



ECARDA

Using Evidence to Manage Performance

2015 Wilkin Chapman Grimsby Conference

These four slides, used at the conference, have been published here at the request of delegates. They have been prefaced with extracts from my presentation notes.

Peter Lacey
February 2015



Explanatory notes

Slide 1

The left-hand column shows the “input variables over which school leaders have control. When combined, they “deliver” the key pupil outcomes listed on the right-hand column.

Monitoring and evaluating those outcomes inform the future scale, nature and combination of the inputs.

How do you monitor and evaluate those outcomes?

What mechanisms are in place to ensure that the evaluations feed back onto revised inputs?

This underpins the process of managing the performance of the school.

Slide 2

This slide homes in on the way that the performance of teachers may be managed.

What the teacher should be doing is illustrated in the top blue triangle with the relevant evidence labelled on each apex.

Reflect on where that evidence is kept and shared.

What the teacher may be delivering or achieving is illustrated in the second green triangle, again, with the relevant evidence labelled on each apex.

Reflect on how that evidence is collected, evaluated and shared.

What the teacher may be demonstrating is illustrated in the bottom brown rectangle and is directly related to the teacher standards.

Reflect on how the evidence of demonstrating the professional standards is collected, evaluated and shared.

Taken together, these three aspects of doing, delivering and demonstrating constitute what we may describe as teacher performance.

Slide 3

This slide teases out the evidence referred to at the bottom of the green triangle above.

If data are to be collected through the scrutiny of pupils' work, observations of lessons and feedback from pupils then they need to be collated and stored in a way that allows them to be examined through different lenses.

The red disc in the centre represents the database. The discs on the outer circle represent the lenses through which the central red disc may be seen.

For example, the information may be reported at a subject level answering a question such as: what does the evidence tell us about the quality of teaching of mathematics? Or it may be reported at a pupil or pupil-group level, such as: what does the evidence suggest about the quality of teaching as it applies to disadvantaged pupils, or to John Smith in Year 7? Or it may be reported at teacher level, answering a question such as what does the evidence suggest about the quality of teaching as it applies to Mrs Brown?

Slide 4

This final slide is conceptually similar to Slide 3 but refers to the evidence at the top of the green triangle above.

The red disc in the centre now represents the pupil-level attainment and progress database, with the discs on the outer circle representing the lenses through which the central red disc may be seen.

Similar questions to those above may now be answered in relation to the quality of teaching, but this time in the context of how well pupils are progressing.

Taken together, these two databases may enable a more complete and coherent picture of teaching effectiveness to be gained. Drawing inference from both sets of data allows an evidence-based conversation between teachers and managers on where teaching-quality hot and cold spots may be found.

Reflect on the extent to which your appraisal of teachers is based on shared evidence collected over the year.

Final remarks

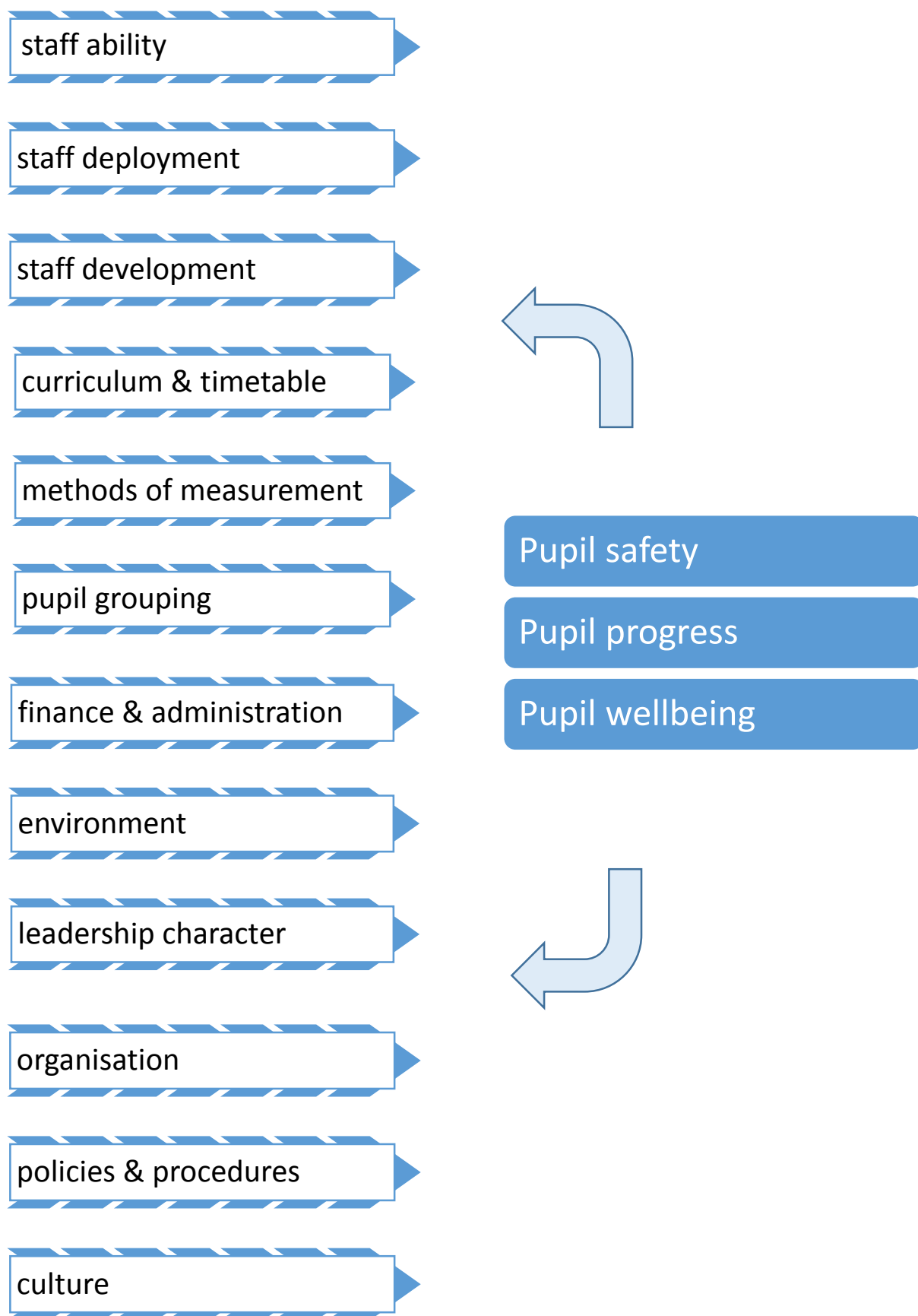
Over the past five years ECARDA has been designing and trialling tools that enable and facilitate the management of school performance. We are now well ahead on designing pupil performance trackers for life after the demise of National Curriculum levels.

Single databases which require information to be inputted only once, automatically produce reports associated with the different lenses shown in Slides 3 and 4. It is our intention that managers should never need resort to pencil and paper or a calculator when answering a question related to school performance.

A range of these tools was show-cased at the conference. Readers may wish to search the Ecarda website or get in touch via enquiries@ecarda.co.uk

Peter Lacey

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AN EVIDENCE-BASED TEACHER APPRAISAL SCHEMA

