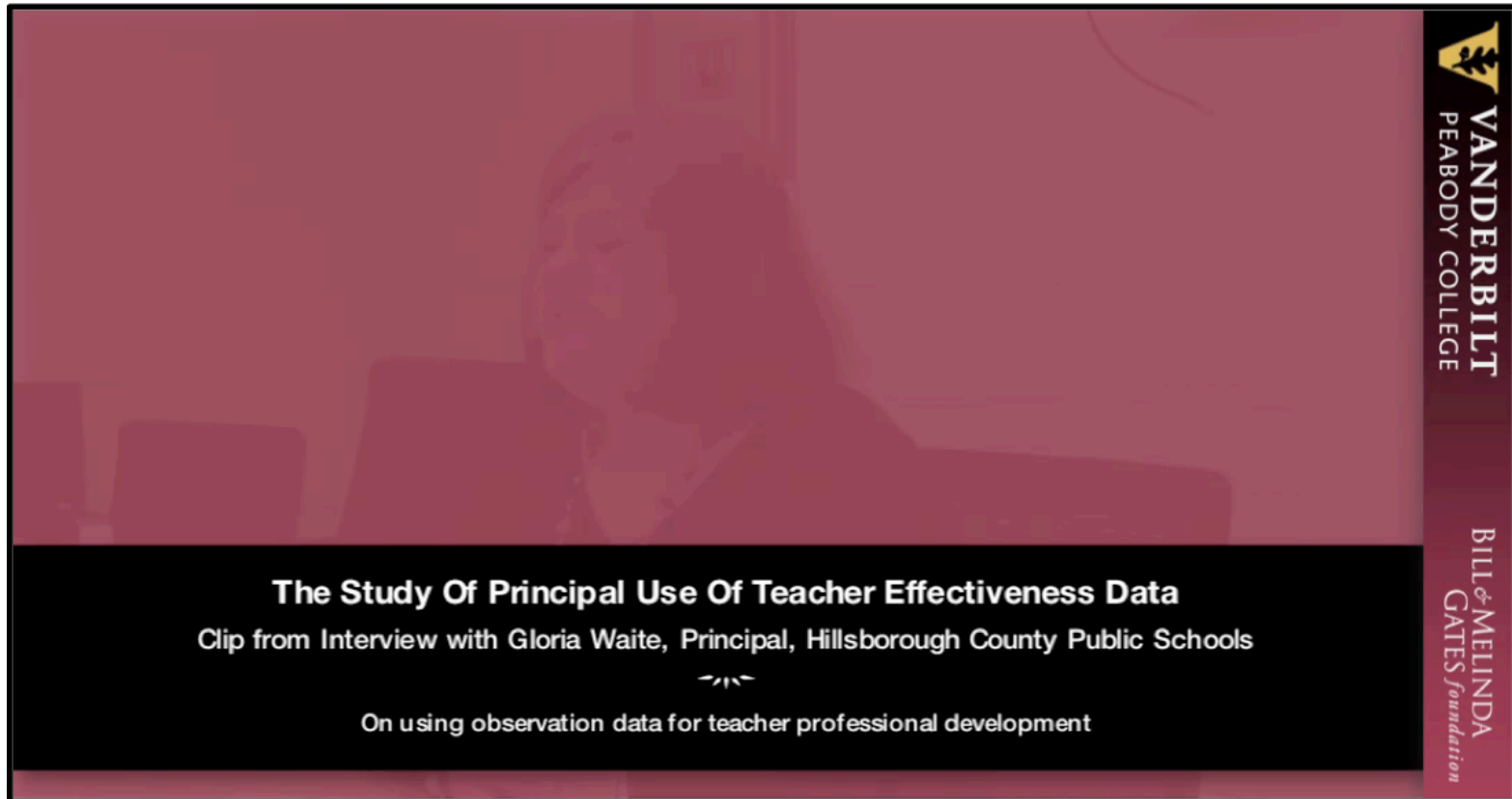
Data Use for Teacher Support & PD

- Observation data help principals have constructive teacher feedback conversations.

- Principals rely almost entirely on observation data for professional development decisions.

- Principals draw upon both school- and system-level resources to support teachers.

Recommendations:

- Develop teacher professional development resources that align with specific indicators on the instructional framework or rubric.

- Monitor teachers' use of professional development resources, ask participants for feedback, and track professional growth over time.

- Train and support principals to have honest, clear, and sometimes difficult conversations about teacher performance.
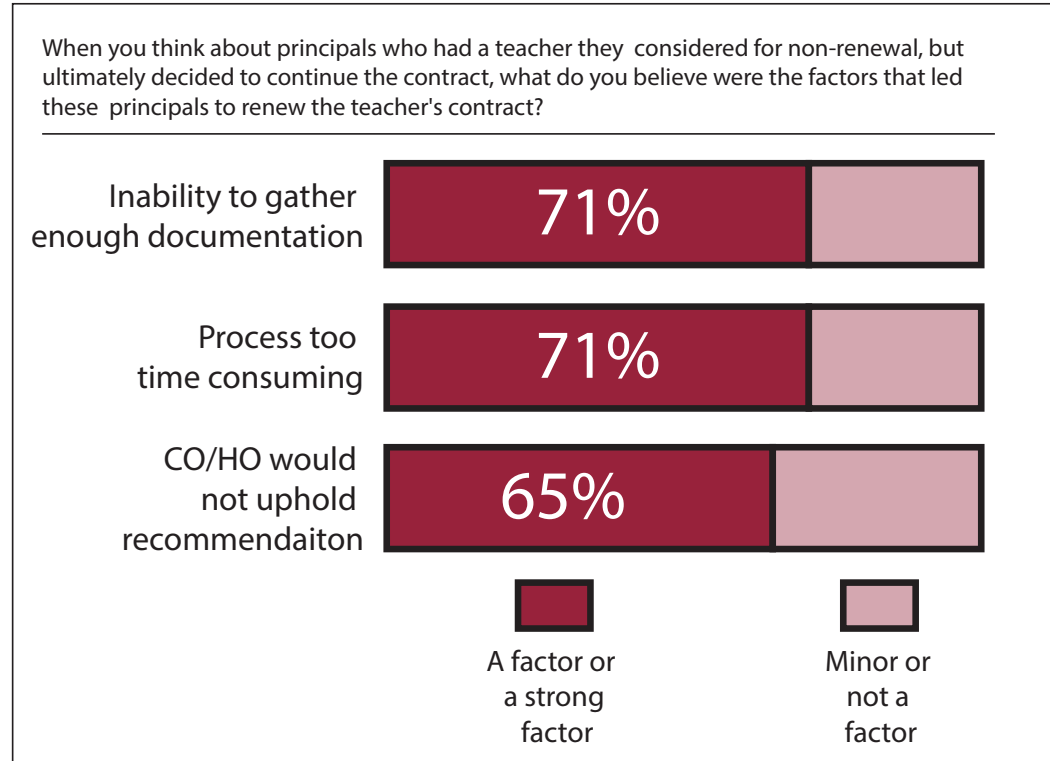
The Study Of Principal Use Of Teacher Effectiveness Data

Clip from Interview with Gloria Waite, Principal, Hillsborough County Public Schools

On using observation data for teacher professional development

Data Use for Non-Renewal

- The late timing with which teacher effectiveness data become available impedes principals' use of these data for contract decisions.

- An inability to gather enough documentation and lack of time to do so are challenges.

- A lack of central/home office support is a major barrier to dismissal.

When you think about principals who had a teacher they considered for non-renewal, but ultimately decided to continue the contract, what do you believe were the factors that led these principals to renew the teacher's contract?

	A factor or a strong factor	Minor or not a factor
Inability to gather enough documentation	71%	
Process too time consuming	71%	
CO/HO would not uphold recommendaiton	65%	

Data Use for Non-Renewal

Recommendations:

- Train principals on what constitutes effective documentation, how to avoid potential pitfalls in the process, and where to find resources to help them sort through evidence as they create the file for dismissal.

- Support principals in gathering the appropriate documentation that will hold up to official grievance processes. Streamline principals' efforts in gathering a body of evidence for teacher dismissal by providing direct support with the process.

- Train principals to use multiple years of teacher effectiveness data in making renewal decisions.

The Study Of Principal Use Of Teacher Effectiveness Data
Clip from Interview with Shawn Page, Principal, Memphis

On using multiple years of data
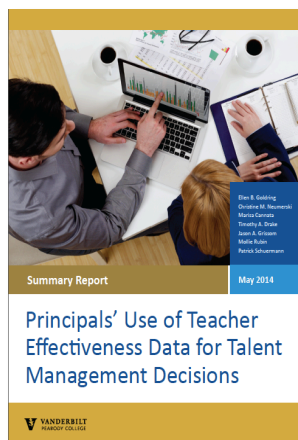
Data Systems

Summary Report — May 2014

Principals' Use of Teacher Effectiveness Data for Talent Management Decisions
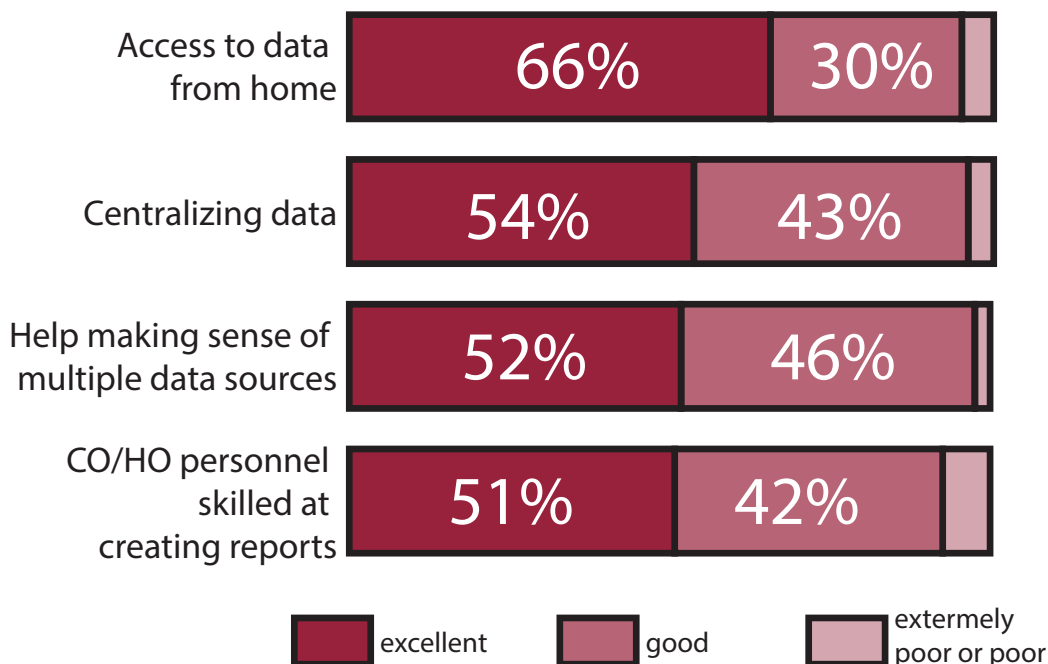
V VANDERBILT
PEABODY COLLEGE

> *Right now if I want certain things I have to go here to it, get it for this, print or save because it's probably a PDF or Excel document, then go from here to get that one, and then make something else or copy and paste it. If I get it all in Excel, [I] copy and paste it onto one of them and then sort, and then I have that one person's information in one location versus separate ones. It's hard to get a combined report, especially by teacher.*
>
> **– Principal**

Data Systems

Principal Ideas to Develop Skills in Using Teacher Effectiveness Data for Talent Management Decisions

Access to data from home: 66% excellent, 30% good

Centralizing data: 54% excellent, 43% good

Help making sense of multiple data sources: 52% excellent, 46% good

CO/HO personnel skilled at creating reports: 51% excellent, 42% good

Legend: excellent | good | extermely poor or poor

- Most data systems fail to provide easy organization, manipulation, and analysis of data.

- Principals would like ongoing access to data in a centralized, integrated location.

- Principals would like to access data from home and other off-site locations.

- Principals would like data dashboards organized by talent management decisions rather than data element (TED Dashboard – Atlanta).

Teacher Effectiveness Dashboard (TED) - Atlanta

Teacher Job & Team Assignment

What effective leaders do

1. Assign teachers to grades, subjects, courses and teams in a way that:
   - distributes expertise strategically;
   - builds strong and effective teams; and
   - considers individual teacher strengths and development needs.

2. Differentiate individual teacher assignments (# of preps, class size, portfolio of students) based on skill, experience, and specific strengths and weaknesses.

Questions that TED can inform

A. Which teachers are eligible for each assignment?
B. Which teachers are best suited for each assignment?
C. Are new teachers and expert teachers distributed strategically across grades and subjects?
D. Is subject area expertise distributed strategically?

Information needed

a) Credentials
b) Teacher effectiveness measures (multiple)
c) Years experience
d) Career tier
e) Team, subject and grade
f) Teaching context/challenge index
g) Total number of students
h) # of preps
i) Average class size
j) Assigned students' demographics (% ELL, % SWD, etc)
k) Assigned students' incoming percentile rankings
l) Prior job assignments
m) Current & prior leadership role assignments
n) Etc…

Views

VANDERBILT
PEABODY COLLEGE

Team Assignments   Job Assignments

Assign teachers to grades, subjects, courses and teams in a way that distributes expertise strategically, builds strong and effective teams, and considers individual teacher strengths, preferences, and development needs.

- ○ a. Which teachers are eligible for each assignment?
- ◉ **b. Are new teachers and highly effective teachers distributed strategically across grades, subjects and teams?**
- ○ c. Is subject area expertise distributed strategically?

Strategy Check

Lists Table

▼ Tailor My View

Show by
- ◉ **Grade**
- ○ Team
- ○ Subject
- ○ EOCT

Measure of Effectiveness
- ◉ **Overall effectiveness rating**
- ○ Value-added estimate
- ○ Value-added estimate by subject

Color Code by
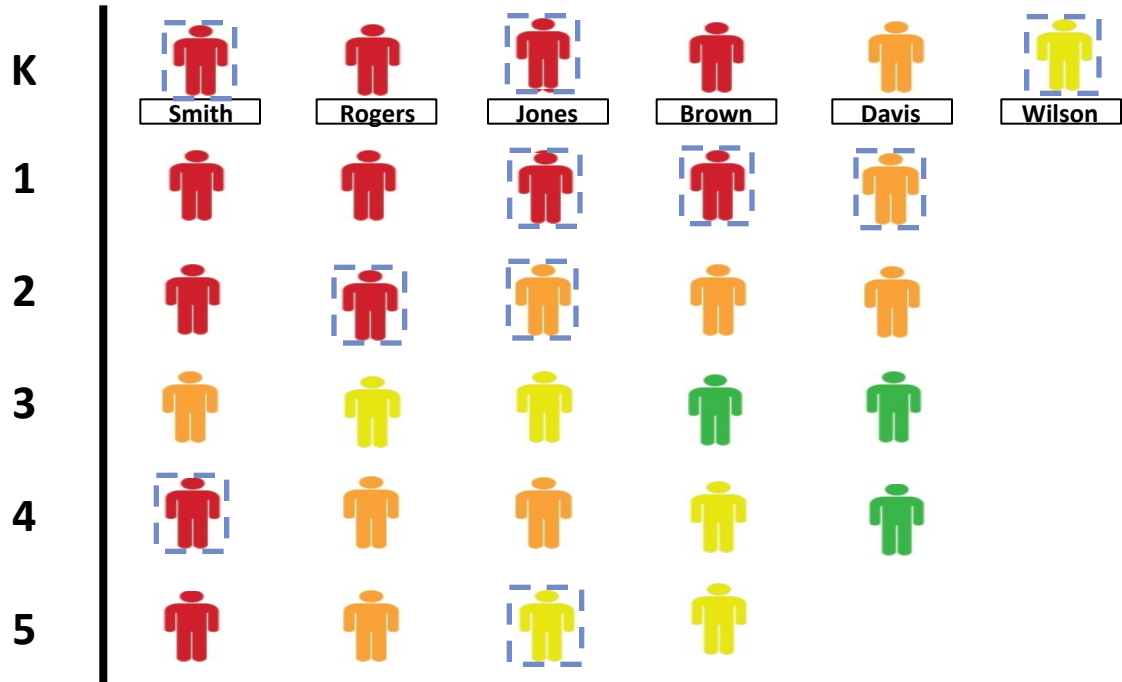- ◉ **Absolute effectiveness standard**
- ○ District quartiles
- ○ School quartiles

Show Additional Data
- ■ **Novice teachers**
- ☐ Years experience
- ☐ Average group rating
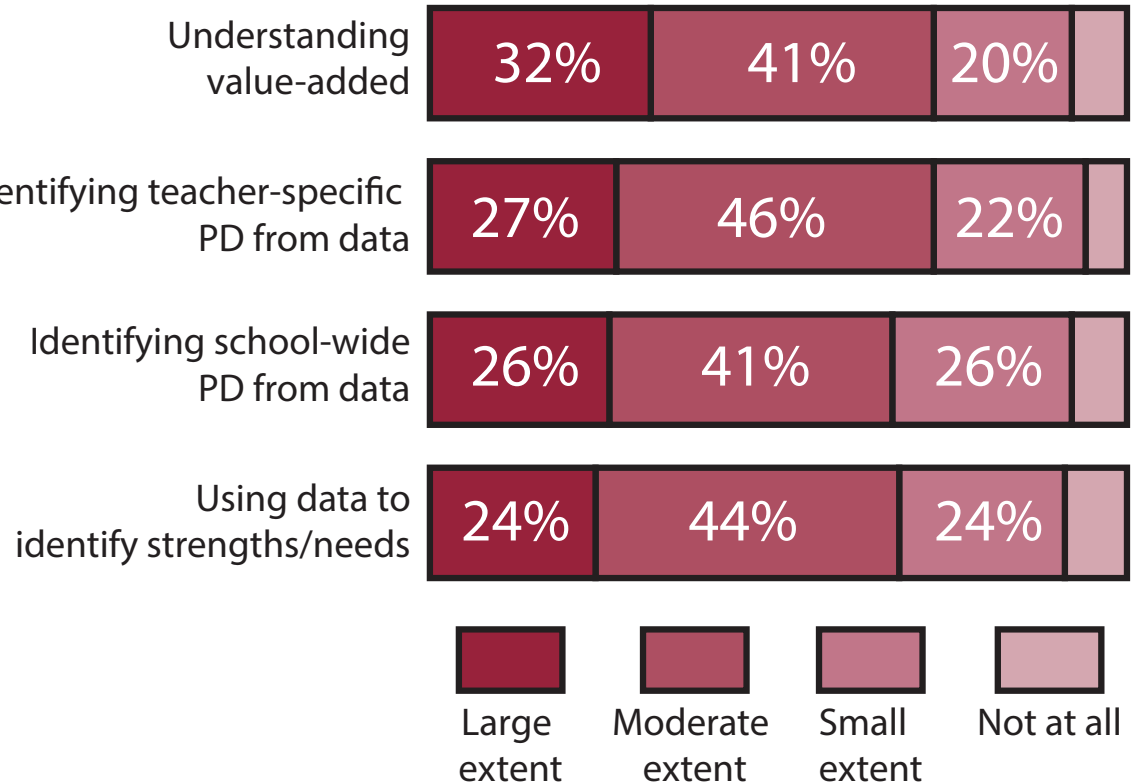- ☐ Years experience in position
- ☐ Content specific certifications

- ■ **Legend**

	Smith	Rogers	Jones	Brown	Davis	Wilson
K						
1						
2						
3						
4						
5						

■ **Least Effective**   ■ **Limited Effectiveness**   ■ **Effective**   ■ **Highly Effective**

Novice Teacher (0-3 years experience)
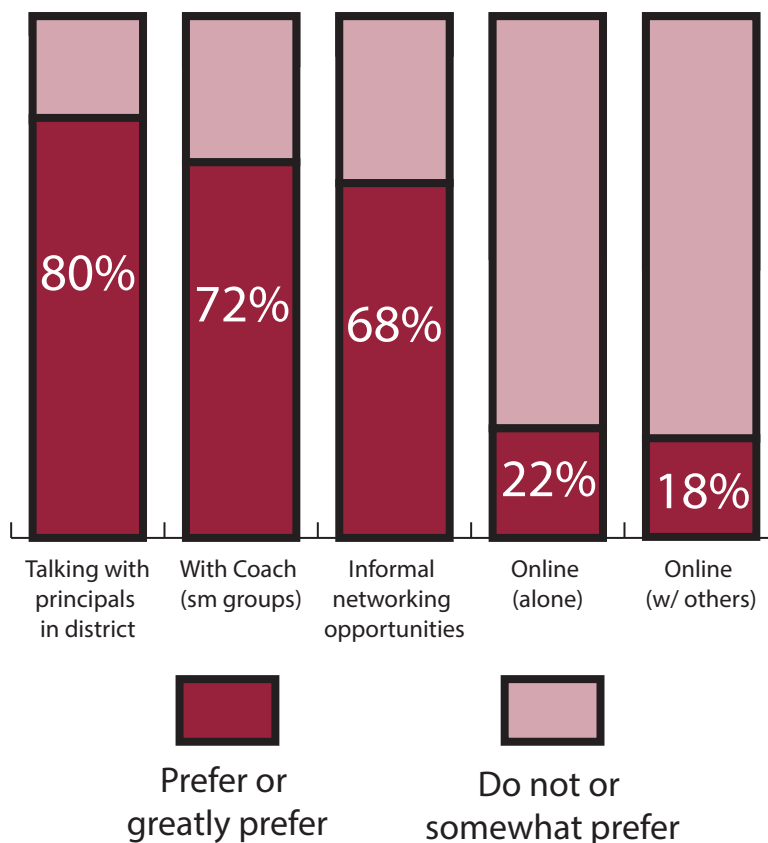
Building Support

- Many systems hire and train central/home office personnel to focus explicitly on principal support.

- Principals desire improved professional development and training.

- Principals desire more training on understanding teacher value added/ growth.

- System level personnel need support and training in supporting principals.

Principals want more support in

Understanding value-added	32%	41%	20%
Identifying teacher-specific PD from data	27%	46%	22%
Identifying school-wide PD from data	26%	41%	26%
Using data to identify strengths/needs	24%	44%	24%

Large extent   Moderate extent   Small extent   Not at all

Building Support

Format Preferences for Support

- Talking with principals in district: 80%
- With Coach (sm groups): 72%
- Informal networking opportunities: 68%
- Online (alone): 22%
- Online (w/ others): 18%

Prefer or greatly prefer

Do not or somewhat prefer

Barriers

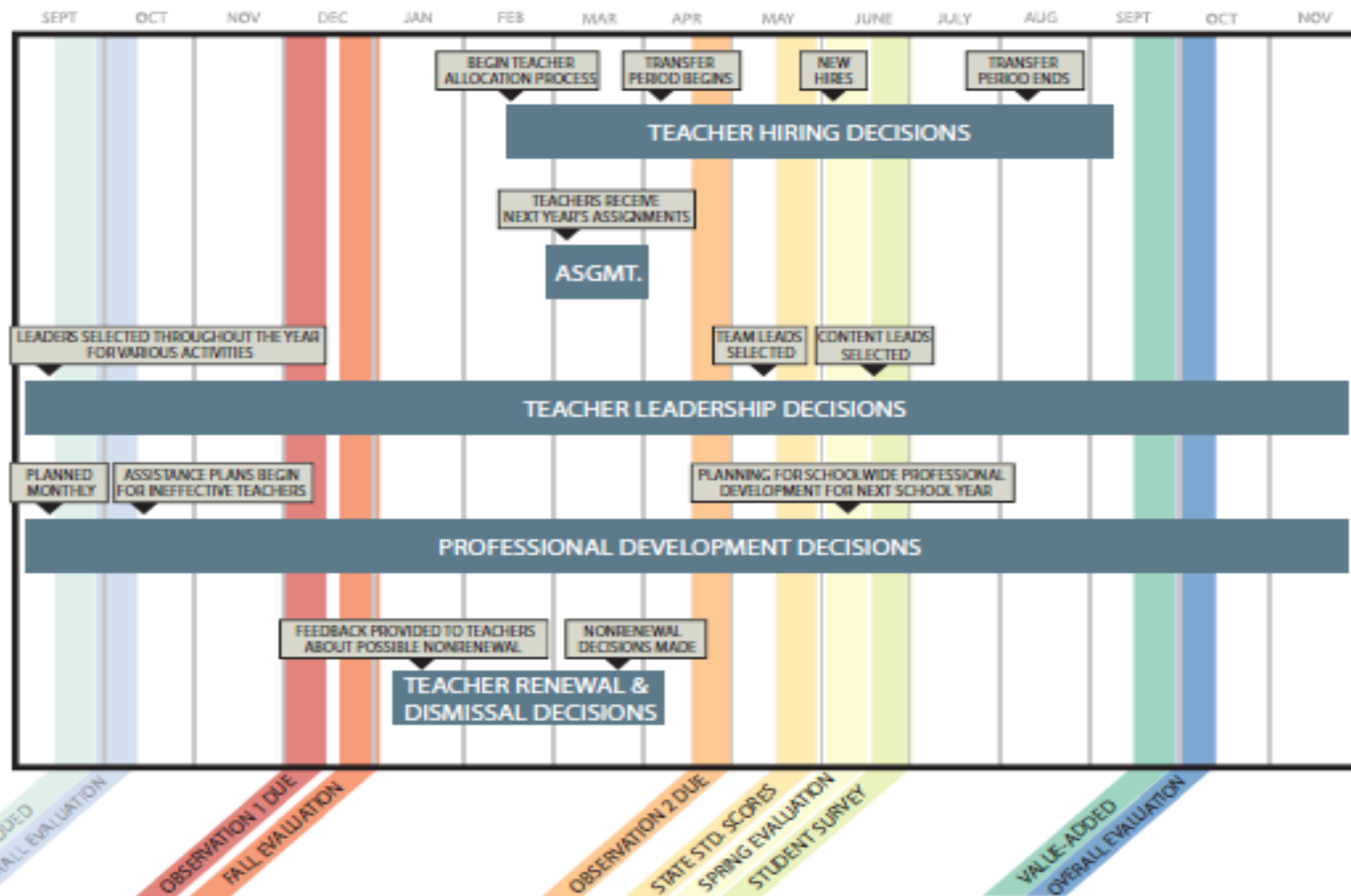|		
🕐	**Time**	A lack of time for planning, conducting, recording, follow-up, and analysis of teacher observation data and time to gather and analyze multiple sources of teacher effectiveness data.
⏻	**Technology**	Multiple systems, multiple access accounts, complex data integration tasks, and too many data reports (i.e. data glut) are common problems for principals.
🕐	**Timing**	Student achievement, teacher value added, stakeholder perception surveys, & overall evaluation composite scores often come after talent management decision windows.
👥	**Training**	Unclear expectations, weak or no accountability, and/or a lack of skills and knowledge on using teacher effectiveness data for talent management decisions.
🤝	**Trust**	Principals perceive that teachers have little trust in teacher effectiveness data and/or its use for talent management decisions, especially value added data, a culture of trust and collaboration are complex.

Timing

59% report timing as <u>moderate</u> or <u>strong</u> barrier

Legend:
- Not a barrier
- Minor barrier
- Moderate barrier
- Strong barrier

	Timing	Time	Teacher Validity (Trust)	Technology
Not a barrier	16%	25%	23%	32%
Minor barrier	24%	37%	36%	31%
Moderate barrier	31%	25%	27%	26%
Strong barrier	28%	13%	13%	11%
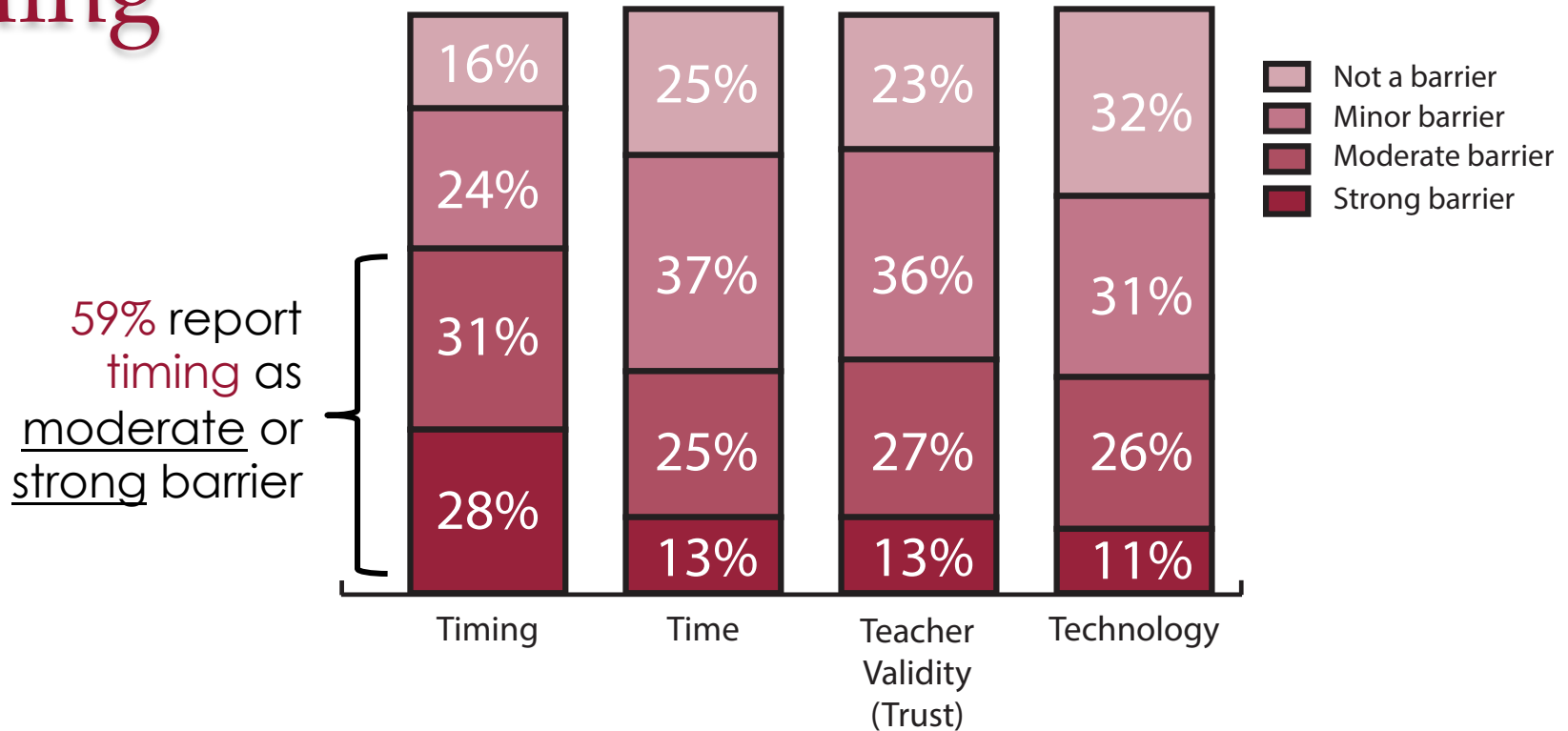
- The late timing with which teacher effectiveness data are made available is problematic

- The lateness of data has the biggest impact on decisions about teacher assignment and renewal or dismissal

Calendar for Talent Management Decisions and Teacher Effectiveness Data

Recommendations

🕐	**Time**	Distribute leadership and administrative tasks, enable remote access to data systems, and ensure that the data systems are simple and easy to use.
⏻	**Technology**	Develop centralized, easy to navigate data systems that allow principals to track their teacher effectiveness data and analyze the relationship between the data and key talent management areas.
🕐	**Timing**	Train principals in using multiple years of data to inform talent management decision-making; synchronize data availability and talent management decisions.
👥	**Training**	Allow for more opportunities for face-to-face collaboration between principals and data coaches; consider using principals' own data for training situations; specify expectations of data elements for each talent management decision, accountability
🤝	**Trust**	Help principals establish a culture of trust, where the practice of teaching is de-privatized and the use of teacher effectiveness data for talent management decisions is made public.

PrincipalDataUse.org