

# Inclusive Design: Building Teacher Evaluation Systems That Support All Teachers and Context

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Center on  
**GREAT TEACHERS & LEADERS**

at American Institutes for Research ■

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# Trends in Teacher Evaluation

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- Policy is ahead of the research on educator evaluation measures and models
- Inclusion of student achievement growth data represents a huge “culture shift” in evaluation
- States are under increased pressure to meet deadlines and requirements within
  - State Fiscal Stabilization Funds
  - Race to the Top
  - Teacher Incentive Funds/State Improvement Grants
  - ESEA Flexibility Waiver

# The Goal of Teacher Evaluation

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*The **ultimate** goal of all teacher evaluation should be...*

**TO IMPROVE  
TEACHING AND  
LEARNING**

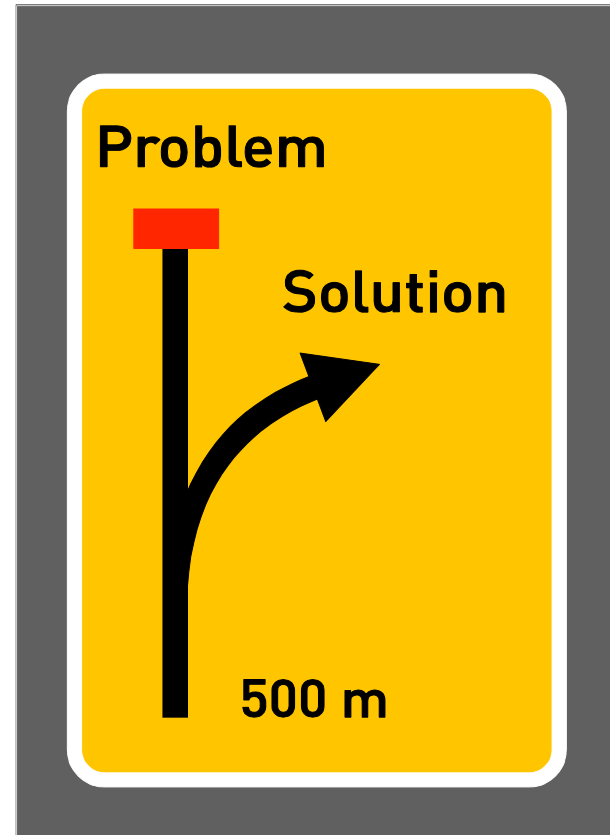
# Evaluation for accountability *and* instructional improvement

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- Effective evaluation relies on:
  - Clearly defined and communicated standards for performance
  - Quality tools for measuring and differentiating performance
  - Quality training on standards and tools
    - Evaluators should agree on what constitutes evidence of performance on standards
    - Evaluators should agree on what the evidence means in terms of a rating and/or score within an evaluation system

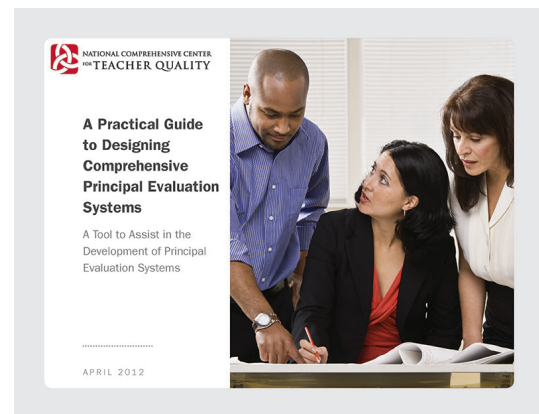
# Areas Where Challenges Occur

1. Stakeholder Engagement and Buy-In
2. Communication
3. Selection and Validation of Measures
4. Training
5. Adapting to Changes in Context
6. Using Evaluation Data
7. Creating Professional Growth Systems
8. Scaling Up
9. Sustainability

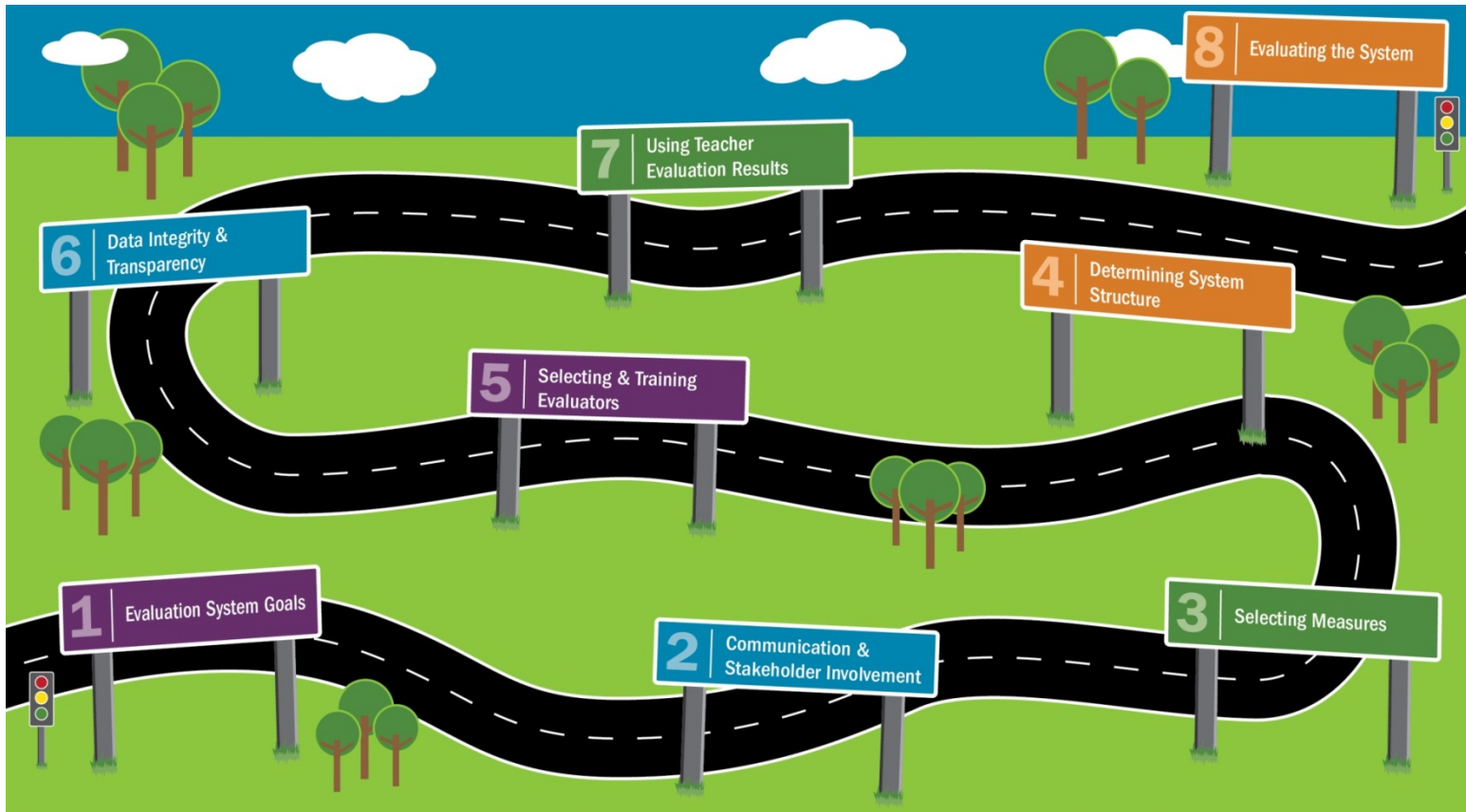


# GTL Center *Practical Guides*

- Practical Guide to Designing Comprehensive **Teacher** Evaluation Systems
- Practical Guide to Designing Comprehensive **Principal** Evaluation Systems



# Eight Critical Components



# Inside the *Practical Guide*

- Overview of the Components of the Practical Guide
  - Quick introduction and summary of the topic and research
  - Describes strengths and weaknesses of different options
  - Links to helpful resources for supporting information
- Guiding/Facilitation Questions
  - Breaks the decision-making process down into manageable bites



# Inside the *Practical Guide*

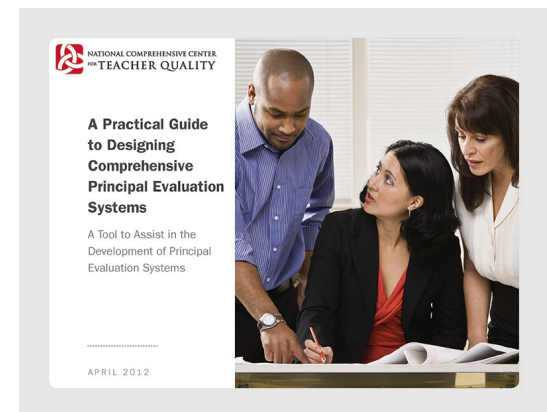
## Guiding Questions

### Using Teacher Evaluation Results

		NOTES
<b>TRIGGER POINTS FOR ACTION</b> 1. Have trigger points for action using evaluation results been established?	<b>GUIDING QUESTIONS</b> <ul style="list-style-type: none"><li>Does the state intend to align evaluation results to human resource decisions?</li><li>At what point will evaluation results warrant a promotion, dismissal, etc.?</li><li>How many evaluation cycles will be used to ensure that opportunity for professional growth is provided?</li><li>How will evaluation results be shared with teachers? When will teachers be notified of next steps toward professional growth or termination?</li></ul>	
<b>EVALUATION CYCLE</b> 2. Is professional development an integral component of the evaluation cycle?	<b>GUIDING QUESTIONS</b> <ul style="list-style-type: none"><li>Is a goal of the evaluation system to improve teacher capacity? If so, how will the evaluation system affect teacher practice?</li><li>Will teachers identified as ineffective have sufficient opportunities and support to improve before termination is considered?</li><li>Will personnel decisions be defensible if teachers were not provided an opportunity and the resources to improve?</li><li>What resources, including time and personnel, are dedicated to teacher improvement?</li></ul>	
<b>EVALUATION RESULTS</b> 3. Will teacher evaluation results be used to target professional development activities?	<b>GUIDING QUESTIONS</b> <ul style="list-style-type: none"><li>How will professional development opportunities be determined for teachers, schools, and the district?</li><li>How will data obtained through the various teacher evaluation measures inform professional development offerings?</li><li>How can the evaluation system be retooled to reliably detect teacher strengths and weaknesses?</li><li>Can teacher evaluation results be used to identify teachers for roles such as mentor teachers, master teachers, and consulting teachers?</li></ul>	

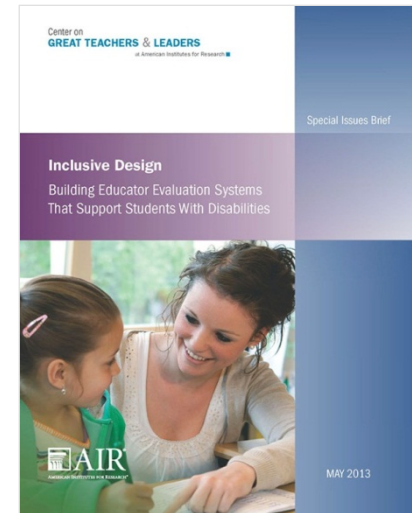
# Practical Guide Supplements and Implementation Focus

- **Supplements: Considerations for Specialized Personnel**
  - Early childhood providers
  - Specialized instructional support personnel (e.g., related services providers, pupil services providers, noninstructional staff)
  - Assistant principals
- **Enhanced to Focus on Implementation**
  - Built on the current online practical guides
  - Restructure guiding facilitation:
    - Questions guiding design
    - Questions guiding implementation



# Practical Guide Supplements

- **Suitability and Need for Differentiation Within**
  - Measures of instructional/teacher practice based on national association standards and job role/function;
  - Measures of professional practice based on national association standards and district responsibilities;
  - Measures of student growth based on role and function; and
  - Weighting of measures



# Why Is This Important?

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- To promote growth and development for all teachers
- Grounded in evidence-based practices
- Prevention of a misalignment
  - Inadvertently reinforce instruction not grounded in research
  - Disproportionately categorize teacher performance

# Guide to Evaluation Products (GEP)

- 10 types of evaluation measures
- Research and resources for the measure
- Costs, contact information, and technical support offered

<http://resource.tqsource.org/gep/>

The screenshot displays the website interface for the Center on Great Teachers & Leaders. At the top, the logo and name are visible. A search bar is located in the top right corner. The main content area is titled "Guide to Evaluation Products" and features a section for "Types of Evaluation Products" represented by a grid of 10 numbered puzzle pieces. Below this grid is a list of 10 evaluation product types, each with a corresponding numbered icon: Observations of Teachers and Principals, Instructional Artifacts, Portfolios, Teacher Self-Report Measures, Parent and Student Surveys, Value-Added Models, Student Performance Measures, School Climate Surveys, 360-Degree Surveys, and Combination Models. On the left side, there is a navigation menu with options like Home, About Us, Technical Assistance Toolbox, and Interactive Tools. On the right side, there is a search filter section titled "Search Evaluation Products" with dropdown menus for Evaluation Type, Subject, Grade, Professional Status, and Use of Evaluation, along with a keyword search field and buttons for "Search", "View All", and "Reset".

# State Teacher and Principal Evaluation Policy Database

- Covers evaluation policy in:
  - 42 states (Teachers)
  - 29 states (Principals)
- Generate a PDF report comparing:
  - All policies across three states
  - Selected policies across all states

<http://resource.tqsource.org/stateevaldb/>

The screenshot displays the website interface for the Center on Great Teachers & Leaders at American Institutes for Research. The main heading is "Databases on State Teacher and Principal Evaluation Policies (STEP Database and SPEP Database)". Below this, there is a paragraph explaining that state-level teacher and principal evaluation policy is undergoing a dramatic shift, and performance-based evaluation systems are taking shape in many states. The text further states that to promote information sharing and collaboration, these resources collect information on state-level evaluation policies across multiple states. The STEP Database collects information on state-level teacher evaluation policies, and the SPEP Database collects information on state-level principal evaluation policies. Both databases organize information under eight key components of a comprehensive evaluation system, with a link to "Browse the Components" for a detailed overview.

The "Eight Key Components" are visualized in a flowchart:

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graph TD; A[1. Evaluation System Goals] --> B[2. Stakeholder Investment and Communication Plan]; B --> C[3. Selecting Measures]; C --> D[4. System Structure]; D --> E[5. Evaluators]; E --> F[6. Data Integrity]; F --> G[7. Using Results]; G --> H[8. System Evaluation];
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On the right side of the page, there is a "Content" sidebar with a red header. It includes a "Home" link with a red arrow, and several other links: "How to Use This Resource", "Browse the Components", "Comprehensive Comparison" (with a sub-link "Compare 3 states across all components"), "Single Topic Comparison" (with a sub-link "Compare multiple states on a single topic area"), "State Roles", "Methodology", and "Related Resources".

# What We're Asking Teachers to Do is Difficult

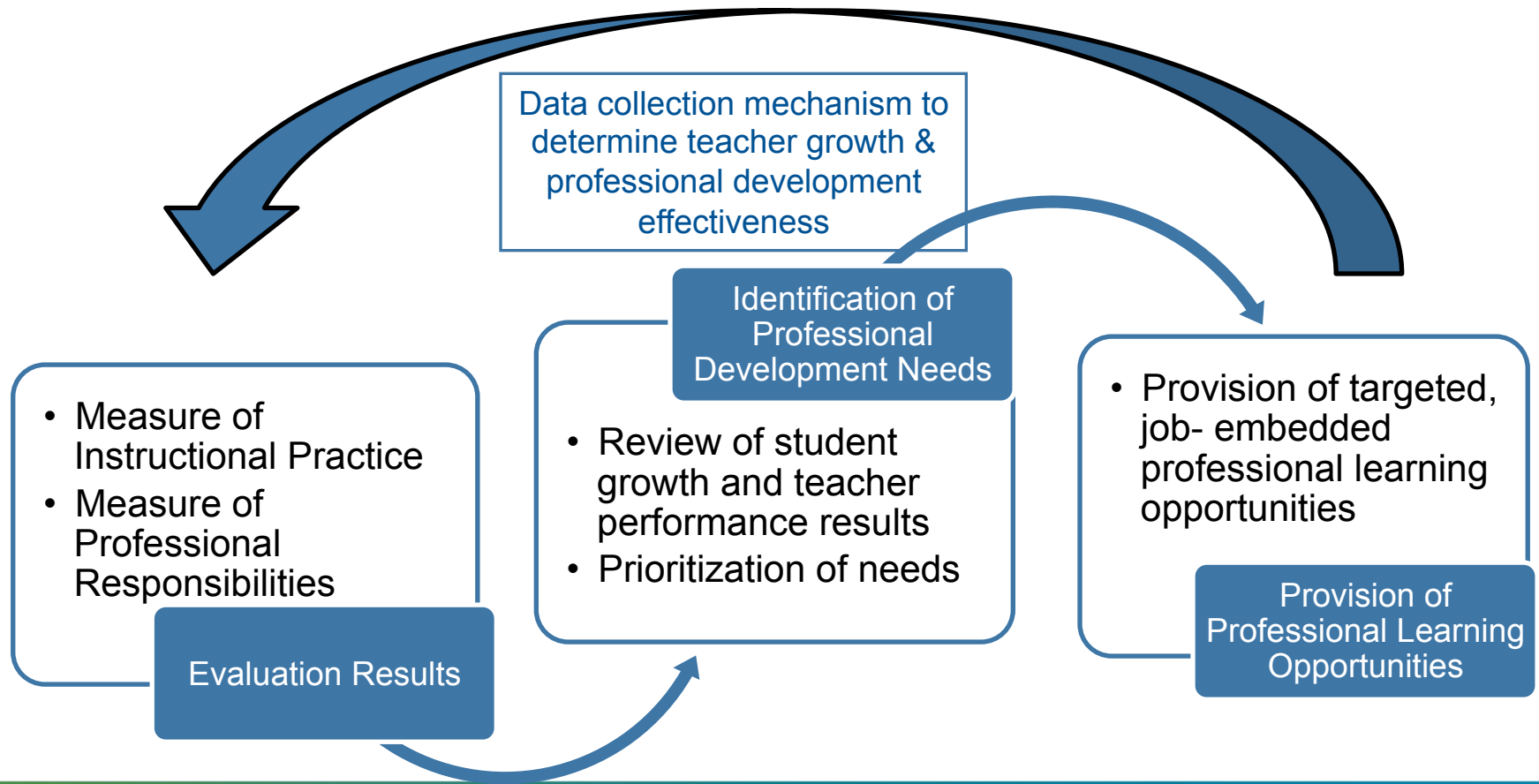
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- People won't do what they can't envision,
- People can't do what they don't understand,
- People can't do well what isn't practiced,
- But practice without feedback results in little change, and
- Work without collaboration is not sustaining.

Ergo: Our job, as professionals, at its core, is to help teachers envision, understand, practice, receive feedback, and collaborate.

(From Leinwand, S. (2012). *Sensible Mathematics: A Guide for School Leaders in the Era of Common Core State Standards*. New York: Heinemann.)

# Making the Connection to Professional Development





# GTL Center Contact Information

**Website:** [www.gtlcenter.org](http://www.gtlcenter.org)

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*“Advancing state efforts to grow, respect, and retain great teachers and leaders for all students”*