

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

Center on
GREAT TEACHERS & LEADERS

at American Institutes for Research ■

 **AIR**[®]
AMERICAN INSTITUTES FOR RESEARCH[®]

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 Goal of Teacher Evaluation

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

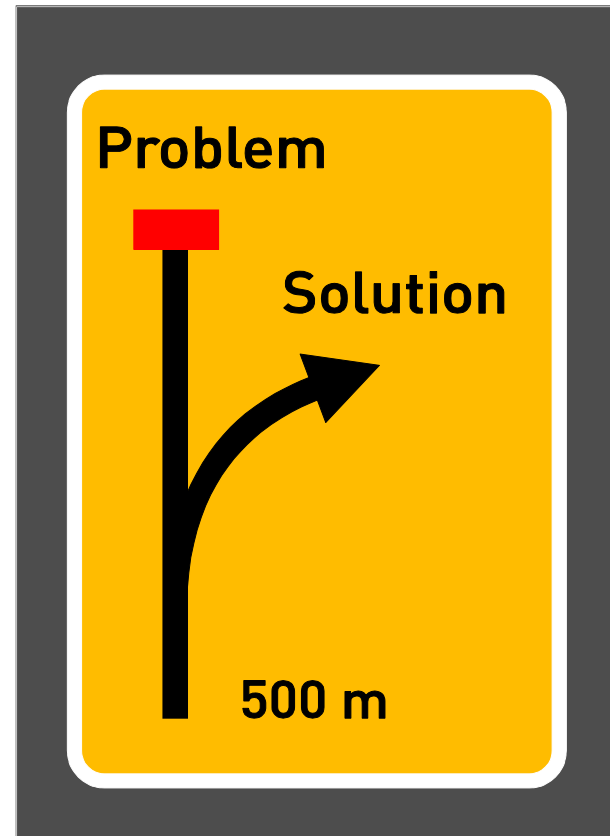
**TO IMPROVE
TEACHING AND
LEARNING**

Evaluation for accountability *and* instructional improvement

- 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

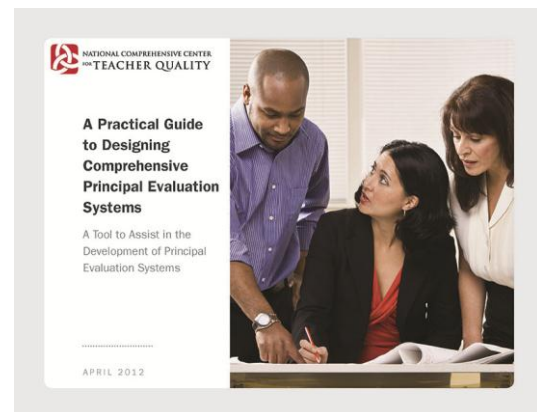
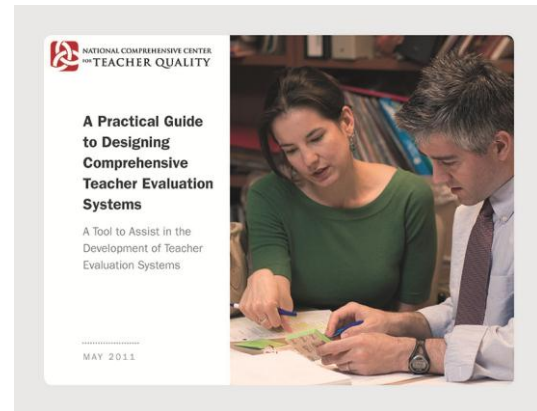
Areas Where Challenges Occur

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

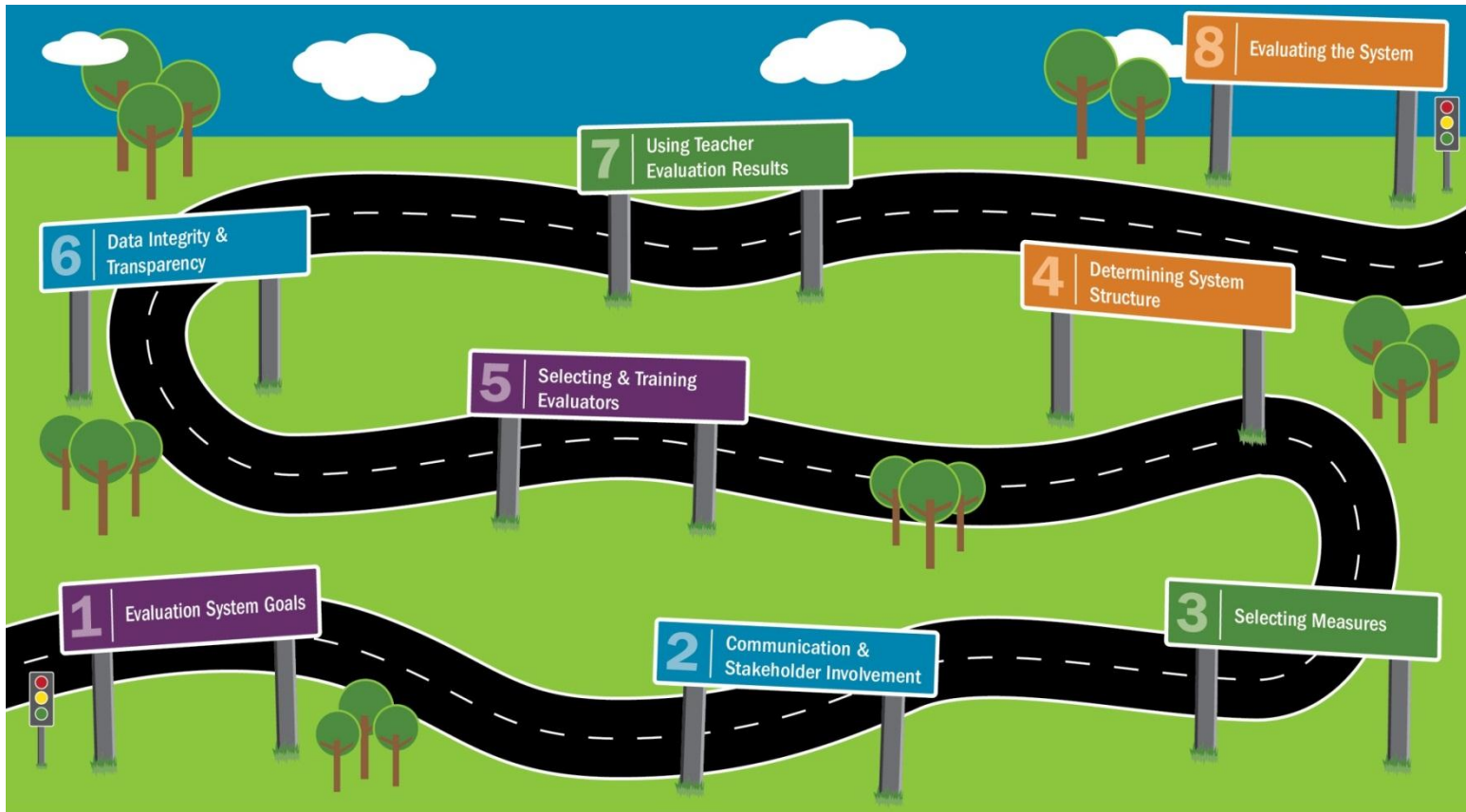


GTL Center *Practical Guides*

- 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*

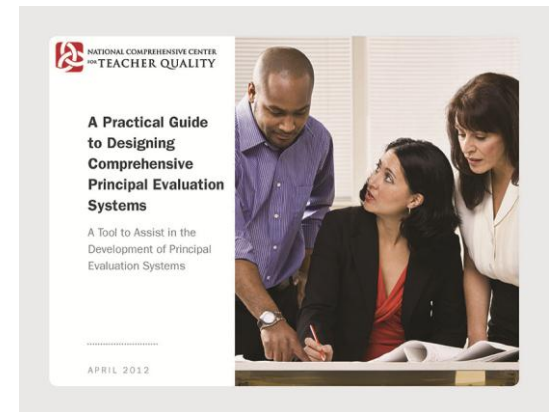
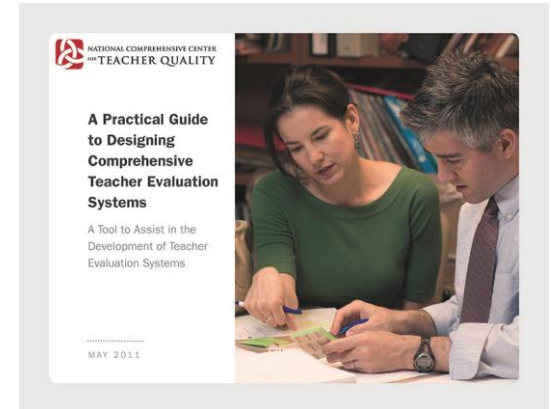
Guiding Questions

Using Teacher Evaluation Results

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

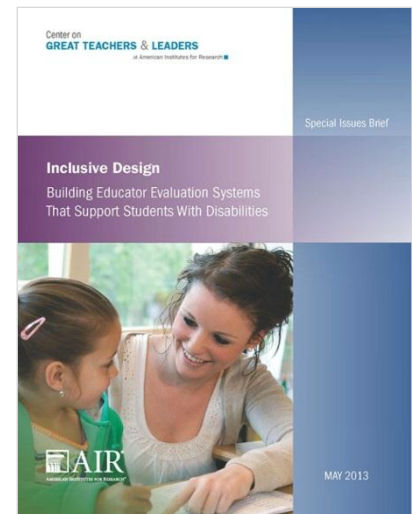
Practical Guide Supplements and Implementation Focus

- **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?

- 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 shows the homepage of the Center on Great Teachers & Leaders at American Institutes for Research. The header includes the center's logo and name. A search bar is in the top right. The main content area is titled "Guide to Evaluation Products" and features a section "Types of Evaluation Products" with a grid of 10 numbered puzzle pieces. Below the grid is a list of 10 evaluation products, each preceded by a numbered icon corresponding to the puzzle pieces. A sidebar on the left contains a navigation menu with links to Home, About Us, Technical Assistance Toolbox, Events/Webcasts/Presentations, Interactive Tools, and Comprehensive System of Support. A search filter section on the left allows filtering by topic (All) and keyword. A search results section on the right allows filtering by evaluation type, subject, grade, professional status, use of evaluation, and keyword, with search, view all, and reset buttons.

Center on
Great Teachers & Leaders
at American Institutes for Research

Search

- FILTER BY TOPIC -
All (Topic descriptions)
- KEYWORD -
Search

Home
About Us
Technical Assistance
Toolbox
Events/Webcasts/
Presentations
Interactive Tools
Comprehensive
System of Support

Guide to Evaluation Products

Types of Evaluation Products

1 2 3 4 5
6 7 8 9 10

1 Observations of Teachers and Principals
2 Instructional Artifacts
3 Portfolios
4 Teacher Self-Report Measures
5 Parent and Student Surveys
6 Value-Added Models
7 Student Performance Measures
8 School Climate Surveys
9 360-Degree Surveys
10 Combination Models

Search Evaluation Products

By Evaluation Type
By Subject
By Grade
By Professional Status
By Use of Evaluation
By Keyword

Search View All 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 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, a paragraph explains that state-level teacher and principal evaluation policy is undergoing a dramatic shift, and the databases collect information on state-level evaluation policies. A sidebar on the left offers navigation options like "Home", "About Us", and "Technical Assistance Toolbox". A search bar is located at the top right. On the right side, a "Content" menu lists links such as "Home", "How to Use This Resource", "Browse the Components", "Comprehensive Comparison", "Single Topic Comparison", "State Roles", "Methodology", and "Related Resources". At the bottom, a flowchart titled "Eight Key Components" illustrates the process from "1. Evaluation System Goals" to "8. System Evaluation".

Center on
Great Teachers & Leaders
at American Institutes for Research

Search

Filter by Topic
All
(Topic descriptions)
Keyword
Search

Home
About Us
Technical Assistance
Toolbox
Events/Webcasts/
Presentations
Interactive Tools
Comprehensive
System of Support

Databases on State Teacher and Principal Evaluation Policies (STEP Database and SPEP Database)

State-level teacher and principal evaluation policy is undergoing a dramatic shift in both form and focus. Performance-based evaluation systems, often combined with measures of student growth and learning, staff feedback, or school improvement, are taking shape in many states across the country.

To promote information sharing and collaboration as states and districts engage in this work, 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. The databases each organize the information under the **eight key components** of a comprehensive evaluation system (see [Browse the Components](#) for a detailed overview).

Eight Key Components

```
graph TD
    1[1. Evaluation System Goals] --> 2[2. Stakeholder Investment and Communication Plan]
    2 --> 3[3. Selecting Measures]
    3 --> 4[4. System Structure]
    4 --> 5[5. Evaluators]
    5 --> 6[6. Data Integrity]
    6 --> 7[7. Using Results]
    7 --> 8[8. System Evaluation]
```

Content

- Home
- [How to Use This Resource](#)
- [Browse the Components](#)
- [Comprehensive Comparison](#)
Compare 3 states across all components.
- [Single Topic Comparison](#)
Compare multiple states on a single topic area.
- [State Roles](#)
- [Methodology](#)
- [Related Resources](#)

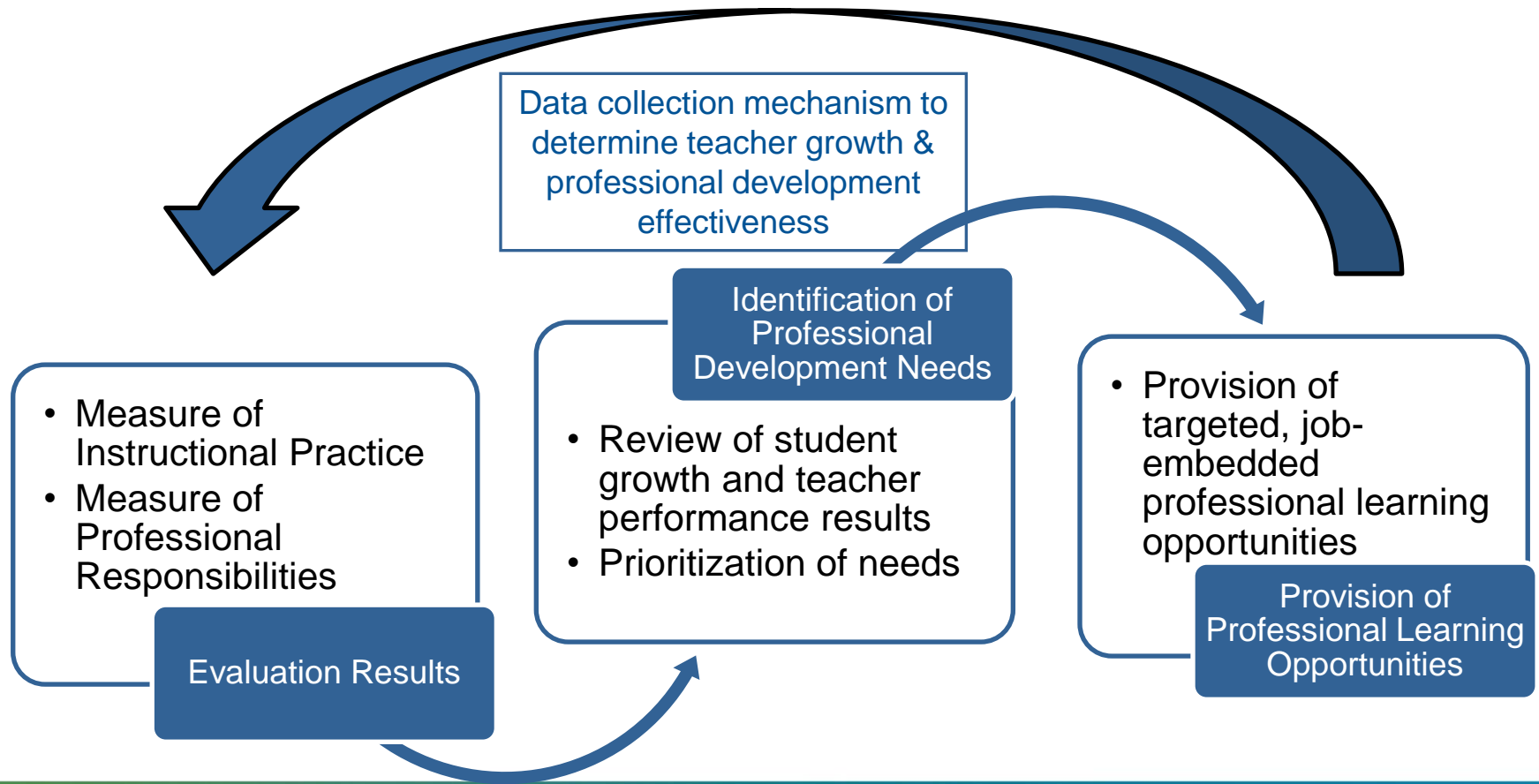
What We're Asking Teachers to Do is Difficult

- 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.

(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

E-Mail: lholdheide@air.org

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