

PEER OBSERVATION IN EDUCATOR EVALUATION LEVERAGING TEACHER TALENT

NYSUT Innovation Initiative Webinar
Tuesday, November 17, 2015
4:00-5:15 PM



- ❑ **Welcome - Vice President, Catalina Fortino**
- ❑ **Overview of APPR - Larry Waite, Director of Educational Services & Education Learning Trust (7 min.)**
- ❑ **Presentation - Dr. Susan Moore Johnson, Harvard Graduate School of Education (50 min.)**
- ❑ **Q & A - Carolyn Williams, Assistant in Research and Educational Services (10 min.)**
- ❑ **Next Steps – Ellen Sullivan, Assistant in Research and Educational Services (5 min.)**
- ❑ **Information and Resources – Carolyn Williams (5 min.)**

Setting the Context for Peer Observation in New York State



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- **Since 2000, New York State Regulations have allowed information collected through the interactions of mentors with new teachers to be used for evaluating the teacher, if collectively bargained.**
- **Section 3012-d of Education Law enacted in 2015 and prior legislation 3012-c of Education Law includes the use of peer observers.**

Setting the Context for Peer Observation in New York State



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- **Section 3012-d applies to all teacher evaluations conducted in the 2015-16 school year, except:**
 - **New law applies to all teacher evaluations conducted in the 2015-16 school year.**
 - **APPR plans in effect on April 1, 2015 remain in place until a new (successor) plan is agreed to by the district and local.**
 - **The new APPR plan must be agreed to locally and approved by SED by November 15, 2015 or the district will receive no increase in state aid for the 2015-16 school year and thereafter until a new plan is in place.**
 - **Hardship waiver for Rural and Small schools for the independent evaluator requirement.**
 - **<http://www.nysut.org/resources/all-listing/2015/june/fact-sheet-15-13-annual-professional-performance-review>**

Elements of the New APPR System (§3012-d)

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□ **Student Performance Category**

- **State growth is a required component, and a second assessment selected through collective bargaining is an option.**

□ **Teacher Observation Category**

- **The new law requires a minimum of two observations: one by a principal or other trained administrator, and another by an impartial independent trained evaluator. If locally negotiated, observations by trained peer observers are also allowed.**
- **A teacher's overall Effectiveness Rating is determined using a matrix based on the HEDI categories.**

Locally Bargained Decisions



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- ▣ **Must bargain over how to implement the observation category:**
 - **Teacher Practice Rubric**
 - **Frequency and duration**
 - **Peer reviewer (additional observation)**
 - **Observation Weightings**
 - **Live or recorded observations**
 - **Procedures (pre- & post observation conference)**



APPR and Peer Observation

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- ❑ ***Required observations by an impartial independent evaluator***
 - **Cannot be from the same school**
 - **May be from another school in the district (different BEDs Code)**
 - **May include administrators, department chairs or peers, such as teacher leaders on career ladders**
- ❑ ***Optional observations by a peer evaluator rated effective or highly effective***
- ❑ ***All evaluators including the independent evaluator/peer observer must be trained on the teacher rubric as agreed to locally***
- ❑ **Each observation type (principal/supervisor, independent, peer) would be completed using a 1-4 rubric scale, producing an overall score between 1-4.**

Evaluator Training Requirements



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- ❑ All lead evaluators, independent observers and peer observers must complete training.
- ❑ The training course for independent evaluators and peer evaluators shall include:
 - The New York State Teaching Standards;
 - Evidence-based observation techniques that are grounded in research; and
 - Application and use of the state-approved teacher practice rubrics.

Observation Weightings



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- **Principal evaluation at a minimum of 80% and maximum of 90%**
- **Independent evaluator at a minimum of 10% and maximum of 20%**
- **Optional Peer Evaluator could be weighted at up to 10%**
- **Each observation type (principal/supervisor, independent, peer) would be completed using a 1-4 rubric scale, producing an overall score between 1-4**
- **Final weights set through collective bargaining**

Example of Weighting of Observation Score

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Observation Average Rubric Score:

- Principal = 2.3
- Independent = 3.5
- Peer = 3.8

Locally negotiated weighting:

- 80% Principal
- 10% Independent
- 10% Peer

$$80\% \text{ of } 2.3 = 1.84$$

$$10\% \text{ of } 3.5 = .35$$

$$10\% \text{ of } 3.8 = .38$$

$$1.84 + .35 + .38 = 2.57$$

Effective

(using the 2.5-3.49 option)

Observation Average Rubric Score:

- Principal = 3.7
- Independent = 2
- Peer = 3.5

Locally negotiated weighting:

- 80% Principal
- 10% Independent
- 10% Peer

$$80\% \text{ of } 3.7 = 2.96$$

$$10\% \text{ of } 2 = .2$$

$$10\% \text{ of } 3.5 = .35$$

$$2.96 + .2 + .35 = 3.51$$

Highly Effective

(using the 3.5-4.0 option)

Peer Observation in Educator Evaluation

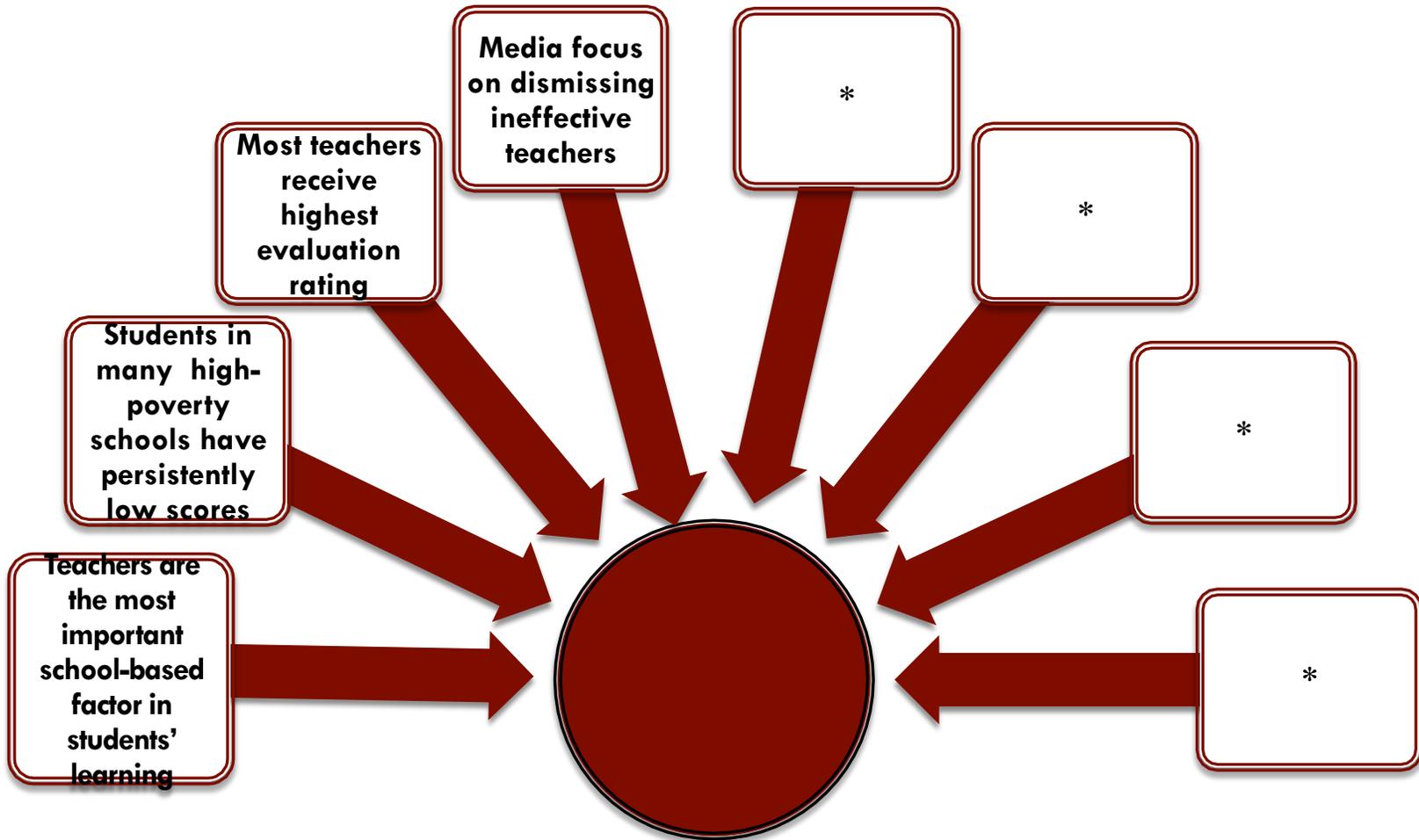
A Forum for Leveraging Teacher Talent

NYSUT WEBINAR, NOVEMBER 17, 2015

Susan Moore Johnson
Harvard Graduate School of Education

Why Evaluation Reform Now?

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LINDSEY GRAHAM'S MAVERICK MOMENT FILIBUSTER, R.I.P.

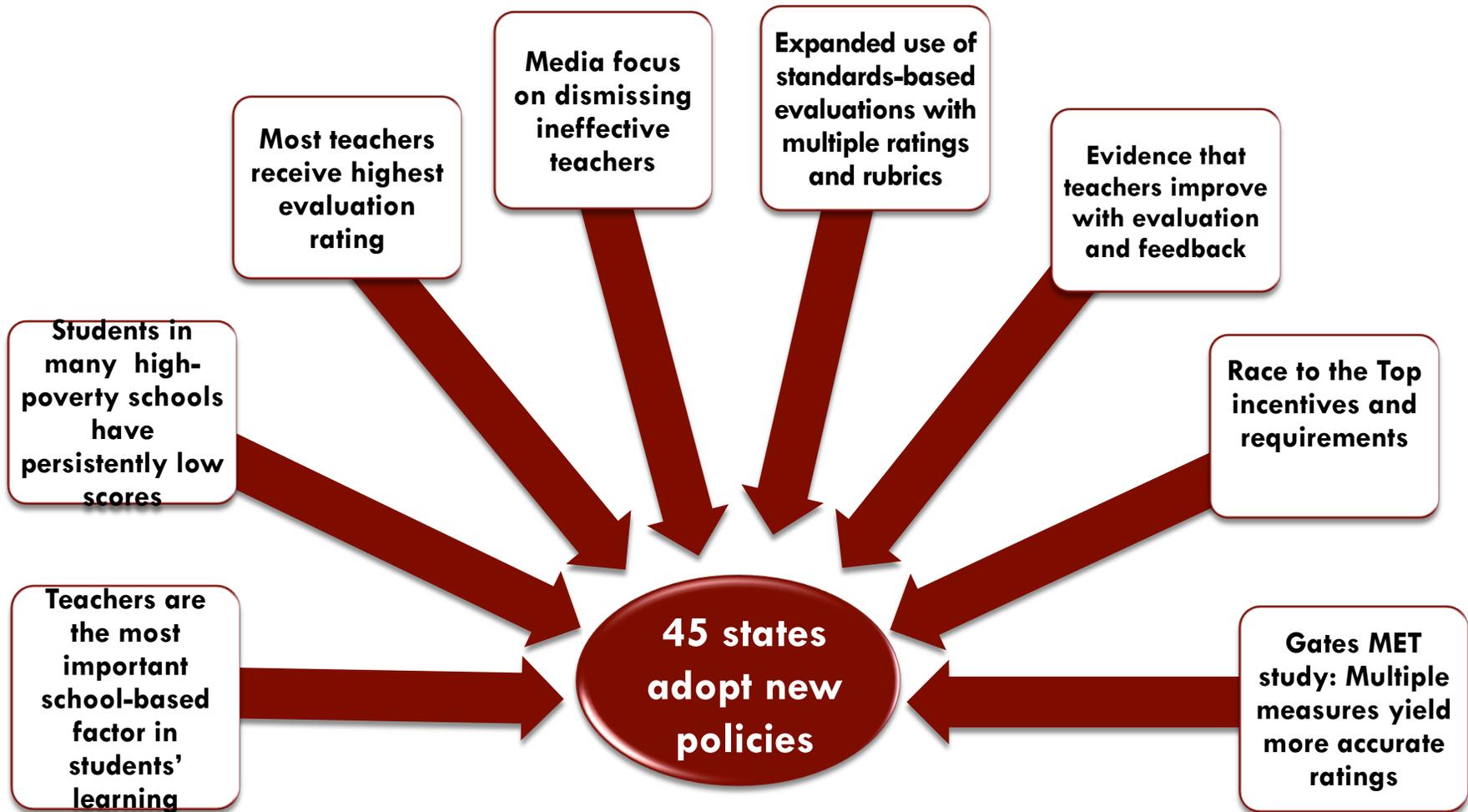
MARCH 31, 2010

Newsweek

We must fire bad teachers.
**THE KEY TO
SAVING AMERICAN
EDUCATION**
BY EVAN THOMAS & PAT WINDERT
We must fire bad teachers.
We must fire bad teachers.
We must fire bad teachers.
We must fire bad teachers.

Why Evaluation Reform Now?

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The Tension Between Formative and Summative Evaluation

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- ❑ **Formative evaluation promotes teachers' development; summative evaluation yields judgments about teachers' performance.**
- ❑ **Should development and assessment be separate or entwined processes?**
- ❑ **Should they involve different evaluators or the same?**
- ❑ **Who should evaluate teachers—administrators, peers, both?**
- ❑ **Ultimately, is the evaluation system primarily focused on development or assessment? Can and should a balance between the two purposes be achieved?**

New Roles for Peer Observers Can:

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- ❑ **Increase the validity and usefulness of observations and assessments by matching subject and grade level of peer observer and teacher.**
- ❑ **Reduce the time burden on principals and increase the frequency of observations for teachers.**
- ❑ **Increase the emphasis on development, rather than on assessment alone.**
- ❑ **Extend the strengths and experience of skilled teachers through coaching and collaboration, while providing them with opportunities for varied work, broad influence, and differentiated pay.**

Peer Observers Face Challenges

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- ❑ **Traditional professional norms among teachers often confound teacher leaders:**
 - ❑ **Autonomy: “I’m a professional. I can do what I want.”**
 - ❑ **Egalitarianism: “We’re all equal.”**
 - ❑ **Seniority: “You can wait your turn.”**
- ❑ **When teachers resist the legitimacy of peer evaluators or claim the right to autonomy and privacy, peer observers’ efforts may be thwarted.**
- ❑ **When roles for peer observers are not well defined or selection lacks rigor or is biased, the program will be compromised.**

What Promotes Successful Roles for Peer Observers?

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- ❑ **A collaborative labor-management process for designing and implementing a system of well-defined roles and responsibilities.**
- ❑ **An open, rigorous, and respected selection process for peer observers.**
- ❑ **Matching peer observers with teachers by subject and grade level.**
- ❑ **Ongoing training and supervision for all evaluators.**
- ❑ **Principals who value contributions of peer observers and collaborate with them.**

Design Features of Peer Observation Programs

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- ❑ **What weight do individual observations have in a final rating?**
- ❑ **Who conducts formal observations? how many? how often? announced or unannounced?**
- ❑ **Are pre-observation and post-observation conferences required?**
- ❑ **How are evaluators selected, trained, and supervised?**
- ❑ **Do peer observers provide both support and assessment?**
- ❑ **Do peer observers serve full-time in that role?**
- ❑ **How is the final observational rating determined? How are differences between administrators' and peer observers' ratings reconciled?**
- ❑ **Do low ratings lead to dismissal or high ratings to promotion?**

IMPACT: Washington, D.C.

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- **Teachers' evaluations include:**
 - ▣ **75% Observations (unannounced) of classroom practice**
 - ▣ **15% Student achievement**
 - ▣ **10% Commitment to school and community (administrator)**
- **Formal observations conducted by administrator and master educator (ME). (2 observations for all teachers at first two steps of career ladder; fewer for teachers at advanced, distinguished, and expert levels).**
- **All formal observations are followed by a conference within 15 days. Teachers have on-line access to all written comments.**
- **Evaluation instrument includes domains and rubrics. Scores of individual observations are averaged for a yearly rating (1-4). One score is automatically dropped if it falls a full point below the average of all other scores.**
- **Annual evaluations then determine promotion on career ladder as well as large bonuses for “effective” and “highly effective” teachers in high-poverty schools.**

PAR: Montgomery County

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- **Montgomery County selects expert Consulting Teachers (CTs) in a highly competitive process.**
- **CTs intensively assist *and* eventually evaluate:**
 - ▣ **all novice teachers**
 - ▣ **experienced teachers who have received a below-standard evaluation**
- **CTs first conduct informal observations and provide assistance to both novice and experienced teachers on their PAR case load (co-plan and model lessons, arrange peer observations, troubleshoot)**
- **CTs then conduct 3 formal observations (one announced) with feedback. Principals also conduct 1 formal observation of novice teachers and they maintain independent observation data. Only CTs formally observe experienced teachers on PAR Intervention**

PAR: Montgomery County (2)

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- **A joint PAR Panel (8 teachers and 8 principals) manages the program.**
 - **Selects and supervises Consulting Teachers (CTs)**
 - **PAR Pairs review CTs reports monthly, observe and advise them**
- **Consulting teachers report on their teachers' performance to the PAR Panel, which reviews the CTs' reports and recommends that**
 - **Novices be reappointed or let go**
 - **Experienced teachers exit PAR successfully or be dismissed**
- **PAR increases both retention and dismissal rates. It guarantees due process and, therefore, does not end in arbitration or court proceedings.**

Is PAR a Good Investment?

Papay & Johnson, 2012

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- **The major costs of PAR come from replacing the CTs who leave the classroom**

- **Short-term costs and benefits**
 - **PAR costs: \$3,000-\$7,000 per novice and \$6,000-\$10,000 per veteran teacher**
 - **Saves costs of current induction program (\$7,000 per teacher)**
 - **Reduces costs of turnover (\$10,000-\$20,000 per novice teacher)**
 - **Improves student achievement through development and retention**
 - **Reduces costs of dismissal (\$50,000-\$100,000 per tenured teacher)**

- **Long-term benefits**
 - **Reduces burdens on principals for evaluating all teachers**
 - **Increases leadership opportunities for expert teachers**
 - **Promotes district's efforts to build instructional capacity**
 - **Advances a collaborative labor-management relationship**

Hillsborough County (Tampa), FL

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- **Teacher evaluations include:**
 - ▣ **30% observation ratings by peer/mentor**
 - ▣ **30% observation ratings by principal**
 - ▣ **40% student achievement**

- **Peers/mentors apply and are selected and trained to assess teachers. All evaluators are required to demonstrate high inter-rater reliability.**

- **Depending on need, teachers are observed 3-11 times per year, with pre-observation and post-observation conferences. Principals must observe each teacher at least once per year. Principals are also evaluated based on 360-degree survey.**

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For More Information

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The Project on the Next Generation of Teachers

www.gse.harvard.edu/~ngt

User's Guide to Peer Assistance and Review

www.gse.harvard.edu/~ngt/par/

NEA Foundation on-line course about PAR

(including videos)

www.neafoundation.org/pages/courses/



District Reflections

▶ Discuss your district's current evaluation process:

- ❑ Is it geared primarily to assessment, development, or a balance between the two?
- ❑ Does your evaluation instrument provide multiple ratings and rubrics that can help the teacher improve?
 - Are all observations followed with feedback?
If so, is it in person, in writing/online, or both?
- ❑ Who currently observes and assesses teachers?
Do any teachers observe and assess their peers?
- ❑ Are current evaluators trained to conduct standards-based observations based on the approved rubric?

Moving Forward



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▶ **What do you need?**

- Better tools and instruments
- More knowledge and expertise (for whom? about what?)
- Increased commitment and trust (between/ among whom?)
- Refined roles for principals and peer observers
- Assistance in bargaining a new evaluation system
- Assistance in selecting or training evaluators

Taking Stock

Labor/Management Relations

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- ❑ How would you characterize the labor-management relationship in your district?
Collaborative? Neutral? Adversarial?
- ❑ Are there notable labor-management accomplishments that can serve as the basis for developing a peer observer program?

NYSUT Website

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□ <http://www.nysut.org/peerobservers>

Peer Observation:

Peer Roles

Peer Assistance and Review (PAR)

Innovation Brief

Discussion Questions

References

Video

Webinar

Peer Observation in Educator Evaluation



"More and more, administrators and teachers are viewing peer observation as a form of collaborative professional development. This kind of observation can yield its greatest benefits when used as a means of sharing instructional techniques and ideologies between and among teachers. The intention of teacher-to-teacher observation is that it be a tool for professional development and, in turn, for student learning."

Education World: Teachers Observing Teachers: A Professional Development Tool

Contact Us

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