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

Lynn Holdheide, Deputy Director

Center on Enhancing Early Learning Outcomes
CEELO’s National Roundtable, San Francisco, CA
June 5, 2013
Trends in Teacher Evaluation

- 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 ultimate goal of all teacher evaluation should be…

TO IMPROVE TEACHING AND LEARNING
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

1. Evaluation System Goals
2. Communication & Stakeholder Involvement
3. Selecting Measures
4. Determining System Structure
5. Selecting & Training Evaluators
6. Data Integrity & Transparency
7. Using Teacher Evaluation Results
8. Evaluating the System
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

<table>
<thead>
<tr>
<th>TRIGGER POINTS FOR ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have trigger points for action using evaluation results been established?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Does the state intend to align evaluation results to human resource decisions?</td>
</tr>
<tr>
<td>- At what point will evaluation results warrant a promotion, dismissal, etc.?</td>
</tr>
<tr>
<td>- How many evaluation cycles will be used to ensure that opportunity for professional growth is provided?</td>
</tr>
<tr>
<td>- How will evaluation results be shared with teachers? When will teachers be notified of next steps toward professional growth or termination?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATION CYCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Is professional development an integral component of the evaluation cycle?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Is a goal of the evaluation system to improve teacher capacity? If so, how will the evaluation system affect teacher practice?</td>
</tr>
<tr>
<td>- Will teachers identified as ineffective have sufficient opportunities and support to improve before termination is considered?</td>
</tr>
<tr>
<td>- Will personnel decisions be defensible if teachers were not provided an opportunity and the resources to improve?</td>
</tr>
<tr>
<td>- What resources, including time and personnel, are dedicated to teacher improvement?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATION RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Will teacher evaluation results be used to target professional development activities?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How will professional development opportunities be determined for teachers, schools, and the district?</td>
</tr>
<tr>
<td>- How will data obtained through the various teacher evaluation measures inform professional development offerings?</td>
</tr>
<tr>
<td>- How can the evaluation system be retooled to reliably detect teacher strengths and weaknesses?</td>
</tr>
<tr>
<td>- Can teacher evaluation results be used to identify teachers for roles such as mentor teachers, master teachers, and consulting teachers?</td>
</tr>
</tbody>
</table>
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
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?

- 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/
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/
What We’re Asking Teachers to Do is Difficult

- 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.

Making the Connection to Professional Development

Data collection mechanism to determine teacher growth & professional development effectiveness

- Measure of Instructional Practice
- Measure of Professional Responsibilities

Evaluation Results

Identification of Professional Development Needs

- Review of student growth and teacher performance results
- Prioritization of needs

Provision of targeted, job-embedded professional learning opportunities

Provision of Professional Learning Opportunities
GTL Center Contact Information

Website: www.gtlcenter.org

E-Mail: lholdheide@air.org

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