

Teacher Evaluation and Professional Learning

One goal of teacher evaluation is that teachers engage in recommended professional learning to improve practice,

but to what extent does this happen?

One urban district asked REL researchers to help answer this question.¹

Teachers identified as needing improvement received prescriptions, or written directives from their evaluators, across four standards.



Curriculum, Planning, and Assessment
(49%)²



Teaching All Students
(52%)

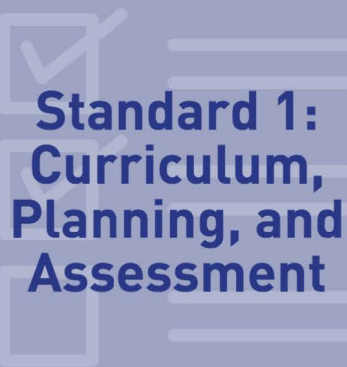
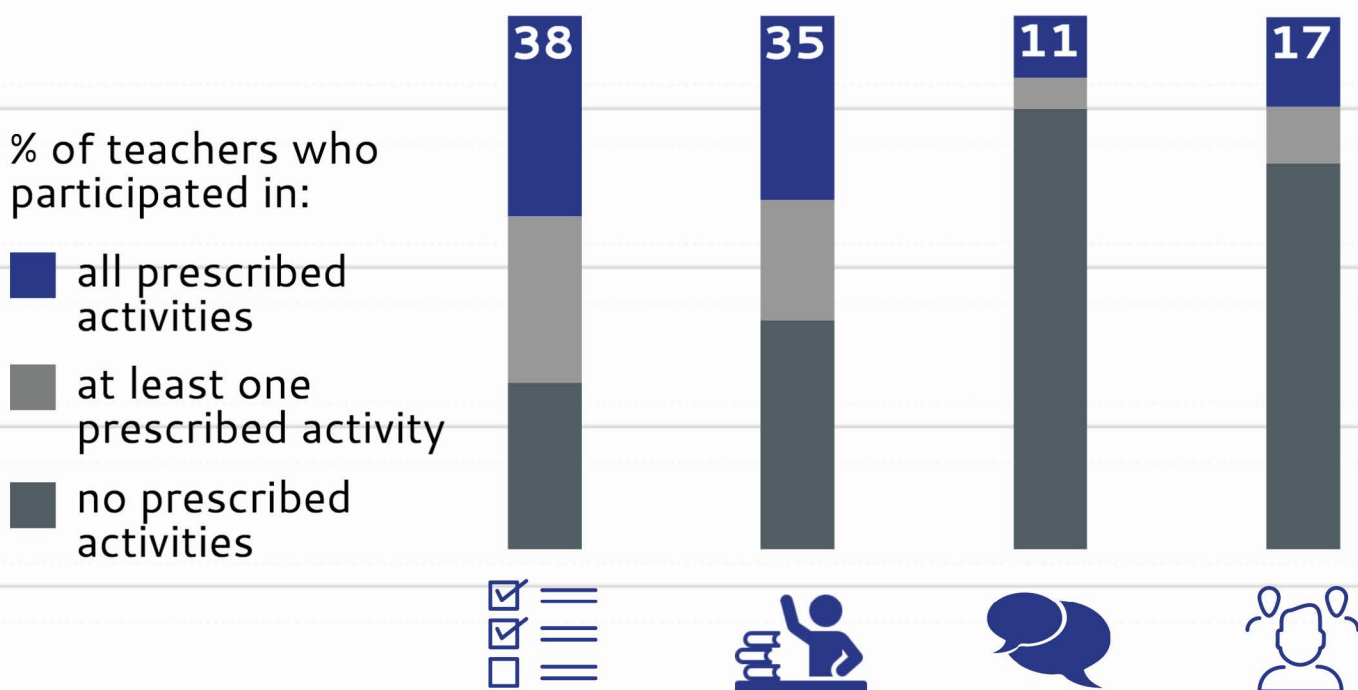


Family and Community Engagement
(51%)



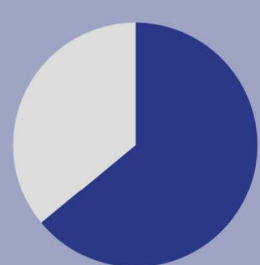
Professional Climate
(34%)

While teachers reported participating in a wide variety of activities, for all standards, **less than 40%** of respondent teachers completed all prescribed activities.³



Standard 1: Curriculum, Planning, and Assessment

A higher percentage of teachers who participated in any activity related to Standard 1 improved their rating in a subsequent evaluation when compared to teachers who did not participate in any activities.



64% of teachers who participated in activities received at least a proficient rating.



38% of teachers who did not participate in activities received at least a proficient rating.

1. Data sources included data on teacher characteristics and evaluation ratings, prescriptions, a teacher survey, and interviews.
2. Percentage of teachers in study population with a prescription for the standard.
3. 42% of teachers in the study population responded to the survey. The numbers in the blue bars reflect the percentage of respondent teachers who participated in all prescribed activities for the standard.

Full report: <http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=3461>