

Tony Bagshaw – Battelle for Kids



Agenda

- Challenges of Evaluation
- The AIMS tool TIGR – Teacher Instructional Growth Rubric
 - AIMS
 - Context
 - Process
 - Lessons Learned



Challenges of Evaluation

- Collaborative Creation vs. Dictatorial Mandate
- Tug-of-War:
Practitioners (*Do-able Tool*) vs. Researchers (*Robust Tool*)
- Data Accuracy – Student Attribution
- Data Reliability – Converting observations to quantitative data
- Inter-rater Reliability and Rater PD



Challenges of Evaluation

- Rater Recalibration
- Subjectivity vs. Objectivity
- Living vs. Static
- Discriminative:
high performance – average – low performance
- Time
- Money
- Technology Integration



AIMS Teacher Evaluation Consortium Members

- ❑ Alcoa City Schools
- ❑ Alamo City Schools
- ❑ Athens City Schools
- ❑ Clinton City Schools
- ❑ Dyersburg City Schools
- ❑ Franklin SSD
- ❑ Greenville City Schools
- ❑ Kingsport City Schools
- ❑ Lebanon SSD
- ❑ Lenoir City Schools
- ❑ Lexington City Schools
- ❑ Maryville City Schools
- ❑ Milan SSD
- ❑ Newport City Schools
- ❑ Oak Ridge City Schools
- ❑ Oneida SSD
- ❑ Paris SSD
- ❑ Richard City Schools
- ❑ Rogersville City Schools
- ❑ Sweetwater City Schools
- ❑ Trenton SSD
- ❑ Union City Schools



Context: State of Tennessee

- ❑ The TEAC Committee has the ultimate authority related to this work and are piloting various evaluation models during 2010–2011 school year across the State
- ❑ Evaluation Requirements:
 - ❑ 35% TVAAS data (if available)
 - ❑ School-wide data for others (state's pilot)
 - ❑ State's efforts to develop growth measures for non-tested subjects and grades
 - ❑ We will align with TEAC/DOE guidelines
 - ❑ 15% Other comparable student data
 - ❑ Menu of options (as identified by TEAC/DOE)

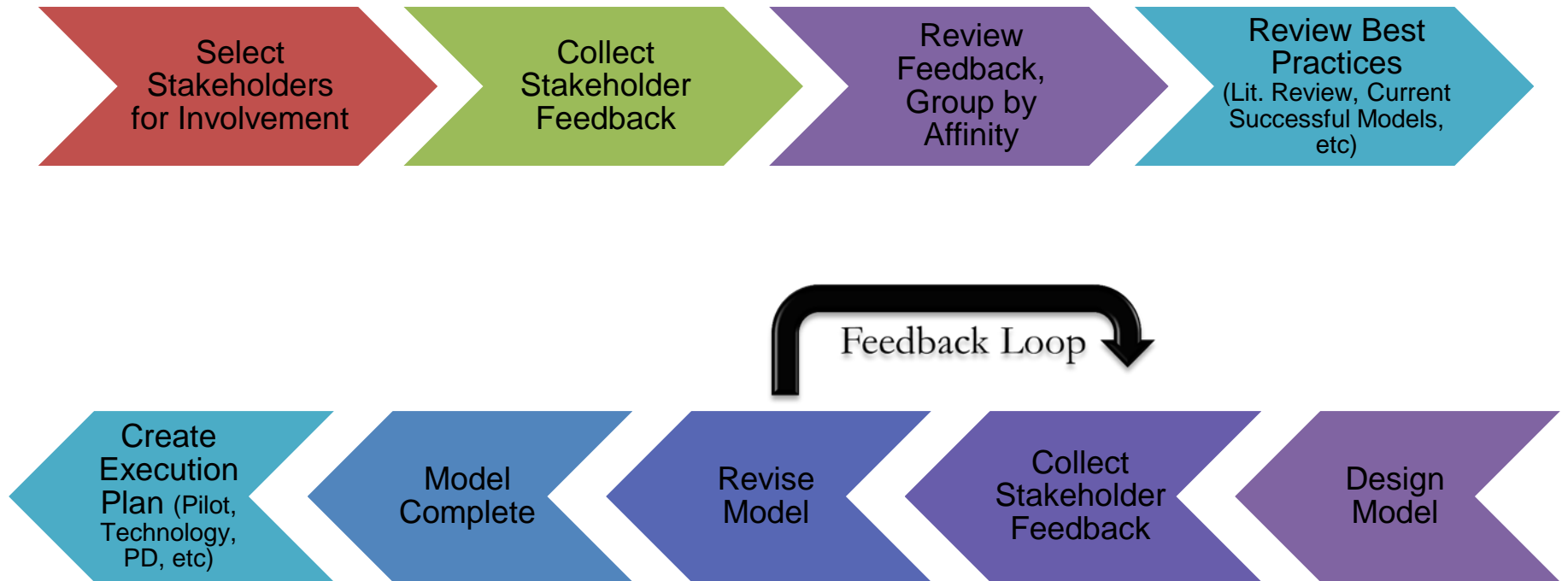


The Context Surrounding AIMS' Work

- AIMS wanted to have a “voice” in the process and a tool their stakeholders would be evaluated with
- AIMS districts focus on studying best practice and providing quality professional development
- AIMS practitioners have had an opportunity to review teacher evaluation and talk about effective teaching
- Battelle for Kids acted as a discussion facilitator and thought leader



Evaluation Creation Process



TIGR Model

- TIGR tool is based upon research from Charlotte Danielson, as is the TAP model and is closely related to the evaluation tool developed and used by Eagle County, Colorado (EC)
- Relies on both formative and summative processes that occur independently of each other
- Places teachers in 1 of 3 stages, depending upon evaluation score and VA data, resulting in the opportunity for high performing teachers to obtain key roles in the formative process as well as experience a shorter evaluation
- Set-up with idea that strategic compensation model could be overlapped



Lessons Learned

- ❑ Teachers and Principals desire:
 - ❑ Productive feedback
 - ❑ Opportunity for growth
 - ❑ Formative process
- ❑ Standards (rubric) must be tied to those things that are directly aligned with student learning and the number must be manageable
- ❑ Process *before* instrument
- ❑ We need to differentiate for teachers just as we differentiate for children (Creating a “learning system” for educators)
- ❑ Quality training of evaluators is essential
- ❑ To do this well it will cost something



Effective Evaluation Tool Components

- Continuously assesses and provides feedback for continuous growth
- Reflects research-based standards
- Involves the collection and review of qualitative and quantitative data
- Is developed using feedback and information from all stakeholders impacted
- Involves rigorous and continuous PD for the evaluators (ensuring inter-rater reliability, data quality, etc)
- Is reviewed and revised to reflect changing needs of the organization
- Piloted to ensure correlation between performance and results



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