Evaluation

How to implement an evaluation system that helps teachers improve.
Evaluation systems tell us how teachers are performing in their most critical role: helping students learn.

Teacher Talent Toolbox

A high-performing teaching team

School-tested strategies for growing great teaching teams
Contents of the Evaluation Toolkit

**ESSENTIAL QUESTIONS**

- Who is responsible for evaluating and developing teachers?
- How frequently are teachers evaluated?
- How is student performance data considered in teacher evaluation?
- What are considerations for successfully implementing a system once it is designed?
- How can leaders communicate the purpose and details of an evaluation system?
- How should the evaluation process be monitored?

**TOOLS**

- Expectations and goal-setting documents
- Summative evaluation rubrics
- Frameworks for measures of student learning
Meaningful evaluations start with a well-designed system. But ultimately the system’s success depends on strong implementation.

Six Design Standards

1. ANNUAL PROCESS. Evaluate teachers annually.

2. RIGOROUS EXPECTATIONS. Set clear standards for excellence.

3. MULTIPLE MEASURES. Consider many aspects of performance.

4. MULTIPLE RATINGS. Use four to five rating levels.

5. REGULAR FEEDBACK. Encourage frequent observations.

6. SIGNIFICANCE. Use data in employment decisions.

Resources for designing an evaluation system are available at tntp.org/evaluation.
## Promising Practices for Implementing a Teacher Evaluation System

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
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</table>
| 1 | **Comprehensive coverage**  
   | Use the best available data to hold all teachers accountable for student learning. |
| 2 | **Clear communications**  
   | Establish a clear and consistent vision about the evaluation system’s purpose. |
| 3 | **Thorough training**  
   | Provide evaluators and key central staff the training and ongoing support they need to be successful. |
| 4 | **Purposeful operations**  
   | Prepare for staffing capacity, technology systems and logistics to ensure a system’s success. |
| 5 | **Constant improvement**  
   | Set aside regular time to reflect and evaluate priorities, outcomes, and costs of the system and adapt on an ongoing basis. |
Promising Practices in Action

1. **Comprehensive coverage**
   
   **D.C. Public Schools** evaluates all teachers based on student outcomes by using Teacher-Assessed Student Achievement Data (TAS) for teachers without individual value-add scores.

2. **Clear communications**
   
   **Memphis City Schools** uses expert “teacher ambassadors” at schools to help answer teacher questions.

3. **Thorough training**
   
   **Green Dot** gives school administrators consistent training on the observation rubric. Administrators must pass a test to earn certification.

4. **Purposeful operations**
   
   **RSD Pathways** provides regular, clear reports to both district leaders and individual teachers.

5. **Constant improvement**
   
   **PUC Schools** analyzes evaluation data by school and ensures evaluators are rating teachers consistently.
No single data point can paint a complete picture of a teacher’s performance, so evaluation systems should use multiple measures.

<table>
<thead>
<tr>
<th>Weighting for teachers with or without standardized test scores</th>
<th>D.C. Public Schools</th>
<th>Indiana</th>
<th>Achievement First</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>with scores</td>
<td>no scores</td>
<td>with scores</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>10 - 55%</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>Student growth</td>
<td>50%</td>
<td>10%</td>
<td>20 – 35%</td>
</tr>
<tr>
<td>School-wide performance</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Student learning objectives</td>
<td>10 – 15%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Student character development (includes student and parent surveys)</td>
<td>15%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Practice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom observation</td>
<td>35%</td>
<td>75%</td>
<td>50 – 60%</td>
</tr>
<tr>
<td>Other measures</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It’s possible – and essential – to hold all teachers accountable for student outcomes, even those who lack value-added data. States only test students annually in certain grades and subjects, value-added ratings are not available for all teachers. Develop objective measures of student academic progress in the remaining grades and subjects.

**Harrison County**

**Achievement Score**

Harrison County calculates a teacher achievement score that comprises 50 per cent of teacher evaluation.

The achievement score has 8 parts. The parts of the score are unique for different grades and subjects, and include common district assessments, performance tasks, and individual teacher goals.

**Indiana Department of Education**

**Student Learning Objectives**

All teachers set two student learning objectives.

Student learning objectives are targets of student growth and achievement set at the start of the school year that teachers and students work towards throughout year.
In Action: D.C. Public Schools assesses student outcomes for all teachers.

<table>
<thead>
<tr>
<th>IMPACT Student Outcomes Component</th>
<th>Measures</th>
</tr>
</thead>
</table>
| **Individual Value-Add (IVA) Component** (For Teachers with Value-Added Data) | • Measures a teacher's contribution to student growth on district-wide standardized tests.  
• Controls for student's past academic history, poverty level and other factors beyond the teacher's control, including special education status, ELL status, over-age status, and gender.  
• Covers around 15% of teachers. (4th-8th grade reading and math). |
| **Teacher-Assessed Student Achievement Data (TAS) Component** (For teachers without Value-Added Data) | • Measures a teacher’s impact on student achievement growth using pre-determined student performance targets on pre-determined assessments  
• Teacher selects or creates assessments and sets annual student achievement goals (growth and/or mastery); Principal must approve assessments and goals  
• All teachers have a TAS component, but it only counts (10%) for those without value-added scores. |
Other systems utilize a matrix approach to determine a summative score.

New Haven Public Schools Summative Evaluation Rating Matrix

<table>
<thead>
<tr>
<th>Instructional Practice and Professional Values</th>
<th>Student Learning Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>2*</td>
</tr>
<tr>
<td>5</td>
<td>3*</td>
</tr>
</tbody>
</table>

This approach uses multiple look-up tables to identify a rating for teachers on professional practice, student growth requirements or student learning objectives, and a combined score to identify the overall rating for a teacher.
Successful implementation requires a clear and consistent message about the evaluation system’s purpose.

“Nothing our schools can do for students matters more than giving them excellent teachers. That starts with a fair and accurate teacher evaluation and development system.

**Teachers need it** so that they can get useful feedback and support that helps them reach their instructional best.

**Schools need it** so that they can make smart decisions and build strong instructional teams.

RSD Pathways will help put teachers and instructional managers on a new path to instructional excellence.”

- RSD Pathways Overview for Teachers
Lead with a consistent, positive high-level message in all communications, then provide concrete details in plain language.

**D.C. Public Schools**

D.C. provides custom information packets on the IMPACT evaluation system for more than **ten groups of teachers**.

Different resources are available for teachers in tested and non-tested subjects.

**PUC Schools**

Teachers receive a comprehensive guidebook that explains evaluations, as well as development opportunities and career path options.
In Action: Use a variety of vehicles to send the same message – teachers deserve quality feedback and support to excel.

Houston Independent School District

- **An external website** gives an overview of the evaluation system.
- **An internal web portal** hosts teacher resources.
- **Superintendent newsletters** update principals and teachers.
- **Campus-based liaisons** share announcements with teachers.

Memphis City Schools

- School-based “**teacher ambassadors**” share information, correct misunderstandings, and generate teacher support for the evaluation system.
Train everyone involved in evaluation to ensure the system is implemented fairly, accurately and consistently.

Training Modules

Observations
- Conducting effective classroom observations
- Providing clear, constructive feedback to teachers

Communications
- Communicating with teachers about the system
- Establishing and delivering ratings to teachers

Data & Operations
- Analyzing and using student data in evaluations
- Combining student data and observation evidence
- Tracking evaluation data
- Managing time and resources to implement the system
In Action: Green Dot requires all observers to earn “certification” each year, to ensure consistency.

Observer Certification

School leaders attend an intensive, four-day training on conducting evaluations.

They must demonstrate mastery of the system to become certified and conduct evaluative observations.

<table>
<thead>
<tr>
<th>Certification Status</th>
<th>Categories of Certification</th>
<th>Certification Expectations</th>
<th>Observer Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidence</td>
<td>Alignment</td>
<td>% Match</td>
</tr>
<tr>
<td>C=Certified</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCH=Conditionally</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Certified High</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In Action: The Indiana Department of Education offers comprehensive guidance and resources for both evaluators and teachers.

Resources for Observers & Teachers

Indiana issued legislative guidance on training and supports for both evaluators and teachers. It also made training resources easily available online.
Dedicate significant staff capacity to plan for and manage the various components of an evaluation system.

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**Staff Capacity Demands**

**Communications**
- Communicate with teachers and principals and answer general questions
- Ensure teachers understand evaluation reports
- Manage the appeals process
- Provide guidance on student achievement goals

**Data**
- Process and analyze individual evaluation reports and end-of-year reports
- Plan the data system, make technology decisions, manage a vendor
- Confirm student rosters and mitigate other data issues
- Coordinate measures of student learning, including managing calculation of value-add scores and coverage of teachers in non-tested grades and subjects
Keep school leaders in mind when designing reports.

Key Data Reporting Considerations

An effective data reporting system will translate observation and student achievement data into easy-to-read reports for leaders.

Design reports to:

- **Represent the distribution of observation ratings**, to see the entire picture of teacher effectiveness.

- **Include value-add data**: The better leaders are able to compare observation data to student achievement data, the more aware of inconsistencies they can be.

- **Populate summary data by various sub-groups** to identify inconsistencies, like categories of schools or teachers that receive high observation ratings but low student outcome scores.

- **Be clear and consistent**: Leaders should be able to digest the most important information quickly and rely on the accuracy of the data.
In Action: The Recovery School District produces clear, easy-to-read evaluation reports for both teachers and district leaders.

### 2010-11 Evaluation Report

<table>
<thead>
<tr>
<th>Observation Date</th>
<th>Rating</th>
<th>Observation Date</th>
<th>Rating</th>
<th>Rating Date</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/27/2010</td>
<td>2.5</td>
<td>UNANNOUNCED</td>
<td>3.0</td>
<td>12/12/2010</td>
<td>4.0</td>
</tr>
<tr>
<td>3/17/2011</td>
<td>3.0</td>
<td></td>
<td>3.0</td>
<td>4/19/2011</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ADDITIONAL</td>
<td>3.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/27/2010</td>
<td>3.1</td>
<td></td>
<td>3.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/11/2011</td>
<td>2.1</td>
<td></td>
<td>3.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/2/2011</td>
<td>3.1</td>
<td></td>
<td>3.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/10/2011</td>
<td>2.7</td>
<td></td>
<td>3.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AVERAGE:** 2.8  **WEIGHT:** 20%  **FINAL WEIGHT:** 0.6

**INTEGRATION PERFORMANCE**

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th>INDICATOR AVERAGE</th>
<th>INTEGRATION AND PLANNING</th>
<th>INDICATOR AVERAGE</th>
<th>THE LEARNING ENVIRONMENT</th>
<th>INDICATOR AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results</td>
<td>3.5</td>
<td>Academic Goals</td>
<td>4.0</td>
<td>Expectations</td>
<td>3.0</td>
</tr>
<tr>
<td>Standards and Objectives</td>
<td>3.0</td>
<td>Instruction Plans</td>
<td>2.0</td>
<td>Managing Student Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>Motivating Students</td>
<td>3.5</td>
<td>Student Work</td>
<td>3.0</td>
<td>Environment</td>
<td>3.0</td>
</tr>
<tr>
<td>Presenting Instructional Content</td>
<td>3.5</td>
<td>Assessment</td>
<td>3.5</td>
<td>Respectful Culture</td>
<td>4.0</td>
</tr>
<tr>
<td>Lesson Structure and Planning</td>
<td>3.4</td>
<td>Performance Tracking</td>
<td>4.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities and Materials</td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning</td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Feedback</td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grouping Students</td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Content Knowledge</td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Knowledge of Students</td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking</td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td>3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOMAIN AVERAGE</td>
<td>3.0</td>
<td></td>
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</tr>
</tbody>
</table>

**RATING OVERVIEW**

- **Unsatisfactory:** Teacher is not meeting performance expectations; most students are not on track to meet their learning goals.
- **Developing:** Teacher may be meeting performance expectations in some areas, but has significant room to develop. Many students are not on track to meet their learning goals.
- **Proficient:** Teacher is meeting performance expectations in all areas; virtually all students are on track to meet their learning goals. The teacher has a clear plan in place for the few students who are not on track to meet their learning goals.
- **Accomplished:** Teacher is exceeding performance expectations in many areas. All students consistently meet or exceed their learning goals. The teacher is able to dramatically change the trajectory of student performance.
- **Exemplary:** Teacher is exceeding performance expectations in all or nearly all areas and can be a model for other teachers. All students consistently meet or exceed their learning goals.
Set aside regular time to reflect on the evaluation system’s progress, and identify ways to improve.

No design or implementation plan will be perfect. Consistent reflection and redesign are key to improving evaluation and, consequently, teacher quality over time.

Strong networks, districts and states that have already begun this work communicate regularly with their stakeholders to get feedback and use pilot models to collect information and make better decisions.

The key is getting started.
In Action: PUC Schools closely monitor teacher observations, and intervene when school leaders need additional support.

1. Hold evaluators accountable. Monitor evaluator ratings to maintain consistency over time.

2. Set clear metrics of success. Develop clear standards for a meaningful distribution of teacher ratings and analyze results against those standards.

3. Tap expert support. Assemble teams with operational and legal expertise to monitor and support implementation.

Each school leader is audited during their first official observation after becoming a certified evaluator.

- Leader who meet expectations are not closely monitored for the remainder of the year.
- Leaders who do not meet expectations perform future observations alongside a co-observer to ensure consistent ratings until they are re-certified as a reliable evaluator.
Explore additional tools for this Toolkit on the Full Toolbox page. Also, be sure to access the five other Toolkits of the Teacher Talent Toolbox to craft a complete talent management strategy.

Teacher Talent Toolbox

School-tested strategies for growing great teaching teams