Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research

Preparing Educators for Evaluation and Feedback: Planning for Professional Learning

Handouts

OCTOBER 2014

PROFESSIONAL LEARNING MODULE

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About This Booklet

This *Preparing Educators for Evaluation and Feedback: Planning for Professional Learning: Handouts* booklet is intended for use with the following additional resources:

- *Preparing Educators for Evaluation and Feedback: Planning for Professional Learning: Facilitator's Guide*
- Sample agenda
- Slide presentation

These online resources are available for download on the *Professional Learning Modules* webpage of the Center on Great Teachers and Leaders website. Please visit the webpage at http://www.gtlcenter.org/technical-assistance/professional-learning-modules/.

Adapting This Booklet

This booklet is designed so that facilitators can adopt it as written or modify the content to reflect state and local context, needs, and priorities. If modifications to content are made, the GTL Center requests that the following disclaimer be included in the revised materials:

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Handout 1: Connecting Activity

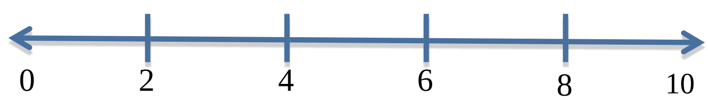
As a table, read the following statements and discuss how confident you feel that they are true for your district or state. After discussing each statement, use this sheet to select a point on the "confidence scale" (0 to 10) that best represents your team's level of confidence in affirming the statement.

For example, if everyone on your team feels very confident that statement 1 is true in your district or state, you would select between 8 and 10; however, if some people feel very confident while others feel the statement is only partially true for your district, you might select a point between 4 and 6.

How confident are you?

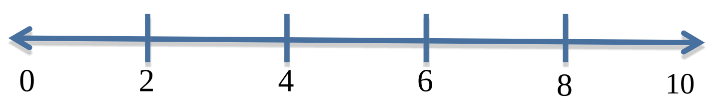
1. Educators in our state have a solid understanding of the state and district requirements and processes (e.g., measures, timelines, documentation) for educator evaluation.

Not Confident At All **Totally Confident**



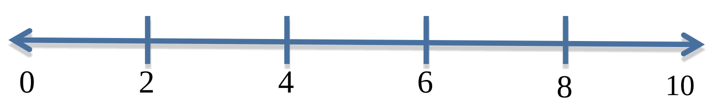
2. Educators in our state have access to strong professional learning opportunities about the new evaluation system and can implement their role successfully.

Not Confident At All **Totally Confident**



3. Evaluation data collected in the new system is reliable, accurate, and useful for providing high-quality feedback.

Not Confident At All **Totally Confident**



After selecting a point on the confidence scale for each question, write your district's name on three sticky notes. Use these sticky notes to record your team's location on the Confidence Conversation scales for each statement posted on the chart paper indicated by the facilitator.

Handout 2: Checklist: High-Quality Professional Learning for Evaluators

What are the characteristics of high-quality professional learning for evaluators? Use the following checklist to guide or evaluate your own professional learning plans at the state level or provide this resource to districts as they design their own professional learning plans for evaluators.

- **Comprehensive.** Does the professional learning plan cover all aspects of the evaluation process, not just observation? Comprehensive preparation ensures evaluators can do the following:
  - ❑ Conduct pre- and postobservation conferences.
  - ❑ Coach educators and provide feedback for educators at varied levels of performance.
  - ❑ Analyze nonobservation evidence (e.g., artifact review or student or staff surveys).
  - ❑ Understand and analyze student growth data and measures.
  - ❑ Combine multiple measures through a summative scoring process.
  - ❑ Guide the creation of professional development plans.
  - ❑ Manage time and technology to complete the process efficiently.
- **In-depth.** Does the professional learning plan cover the core knowledge and skills that evaluators need, including the following?
  - ❑ Common sources of bias and strategies for minimizing subjectivity in the evaluation process
  - ❑ The educational philosophy and research base used to develop the instructional or leadership framework and observation rubrics
  - ❑ The purpose and logic for each performance level and scale in the framework or rubric
  - ❑ The framework or rubric structure and the core performance behaviors included in each dimension or component
- **Concrete.** Does the professional learning plan provide concrete, focused examples of evidence illustrating each point in the framework or the rubric scale? For observer preparation, evaluators should have access to the following:
  - ❑ An extensive library of norm-referenced videos prescored by master evaluators, tiered by level of performance (e.g., exemplary and proficient), and covering numerous subject areas and grades
  - ❑ Short, focused video clips to demonstrate a practice or a skill, explain the scoring rationale at different performance levels, and practice scoring each subcomponent
  - ❑ Full-length observation videos to practice scoring against the full framework or rubric

- **Hands-on.** Does the professional learning plan provide ample time and opportunity for evaluators to practice scoring repeatedly with immediate feedback on the results, such as the following?
  - ❑ Frame-of-reference exercises: participants view an example of evidence, score the example, and discuss their reasoning for assigning the score. Trainers correct mistakes or misconceptions, offer advice, and explain the expert scorer’s decision.
  - ❑ Targeted training sets focused on hard-to-score sections of the framework or the rubric that evaluators commonly struggle to understand and apply.
  - ❑ Coobservation with a coach to compare notes and scoring
  - ❑ Double scoring a set of common artifacts, comparing scores to a master scorer
  - ❑ Modeling a postobservation conference followed by practice and video review
- **Assessed.** Does the professional learning plan culminate in a rigorous certification test that assesses evaluators’ knowledge, skill, accuracy, and reliability in scoring? A rigorous assessment could include the following:
  - ❑ Scoring a full-length observation video
  - ❑ Scoring short video clips and answering multiple-choice questions or other types of test items to assess an evaluator’s knowledge of the rubric and ability to match evidence while relying on observation notes
  - ❑ Minimum requirements for rater reliability in scoring
- **Ongoing.** Does the professional learning plan focus on ongoing learning, assessment, and evaluator practice as much or more than it does on initial, upfront orientation? For example, does it include the following?
  - ❑ Ongoing monitoring of evaluators
  - ❑ On-site coaching for evaluators
  - ❑ Periodic reassessment and recalibration opportunities

Handout 3: Common Sources of Bias Match-Up

With colleagues at your table, complete the following steps:

1. Read the description for each common source of evaluator bias listed on the left.
2. Match each type of bias with an appropriate strategy for minimizing that type of bias listed on the right.
3. Record your answer in the "Letter" column.
4. As a group, discuss other possible strategies that might be effective in reducing each type of bias.

Source of Bias	Letter
1. Central Tendency: This error occurs when a rater evaluates the observation using points on the middle of the scale and avoids extremely high or low ratings. To avoid conflict with staff, the rater may simply assign ratings toward the middle of the scale.	
2. Contrast Effect: This error occurs when a rater directly compares the performance of one educator to that of another educator.	
3. One or Two Incident Focus: This error occurs when ratings are based only on a small sample of observation evidence that typically includes either very strong or very weak examples of practice. As a result, the educator receives an artificially high or low rating.	
4. Halo Error: This error occurs when a rater allows the ratings selected on one component or indicator to influence the rating on another component or scale. For example, a rater may observe a teacher with excellent skills in delivering instruction. Because this is a core aspect of practice, the rater may then "expect" the teacher's performance on other components to be equally high, which may not be the case.	

Strategies
Strategy A. ▪ Be sure to take into account the full range of performance described in the observation evidence. ▪ Assess the frequency and depth of the behaviors recorded against the behavioral indicators in the rubric.
Strategy B. Remember to consider all instances of an educator's actual observation data. Ratings should be made based only on the observation evidence collected, not on anticipated improvements or declines.
Strategy C. Avoid incorporating personal preferences, feelings, or perceptions about the educator into your ratings. Only actual observation evidence should be used to make an observation rating.
Strategy D. ▪ Pay careful attention to behavioral anchors that define performance at each scale point. ▪ Compare observation evidence with the behavioral anchors in the framework or observation tool. ▪ Keep in mind that behavioral anchors are examples—you do not have to have observational evidence for every single anchor for a particular rating.

Source of Bias	Letter
5. Potential Error: This error occurs when a rater gives higher or lower ratings to an educator than is warranted by the observation evidence because he or she believes the educator has (or does not have) the potential to be an excellent educator. For example, an observer who has an initial impression that an educator is not improving over time may artificially lower the educator’s ratings because the observer anticipates stagnated performance.	
6. Leniency or Severity: This error occurs when a rater gives mostly high (lenient) or low (severe) ratings to an educator in a manner inconsistent with the observation data collected. These errors are more common when raters lack a deep and thorough understanding of the framework (or parts of it) and attempt to rate without clear and explicit reference to evidence.	
7. Recency Bias: This error can influence ratings because of how the observer recalls evidence. Raters tend to remember more recent events better than those that occurred in the past. For this reason, raters can end up weighting events that occur near the end of a lesson more heavily than those that occurred earlier in a lesson.	
8. Similar-to-Me Bias: This error occurs when a rater gives higher ratings to educators who are similar to themselves and lower ratings to educators who are dissimilar. A wide range of factors (e.g., teaching experience, content areas, race, cultural background) could influence raters’ decisions. Raters need to be thoughtful in considering how their life experiences may influence how they interpret the evidence collected.	

Strategies
Strategy E. ▪ Pay careful attention to the scale anchors when making your ratings. ▪ Also, review the anchors in order to understand how performance is defined at each scale point. ▪ Do not try to be intentionally “easy” or “hard” in your ratings.
Strategy F. ▪ Remember that framework components are scored separately. Your ratings on one component should not influence ratings on another component. ▪ Consider the observation evidence for each component separately, and use only the information that is relevant to the component you are considering.
Strategy G. ▪ When making scoring decisions, do not use another educator’s performance as a point of reference. ▪ Observers should only compare the observation evidence against the anchors on the rating scale.
Strategy H. Consider all the observation evidence collected over the entire class period. Remind yourself that the educator’s performance at the beginning of the observation is just as important as his or her performance at the end.

Handout 4: Defining Evaluator Certification

Directions

Step 1. Read through the guiding questions as a group.

Step 2. After discussing the question as a group, list some preliminary answers based on the conversation. Sketch out some immediate next steps for each question based on the initial answers.

Step 3. (Optional) For each question, write how you will communicate about this part of the professional learning plan. Specifically, you should list *which audiences need the information, how you will communicate it each audience,* and *what key messages should be included.*

Guiding Questions	Preliminary Answers	Next Steps	Communication
1. How will rater agreement and reliability be assessed and included in the certification process?			
2. What other skills, beside rater agreement and reliability, will evaluators need to demonstrate?			
3. Is it sufficient for evaluators to demonstrate skills using observation measures only? What about other measures, such as artifact review or student learning measures?			

Guiding Questions	Preliminary Answers	Next Steps	Communication
4. How will you balance a comprehensive certification process that meets “due diligence” with a practical, achievable, and efficient certification process?			
5. How might the certification process look different for principal evaluators?			
6. How often will evaluators need to recertify? What will be required for recertification?			

Handout 5: Excerpt from *More Than Measurement: The TAP System's Lessons Learned for Designing Better Teacher Evaluation Systems*

LESSON 3: Ensuring reliability and validity of evaluation results requires significant, strategic investments in quality control.

Advocates for improving teacher evaluation systems need to be aware that producing valid performance ratings requires much more than simply adopting a new set of tools and procedures and providing some initial training on them. The TAP system has worked hard to ensure valid, non-inflated ratings by investing in extensive quality control mechanisms that "wrap around" the school year—taking place before, during, and after teachers are evaluated.

1. Before Observations Take Place. Before members of a school's leadership team can perform evaluations, they must successfully complete an eight-day training program (with four days devoted to evaluation and four days to other elements of TAP) that culminates in a performance-based certification assessment and is followed by annual recertification tests. Since school leadership teams bear responsibility for ensuring valid and reliable ratings, all members of the team must train together.

First, team members are provided with in-depth instruction on the *TAP Teaching Skills, Knowledge, and Responsibilities Performance Standards*, more commonly known as the TAP Rubric, breaking down each domain and carefully examining every performance indicator. Then they receive training on how to "script" a lesson (i.e., transcribing parts of the lesson and taking meaningful notes on the rest, including student behaviors), recognizing what kinds of evidence to capture in order to accurately score the lesson against each of 19 indicators in the Rubric.

Extensive opportunities for practice follow, during which teams observe and script videotaped lessons; discuss evidence from the lessons related to the Rubric; and arrive at a consensus on scores for each Rubric indicator and for the lesson overall. After teams reach a consensus on the scores they would give a particular lesson, trainers share the scores for the lesson assigned by "national raters" (highly experienced executive master teachers or members of the NIET national staff), along with national raters' evidence from the lesson to justify the scores.

According to Sue Way, a TAP executive master teacher with the Louisiana Department of Education, this is a critical point in the training process. "That's a big 'ah ha' moment for them, because usually they have given the lesson a much higher score than the national rater," she says. "At first, they generally see non-proficient instruction as proficient, and they still see the TAP Rubric as a checklist rather than a tool for analyzing the entire lesson."

This aspect of the training helps evaluators understand that the Rubric should not be used as a mere checklist but rather as an analytical tool. Instead of simply waiting for a teacher to exhibit some form of a behavior that matches an area of the Rubric so that indicator can be "checked off," evaluators learn to analyze whether a strategy described in the Rubric is used appropriately in the context of the lesson itself as a vehicle for helping students learn the content in question. For example, exemplary teachers do not just use student groups for the sake of doing so, but rather use grouping in particular ways depending on the structure and content of the lesson being taught and the needs of the students in the classroom. For administrators who have long experience with the checklist approach used in traditional evaluations, this can be a revelation.

The TAP System Training Portal provides evaluators with a library of nationally rated classroom lessons with detailed evidence and scores for each indicator on the Rubric. Evaluators can use the Portal to practice and improve their evaluation skills outside of the formal, "in person" observations they conduct during the year.

Importantly, the training sessions also teach evaluators how to plan for and conduct the post-conference meetings with teachers that must take place after each observation. Because the training on scoring emphasizes collection and use of evidence from the lesson—including teacher practices, student behaviors, and student work—to arrive at and to justify a score, trainees are very well prepared to understand the critical role that such evidence plays in the post-conference conversation.

At the end of the training each member of the leadership team must pass a performance assessment in which they show they can gather sufficient evidence by "scripting" a lesson, can analyze evidence from the lesson to arrive at an accurate score that is in line with national raters, and can apply that evidence to plan an effective post-conference. Team members must pass a recertification assessment every year.

2. During the Observation Cycle. During the school year, leadership teams take explicit responsibility for ensuring the quality of teacher evaluations. Teams devote at least one meeting per month to discussing issues related to evaluation and analyzing data to identify potential problems with *inter-rater reliability*, the extent to which evaluators are consistently applying the TAP Rubric when evaluating lessons. NIET has developed a TAP System Comprehensive Online Data Entry (CODE) system that stores evaluation results and can produce a range of tables and charts to examine inter-rater reliability and guard against score inflation. Figures 5 and 6 provide examples of CODE analysis charts that school leadership teams use to monitor inter-rater reliability.

CODE analysis charts might reveal that evaluators are inconsistent in their ratings of a particular *Rubric Indicator* across the school. (See Figure 6.) For example, in the area of *Questioning*, a leadership team might find that evaluators vary on how they categorize low-level and high-level questions that teachers ask of students, which is causing a lack of inter-rater agreement on that indicator. The team would make time for an in-depth discussion of this topic, referencing real examples from lessons, that results in a shared operational understanding of what constitutes high-level versus low-level questioning.

Leadership teams can employ a number of strategies to monitor inter-rater reliability and guard against score inflation or to calibrate evaluations if CODE reports reveal problems. They can conduct teamed evaluations, either as a formal part of the evaluation process or on an informal basis as necessary. They can invite highly experienced evaluators from outside the school, such as executive master teachers or TAP national staff members, to assist in calibrating evaluation scores.

Finally, NIET has compiled an extensive DVD library of videotaped lessons available on the TAP System Training Portal that have been scored by national raters. School leadership teams are encouraged to make use of the videos during leadership team meetings to troubleshoot issues and ensure that team members are continuing to apply the TAP Rubric consistently and accurately after they have been certified.

3. After Observations Take Place. The classroom-level value-added scores that principals receive for a subset of teachers in the school also provide an important tool to monitor whether there are problems with score inflation. Leadership teams can analyze the relationship between final SKR scores and value-added scores on a schoolwide level, a cluster group level, and an individual teacher level.

State-level and NIET staff also monitor inter-rater reliability and correlations between SKR and value-added scores at the school, district, and state levels. Several years ago the TAP team at the South Carolina Department of Education noticed that the highest-performing TAP schools (based on schoolwide value-added gains) were achieving much higher rates of inter-rater reliability among evaluators than lower-performing schools, so they took steps to help school leadership teams reach stronger consensus on the vision for effective instructional practices described in the TAP Rubric.

Figure 5. Example of CODE Chart for Monitoring Inter-Rater Reliability: A Case of Inconsistent Scoring Across Evaluators

The following chart illustrates one of the reports the CODE system can produce to help school leadership teams analyze inter-rater reliability. In this example, the average evaluation ratings of classroom teachers observed by one master teacher are significantly higher than the average evaluation ratings of classroom teachers observed by a second master teacher. Noticing that pattern, the leadership team can probe more deeply to determine whether the variance reflects true differences in skills across teachers or instead represents a problem with inter-rater reliability which must be remedied immediately.

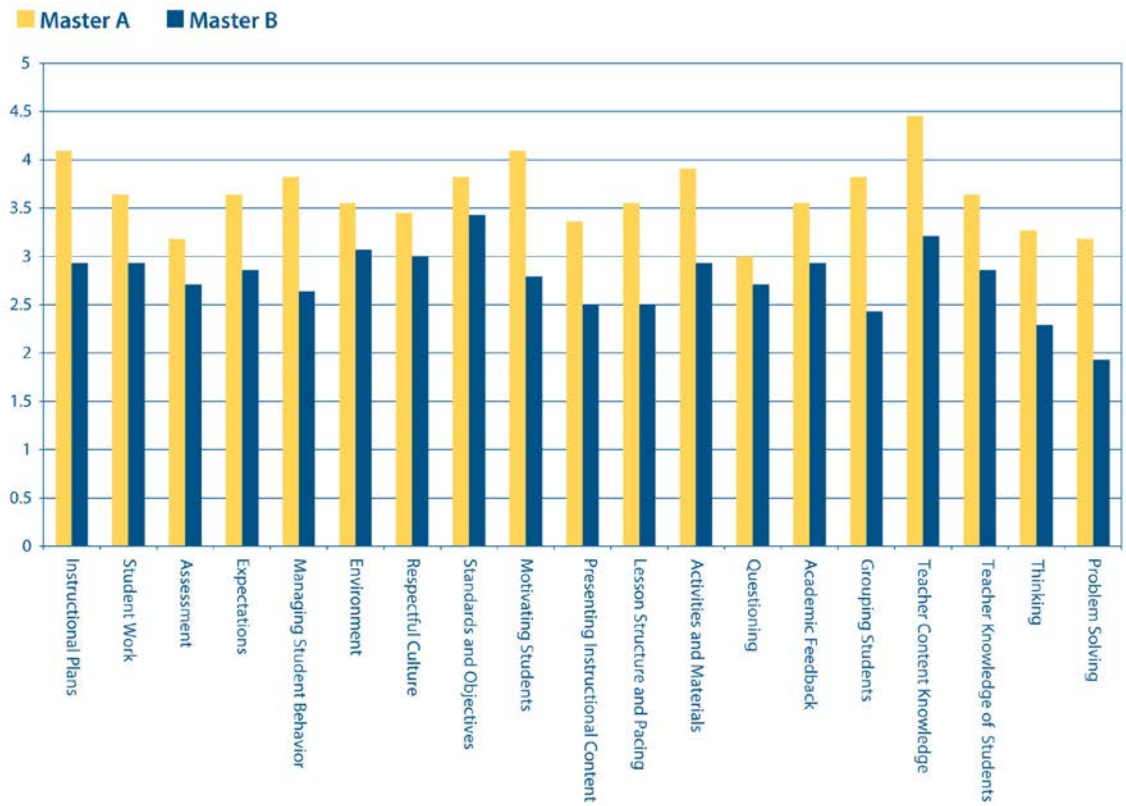


Figure 6. Example of CODE Chart for Monitoring Inter-Rater Reliability: A Case of Inconsistent Scoring of One Rubric Indicator

The following CODE report shows that mentor teachers have been relatively consistent in rating observed lessons across all TAP Rubric indicators except one—*Questioning*—which means that they might have different ideas of what that particular teaching skill looks like at different performance levels on the standardized 1-to-5 scale. In a case such as this, the leadership team can employ a range of strategies for calibrating the expectations of evaluators, including practicing with videotaped lessons that illustrate what student *Questioning* looks like at each performance level on the Rubric.

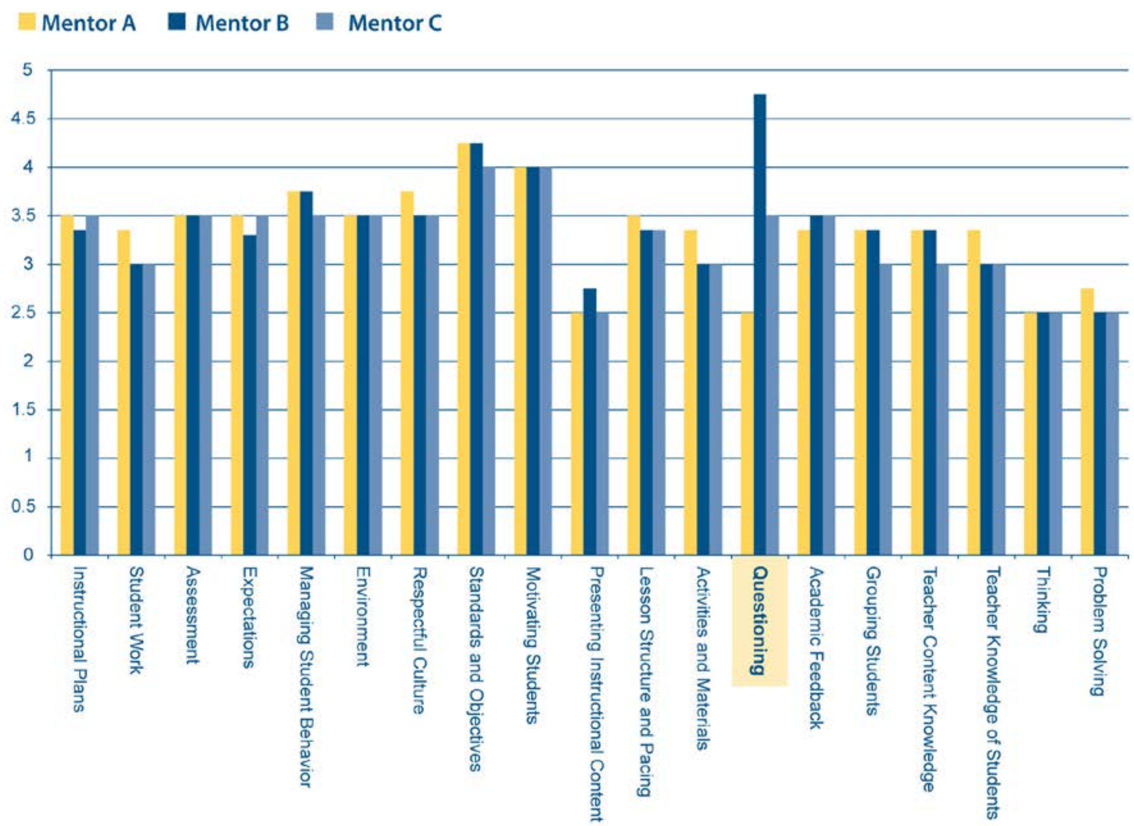


Figure 7. Meeting Four Major Measurement Challenges of Rating Teachers' Practices

Measurement Challenge	What Is It?	How Does the TAP System Address It?
1) Reliability	Reliability refers to consistency in measuring the aspects of practice described in a rubric such that scores reflect actual teaching rather than non-relevant personal or contextual factors. For example, in a system with high reliability of scoring, the same evaluator would give two teachers who taught the same lesson the same way the same scores, or would give a teacher consistent scores over time if his or her teaching practices did not improve.	» TAP uses a rubric that has been documented to support reliable scoring under optimal conditions and in the field. » TAP requires evaluators to undergo thorough training that addresses reliability concerns (e.g., how to base scores for each indicator on recorded evidence from the lesson). » TAP requires evaluators to pass a performance-based assessment following training in order to be formally certified. » TAP requires evaluators to pass an annual assessment for recertification. » School-based evaluation teams meet monthly to monitor quality of scoring. » TAP's CODE data management system provides standardized reports that help evaluators identify potential problems with scoring.
2) Inter-Rater Reliability	Inter-rater reliability is a particular aspect of reliability that requires extra attention in evaluation systems that rely on multiple evaluators. It concerns the consistency of scoring across evaluators such that all evaluators would give the same observed lesson the same scores.	» TAP requires all members of a school's evaluation team to undergo training and certification at the same time, which enables discussion and practice to calibrate expectations. » During training, members of the evaluation team observe and score the same videotaped lessons until a sufficient level of consensus has been clearly established. » School-based evaluation teams meet monthly to monitor quality of scoring, with a special emphasis on inter-rater reliability. » TAP's CODE data management system provides standardized reports for monitoring inter-rater reliability. (See Figures 5 and 6.) » NIET provides evaluation teams with assistance, strategies, and tools to immediately remediate any identified problems with inter-rater reliability, including an online video library of annotated, nationally rated lessons.

Figure 7. Meeting Four Major Measurement Challenges of Rating Teachers' Practices - *continued*		
Measurement Challenge	**What Is It?**	**How Does the TAP System Address It?**
3) Accuracy[12]	Even if scoring is generally reliable and a high level of inter-rater reliability has been established, scores could still be systematically inflated or deflated such that they do not reflect true performance against the standardized scoring scale. In technical measurement terms, such scores would be "biased upward" or "biased downward." For example, members of an evaluation team might consistently be assigning scores of "4" for *Lesson Structure and Pacing* to teachers who actually should be earning scores of "3" on that indicator.	» The TAP Rubric has clear "descriptors" for different performance levels on each of the 19 indicators. » TAP's training enables evaluators to gain detailed understanding of the different performance levels for each of the 19 rubric indicators. » TAP's training teaches evaluators how to base scores for each indicator on concrete, recorded evidence from the observed lesson. » TAP's training provides evaluation team members with extensive practice scoring videotaped lessons and then comparing their scores with the scores assigned by "national raters," who also justify their scores based on evidence from the lesson. » TAP requires evaluators to pass a performance-based certification assessment during which they must demonstrate that they can script and score lessons within an acceptable margin of accuracy. » TAP requires evaluators to undergo an annual assessment for recertification, which guard against "expectations drift" over time. » TAP requires four to six observations per year, half of which must be unannounced, in order to capture a *representative* picture of each teacher's instructional practices and students' responses to those practices. » Evaluation teams and NIET staff members analyze CODE data to compare SKR scores and value-added scores, which can signal problems with score inflation or deflation.

Figure 7. Meeting Four Major Measurement Challenges of Rating Teachers' Practices - *continued*		
Measurement Challenge	**What Is It?**	**How Does the TAP System Address It?**
4) Validity	Validity has to do with whether conclusions based on evaluation results are justified. (Reliability and accuracy are necessary but not sufficient to ensure that observational scores offer valid, rather than misleading, information about teachers' effectiveness.) Validity has multiple aspects. Following are two of the most important for policymakers to consider when designing and implementing teacher evaluation systems: A) "Construct Validity." Does the evaluation really measure what it is intended to measure? If evaluation systems are not designed carefully, they can measure some things that are irrelevant to teacher effectiveness while ignoring other things that are essential to it. For example, traditional evaluations have been criticized for considering teachers' grooming habits and style of dress while ignoring classroom practices that actually promote student learning. One way experts assess construct validity is to examine whether results on one measure "converge" with results on other measures that *should* be closely related. B) "Predictive Validity." How well do observational scores predict the desired *outcome* of effective classroom instruction—student learning? If the goal of evaluation is to measure effective teaching, then teachers with higher observational scores should have students who make higher learning gains, other factors being equal.	» During development of the Rubric, the Milken Family Foundation conducted studies to validate that teachers who scored higher on targeted instructional practices had students who achieved higher learning gains; the results of one such study were published in a peer-reviewed academic journal, *Economics of Education Review*.[13] » TAP's training for evaluators equips them to capture evidence of students' behavior during observed lessons in addition to what the teacher says and does, since both kinds of information are critical for measuring effective classroom instruction. » As described in Lesson 3, NIET's research team closely monitors the relationship between SKR scores and value-added scores across TAP schools as the evaluation system is implemented on a wide scale.[14]

Source: Jerald, C. D., & Van Hook, K. (2011). *More than measurement. The TAP system's lessons learned for designing better teacher evaluation systems.* Washington, DC: National Institute for Excellence in Teaching.

Handout 6: Gaps, Resources, and Supports

Directions: On the following pages, brainstorm existing opportunities, resources, and supports that can be leveraged to address a gap in current professional learning offerings for evaluators.

Professional Learning Gap: ______________________________________

Existing Opportunities	Existing Resources	Existing Supports

Additional Resources Needed	Next Steps

Professional Learning Gap: ____

Existing Opportunities	Existing Resources	Existing Supports

Additional Resources Needed	Next Steps

Professional Learning Gap: ____

Existing Opportunities	Existing Resources	Existing Supports

Additional Resources Needed	Next Steps

Handout 7: Evidence-Based Feedback or Not?

Directions. In the following table, read each statement and decide if it represents evidence-based feedback or not. Mark your answer in the "Yes or No" column. If you select "No," rewrite the statement to make it evidence based in the "Rewrite" column.

Statement	Yes or No	Rewrite
"I noticed that you used the interactive whiteboard, had students select books from your shelves, and had students looking up answers to their questions on the Internet. Can you talk a little bit about why you selected those specific instructional resources for the lesson?"		
"The lesson was very teacher directed. The students had no choice in activities. You did most of the talking. Are you uncomfortable giving the students more choice throughout the lesson?"		
"You asked a lot of good questions of your students. Most of the students did try to respond; some were pretty thoughtful. How did you feel about the students' responses?"		
"I liked the interaction you had with David, when you stopped by his table and encouraged him to stand-up for his point, and you gave him the tools to go back and reexplain his point to his group. You could see the confidence that gave him. Can you talk a little about some of the student social-emotional strategies you are using?"		
"There were a lot of disruptions. A lot of off-task behavior from students. You were consistent in correcting them, but your attempts at dealing with that did not seem to work. What could you do differently?"		

Statement	Yes or No	Rewrite
"Your classroom did not feel very positive; I didn't see much laughter or smiling. Your tone seemed kind of cold and you were not very receptive to students approaching your desk. Is this something you need support with?"		

Handout 8: Evidence-Based Feedback or Not? (Example Answer Key)

Directions. In the following table, read each statement and decide if it represents evidence-based feedback or not. Mark your answer in the "Yes or No" column. If you select "No," rewrite the statement to make it evidence based in the "Rewrite" column.

Statement	Yes or No	Rewrite
"I noticed that you used the interactive whiteboard, had students select books from your shelves, and had students looking up answers to their questions on the internet. Can you talk a little bit about why you selected those specific instructional resources for the lesson?"	Yes	
"The lesson was very teacher directed. The students had no choice in activities. You did most of the talking. Are you uncomfortable giving the students more choice throughout the lesson?"	No.	"During the lesson, you provided a short lecture, gave the students activity to complete, went over the steps they had to complete, and put them in groups you had assigned them to. What role do you see for student choice and leadership in your classroom?"
"You asked a lot of good questions of your students. Most of the students did try to respond; some were pretty thoughtful. How did you feel about the students' responses?"	No	"You asked at least 20 questions of students during the lesson, and at least half of the questions seemed aimed at getting at metacognition and getting students explain their thinking. Which questions do you think worked well in this lesson?"
"I liked the interaction you had with David, when you stopped by his table and encouraged him to stand-up for his point, and you gave him the tools to go back and reexplain his point to his group. You could see the confidence that gave him. Can you talk a little about some of the student social-emotional strategies you are using?"	Yes.	
"There were a lot of disruptions. A lot of off-task behavior from students. You were consistent in correcting them but your attempts at dealing with that did not seem to work. What could you do differently?"	No	"I noticed the two tables in the back, those students were off task or causing a disruption multiple times during the lesson. You corrected them each time and redirected them back on task. Can you talk about your grouping strategy and how you are using that to address student behavior?"

Statement	Yes or No	Rewrite
“Your classroom did not feel very positive, I didn’t see much laughter or smiling. Your tone seemed kind of cold and you were not very receptive to students approaching your desk. Is this something you need support with?”	No	“I noticed that the mood in your classroom was very quiet, the students were largely on task and engaged, working at each of their learning stations; however, I noticed when students approached you when you were working with a reading group, you put up your hand and said, “not now,” and sent them away. Is this part of your class rules? How do you see that impacting classroom climate?”

Handout 9A: Feedback in Action

Directions. Using the computer provided (or using your own device), watch the video of this postobservation conference from the Washington Teacher and Principal Evaluation Pilot (TPEP) program at http://tpep-wa.org/trainingpd/pre-and-post-observation-examples/. Select the first video, the "CEL 5D+ Pre and Post Observation Example." This video was developed to support implementation of the CEL 5D+ Teacher Evaluation Rubric (University of Washington) in Washington school districts. Because the video starts with the preconference, advance the video to 9.41 minutes where the postconference starts.

As you watch the video, use *Handout 10. Characteristics of High-Quality Feedback* to jot down examples of effective feedback that you observe. After you finish the video, discuss the following questions:

1. What did you see?
    - What examples did you see of high-quality feedback?
    - Which aspects of feedback did this principal demonstrate well?
    - Which aspects of feedback did you not see or do you think the principal could have implemented more skillfully?
2. What would you do differently?
    - For superintendents: If you were this principal's supervisor, what feedback would you offer him on this conference?
    - For principals and evaluators: If you were leading this conference, what would you try to do differently?

After completing your discussion, be prepared to share your key takeaways with all participants.

Handout 9B: Feedback in Action

Directions. Using the computer provided (or using your own device), watch the video of this postobservation conference from the Washington Teacher and Principal Evaluation Pilot (TPEP) program at http://tpep-wa.org/trainingpd/pre-and-post-observation-examples/. Select the second video, the "Danielson Pre and Post Observation Example." This video was developed to support implementation of the Danielson *Framework for Teaching* in Washington districts. Because the video starts with the preconference, advance the video to 6.23 minutes where the postconference starts.

As you watch the video, use *Handout 10. Characteristics of High-Quality Feedback* to jot down examples of effective feedback that you observe. After you finish the video, discuss the following questions:

1. What did you see?
   - What examples did you see of high-quality feedback?
   - Which aspects of feedback did this principal demonstrate well?
   - Which aspects of feedback did you not see or do you think the principal could have implemented more skillfully?
2. What would you do differently?
   - For superintendents: If you were this principal's supervisor, what feedback would you offer her on this conference?
   - For principals and evaluators: If you were leading this conference, what would you try to do differently?

After completing your discussion, be prepared to share your key takeaways with all participants.

Handout 9C: Feedback in Action

Directions. Using the computer provided (or using your own device), watch the video of this postobservation conference from the Washington Teacher and Principal Evaluation Pilot (TPEP) program at http://tpep-wa.org/trainingpd/pre-and-post-observation-examples/. Select the third video, the "Marzano Pre and Post Observation Example." This video was developed to support implementation of the Marzano Teacher Evaluation Model in Washington districts. Because the video starts with the preconference, advance the video to 16.57 minutes where the postconference starts.

As you watch the video, use *Handout 10. Characteristics of High-Quality Feedback* to jot down examples of effective feedback that you observe. After you finish the video, discuss the following questions:

1. What did you see?
   - What examples did you see of high-quality feedback?
   - Which aspects of feedback did this principal demonstrate well?
   - Which aspects of feedback did you not see or do you think the principal could have implemented more skillfully?
2. What would you do differently?
   - For superintendents: If you were this principal's supervisor, what feedback would you offer him on this conference?
   - For principals and evaluators: If you were leading this conference, what would you try to do differently?

After completing your discussion, be prepared to share your key takeaways with all participants.

Handout 10: Characteristics of High-Quality Feedback

Directions. As you watch the video, jot down notes about examples of effective feedback that you observe.

	Characteristics of High-Quality Feedback		Evidence From Video
1.	**Timely**	**Focused and Attentive**	
2.	**Evidence Based**	**Uses Rubric Descriptors and Language**	
3.	**Prioritized**	**Paced Appropriately**	
4.	**Differentiated for Individual Teacher Needs**	**High-Level Questions**	
5.	**Linked to Professional Growth Planning**	**Ends With Action Strategies, Practice, and Modeling**	

Handout 11: Roles, Responsibilities, and Resources

During the Presentation

Step 1. In columns 1–3, write “S” in any box for which the state takes responsibility and a “D” in any box for which districts take responsibility, given your state regulatory context.

Step 2: In column 4, jot down your key takeaways or thoughts from the professional learning examples shared during the presentation.

Table 1. Roles and Responsibilities

Roles and Responsibilities	1. District Leader	2. Educator Orientation	3. Evaluator	4. Key Takeaway
1. Sets professional learning content and completion requirements for professional learning				
2. Provides professional learning resources and platforms or opportunities for delivery				
3. Selects format for delivery (e.g., in-person, online, hybrid)				
4. Selects who will be provided professional learning (e.g., leadership teams, individual educators, peer evaluators)				
5. Creates professional learning plan timelines				
6. Communicates with the field about professional learning plan				

Roles and Responsibilities	1. District Leader	2. Educator Orientation	3. Evaluator	4. Key Takeaway
7. Assesses professional learning effectiveness				
8. Develops a sustainability plan				

After the Presentation

For State Education Agencies (SEAs)

Step 3. Discuss the following question: What are the minimum requirements for professional learning in state legislation or federal waiver agreements?

Step 4. In Table 2, for any **SEA role** identified in Table 1, list any existing resources available to support fulfilling that role; for any district role, list any existing resources, guidance, or supports that can be provided to support districts in fulfilling the role.

Prioritize the list of SEA roles you identified by considering the following:

a. Which roles will be the greatest challenge for your SEA? Why?

b. In which roles will districts need the most support? Why?

For Districts

Step 3. Discuss the following question: What are the minimum requirements for professional learning in state legislation or federal waiver agreements?

Step 4. In Table 2, for any **district role** identified in Table 1, list any existing resources available to support fulfilling that role. List any remaining supports or resources districts need to fulfill their role.

Prioritize the list of district roles you identified by considering the following:

a. Which roles will be the greatest challenge for your district? Why?

b. Which roles will be the greatest challenge for the your SEA? Why?

Table 2. Supports and Guidance

Roles and Responsibilities	Existing SEA or Local Education Agency (LEA) Resources	Resources and Supports Needed by LEAs
1. Sets content and develops materials for professional learning		
2. Provides resources and platform for delivery (e.g., in-person, online,)		
3. Selects format for delivery		
4. Selects who will be provided professional learning (e.g., leadership teams, individual educators, peer evaluators)		
5. Creates professional learning plan timelines		
6. Communicates with the field about the professional learning plan		
7. Assesses professional learning effectiveness		
8. Develops a sustainability plan		

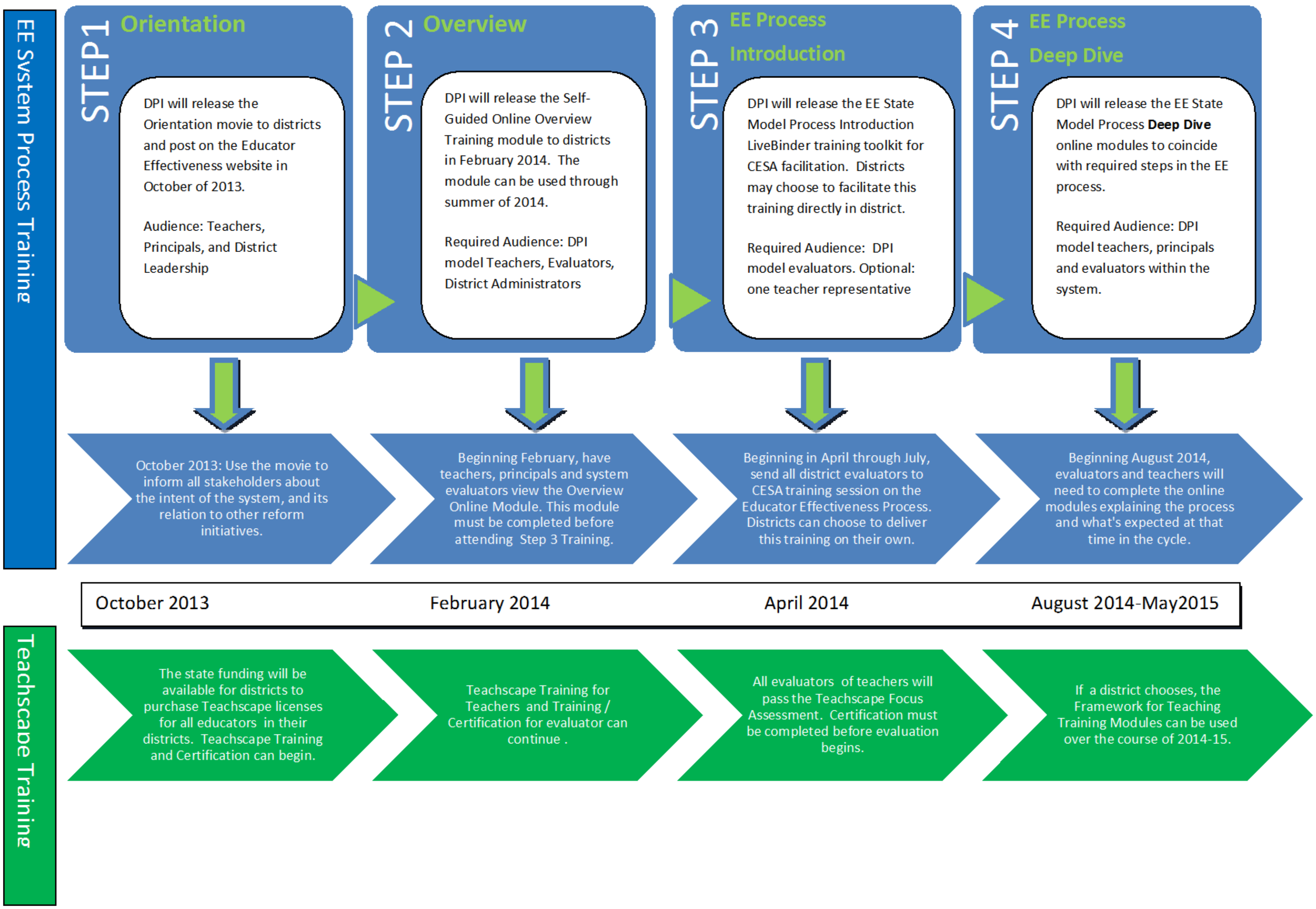
Handout 12: Professional Learning Plan Timeline Examples

Examine the following examples from Wisconsin, Arkansas, and three Colorado districts and look for the following:

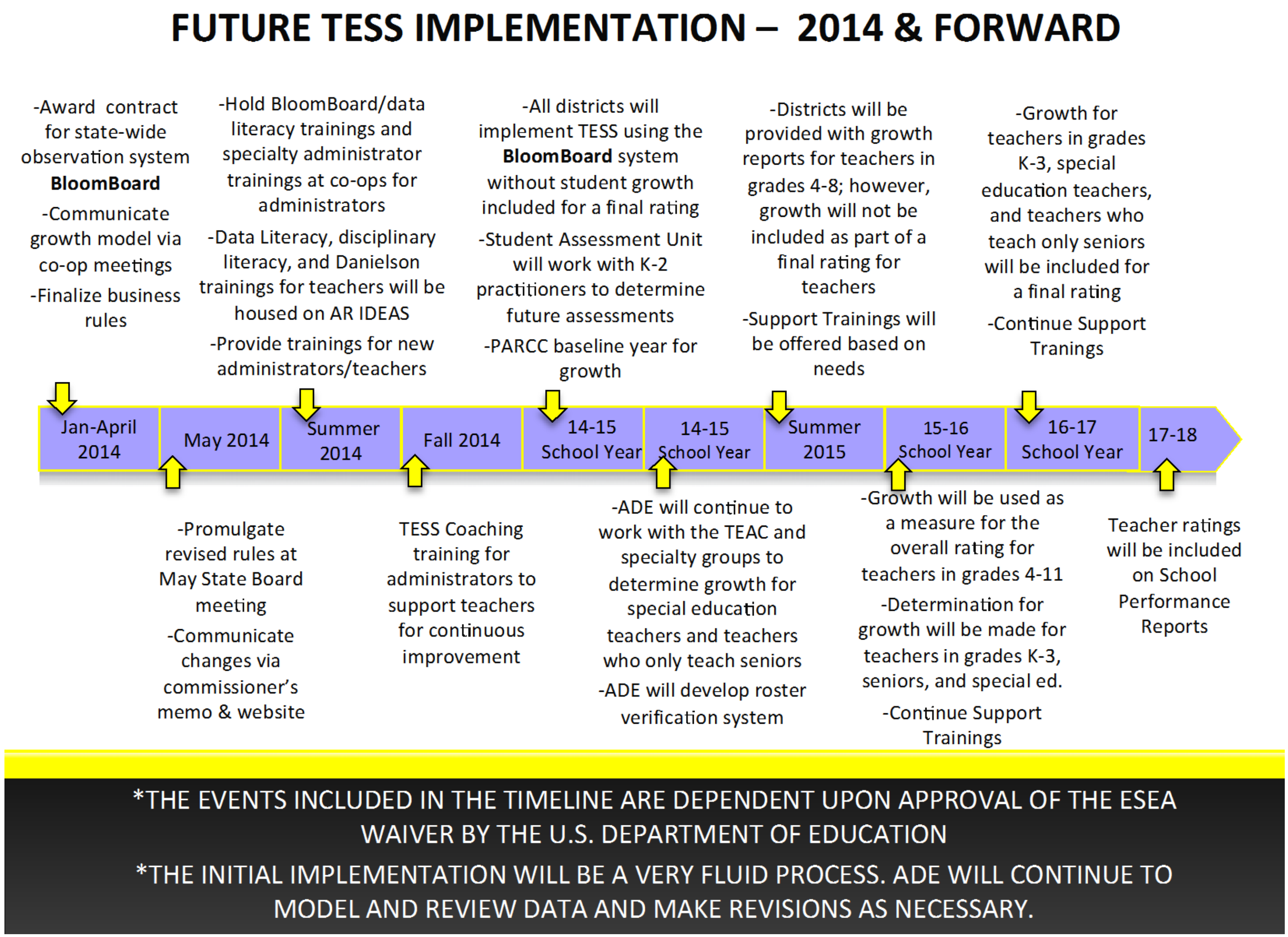
- Are the professional learning opportunities sequenced so they are cumulative? How do they build educator capacity over time and is the pacing appropriate?
- Are the timelines staggered to focus on building district leadership team capacity first before moving on to evaluator and educator preparation?
- How would you strengthen or improve the timelines?
- What elements of these timeline examples can inform your own planning?

Example 1. Wisconsin

WI EDUCATOR EFFECTIVENESS SYSTEM IMPLEMENTATION TRAINING



Example 2. Arkansas



Example 3. Colorado District Level Examples

EAGLE COUNTY SCHOOL DISTRICT (CONT.)

ECSD has an annual process for certifying evaluators as well as an annual recertification process.

Timing	Training Component	Activities
Days 1 and 2 (of 4) – August	Develop expertise on district quality standards and rubric.	• Watch videos of teachers delivering a lesson (each approximately 50 minutes long). • Independently and jointly evaluate the teachers' practice based on the district adopted rubric. • Dialogue with district leader's and peers to achieve agreement on effectiveness ratings.
In-building work between Days 1,2 and 3, 4 August - October	In-building, gaining authentic experience.	• Accompany 2 or more certified, experienced observers on 2-5 real-life observations, pre and post conferences. • Spend 2-3 hours on an extensive debrief with certified observer in a "think-aloud" style following each observation.
Days 3 and 4 (of 4) – September - October	Achieve certification as an evaluator by passing exam.	• Conclude training by continuing to develop understanding of effective classroom instruction. (1.5 days) • Watch a video (50 min) and score it independently, documenting evidence that supports the rating. (.5 days) • Write a post conference. • District conducts statistical analysis on scores and provides remediation if evaluator doesn't meet the requirements.

Each evaluator is recertified annually. Prior to the school year, they are trained on any changes to the district-adopted rubric, conduct practice scoring, and must pass the certification test. In addition, all district leaders who deliver the training go through the same annual process.

Eagle ensures that all evaluators are matched with teachers in the same grade range: elementary with elementary, etc. The principal can choose to assign mentor and master teachers to classroom teachers according to their content expertise. However, Eagle believes that a quality evaluator does not need to have a perfect content match with the teacher in order to accurately evaluate practice or provide valuable feedback.

Source: Chikoore, H. (2012). *Making teacher evaluation matter: District strategies for selecting and training evaluators.* Denver, CO: Colorado Legacy Foundation. Retrieved from http://www.coloradoedinitiative.org/wp-content/uploads/2014/04/MakingTeacherEvaluations_FINAL.pdf

JEFFERSON COUNTY SCHOOL DISTRICT (CONT.)

ESSENTIAL COMPONENTS OF DISTRICT'S SELECTION AND TRAINING PROCESS

In order to be a peer evaluator in JeffCo, candidates:

- Must have a minimum of 7 years of classroom experience.
- Must be able to demonstrate student achievement increases as a classroom teacher.
- Must undergo an extensive interview process, including:
  - Watching a 20 minute video of a teacher deliver a lesson.
  - Completing an evaluation form for the teacher.
  - Leading a mock post conference with a "reluctant" teacher.

All peer evaluators were provided with approximately 160 hours of training prior to the school year and throughout the year.

The lead peer evaluator accompanied all peer evaluators, principals, and assistant principals during observations to ensure inter-rater reliability and provide job-embedded professional development for evaluators.

The below table reflects JeffCo's process for training peer evaluators in this first pilot year. Because the district is early in implementation, district leaders are considering what to do differently in subsequent years, including:

- Whether and how to certify evaluators.
- How to provide principals with training throughout the year similar to what is provided for peer evaluators.
- How many years peer evaluators should be allowed to observe teachers in the same schools.
- How many years peer evaluators should remain in the role before returning to the classroom.
- How to assign two different peer evaluators to the same building so they can support each other and constantly be calibrating observations.

Timing	Training Component	Activities
Prior to School Year	Develop expertise on district quality standards and role-specific rubrics	• Watch videos of teachers delivering lessons. • Practice completing district adopted rubrics. • Establish a bar for effectiveness conversations meant to calibrate scores.
Throughout School Year (Peer evaluators meet for 1 day every other week).	Calibrate observations, evidence, and scores with administrators and peer evaluators.	• Identify observable behaviors for each indicator in various rubrics. • Continue process of calibrating to a standard of effectiveness. • Conduct discussions with district specialists in role-specific contents, such as counselors, librarians, and special education. • Deepen understanding around researched-based best practices. • Gain expertise on having coaching conversations and difficult conversations with educators.

Source: Chikoore, H. (2012). *Making teacher evaluation matter: District strategies for selecting and training evaluators.* Denver, CO: Colorado Legacy Foundation. Retrieved from http://www.coloradoedinitiative.org/wp-content/uploads/2014/04/MakingTeacherEvaluations_FINAL.pdf

DENVER PUBLIC SCHOOLS (CONT.)

The following table reflects the elements of training for peer observers.

Timing	Training Component	Activities
One month prior to school year.	Develop expertise on DPS adopted framework and effective strategies for conducting observations and providing feedback.	• Practice observations and collecting non-judgmental evidence (using videos). • Practice consistency in rating (observing practice, scoring and being normed). • Practice providing feedback. • Interpersonal development to work with a variety of people.
One month prior to school year.	Develop expertise on district specific values and areas of emphasis.	• Learn best practices in teaching, DPS curriculum, and English Language Acquisition theories and strategies. • Learn about cultural competency.
Throughout school year including 1/2 days, CSAP days, and as needed coaching days.	Continue work toward inter-rater reliability.	• POs attend observations together to calibrate ratings, evidence, feedback, etc. • Consultants coach POs in the field.

At the time of publication, DPS is nearing completion of LEAP's second pilot year. District leadership is currently considering:

- How peer observations will ultimately count toward a teacher's effectiveness rating.
- How to provide principals with more hours of training, similar to what POs receive.
- Whether and how to certify observers and a process of recertification thereafter.
- How to use a combination of videos and real-life observations in a certification process.
- Better strategies for capturing typical teacher practice, including conducting more frequent, shorter walk-through and partial observations (perhaps 5-6 that are between 10-20 minutes) throughout the year rather than fewer formal observations.
- How peer observers might be involved in the remediation process and add value and credibility to employment decisions for the 60-70 non-probationary teachers who are facing dismissal due to poor performance during the pilot years.

Source: Chikoore, H. (2012). *Making teacher evaluation matter: District strategies for selecting and training evaluators.* Denver, CO: Colorado Legacy Foundation. Retrieved from http://www.coloradoedinitiative.org/wp-content/uploads/2014/04/MakingTeacherEvaluations_FINAL.pdf

Handout 13: Communicating About Your Professional Learning Plan

Directions. Complete each table to begin the process of planning for communications around professional learning for evaluation. Both Table 1 and Table 2 have been adapted from the *Educator Evaluation Communications Toolkit* from the Reform Support Network (RFN). The first row in each table has been filled out for you as an example. If pressed for time, identify one or two high-priority audiences to focus on for each table rather than attempting to complete all rows today.

Table 1. Differentiating Audiences

Training Audiences	What They Need to Know	When They Need to Know It	Methods for Communicating	What We Need to Learn From Them	How We Can Gather This Information
Teachers	What professional learning they will receive and when they will receive it. What they are expected to know and be able to do as a result of professional learning. How evaluators are selected, prepared, and certified (if applicable).	As soon as possible	Webinars FAQ documents In-person meetings Newsletters E-mail Social media	1. Whether they understand the new system 2. Whether they feel sufficiently prepared to implement it 3. What aspects of professional learning was most effective and useful to them 4. What additional professional learning they need 5. Whether they trust their evaluators to implement the system fairly	Surveys Focus groups Advisory committees Informal discussion Work groups Peer consultations Written feedback

Training Audiences	What They Need to Know	When They Need to Know It	Methods for Communicating	What We Need to Learn From Them	How We Can Gather This Information
School Administrators					
Evaluators					

Training Audiences	**What They Need to Know**	**When They Need to Know It**	**Methods for Communicating**	**What We Need to Learn From Them**	**How We Can Gather This Information**
District Leaders					
Central Office Staff					
Add your own audience					

Training Audiences	What They Need to Know	When They Need to Know It	Methods for Communicating	What We Need to Learn From Them	How We Can Gather This Information
Add your own audience					

Note: This table was adapted from the Reform Support Network's "Educator Evaluation Communications Toolkit—Differentiating Among Stakeholders Sample," http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/educator-evaluation-communications-toolkit.pdf.

Table 2. Action Planning for Audiences

Audience	*Teachers*			
Purpose(s)	*Ensure teachers understand what professional learning they should receive, when they will receive it, and what preparation their evaluators will receive as well as how their skills will be assessed on a regular basis.*			
Messages	**Vehicles for Communication**	**Owner or Team**	**Timeline**	**Immediate Next Step**
All teachers will receive X days of professional learning from Y by Z date. Additional resources and supports are available at *[url]*. All evaluators will receive X days of professional learning from Y and will need to pass a certification assessment that includes the following: ▪ Criteria 1 ▪ Criteria 2 ▪ Criteria 3	Face-to-face meetings (professional learning communities [PLCs], grade-level teams) Written materials E-mail	Principal Assistant principal	Should be rolled out four to six months prior to first professional learning opportunity.	Work with department chairs to identify PLC and grade-level meeting dates to dedicate to this discussion.

Audience	*School Administrators*			
Purpose(s)				
Messages	**Vehicles for Communication**	**Owner or Team**	**Timeline**	**Immediate Next Step**
Audience	*District Leaders*			
Purpose(s)				
Messages	**Vehicles for Communication**	**Owner or Team**	**Timeline**	**Immediate Next Step**

Audience	*Central Office Staff*			
Purpose(s)				
Messages	**Vehicles for Communication**	**Owner or Team**	**Timeline**	**Immediate Next Step**

Note: This table was adapted from the Reform Support Network's "Educator Evaluation Communications Toolkit—Action Planning1 Sample," https://rtt.grads360.org/services/PDCService.svc/GetPDCDocumentFile?fileId=3376.

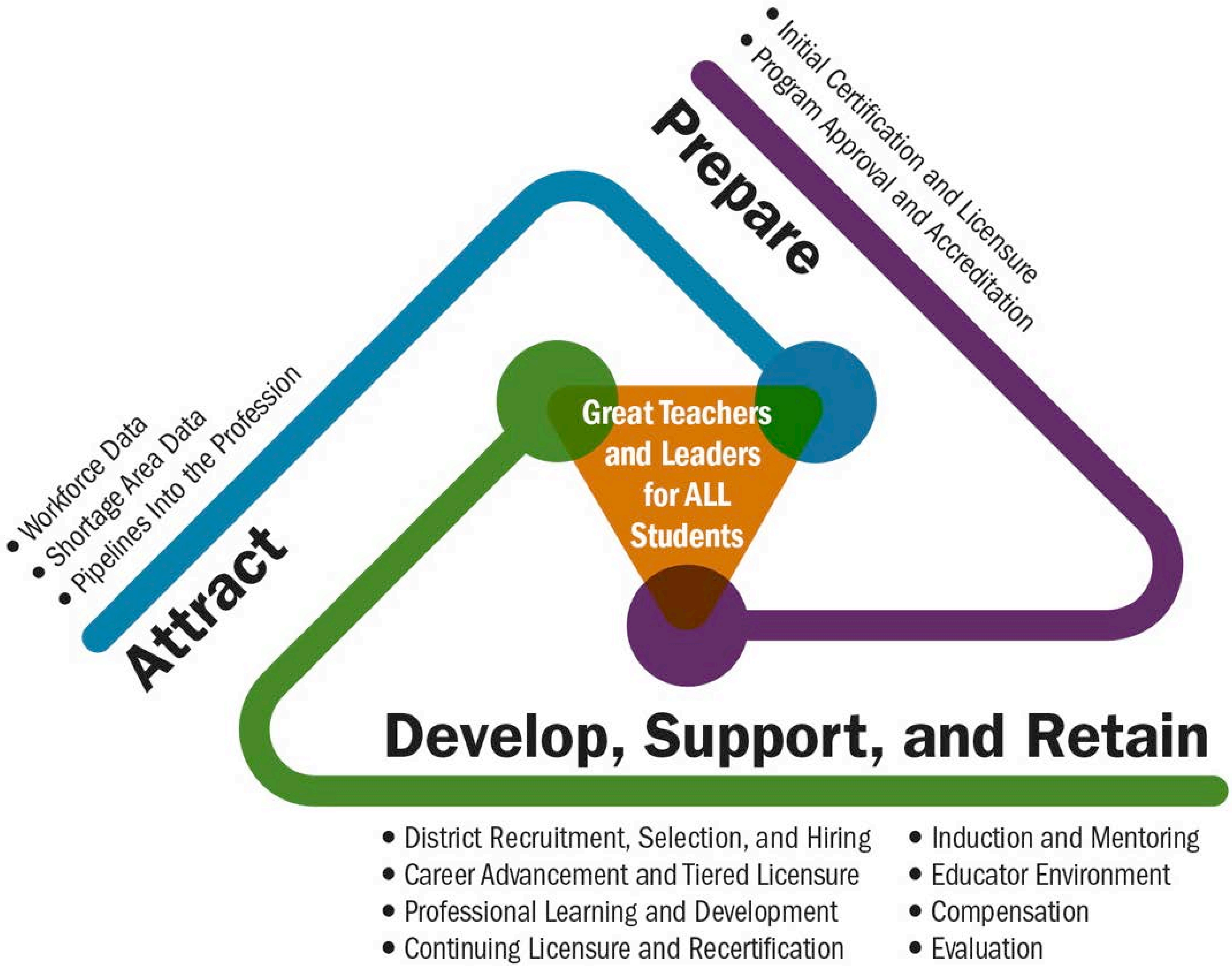
Handout 14: Sustainability: Identifying Talent Development Connections

Directions. Using the GTL Center's Talent Development Framework on page 3 of this handout, work with colleagues at your table to identify where you think professional learning for evaluators needs to be integrated into existing talent development policies and processes in your state and in your districts. The first line in the table has been filled out as an example to get you started. Try to identify at least three policy connections and be prepared to share them with the whole group.

Policy Area	Professional Learning Connection	State Levers	District Levers
Induction and Mentoring	Integration of instructional and leadership frameworks into induction material and mentoring preparation and material	State mentoring and induction rules and guidance Sample professional learning materials and resources for mentors	Induction materials and requirements Mentor preparation and support materials Mentor selection criteria

Policy Area	Professional Learning Connection	State Levers	District Levers

GTL Center's Talent Development Framework



Handout 15: Bringing It All Together: Comprehensive Planning

Note: Rows in green should be answered by state education agency (SEA) participants only.

Decision Point 2. Audiences, Format, and Content

District Leadership Capacity Building

Directions

Step 1. Read through the guiding questions as a group and place a check mark in the "Priority" column for any question that you think is a high priority and should be discussed today.

Step 2. For each high-priority question, after discussing the question as a group, list the action steps you will take to ensure this is addressed in your state's or district's professional learning plan and indicate who should be responsible for implementing the steps and on what timeline.

Step 3. (Optional) For each high-priority question, write how you will communicate about this part of the professional learning plan. Specifically, you should list *which audiences need the information*, *how you will communicate it each audience*, and *what key messages should be included.*

Guiding Questions	Priority	Action Steps	Who and When	Communication
Content				
1. What knowledge and supports do district leaders need to design or implement a new evaluation system?				

Guiding Questions	Priority	Action Steps	Who and When	Communication
2. Does the professional learning plan for district leaders include information on new legal or policy requirements and implementation timelines?				
3. Does the professional learning plan include information on state-level reporting requirements?				
4. Does the professional learning plan include information on both recommended and alternative evaluation models or measures?				
5. Does the professional learning plan include information on recommendations or requirements on approaches for combining multiple measures?				
6. Does the professional learning plan include information on any state-level equivalency or review processes?				
7. What knowledge and information do business office, human resource directors, or other central office administrative staff need to support implementation of a new evaluation system effectively? ▪ Legal changes ▪ Administrative changes ▪ New responsibilities ▪ Software or IT changes				

Guiding Questions	Priority	Action Steps	Who and When	Communication
Format				
8. Is it feasible for all district leadership teams in your state to convene for a statewide conference?				
9. Are there existing events or convenings, such as annual school leader association meetings that could serve as professional learning opportunities?				
10. Are SEA staff members available to convene regional meetings with district leadership teams?				
11. What opportunities does the learning format selected provide for cross-district collaboration and sharing?				
12. What key information and resources could be provided online for on-demand use?				
Resources and Supports				
13. Will (or does) the state provide a sample evaluation system guidebook for district leadership teams to use or modify for their own system design?				
14. Will (or does) the state provide a decision-making guide or review template to ensure district leadership teams design and implement a system that meets state requirements?				

Guiding Questions	Priority	Action Steps	Who and When	Communication
15. Will (or has) the state provide district leaders with a communications guide to provide an example communications plan, key messages, strategies, and approaches to help local education agencies communicate effectively with all stakeholders and include stakeholders views in the design and implementation process?				
16. Will the state provide sample presentations and handouts for district leaders to modify or use to communicate about the new state requirements and any state-required measures, such as student growth models and scores, observation rubrics, or surveys?				
17. Does the professional learning plan include information, presentations, or resources from district leaders in pilot or earlier adopter districts to help share lessons-learned, advice, examples, and efficiencies?				
***Other*—Use the space below to add questions and action steps for new questions that emerged in your discussion.**				

Decision Point 2. Audiences, Format, and Content

Educator Orientation

Directions

Step 1. Read through the guiding questions as a group and place a checkmark in the "Priority" column for any question that you think is a high priority and should be discussed today.

Step 2. For each high-priority question, after discussing the question as a group, list the action steps you will take to ensure this is addressed in your state or district's professional learning plan, and indicate who should be responsible for implementing the steps and on what timeline.

Step 3. (Optional) For each high-priority question, write how you will communicate about this part of the professional learning plan. Specifically, you should list *which audiences need the information*, *how you will communicate it each audience*, and *what key messages should be included.*

Guiding Questions	Priority	Action Steps	Who and When	Communication
Content				
1. What knowledge and information do teachers and principals need to complete the evaluation process successfully?				
2. What opportunities will teachers and principals have to develop an in-depth working understanding of the new system's instructional or leadership framework?				

Guiding Questions	Priority	Action Steps	Who and When	Communication
3. Will teachers, principals, and evaluators have opportunities to engage in this learning together to ensure shared, common understandings of instructional and leadership practices described in their respective frameworks?				
4. What opportunities will teachers and principals have to access concrete examples, especially video examples, of the instructional and leadership practices described in the frameworks, across multiple grades, subject areas, or school types before being observed or assessed?				
5. Does the professional learning plan include opportunities for teachers and principals to learn about and practice analyzing student learning data to adjust instruction or leadership support strategies, particularly for measures of student growth?				
6. Does the professional learning plan include opportunities for teachers and principals to practice setting professional growth goals and develop measurable objectives and concrete action strategies?				

Guiding Questions	Priority	Action Steps	Who and When	Communication
7. Does the professional learning plan include information and opportunities for teachers and principals to prepare for a preconference meeting and to take a leadership role in the postobservation conference (e.g., share self-reflections, engage in higher-order thinking on one's own practice, challenge interpretations of evidence, and supply additional evidence)?				
8. Does the professional development plan include guidance and opportunities to practice selecting artifacts as evidence of instructional or professional practice?				
Format				
9. Is it feasible for teacher leaders, instructional coaches, and principals in your state or district to convene for a statewide or districtwide conference?				
10. Are there existing events or convenings, such as annual professional association meetings, that could serve as professional learning opportunities?				
11. Are SEA staff members available to convene regional meetings with teacher leaders, instructional coaches, and principals?				

Guiding Questions	Priority	Action Steps	Who and When	Communication
12. What opportunities does the selected learning format provide for cross-district or cross-school collaboration and sharing among teachers and principals?				
13. What key information and resources could be provided online for on-demand use by teachers and principals?				
14. How will principals integrate professional learning about teacher evaluation into teacher professional learning communities (PLCs) or grade-level team time (especially for student growth measures)?				
15. How will superintendent(s) integrate professional learning about principal evaluation into existing principal PLCs or cabinets?				
Resources and Supports				
16. Will (or does) the state or district provide a sample evaluation system guidebook for teachers and principals to reference in understanding the new systems?				
17. Will (or does) the state or district provide information on timeline, roles, and responsibilities so teachers and principals know what needs to be completed and by what date?				

Guiding Questions	Priority	Action Steps	Who and When	Communication
18. Will (or has) the state or district provided school administrators and teacher leaders with sample communications material and guidance to ensure all principals, teachers and support staff understand the professional learning plan?				
19. Does the professional learning plan include information, presentations, or resources from educators in pilot or early adopter districts to help share lessons learned, advice, examples, and efficiencies?				
***Other*—Use the space below to add questions and action steps for new questions that emerged in your discussion.**				

Decision Point 3. Creating Professional Learning Timelines

Has Your State or District Created Timelines for Professional Learning?

Directions

Step 1. Read through the guiding questions as a group and mark "Yes" or "No."

Step 2. For each question marked "No," after discussing the question as a group, list the action steps you will take to ensure this is addressed in your state or district's professional learning plan, and indicate who should be responsible for implementing the steps and on what timeline.

Step 3. (Optional) For each question, regardless of "Yes" or "No," write how you will communicate about this part of the professional learning plan. Specifically, you should list *which audiences need the information, how you will communicate it each audience,* and *what key messages should be included.*

Guiding Questions	Yes or No	Action Steps	Who and When	Communication
1. Are implementation timelines set by state or federal requirements? 2. If yes, have you back-mapped your professional learning timelines to ensure districts can meet the requirements?				
3. Are your timelines created to build educator capacity at an appropriate pace and over time? For example, are they "cumulative": beginning with smaller, more manageable skills (such as processes and procedures) and building to more complex skills (such as scoring, coaching and feedback)?				

Guiding Questions	Yes or No	Action Steps	Who and When	Communication
4. Do your professional learning timelines provide district or school leaders and educators with sufficient time to put into practice the skills they are learning before moving on to the next skill?				
5. Are your professional learning timelines staggered for different audiences? For example, are you focusing on building district or school leadership team capacity first, followed by educator and evaluator preparation?				
6. Do your professional learning timelines include sufficient time to collect feedback, measure professional learning effectiveness, and make adjustments?				
***Other*—Use the space below to add questions and action steps for new questions that emerged in your discussion.**				

Decision Point 5. Assessing Professional Learning Effectiveness

How Will You Know Your Efforts Have Achieved the Right Goals and Outcomes?

Directions

Step 1. Read through the guiding questions as a group and mark "Yes" or "No."

Step 2. For each question marked "No," after discussing the question as a group, list out the action steps you will take to ensure this is addressed in your state's or district's professional learning plan and indicate who should be responsible for implementing the steps and on what timeline.

Step 3. (Optional) For each question, regardless of "Yes" or "No," write how you will communicate about this part of the professional learning plan. Specifically, you should list *which audiences need the information*, *how you will communicate it each audience,* and *what key messages should be included.*

Guiding Questions	Yes or No	Action Steps	Who and When	Communication
1. What are your target professional learning outcomes, or goals, for different participants?				
2. How will you measure whether participants have met professional learning goals?				
3. How will you monitor *evaluators'* skills and competencies over time to ensure scoring and feedback are reliable and accurate?				
4. How will you assess whether staff members who are *being evaluated* understand and can complete the evaluation process successfully?				

Guiding Questions	Yes or No	Action Steps	Who and When	Communication
5. How will you modify and improve the professional learning process, materials, and resources over time based on your assessment of learning effectiveness?				
Other**—Use the space below to add questions and action steps for new questions that emerged in your discussion.**				

Decision Point 6. Sustainability

How Will You Ensure New Educators Joining the State or District's Workforce Are Prepared and Capable of Implementing the Evaluation System?

Directions

Step 1. Read through the guiding questions as a group and mark "Yes" or "No."

Step 2. For each question marked "No," after discussing the question as a group, list the action steps you will take to ensure this is addressed in your state or district's professional learning plan, and indicate who should be responsible for implementing the steps and on what timeline.

Step 3. (Optional) For each question, regardless of "Yes" or "No," write how you will communicate about this part of the professional learning plan. Specifically, you should list *which audiences need the information, how you will communicate it each audience,* and *what key messages should be included.*

Guiding Questions	Yes or No	Action Steps	Who and When	Communication
1. How will you ensure professional learning for evaluation is integrated into teacher and principal preparation, including in-service and clinical experiences?				
2. How will you ensure professional learning for evaluation is integrated into certification requirements and ongoing licensure or renewal requirements?				
3. How can you ensure educator evaluation is integrated into district hiring criteria?				

Guiding Questions	Yes or No	Action Steps	Who and When	Communication
4. Are there opportunities to integrate professional learning on the evaluation system into your state or district's mentoring and induction programs for teachers and principals?				
5. How will you ensure professional learning for evaluation is integrated into state and district professional development offerings on an ongoing basis?				
***Other*—Use the space below to add questions and action steps for new questions that emerged in your discussion.**				

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