



Teacher Effectiveness: A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

The NEA Foundation
Cross-Site Convening

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Overview

- **Teacher Evaluation Reform**
 - Research Leading to Reform
 - National Political Context
 - State Context for Reform
- **Essential Components**
 - Stakeholder Involvement
 - Purpose
 - Multiple Measures




Today's Learning Targets

- Participants will have an increased understanding of current national and state trends in teacher quality/effectiveness.
- Participants will be familiar with the 8 components that comprise the critical phases of designing a comprehensive teacher evaluation system.
- Participants will become familiar with TQ Center tools and resources to guide efforts in teacher evaluation design.
- Participants will be able to actively engage in the creation or redesign of teacher evaluation systems.




ESEA under NCLB

- Highly Qualified Teachers
- As established by the current provisions of **ESEA**, a “highly-qualified” teacher is one who possesses the following characteristics:
 - A college degree
 - A content-area undergraduate major
 - State teaching certification

A photograph showing a person's hands writing in a notebook on a desk. The person is wearing a watch on their left wrist. The text 'Beyond Highly Qualified...A Major Shift' is overlaid on the image in white, bold, sans-serif font.

Beyond Highly Qualified...A Major Shift

- **FROM** tracking teacher qualifications, which are at best, weak indicators of teacher effectiveness (Goe, 2007; Harris, 2009)
 - **Experience** matters, but only for the first five years
 - Teacher's **subject matter knowledge** appears to contribute significantly to math achievement but not in other subjects



Beyond Highly Qualified...A Major Shift

- **TO** linking teachers with their student's achievement to determine teacher effectiveness
 - Value-added research shows that teachers vary greatly in their contributions to student achievement and teacher effectiveness is the **most** influential school-based factor in student achievement (Rivkin, Hanushek, & Kain, 2002; Sanders & Horn, 1998; Sanders & Rivers, 1996).

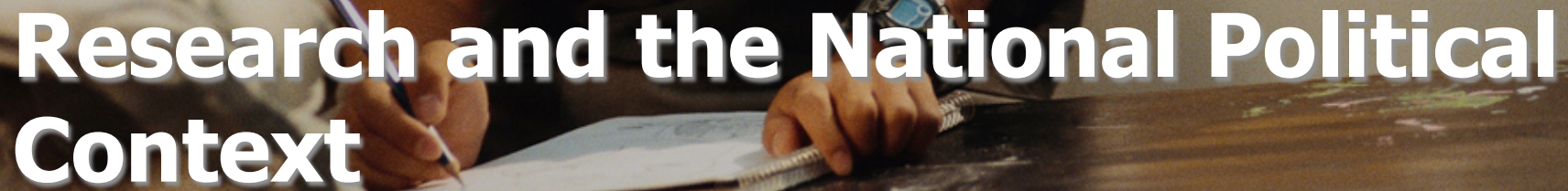
A photograph showing a person's hands writing in a notebook on a desk. The person is wearing a watch on their left wrist. The text 'Research around teacher effectiveness' is overlaid on the image in white, bold font.

Research around teacher effectiveness

- The research and data are clear—teacher quality is the single most important variable impacting student achievement (Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004).
- “Everything else—educational standards, testing, class size, greater accountability is background... (U)ltimately, the success of U.S. public education depends upon the skills of the 3.1 million teachers managing classrooms in elementary and secondary schools around the country” (Gordon, Kane, and Staiger, 2006).



- Research, Papers, and National Efforts
 - *The Widget Effect* (2009) – New Teacher Project
 - *So Long, Lake Wobegone* (2009) - Center for American Progress
- All teachers are rated as good or great. Because of this...
 - Excellent performance goes unnoticed
 - Typical goes without support to improve further
 - Chronically low performing goes unaddressed
- Results of Teacher Evaluation have little/no impact on HR decisions
 - Retention, promotion, placement, compensation, professional development, tenure, etc.



Research and the National Political Context

- Research finds: Teachers are the most important factor in student achievement
- Dual education focus codified in the **American Recovery and Reinvestment Act (ARRA)**:
 - Teacher effectiveness
 - Equitable distribution of teachers



National Political Context: ESEA

- ESEA reauthorization: Ensure that great teachers and leaders are in every school.
 - Elevate the profession through systemic reforms across the educator career continuum.
 - Increase teacher and leader effectiveness in improving student outcomes.
 - Provide support for states and districts willing to increase the number of effective educators where they are most needed.
 - Strengthen educator pathways into high-need schools.



National Political Context: RTT

- Educator effectiveness priorities in the **Race to the Top Fund** include the following:
 - Differentiating teacher and principal **effectiveness** based on performance.
 - Compensating and promoting teachers based on **effectiveness**.
 - Providing **effective** support to teachers and principals.
 - Ensuring the equitable distribution of **effective** teachers and principals.



National Political Context: TIF, SFSSF, SIG

- In FY 2009, ARRA provided \$200 million for a new round of **Teacher Incentive Fund** (TIF) awards.
- The FY 2010 budget provides \$487 million for TIF awards.
- 62 Round 3 TIF awards announced September 2010 with funding from both ARRA and FY2010 budget.

- State Fiscal Stabilization Funds (SFSSF)
- School Improvement Grants (SIGs)



Policy Requirements

- Increasing effective and highly effective teachers
 - number and/or percentage
 - retention and equitable distribution
- Method for determining and identifying effective and highly effective teachers
 - must include multiple measures
 - Effectiveness evaluated, in significant part, on the basis of student growth
 - supplemental measures may include, e.g. multiple observation based instruments



Federal and State Theory of Action



Improved
Evaluation
System

Improved
Educator
Quality

Improved
Student
Outcomes



State Accountability and District Responsibility

- States are expected to play a larger role in ensuring the quality and effectiveness of the teaching force.
- States need to decide the extent to which the teacher evaluation model will provide for allowances in local flexibility.
- Finding the “right” balance between local and state control that encourages collective responsibility and accountability.



State Legislative Changes Supporting Teacher Evaluation

- In their applications, 29 States reported recent changes to legislation OR an intent to pass future legislation related to teachers
 - Most state legislative changes occurred in 2009 and 2010 (18 states)
 - 10 states discussed bills to be introduced in the future.
 - 9 states mentioned bills passed in 2007 and 2008, generally as a basis for continuing work under Race to the Top
 - In some cases, states indicated that the laws passed during 2009 and 2010 were directly related to Race to the Top requirements.



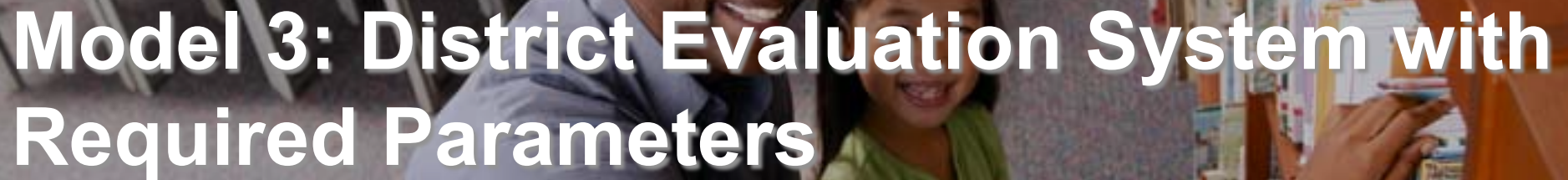
Model 1: State-Level Evaluation Systems

- State provides strict interpretation of state and federal legislation
- Prescribe the requirements of the model
- State is instrumental in the design, implementation, and evaluation of model
- Example: Delaware
 - With significant contribution from practitioners, state led effort
 - Once finalized, all districts will be required to implement the system with little flexibility



Model 2: Elective State-Level System

- State provides strict interpretation of state and federal legislation
- Dictate certain aspects but allow flexibility in others
- Continues the tradition of local control over teacher evaluation
- Example: New York's Evaluation System
 - 60% based on locally negotiated processes
 - 40% based on state standardized and local assessments



Model 3: District Evaluation System with Required Parameters

- States play a smaller role in design & implementation
- Guidance provided
 - General example – State requires multiple measures including student achievement and observations
 - Restrictive example – State provides screening/ approval process to ensure district compliance
- Example: Ohio
 - Must align to Standards for Ohio Educators
 - Must use multiple measures
 - Must promote professional growth

Goe, L., Holdheide, L. & Miller, T. (in press). A Practical Guide to Designing Comprehensive Teacher Evaluation Systems. Washington, DC: National Comprehensive Center for Teacher Quality.

Model	Strengths	Weaknesses
State-Level Evaluation System	<ul style="list-style-type: none"> • Measures and dimensions are the same statewide. • Data collection can be standardized. • Districts can be directly compared. • Evaluating the system and results will be easier. • System is perceived as fair because all districts are held to the same standards. • There is increased system reliability because changes from year to year affect all districts. 	<ul style="list-style-type: none"> • Local flexibility and ownership is diminished. • The system fails to consider local context. • It is difficult to obtain statewide support. • There is variance in district resources. • The system may be subject to local bargaining agreements. • The system may be seen as unfair by low-capacity districts forced to implement the same model as districts with greater capacity. • Local variations in school year and testing times may result.
Elective State-Level Evaluation System	<ul style="list-style-type: none"> • The system allows for some local flexibility. • Data collection can still be standardized for certain components. • Districts can be directly compared in certain areas. • Reliability is strong in required components. • The system allows for continuance of locally developed models. 	<ul style="list-style-type: none"> • Local flexibility in certain areas is diminished. • The system presents more challenges for state oversight. • Data aggregation of teacher results may be more difficult.
District Evaluation System With Required Parameters	<ul style="list-style-type: none"> • Local ownership and buy-in is increased. • Districts have the ability to address local priorities within the model. • The system allows for continuance of locally developed models. 	<ul style="list-style-type: none"> • It is difficult to compare progress/results. • Data aggregation may present considerable challenges. • Reliability is vulnerable across districts. • Training to ensure fidelity would likely be conducted at the district level, meaning more district resources are required. • Resources may be limited.



Federal and State Theory of Action

Improved
Evaluation
System

Improved
Educator
Quality

Improved
Student
Outcomes

Trends in Teacher Evaluation

- Policy is way ahead of the research on educator evaluation measures and models
- Inclusion of student achievement growth data represents a huge “culture shift” in evaluation
- Focus on models and measures that may help districts/schools/teachers improve teacher and student performance

Practical Guide to Designing Comprehensive Teacher Evaluation Systems

- Developed in response to technical assistance request to...
 - Provide explicit guidance in the design process (e.g. tell us what to do!)
 - Highlight practical examples (e.g. what are other states/districts doing?)
- Guide's creation driven by TQ Center support of RCCs and SEAs
 - Listened to barriers/challenges
 - Noted successes

Practical Guide to Designing Comprehensive Teacher Evaluation Systems

- The Practical Guide is designed to facilitate the decision making process within the state, district, and school's:
 - Culture (stakeholder buy-in, union collaboration, etc.)
 - Resources
 - Leadership
- The Practical Guide includes discussion of:
 - Factors influencing teacher evaluation reform
 - Approaches to balancing state accountability and district autonomy
 - Eight components essential to design and implementation

Essential Components of the Design Process

- **Component 1:** Specifying Evaluation System Goals
- **Component 2:** Securing and Sustaining Stakeholder Investment and Cultivating a Strategic Communication Plan
- **Component 3:** Selecting Measures
- **Component 4:** Determining the Structure of the Evaluation System
- **Component 5:** Selecting and Training Evaluators
- **Component 6:** Ensuring Data Integrity and Transparency
- **Component 7:** Using Teacher Evaluation Results
- **Component 8:** Evaluating the System

Practical Guide to Designing Comprehensive Teacher Evaluation Systems

The screenshot displays the website for the National Comprehensive Center for Teacher Quality. The header features the center's logo and name. A search bar is located in the top right. On the left, there is a navigation menu with options like 'Home', 'About Us', and 'TQ Connection'. The main content area is titled 'A Practical Guide to Designing Comprehensive Teacher Evaluation Systems'. It includes a paragraph about building better teacher evaluation systems, a small image of a person, and a list of key resources. A sidebar on the right contains a 'Home' button and a numbered list of topics from 1 to 8. At the bottom of the page, there is a footer with contact information and a copyright notice. A browser status bar at the very bottom shows 'Done, but with errors on page.' and 'Internet | Protected Mode: On'.

NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

Across the nation, states and districts are in the process of building better teacher evaluation systems that not only identify highly effective teachers but also systematically provide data and feedback that can be used to improve teacher practice.

This site compiles key resources to support these efforts, found not only on the TQ Center website but other national websites as well. Key resources include the following:

- **Our new downloadable guide:** [A Practical Guide to Designing Comprehensive Teacher Evaluation Systems](#)
- **Overviews** of eight key components of teacher evaluation systems.
- **Interactive guides** to key questions to consider when designing teacher evaluation systems.
- **Resources** to support development.
- **Selected links** to our [Teacher Evaluation Models in Practice](#) website featuring expert panel reviews of real-life teacher evaluation systems. These include the following:
 - Reviews per key component of approaches taken in practice.
 - Resources per key component used by districts in practice.

[Home](#)

1. Evaluation System Goals
2. Stakeholder Investment & Communication Plan
3. Selecting Measures
4. System Structure
5. Evaluators
6. Data Integrity
7. Using Results
8. System Evaluation

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<http://www.tqsource.org/practicalGuide/>

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FOR TEACHER QUALITY

A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

A Tool to Assist in the
Development of Teacher
Evaluation Systems

.....

MAY 2011





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- Interactive Tools
- Comprehensive System of Support



A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

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- Home
- 1. Evaluation System Goals

Stakeholder Investment & Communication Plan

- 6. Data Integrity
- 7. Using Results
- 8. System Evaluation

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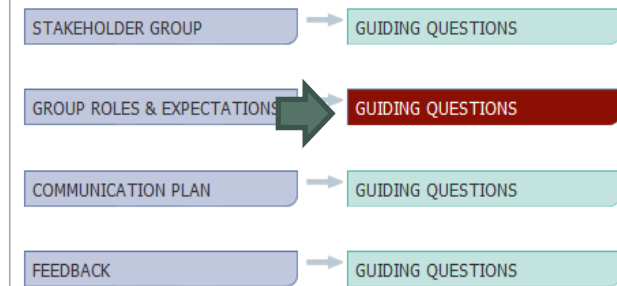


A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

Component 2: Securing and Sustaining Stakeholder Investment & Cultivating a Strategic Communication Plan

- Overview
- Guiding Questions
- Development Resources
- Real-Life Examples

Click on any part of the map to view related guiding questions.
Download a planning template for use with each set of guiding questions.



Guiding Questions

Group Roles & Expectations

Group Expectations

- Will the group have authority in making decisions, or will it serve in an advisory capacity?
- What is the group's purpose? Will it help design the system, provide recommendations, and/or provide approval?
- What level of commitment will stakeholders be required to make (e.g., how frequently the team will meet, for how many months)?
- Does legislation dictate the work of the stakeholder group?

Stakeholder Roles

- What skills, experience, and knowledge does each stakeholder bring to the table?
- What roles need to be filled (e.g., marketing, mobilizing support, interpreting legislation)?
- Will some stakeholders be involved in designing the system? Communicating plans and progress? Designing research?



- Home
- 1. Evaluation System Goals
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- 8. System Evaluation

Planning Template

Note-Taking Template

Notes on Key Questions/ Discussion Points	<ul style="list-style-type: none"> • • • • • •
Additional Facilitation Questions to Consider:	<ul style="list-style-type: none"> • • •

Action-Planning Template

Next Steps	Action Step 1:	Action Step 2:	Action Step 3:
What are the first three steps we need to accomplish as we work to answer these questions?			
Who is responsible?			
What is the timeline?			
What obstacles and challenges might we encounter?			
How will we review or monitor whether this action step has been successfully completed?			

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A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

Component 2: Securing and Sustaining Stakeholder Investment & Cultivating a Strategic Communication Plan

- Overview
- Guiding Questions
- Development Resources
- Real-Life Examples

The TQ Center is building an online repository of expert  reviews of real-life teacher evaluation models operated by districts throughout the country.

For each district included, you can view, per component, a description of how that district approached the many issues involved.

To view these real-life models, visit the [Teacher Evaluation Models in Practice](#) portion of the TQ Center website.

- First, click on **View the Models** in the table of contents.
- Click one or more districts.
- Then, select Component 2.



- Home
- 1. Evaluation System Goals
- 2. Stakeholder Investment & Communication Plan
- 3. Selecting Measures
- 4. System Structure
- 5. Evaluators
- 6. Data Integrity
- 7. Using Results
- 8. System Evaluation

Teacher Evaluation Models in Practice

- This online resource provides detailed information about the design, implementation, and delivery of teacher evaluation models in practice in districts and states.
- Organized around **eight key components** critical to teacher evaluation, the framework was applied to the review of state and district evaluation systems.
- Includes tools, rubrics, and other resources used by districts and states to implement their teacher evaluation systems.

Teacher Evaluation Models in Practice

The screenshot shows a website interface for "Teacher Evaluation Models in Practice". On the left is a navigation menu with links: Home, About Us, TQ Connections, Technical Assistance Toolbox, ARRA Resources, Events/Webcasts, TQ Research Library, Interactive Tools, and Comprehensive System of Support. Below the menu is a small map of the United States. The main content area has a search bar with a dropdown menu set to "All (Topic descriptions)" and a "Search" button. The page title is "Teacher Evaluation Models in Practice". The introductory text states: "Spurred on by new federal and state policy, creating effective teacher evaluation systems is a top priority for education reformers across the country. However, details about the rigor of various approaches to teacher evaluation are not currently available in the research. This new TQ Center online resource responds to the need for detailed information about the design, implementation, and delivery of teacher evaluation models in practice in districts and states." Below this is a "Key Components" section with a paragraph: "In collaboration with national experts in measurement and instruction, the TQ Center developed a design framework based on **eight key components** critical to the development, implementation and sustenance of a comprehensive approach to teacher evaluation. The design framework was applied to the review of state and district evaluation systems in practice and further serves to organize this resource." To the right of the text is a "Contents" sidebar with buttons for: Home, View the Models, Project Methodology, and Tools, Rubrics, & Resources. Below the text is a section titled "Eight Key Components of Teacher Evaluation Models" featuring a circular diagram with eight numbered petals (1-8) and a corresponding numbered list: 1. Evaluation System Goals, 2. Communicator & Stakeholder Involvement, 3. Evaluation Format, 4. Strength of Measures, 5. Evaluator Selection & Training, 6. Alignment with Professional Development & Standards, 7. Data Infrastructure & Transparency, 8. System Evaluation. At the bottom is a "Tools & Resources" section with the text: "In addition to the teacher evaluation models described here, the TQ Center collected tools, rubrics, and evaluation systems."

<http://www3.learningpt.org/tqsource/evalmodel/>

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Teacher Evaluation Models in Practice

Step 1

- Austin Independent School District Student Learning Objectives in Reach ([download full report](#))
- Chicago Public Schools Excellence in Teaching Project (EITP) ([download full report](#))

Step 2

Choose one of the following components to view.

- Overview and Review Process
- Component 1: Evaluation System Goals
- Component 2: Communication & Stakeholder Investment
- Component 3: Evaluation Format
- Component 4: Strength of Measures
- Component 5: Evaluator Selection & Training
- Component 6: Alignment with Professional Development & Standards
- Component 7: Data Infrastructure and Transparency
- Component 8: System Evaluation

Contents


- Home
- View the Models
- Project Methodology
- Tools, Rubrics, & Resources





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- 

Teacher Evaluation Models in Practice

[Back to School and Component Selection Page](#)

Chicago Public Schools Excellence in Teaching Project (EITP)

Component 2: Communication and Stakeholder Investment

Description	
	<p>Securing and sustaining stakeholder involvement throughout the design, implementation, and assessment of teacher evaluation systems is imperative if the system is to be thought of as responsive, useful, and fair. CPS secured stakeholder involvement through the development of a joint committee, consisting of district and union representatives, which collaborated throughout a three-year period to retool the teacher evaluation system. After careful review of several instruments, the committee selected Charlotte Danielson's Framework for Teaching; however, prior to the pilot in 2008–09, the committee disbanded after disagreeing about principal authority not to renew nontenured teachers. As such, the checklist system (CPS's current evaluation system) was continued concurrently with the Framework for Teaching. The Consortium on Chicago School Research holds quarterly steering committee meetings with advisory members to which union representative are invited.</p> <p>In an effort to keep stakeholders informed, CPS maintains a website with information on EITP at http://chicagoteacherexcellence.org/. CPS has a range of written materials (e.g., teacher and administrator resource guides, self-assessment guides, professional development for administrators and selected teachers, online modules, and professional learning communities. CPS also posts the results of the formative and summative evaluations.</p> <p>In addition, CPS sends to teachers a monthly newsletter that highlights any updates to EITP, outlines Framework for Teaching criteria, offers examples of proficient performance, and provides resources. Weekly announcements that highlight EITP results, provide updates, and relay important information and deadlines are sent to school administrators and chief area officers.</p> <p>As part of the formative and summative evaluation process, the Consortium on Chicago School Research, in its Year 1 and Year 2 summary reports, explored the perceptions of teachers and principals on the quality of the Framework for Teaching and its ability to measure teacher effectiveness and effect change in instructional practices.. Also collected were recommendations for improvement from participating principals and teachers. In response, EITP prepared a Responding to Principals document portraying CPS replies and, as appropriate, action steps to address the identified issue(s).</p>

Teacher Evaluation Goals & Defining High Effective Teachers

- Defined within regulations or determined through stakeholder consensus.
- Agreement about goal selection focuses and guides all decisions throughout the development process.
- Establishing explicit well-defined goals.
- Breaking down effective teacher into teacher standards, competencies, and achievement related outcomes.

The goal of teacher evaluation

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

**TO IMPROVE
TEACHING AND
LEARNING**

Team Activity

What are the Goals of the Evaluation System?

As a team, determine **3** overall goals of your district or state teacher evaluation system.

Take Five!

Guiding Questions

Specifying Evaluation System Goals

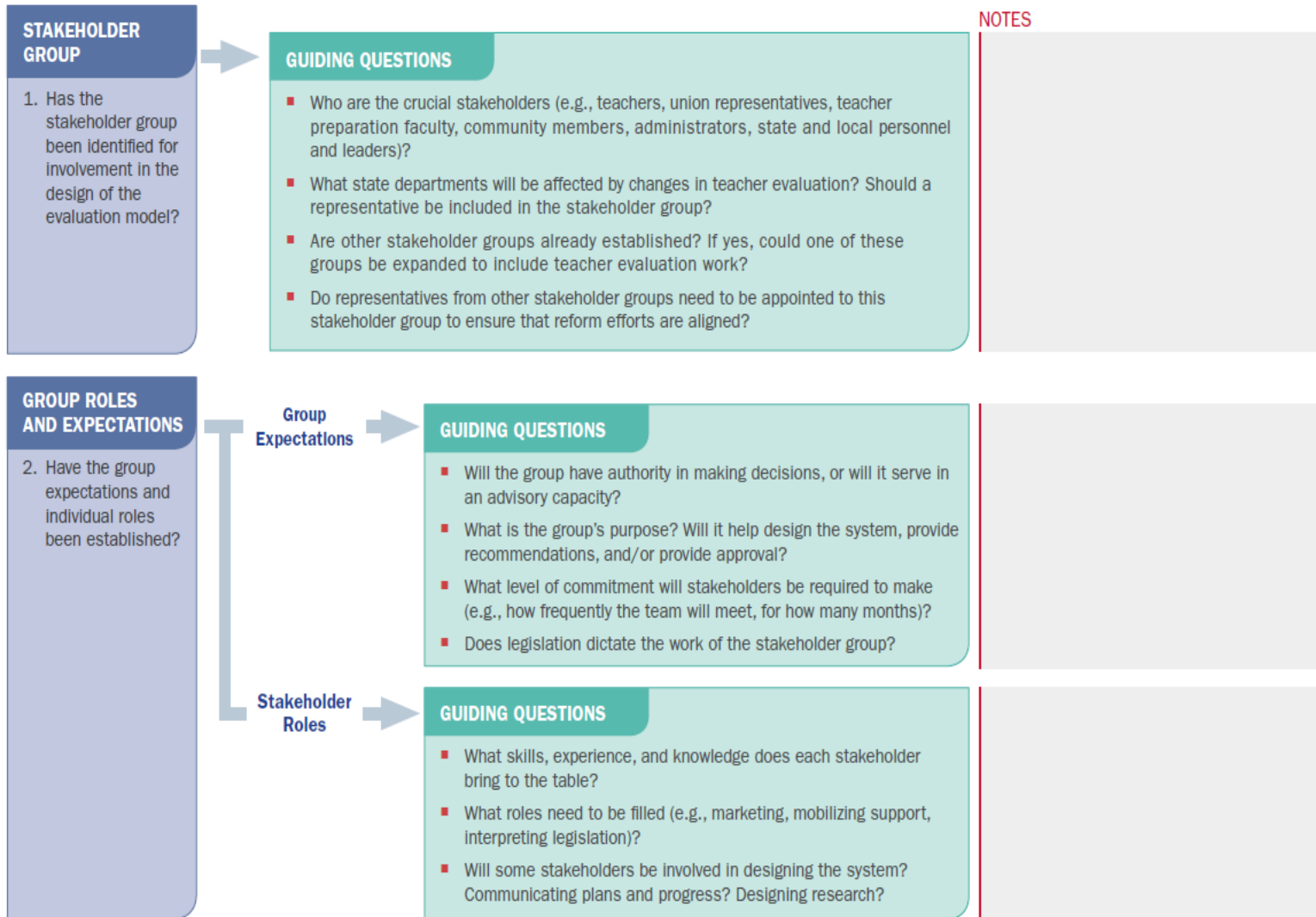
	GUIDING QUESTIONS	NOTES
SYSTEM GOALS AND PURPOSES 1. Have the goals and purposes of the evaluation system been determined?	<ul style="list-style-type: none">What type of impact do stakeholders hope to achieve (e.g., better teacher retention, improved student test scores, increased teacher capacity)?Will teacher evaluation results be used for personnel and compensation decisions?Will teacher evaluation results be used to improve teacher practice?Will teachers be held accountable for student academic growth?What type of reform efforts are most important to the teachers union? (if applicable)Will incentives be offered to teachers according to performance?Will support be available for teachers identified in need?What financial and human capital resources are available?Are state teacher performance standards established?	
GOAL DEFINITION 2. Are the goals explicit, well-defined, and clearly articulated for stakeholders?	<ul style="list-style-type: none">Are the goals stated in measurable terms?Can a model of teacher evaluation conceivably meet these goals?Do all the training and explanatory materials portray a consistent message?	
GOAL ALIGNMENT 3. Have the evaluation system goals been aligned to the state strategic plan or other teacher reform initiatives?	<ul style="list-style-type: none">Are there other teacher quality initiatives occurring within the state?How will the efforts in teacher evaluation affect other quality initiatives (e.g., curriculum, professional learning, certification)?How can reform efforts be aligned to create a coherent system?Is there flexibility for district input/alignment with district initiatives?	

Securing and Sustaining Stakeholder Involvement & Developing a Strategic Communication Plan

- Level of acceptance is increased with stakeholder involvement throughout the design, implementation, and assessment of the system.
 - Stakeholder selection
 - Clarifying expectations
 - Defining roles and responsibilities
- Stakeholders consider communication needs
 - Identifies essential messages and audiences
 - Consider communication channels
 - Considers needs during entire implementation

Guiding Questions

Securing and Sustaining Stakeholder Investment and Cultivating a Strategic Communication Plan



Evaluation System's Purpose/Goals

- Tendency to oversimplify this step
- Purpose should drive all decisions regarding
 - Measurement selection and weight
 - Evaluation format (e.g., frequency of observations, pre-post observation conferences)
 - Data collection needs
- Higher stakes point to measures that are technically defensible (e.g., valid & reliable)
- Improved teacher capacity point to measures that identify effective teaching practices

Goe, L., Holdheide, L. & Miller, T. (in press). A Practical Guide to Designing Comprehensive Teacher Evaluation Systems. Washington, DC: National Comprehensive Center for Teacher Quality.

Team Activity

What Is The Purpose?

As a team, determine **5** key purposes that best describe the goals of the teacher evaluation system.

Take Five!

U.S. DOE Priorities

- Increasing effective and highly effective teachers
 - Number and/or percentage
 - Retention and equitable distribution
- Method for determining and identifying effective and highly effective teachers
 - Must include multiple measures
 - Effectiveness evaluated, in significant part, on the basis of student growth
 - Supplemental measures may include, e.g., multiple observation-based instruments

Race to the Top Definition of Effective & Highly Effective Teacher

Effective teacher: Students achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools **must include multiple measures**, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). **Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.** (pg. 7)

Highly effective teacher: Students achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth (as defined in this notice).

Measures of teacher effectiveness

- **Evidence of growth in student learning and competency**
 - Standardized tests, pre/post tests in untested subjects
 - Student performance (art, music, etc.)
 - Curriculum-based tests given in a standardized manner
 - Classroom-based tests such as DIBELS
- **Evidence of instructional quality**
 - Classroom observations
 - Lesson plans, assignments, and student work
- **Other evidence (varies, based on local values)**
 - Administrator/supervisor reports
 - Surveys of students and/or parents
 - An “evidence binder” created & presented by the teacher

Why Multiple Measures?

- Helps identify....
 - **Why** one teacher is better than another
 - Effective instructional practices
 - Ways in which the teacher could improve
- Absence of quality feedback inhibits teacher growth (Boyd et al., 2006)

Why Multiple Measures?

- Creates an opportunity to measure other critical facets of teaching. For example:
 - Collaborative practices
 - Professionalism
 - Paperwork and legal compliance
 - Family and student engagement
 - Facilitation and problem solving
 - etc.....

Challenges in Implementing Multiple Measures

- Establishing coherence
 - Within standards and between instruments
- Maintaining fidelity
 - Increased human and resource capacity
 - Enhanced training and support
 - Continual monitoring
- Allocating time
 - To train, implement, and support

Race to the Top definition of effective & highly effective teacher

Effective teacher: students achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in **significant** part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance. (pg 7)

Highly effective teacher students achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth (as defined in this notice).

Evaluated in “Significant Part” by Student Growth: Legislative Actions

- Rhode Island: **51%** of teacher evaluation be based on student achievement growth; RIDE decides measures
- New York: recently decided that **40%** of teacher evaluation must be based on student learning growth, including **20%** standardized test scores
- Louisiana H.B. 1033: Student academic growth to count for **50%** of a teacher’s evaluation
- Tennessee First to the Top Act of 2010: Enacted a framework for teacher and principal evaluations with **50%** based on student achievement.....

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- ARRA Resources
- Events/Webcasts
- TQ Policy Databases
- TQ Research Library
- Interactive Tools
- Comprehensive System of Support



Guide to Teacher Evaluation Products

Types of Evaluation Products



- [Classroom Observations](#)
- [Instructional Artifacts](#)
- [Portfolios](#)
- [Teacher Self-Report Measures](#)
- [Student Surveys](#)
- [Value-Added Models](#)
- [Student Performance Measures](#)
- [Combination Models](#)

Search Evaluation Products

By Evaluation Type

By Subject

By Grade

By Use of Evaluation

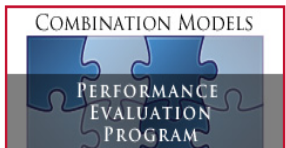
By Keyword

Search [View All](#) [Reset](#)

The Challenge

Accurately measuring a teacher's effectiveness is a complex and difficult task.

Like building a puzzle, developing a teacher evaluation system requires multiple pieces that must be placed together in a purposeful way to create a holistic evaluation system.



Classroom Observation

- **Strengths**

- Perceived as credible
- Direct way to measure teacher practice
- Modestly linked to student achievement
- Can be both summative and formative

- **Challenges**

- Validation
- Fidelity
- Rater reliability
- Fluctuation in scores
- Substantial resources (e.g., training & time)

Little, O., Goe, L., & Bell, C. (2009). *A practical guide to evaluating teacher effectiveness*. Chicago, IL: The National Comprehensive Center for Teacher Quality.

Evaluation of Artifacts

- **Strengths**

- Practical
- Comprehensive
- Formative and summative
- Perceived as credible
- Direct way to measure teacher practice

- **Challenges**

- Scoring reliability
- Subject matter knowledge
- Not validated for high stakes decisions
- Accurate representations

Little, O., Goe, L., & Bell, C. (2009). *A practical guide to evaluating teacher effectiveness*. Chicago, IL: The National Comprehensive Center for Teacher Quality.

Classroom Observation/Artifacts Considerations

- Fidelity of implementation
 - Embedded training and support complete with explicit examples and guided practices for **both** teachers and evaluators
- Reflection
 - Integrate pre and post observation conferences
- Evaluators with content expertise
 - Recruit and train a team of evaluators with content expertise

Classroom Observation/Artifacts Considerations

- Monitor need to differentiate
 - For specialty area teachers (e.g., special education, ELL) and for teachers of specific content knowledge (e.g., reading or math) to ensure that teacher effectiveness in all instructional contexts and student populations can be measured.
- Correlations to student achievement
 - Identify teaching practices that lead to improved student achievement – consider weighting components to account for stronger correlations

Self-Assessment

- **Strengths**

- Provides teacher self-reflection
- Provides insight into teacher perceptions
- Generally cost efficient

- **Challenges**

- Research is mixed
- Not valid for high-stakes decisions
- Teacher respond as expected to “look good”
- Teacher perceptions may be different than actual practice

Little, O., Goe, L., & Bell, C. (2009). *A practical guide to evaluating teacher effectiveness*. Chicago, IL: The National Comprehensive Center for Teacher Quality.

Parent/Student Survey

- **Strengths**

- Cost and time efficient
- Limited training
- Insights into students' and parents' perceptions

- **Challenges**

- Rating may be more about personal characteristics than effective instructional practices
- Boosted ratings
- Not a standalone measure

Little, O., Goe, L., & Bell, C. (2009). *A practical guide to evaluating teacher effectiveness*. Chicago, IL: The National Comprehensive Center for Teacher Quality.

Aligning Purpose(s) and Measures

Purpose of Evaluation of Teacher Effectiveness	Growth Models	Classroom Observation	Analysis of Artifacts	Portfolios	Teacher Self-Reports	Student/Parent Ratings	Other
Determine whether a teacher's students are meeting achievement growth expectations.	✓		✓				
Gather evidence for making contract renewal and tenure decisions.	✓	✓					
Determine the types of assistance and support a struggling teacher may need.	✓	✓	✓		✓	✓	
Determine whether a teacher's performance qualifies him or her for additional compensation or incentive pay (rewards).	✓	✓					
Gather information on a teacher's ability to work collaboratively with colleagues.		✓		✓	✓		✓
Determine how students and parents perceive a teacher's instructional efforts.				✓		✓	

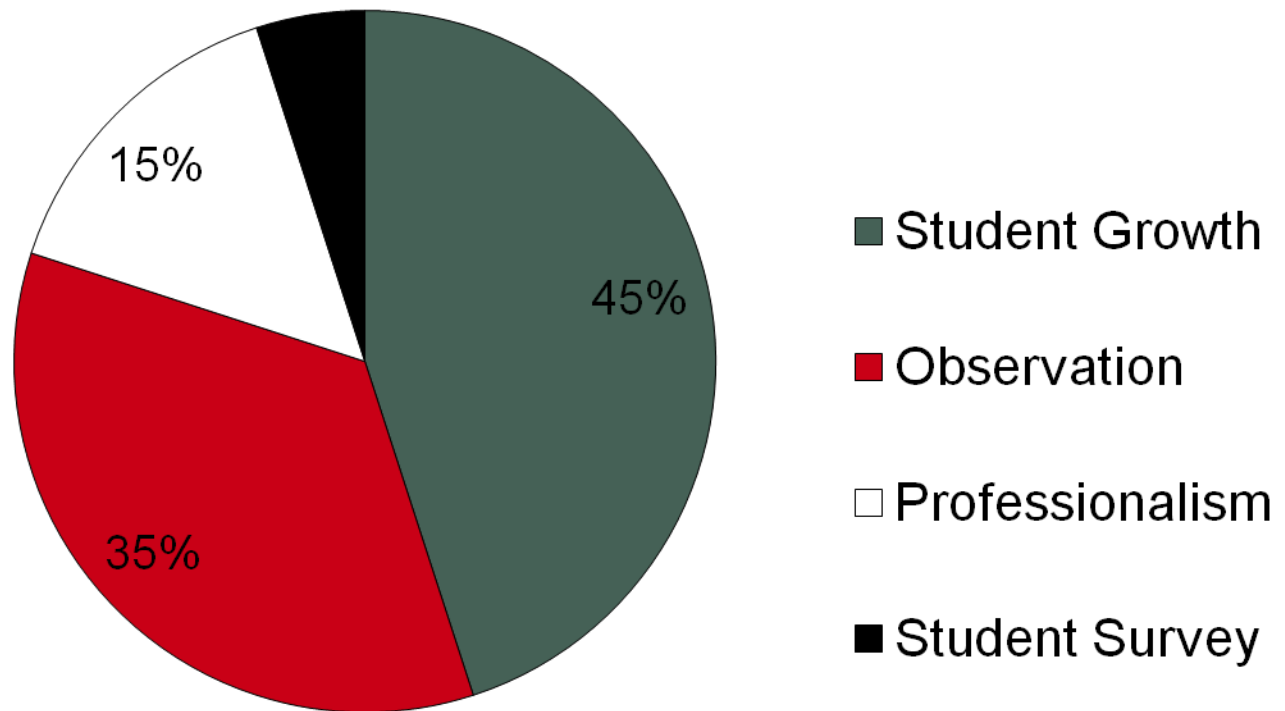
Impact & Reliability

- Not all measures are equally useful
- Not all measures are equally reliable
- Measures' weights should vary according to...
 - Their ability to accurately measure student progress
 - Their demonstrated impact on student achievement
 - Their demonstrated impact on teacher practice
- Assigning weights to each measure dictates how each component will factor into final evaluation ratings



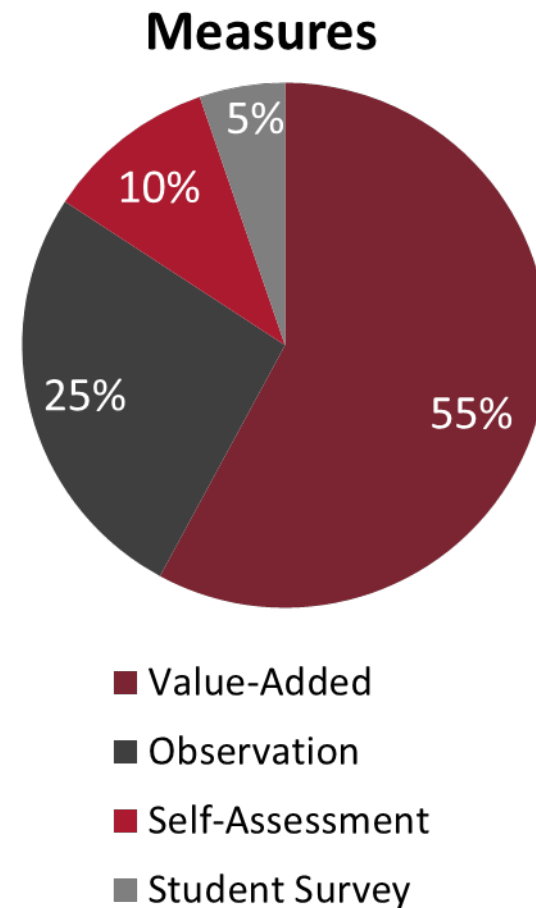
Multiple Measures Approach

Example



Example Weights

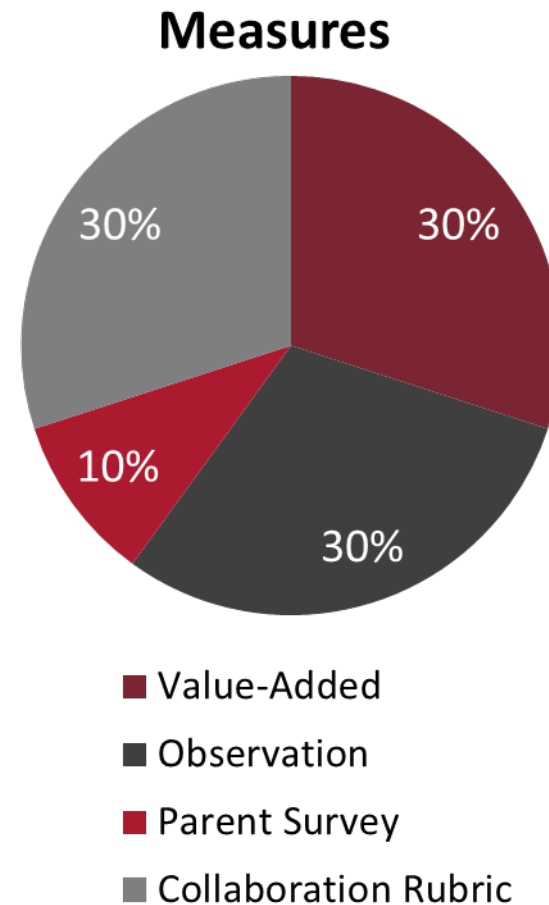
- Evaluation system goals
 - Teacher accountability in student growth
 - Compensation decisions
 - Student & family engagement



Example Weights

- Evaluation system goals

- Improve teacher capacity
- Teacher accountability in student growth
- Collaboration



Summary

- Measurement selection
 - Dependent on
 - State role
 - Goal/purpose
- Weight assignment
 - Dependent on
 - Purpose
 - Strength (reliability and validity)
 - Correlations to student achievement
 - Other measures



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