

# EXHIBIT A

**Measuring the Effectiveness of Training for Administrators  
in Evaluating Culturally Responsive Teaching Practices**

In its Partial Unitary Status order in September, 2018, the Court ordered the District to prepare a plan for professional learning in the area of culturally responsive pedagogy (CRP). [ECF 2123, at 117.]

In the months following this order, the District revised its existing professional development plans to meet the requirements set out by the order, centered around the SPARKS framework for CRP professional learning developed by the CRPI Department. The District filed its CRP Professional Learning Plan on August 30, 2019, which included training for administrators in evaluating the culturally responsive teaching practices of their teachers. [ECF 2259-2.]

In November 2019, the Special Master issued a Report and Recommendation on the CRP Professional Learning Plan, which included the recommendation to “present evidence to the plaintiffs and the special master that the training of administrators to evaluate the CRP competencies of teachers is effective.” [ECF 2374, at 5.]

In August, 2020, the Court ruled on the District’s plan and the Special Master’s Report and Recommendation. The Court adopted the recommendation and ordered the District to provide to the Special Master evidence that the training of administrators to evaluate the CRP competencies of teachers is effective, which training he shall approve.” [ECF 2508, p 33.]

However, by the time the Court ruled in August, 2020, the District had been implementing, and further developing, its CRP professional learning plan for well over a year. In early 2019, the CRPI team (which included Lorenzo Lopez, Norma Gonzalez and Heidi Aranda) developed the next iteration of the current plan. In consultation with an advisory group which included the Regional Assistant Superintendents and other district staff, the CRPI team decided to include CRP evaluation training for administrators as a key part of the June 2019 SICRE (Summer Institute for Culturally Relevant Education), and to make that Mr. Lopez and Ms. Gonzalez both facilitated CRPI sessions specifically developed for TUSD administrators to teach them how to evaluate CRP teaching.

In the September, 2019, Dr. Halley Freitas and Patricia Hurley facilitated a calibration session with administrators on evaluating instruction using the Danielson and SPARKS Framework. The focus of the session was to work collaboratively and calibrate a score for Danielson Domain 3. Administrators shared and defended their scores.

In February, 2020, a similar calibration session occurred. However, this time administrators were asked to submit their scores through an Office 365 Form Survey so that calibration data could be collected and over time to show the results of the training, in terms of a closer, more accurate grouping of evaluations by the administrators after the training. Although the plan was to conduct a follow up session, the COVID 19 pandemic and school closure prevented the session. During the February session, however, the

CRPI team determined that more specific CRP-based feedback comment options in the teacher evaluation tool were needed, to allow administrators to give teachers more helpful CRP feedback in the evaluation system. This work was facilitated by the CRP Monitoring Committee which includes Lorenzo Lopez and Dr. Freitas. Feedback comments were identified for each Danielson indicator and each proficiency level.

This data shows whether principals are calibrated in their evaluation of Culturally Responsive Teaching Practices. Collecting this data each time professional development is provided will allow us to see if principal scoring becomes more calibrated over time, thus measuring the effectiveness of the training.

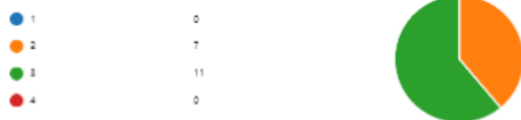
5. 3a Communicating with Students



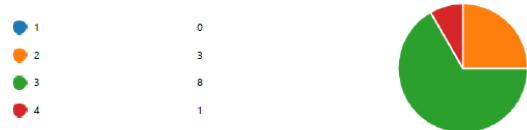
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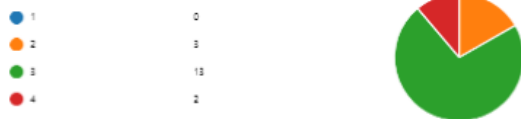
6. 3b Using Questioning and Discussion Techniques



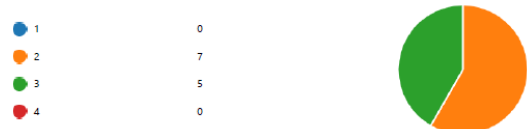
6. 3b Using Questioning and Discussion Techniques



7. 3c Engaging Students in Learning



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During this session, it was determined that it would be helpful to align the teacher feedback menu on the Frontline system (system used for evaluation) to the TUSD revised Danielson and SPARKS Frameworks. This alignment emphasizes the presence of culturally responsive practices in instruction. This work was a collaboration with the TUSD evaluation committee, which is already established, and Lorenzo Lopez and Dr. Freitas already serve on. These feedback comments are identified for each Danielson indicator and each proficiency level. This work continued through the 2020-2021 school year and is now under final review. The feedback comments or indicators will be entered into the Frontline system so that administrator narratives will include specific Culturally Responsive feedback for teachers evaluated by their administrators.

In July, 2020, at the District’s Administrator Welcome Back Conference, Mr. Lopez and Ms. Gonzalez conducted another session with principals titled “Assessing Asset Based Approaches through Danielson.” This session allowed our administrators to understand the district plan for implementation as well as practice identifying culturally responsive

practices through video analysis using SPARKS and the Revised Walk-Through Instrument that Lorenzo revised in collaboration with School Improvement. Supporting documents for all these events and initiatives are submitted herewith.

Following the Court's order in August, 2020, the District engaged in a dialog with the Special Master regarding remaining items to assist in his approval of the training. The Special Master suggested the development of videos using District teachers, in a live setting, for use in training administrators to recognize the differences between various levels of proficiency in culturally responsive teaching.

The District has agreed to create a set of videos, using its own teachers in live classroom settings, for use in training. These videos will be calibrated by a team of culturally responsive instruction experts, Danielson experts and some school administrators. The base scores will be used to measure administrators accuracy in evaluating culturally responsive instructional practices. These video examples will be used in future administrator trainings on the teacher evaluation process.

Because of the limitations arising from the COVID-19 pandemic during SY2020-21, development of videos using District personnel and students was not possible this year. However, the CRPI department will create a set of videos during the SY2021-22 school year to use in administrator training in the summer of 2022. Summer training for administrators this year (2021) will continue to use videos from Danielson or other sources such as the Microsoft Educator Community, Edutopia and the Teaching Channel.

At the conclusion of each administrator training session, participants will be reassessed to measure growth, as described above, and provide baseline data for review over time. Both this summer and beyond, the District will continue to use collect and assess data on administrator's assessments of the demonstration video clips, to measure the efficacy of the training. In addition, principal cohorts will conduct observations as part of ongoing professional learning community meetings. These observations will provide necessary practice and follow-up dialog for strengthening the skills highlighted in the training. The district expects that this training, support and practice will increase the accuracy and effectiveness of the teacher evaluation process.

The District's training for administrators in evaluating CRP teaching practices is continuing to evolve and develop, with the use of videos showing various levels of CRP teaching proficiency. The development of exercises in which administrators view videos and then practice evaluating the teaching demonstrated in the videos, will provide measurable results of effectiveness, with before and after measurements of the degree of consistency among administrators in recognizing and evaluating various levels of proficiency in CRP.

The current process is summarized below:

1. Both before and after training, principals will be shown a series of videos, and asked to rate various aspects of the CR skills of the teacher in each video. For each video, there is an “expected” rating given by the CRPI Department.
  - a. To clarify the differences be identified, there will be descriptions of the differences and why they are important.
  - b. Administrators will write down the reasons for their rating, to ensure they actually understand the issues.
  - c. For the post-training video review session, the CRPI Department will develop a minimum number of correct answers to qualify as trained.
  - d. Administrators who do not score the minimum will be retested with additional scenes.
2. The District will analyze two aspects of the data generated by the administrators’ rating: (a) how close the average administrators rating is to the “expected” rating given by the CRPI Department, and (b) how much “scatter” there is among the administrators’ individual ratings.
3. The degree of improvement in how close the administrators’ ratings are to the “expected” ratings, and how much the “scatter” in those ratings decreases, from the “before training” ratings, to the “after training” ratings, will be used as a measure of effectiveness, and will feed back into the constant assessment and redesign of the training.