

# Rural Schools, Standards-Based Teacher Evaluation and Technology's Odyssean Promise

Daniel Lee, Ed.D. University of Montana  
Lisa Kerscher, M.A. Brightways Learning  
Jennifer Lutey, J.D. Brightways Learning  
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## Background

- 2010 RttT funding emphasized standards-based teacher evaluation using multiple measures
- 2012 Alaska Board of Education issues new teacher evaluation standards
  - Influenced by Danielson (2011) & Marzano (2011)

## Background

- 2015 North to the Future School District (AK) begins collaborating with Brightways Learning (MT)
  - Goal to create a new web-based teacher evaluation rubric that was compliant with Alaska Standards
  - ClassBright Evaluate – customizable collaborative performance teacher evaluation system.

## ClassBright Evaluate

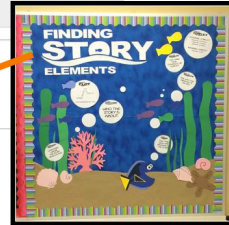
- Three major components
  - Snippet (text, photo, video, or document)
  - Walkthrough (informal observation)
  - Formal observation (pre- and post-conference as well as observation notes)
- Aligned to districts standards-based teacher evaluation rubric
- Each component provides examples and the ability to review rubric performance indicators
- All become part of teacher's portfolio
- A summative evaluation is also included

# Snippet

Clementine Cooper / Snippet

Enter notes Students helped create bulletin board for understanding elements of a story.

Upload File Choose File BulletinBoar...Elements.jpg



- Criteria
  - 1 Classroom Environment
    - 1.1 Physical Space
      - 1.1.1 Organizing physical space to engage students, facilitate movement, and focus on learning.
        - 1.1.1.1 Safety and routines
        - 1.1.1.2 Alignment and flexibility
        - 1.1.1.3 Engaging environment
    - 1.2 Climate
      - 1.2.1 Teacher creates and maintains a learning environment in which all students are actively engaged.
        - 1.2.1.1 Stimulating and inclusive
        - 1.2.1.2 High expectations
      - + 1.2.2 Teacher creates an environment of respect and rapport.

# Snippet

Clementine Cooper / Snippet

Enter notes Video showing teacher leading class.

Upload File Choose File teacher-man...g-class.mp4



- Criteria
  - 1 Classroom Environment
    - + 1.1 Physical Space
    - + 1.2 Climate
    - 1.3 Management
      - 1.3.1 Teacher manages student behavior.
        - 1.3.1.1 Standards of conduct
        - 1.3.1.2 Awareness of conduct
        - 1.3.1.3 Reinforcement of positive behavior
      - + 1.3.2 Teacher manages classroom procedures and transitions.
  - + 2 Instruction

# Walkthrough

**Work flow procedure for students in clear**  1.1.1.1  
1.3.2.1

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**Fire escape plan/Evacuation plan posted**  1.1.1.1

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**Grouping Patterns**

- Independent Work 2.4.1.1
- Partners 2.4.2.1
- Small Group 2.4.2.2
- Whole Group

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**Teacher Location**

- At teacher desk 2.3.2.2
- Standing in front of the room 2.4.1.1
- Moving throughout the room

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**Student Activity**

- Hands-on or other creative activity 1.2.1.1
- Using Technology 1.2.1.2  
2.2.1.1

# Formal Evaluation

**Notes** + Add Notes

1/26/17

08:58 AM  
 For those who have turned in their research questions I'm sending them back to you. Using Google Classroom. ✎ ☰ 🗑

1.1.1.2 1.1.1.3 1.2.1.1 1.2.1.2 1.3.2.2 2.1.1.3 2.1.2.1 2.1.3.1 2.2.2.2 2.2.5.2 2.3.2.3 2.4.2.1

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08:57 AM  
 Teacher and student discussing interpretative questions. What is a interpretative question. ✎ ☰ 🗑

2.3.2.1 2.3.2.2 2.3.2.3 2.3.2.4

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08:54 AM  
 Students working and teacher is circulating the room ✎ ☰ 🗑

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08:44 AM  
 Teacher is walking around the classroom. ✎ ☰ 🗑

1.1.1.3 1.2.2.4 1.3.1.2 2.3.2.1 2.3.2.2 2.3.2.4 2.4.1.1 2.4.2.1

# Data-to-Rubric Alignments

☰ Clementine Cooper Alignments
➤ Portfolio

1 Classroom Environment

1.1 Physical Space

1.1.1 Organizing physical space to engage students, facilitate movement, and focus on learning.

- 25 1.1.1.1 Safety and routines
- 25 1.1.1.2 Alignment and flexibility
- 25 1.1.1.3 Engaging environment

1.2 Climate

1.2.1 Teacher creates and maintains a learning environment in which all students are actively engaged.

- 3 1.2.1.1 Stimulating and inclusive
- 3 1.2.1.2 High expectations

1.2.2 Teacher creates an environment of respect and rapport.

- 0 1.2.2.1 Mutual respect
- 1 1.2.2.2 Student interests
- 1 1.2.2.3 Cultural differences
- 0 1.2.2.4 Teacher interactions

1.3 Management

1.3.1 Teacher manages student behavior.

- 4 1.3.1.1 Standards of conduct
- 1 1.3.1.2 Awareness of conduct

## Literature

- Teaching performance is understood in terms of generic activities that correlate to student outcomes (Brophy & Good, 1986; Shulman, 1987).
- Complex organizations, like schools, prefer robust data to improve employee performance (Daft & Lengal, 1986).
- Rich data increases when organized around a coherent framework such as standards-based teacher evaluation (Brutus, 2010).

## Method

- Survey of North to the Future School District teachers and principals in November 2017
  - Qualtrics Survey Software
  - N = 51
  - 24 items
  - 81% response rate
- How familiar were users with the district's web-based teacher evaluation system?
  - Frequency of use
  - Beliefs about promoting reflective practice
  - Accurate portrayal of teaching
  - Implementation challenges

## Findings

- Users while familiar with the district's teacher evaluation rubric, much less so with linked examples in the ClassBright system
- Users are least likely to use a snippet
- Did not use ClassBright's technology to review rubric indicators
- Formal observation is most likely to promote reflective practice while the snippet is the least likely

## Findings

- Over half believe the ClassBright evaluation system offers an accurate portrayal of teaching performance
- Familiarity with the district's evaluation rubric is the biggest challenge followed by how to use the technology
- 59% report that the technology helps to improve teaching practice while another 35% are neutral

## Final thoughts

- ClassBright may hold promise to increase reflective practice among teachers.
- More work needs to be done with rubric familiarization and technical proficiency.
- One teacher, "I like the system and find value in it, but I have so many other things that I have been asked to do for my job that seem more important. It always gets put on the back burner and I rarely have time to give it much thought. When my administrator does a walkthrough or formal observation, I do look at it and reflect on my practice, though."

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