

# Teacher Professional Learning and Effectiveness System

Poway  
Unified School  
District



January 2015

## What is meant by “Multiple Measures” in relation to Teacher Evaluation?

Evaluating teachers fairly and accurately requires the use of multiple indicators of effectiveness AND multiple ways to measure those indicators.

detailed in Appendix B of the White Paper the Core Evaluation Team wrote. The White Paper in its entirety is posted on the TPLES (Teacher Professional Learning and Effectiveness

***“Although it may seem simpler in the short run to make teacher decisions based largely on a single set of student scores, it is clear that this approach has thus far produced more heat than light in analyses of teaching, ...the greatest benefits will be secured where multiple measures of learning are combined with evidence of practice to paint a meaningful picture of how teaching influences student growth and progress.”*** Linda Darling Hammond

*Getting Teacher Evaluation Right*

In the research and literature review conducted by the Core Evaluation Team over the last year, three indicators of teacher effectiveness were most frequently mentioned: **evidence of practice, evidence of contribution to student learning and evidence of professional contributions.** These three indicators and possible multiple ways to measure those indicators are

System) My Connect Course home page.

Perhaps the most debated indicator of teacher effectiveness is a teacher’s contribution to student learning. In response to the Federal Government’s “Race to the Top” funding requirement that student learning must be measured to qualify for funds, many

## FAQ’s



**I participate in Alternative Evaluation when I have to be evaluated, so will this even involve me? I won’t have to be observed now will I?**

We are just in the beginning stages of exploring what other high-performing, well respected districts are doing in regards to revising their teacher evaluation systems. As we collect information to inform our decisions regarding what aspects of an evaluation system should be piloted, we will share those decisions with you.

**Will there be different evaluation requirements based on how long I have been teaching?**

Again, that is something we are exploring. Most of the districts being looked at have some sort of tiered system that acknowledges not only a teacher’s years of experience but their past evaluations to determine what tier of an evaluation system they are placed on. Many of the systems also use the tier system to select, honor and recognize teacher leaders through their demonstration of performance on the tiered system.

**How can I get involved?**

Email Michele Manos at:  
[mmanos@powayusd.com](mailto:mmanos@powayusd.com)

states and districts hurried to document evidence based on the quickest, easiest data available: state test scores. According to Linda Darling Hammond, “the strategy of using value-added methods to calculate student test score gains attached to individual teachers has been found to be far less reliable and accurate than many researches had hoped.” At this time, California is one of only five states that does not have a requirement or standard for how student learning should be factored into a teacher’s evaluation.

As we move forward with our work on the new Teacher Professional Learning and

Effectiveness System, we will be looking closely at the indicator of “evidence of contribution to student learning”. We currently have a group of 18 teachers representing elementary, middle school and high school teachers across a fair representation of subjects participating in a TLC that explores Multiple Measures of Teacher Effectiveness generally and Multiple Measures of evidence that document and provide evidence of the teachers’ contribution to student learning specifically. After we have compiled their work and their feedback in July, we will be ready to share the results of their work with all of you. It is our hope that their work will

lead to a possible alternative evaluation project for the 2015-16 school year as well as provide our district with some options they can consider using as multiple measurements of this **one** indicator of teacher effectiveness. Used in a meaningful way, student learning evidence incorporated into teacher evaluation can lead to improvements in practice. The goal for our district is to build a standards-based system of teacher professional growth and evaluation that incorporates evidence of practice, student learning and professional contributions.

*Michele Manos*

### **Are you interested in reading more about Multiple Measures of Teacher Effectiveness?**

- Check out the examples in the White Paper posted on the TPLES My Connect Course Front Page
- Explore this Power Point created by AFT : [http://www.isbe.net/peac/pdf/multiple\\_measures\\_intro\\_0411.pdf](http://www.isbe.net/peac/pdf/multiple_measures_intro_0411.pdf)
- Read some of the research compiled by Hanover Research which has been posted on the TPLES My Connect Course Front Page.
- Keep an eye out for opportunities to participate in this work for our District. Watch for notifications of upcoming TLCs, possible alternative evaluation projects and opportunities to pilot some of these strategies in the near future.

### ***Teacher Professional Learning and Effectiveness System Core Team Members***

Tracy Hogarth, Associate Superintendent of Personnel  
Candy Smiley, PFT President

Miguel Carrillo, Principal, Meadowbrook Middle School

Cindy DeClercq, Director, Learning Support Services

Kelly Logan, Director PFT

Michele Manos, TOSA, Teacher Professional Learning and Effectiveness System

*Let us know your thoughts! We welcome your questions and comments. Who knows? Your question could appear in the next edition of our newsletter in the FAQ's section.*

[mmanos@powayusd.com](mailto:mmanos@powayusd.com)