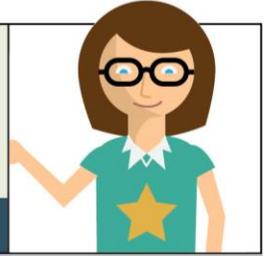


EVALUATION, ACCOUNTABILITY, AND PROFESSIONAL DEVELOPMENT IN AN OPPORTUNITY CULTURE

A PRACTICAL GUIDE

STEP 1: EVALUATION OVERVIEW



THE VISION

Every student deserves access to excellent teachers, every year, and every teacher deserves outstanding, sustainable, paid career opportunities—to learn, improve, excel, and increase their impact on students. This is what we call an “Opportunity Culture” for teachers and students.

Opportunity Culture school models use job redesign and age-appropriate technology to extend the reach of excellent teachers and their teams to more students—through direct instruction and by leading other teachers, taking accountability for the results of those teachers’ students. When an entire school implements Opportunity Culture models, teachers can earn more, within regular budgets, and gain collaboration and planning time at school, while keeping instructional group sizes the same or smaller. Districts and schools creating an Opportunity Culture follow five Opportunity Culture Principles, below.

OPPORTUNITY CULTURE PRINCIPLES

Teams of teachers and school leaders must choose and tailor models to:

1. Reach more students with excellent teachers and their teams
2. Pay teachers more for extending their reach
3. Fund pay within regular budgets
4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development
5. Match authority and accountability to each person’s responsibilities



This starts a virtuous cycle, as shown at the top of page 2: More teachers learn on the job through collaboration with and leadership by their best peers. More teachers are attracted to these engaging and well-paid roles, so schools can be selective about who teaches and develops peers. That creates a group of teachers who continue to improve and support fellow teachers who strive for excellence.

Research shows that teachers who were on average at the 50th percentile in student learning gains, who then joined teams led by teacher-leaders known as multi-classroom leaders, or MCLs (who had prior high growth as teachers), produced learning gains equivalent to those of teachers from the 75th to 85th percentile in math, and, in six of the seven statistical models, from 66th to 72nd percentile in reading.

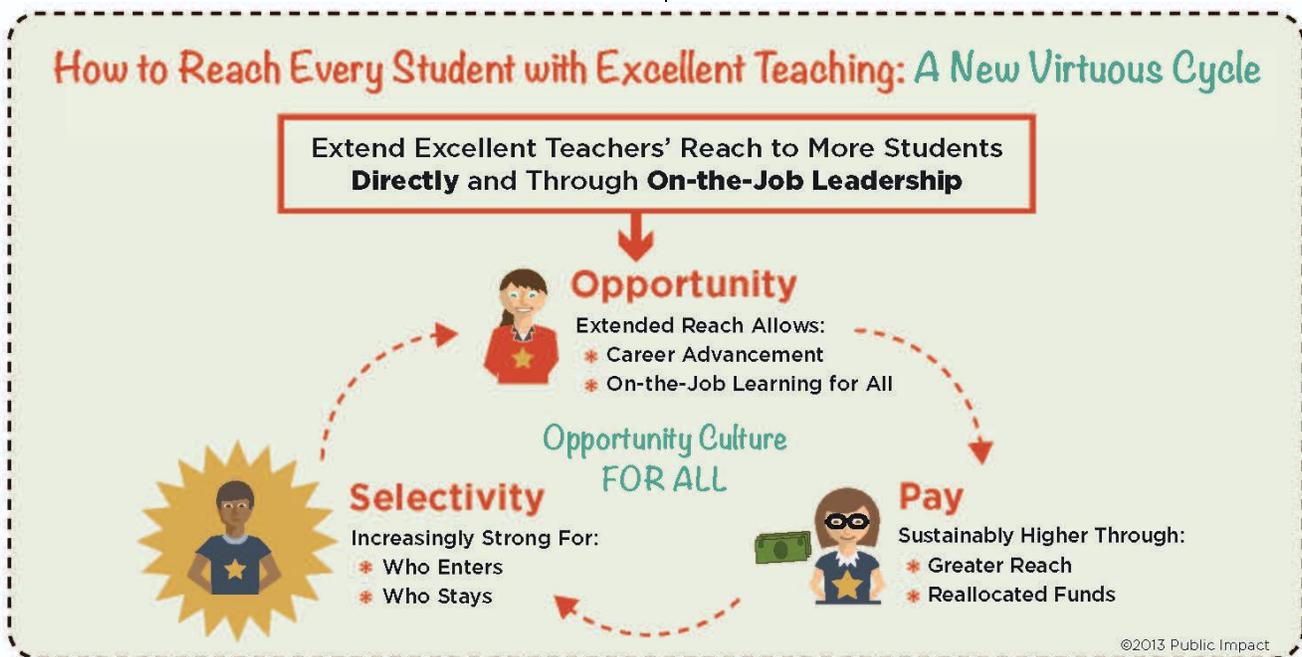
More teachers who receive strong support and job-embedded, intensive professional development will stay in teaching, helping districts increase the pipeline of trained leaders who can lead teams and schools. Students learn more—and everyone wins.

Evaluation is one critical element of an Opportunity Culture, used primarily to guide development and career opportunities. **Great evaluation:**

- * supports on-the-job and long-term development for great teaching
- * helps identify teachers for advanced roles in which they are likely to succeed
- * prepares teachers for advanced roles that help their peers and more students succeed; and
- * matches teachers to long-term paths in which they can best succeed.

But teacher evaluation reforms that swept the nation in the early 2000s were built for the one-teacher-one-classroom model, and few districts have provided a robust, sustainably funded way to connect teacher evaluation with career opportunities. The field also became tangled in

Figure 1. Virtuous Cycle



worries about who can fairly evaluate teachers, and how, since most teachers still work alone most of the time.

In contrast, in an Opportunity Culture, *few* teachers work alone most of the time. Instead, when schools implement the models fully, most teachers and paraprofessionals work in teams on which each person does what he or she does best, and a team of leaders supports the principal. Because most Opportunity Culture teachers collaborate with colleagues in teams, they see one another's thinking and actions up close as together they set high expectations for student learning, plan instruction, deliver and facilitate learning, and improve. These colleagues and team leaders are in the best position to give one another valuable and accurate feedback to support their improvement throughout the year. They can support one another's career advancement, too. (See Figure 2: Career Paths in an Opportunity Culture, on page 3.) Advancing their careers simultaneously means helping more students succeed.

All of this changes both the content and process of teacher evaluation—for the better. Teachers in Opportunity Culture roles have new opportunities to help students and peers, and many have the daily support and continual feedback that the one-teacher-one-classroom model lacks. New models

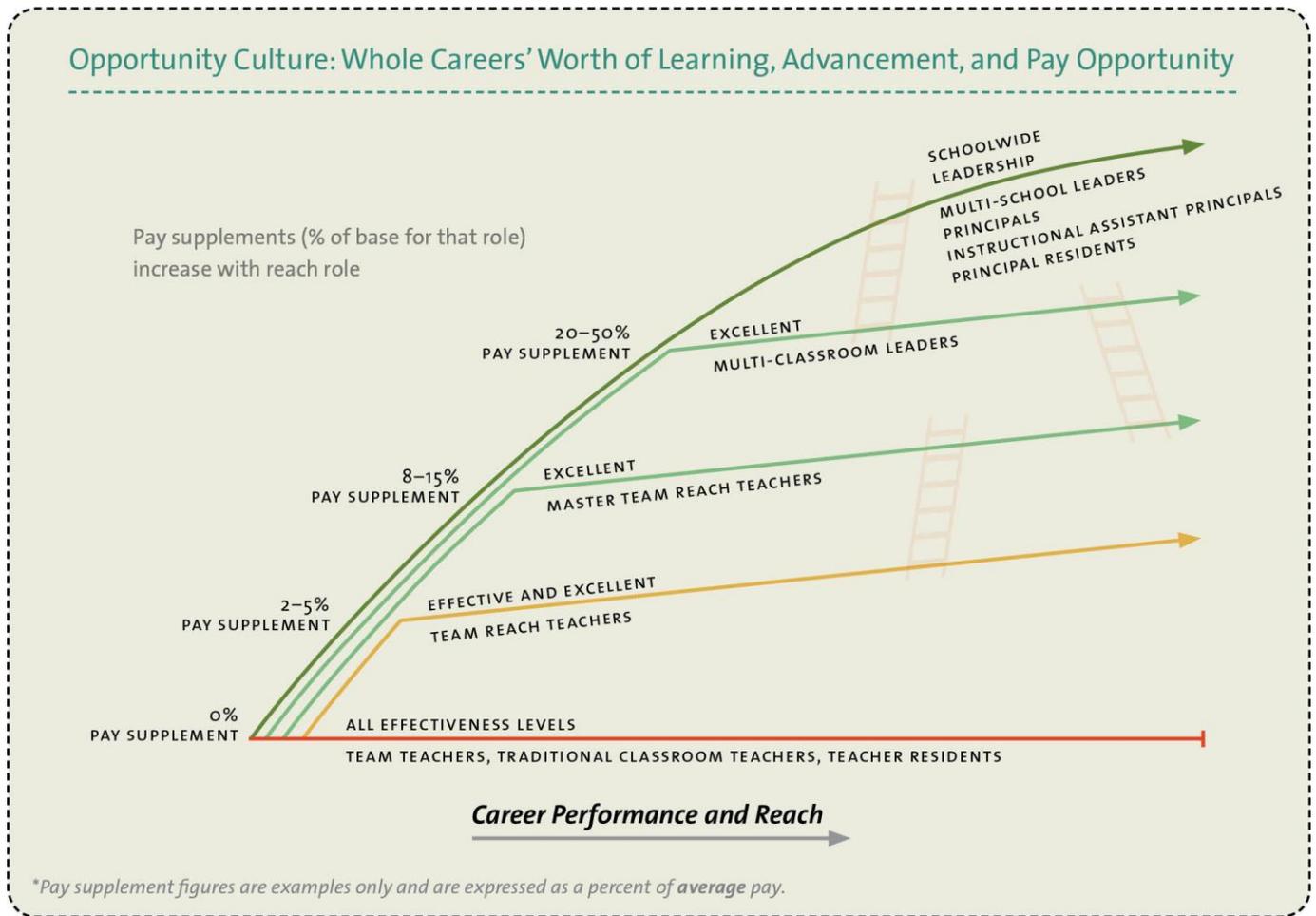
help solve some of today's most vexing teacher evaluation challenges, discussed later in this guide.

But districts and states must *deliberately* change evaluation to match the team, team leader, and extended-reach roles that are common in schools using Opportunity Culture models. These roles have wider spans of students, sometimes with narrower ranges of teaching content. They require enhanced soft skills—such as teamwork, team leadership, and flexibility—and hard skills, such as managing meetings and analyzing larger sets of student growth data during the year. Not changing evaluation systems appropriately can lead to mismatched students and teachers in formal accountability systems, lack of on-point, frequent feedback for teachers in new roles, missed opportunities for teachers to improve faster, and reduction of further career opportunities—harming teachers and students.

The purpose of this guide is to help education leaders align evaluation and its uses with an Opportunity Culture and similar school models and career paths—successfully and at a low cost.

Here, we draw on lessons from evaluation in the one-teacher-one-classroom mode—as well as the early experiences of and input from Opportunity Culture teachers and principals—to guide states, districts, and schools toward ensuring that evaluation supports everyone's success.

Figure 2: Career Paths in an Opportunity Culture



USING THIS GUIDE

This practical guide is part of a suite of free, online materials for designing and implementing Opportunity Culture school models, available on OpportunityCulture.org. In addition to help for school leaders and teachers, this growing suite includes guidance for policymakers and leaders for policymakers and leaders of major district systems: human resources, finance and budget, and others.

This guide is paired with the policy brief *Evaluation and Accountability Policies for an Opportunity Culture*. The policy brief is for anyone who wants laws and other policies to support this kind of collaborative, excellence-focused school culture.

This practical guide is a toolkit for school, district, and state implementers—anyone affecting design or implementation of teacher evaluation. States in which Opportunity Culture (or similar) models are being adopted by numerous districts can design default evaluation systems. Or pioneering districts

can design their own, which then can inform other districts in the same state, then state-level designs when many districts begin to implement.

The guide is organized into sections covering evaluation redesign, evaluation content, evaluation process, and critical uses of evaluation (see Figure 3: Evaluation Redesign Process). Districts and states can adopt or adapt this guide’s evaluation content and process suggestions and tools. Each section

Figure 3: Evaluation Redesign Process

Evaluation Redesign Process		
Evaluation Content	Evaluation Process	Critical Uses of Evaluation
<ul style="list-style-type: none"> * Categories & measures * Ratings & weightings 	<ul style="list-style-type: none"> * Ongoing feedback & development * Annual evaluation & development planning 	<ul style="list-style-type: none"> * Development * Career Paths * Talent Management

includes a set of action steps, considerations and guidance, tools, and links to other relevant resources. The action steps are rolled up into one large tool, the *Evaluation Action Checklist*.

The guide covers the core Opportunity Culture school models. The core models are described in a nutshell in Figure 4, School Model Snapshots, on page 5.

In addition to detailed job descriptions for the roles in each school model, the guide also suggests behavioral competencies for each role. Schools and districts can use these behavioral competencies—that is, the behaviors needed in these new roles—for evaluation, development, and career advancement, as well as for *selecting* teachers. Some schools may combine school models, and in

turn will need to alter the job descriptions and other materials accordingly. Schools must adapt these materials to fit each school setting and to incorporate additional evaluation and development priorities.

Districts and schools implementing other team-based teaching models, team leader roles, blended learning, and other models similar to an Opportunity Culture can also use this guide and its tools.

For more information, see [OpportunityCulture.org](https://www.opportunityculture.org), which provides step-by-step school design help and more. Visit often for updated materials.

Tools and Resources

- [Evaluation Action Checklist](#)

Talent Management in an Opportunity Culture: New Human Capital Chain

This guide covers teacher evaluation *and* development planning. Evaluation and development are two of several **talent systems—or people success systems—essential to making schools as great as they can be**. All are linked in a chain of support for a culture in which every teacher and school leader has the best chance for achieving a career of success, improvement, high impact, and joy at work.



Talent Management in an Opportunity Culture: New Human Capital Chain—Detail

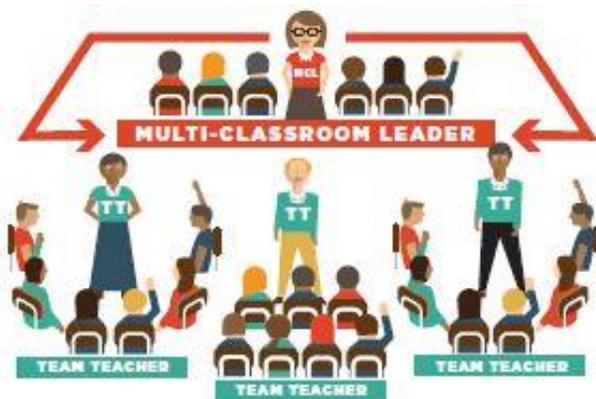
Organization & Job Design	Recruitment into the Profession	Teacher & Leader Preparation	Selection by Districts & Schools	Induction by Team & Peer Leaders
Excellent teachers paid with regular funds to take responsibility for more students, directly and by leading teams & helping all teachers excel	High-potential candidates attracted to career options that allow them to grow professionally within the classroom	Preparation programs prepare candidates for their best-fit subjects, teaching roles, teamwork, and leadership	Districts and schools become more selective and screen for fit with new extended reach, team and leadership roles	The people teachers and school leaders work with induct them on the job
Evaluation	Coaching & Development	Paid Career Paths	Talent Management	
Informs school, team, and individual professionals' improvement	By team & peer leaders, frequent and on-the-job, supplemented by reading, training & reflection	Sustainably-funded pay for advanced roles made possible by extending teachers' reach and job redesign	District makes the best use of available talent and strengthens the pipeline of great teachers and leaders – benefitting students and professionals	

The Critical Role of Human Resources

While school staff will carry out evaluation and development, in many districts the human resource (HR) office will oversee the process and play a critical role in career advancement implementation and talent management. HR can be a strong service provider to support school and teacher success by providing excellent tools and materials—on paper or online—reminding principals, team leaders, and teachers of their roles in each step, and ensuring that data is collected about each step for later analysis and improvement.

HR staff members who excel at this work view themselves as customer service providers to the principals and teachers. They are determined to do everything they can to encourage and enable excellent evaluation, development, and career advancement actions. They view themselves as critical members of the team that will provide teaching excellence to all students, and outstanding career opportunities and work environments to teachers.

Figure 4: School Model Snapshots



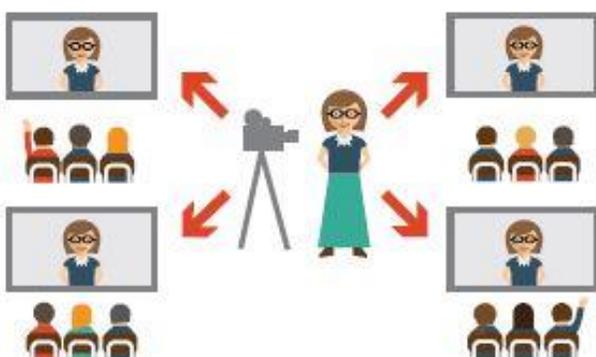
MULTI-CLASSROOM LEADERSHIP: THE ESSENTIAL MODEL

A multi-classroom leader (MCL) is a teacher with leadership skills and a record of high-growth student learning who both teaches part of the time and leads a small, collaborative team of teachers for a group of classrooms in the same grade or subject. MCLs share and collaboratively improve instructional strategies and their most effective practices for classroom success. Teaching teams collaborate and plan together through careful scheduling and, in some cases, supervision of students by paraprofessionals (“reach associates”) or teaching residents. Accountable for achieving high growth for all the team’s classrooms, the MCL determines how students spend time and tailors team teachers’ roles according to their strengths.



TEAM REACH

Team reach teachers on a multi-classroom leader’s team directly teach more students than usual, but typically without raising instructional group sizes. Students rotate among teachers and paraprofessionals (“reach associates”) or teacher residents, who may tutor individuals and small groups and supervise skills practice, project work, and limited, age-appropriate digital instruction. Teachers use their face-to-face teaching time for higher-order learning and personalized follow-up, often using small-group instruction. In elementary schools, teacher may specialize by subject. Teachers with prior, consistently high growth may assume an advanced role as a master team reach teacher, to assist a multi-classroom leader with a larger team and/or to reach significantly more students than other teachers.



REMOTELY LOCATED TEACHING

When schools face a persistent scarcity of teachers in subjects, particularly in secondary schools, teams may include remotely located teachers. Remotely located teachers use technology to provide live, but not in-person, instruction. They teach students served and supervised by school-based teachers and staff, who typically are on a team led by a multi-classroom leader. Some MCLs in schools may lead a team of all or mostly remotely located teachers, typically in schools that are very hard to staff. Remote teachers also may have a remotely located multi-classroom leader (MCL) who leads a team of remotely located teachers serving many geographically dispersed schools and students. MCLs monitor and improve instruction collaboratively across the team, including both on-site and remotely located teachers, schools, and students.

ACKNOWLEDGEMENTS

This practical guide is a working document. It and the linked tools will be updated periodically; please check <https://opportunityculture.org/evaluation-guide/> for the most recent version.

ABOUT THE AUTHORS

This guide's co-authors include Emily Ayscue Hassel, Stephanie Dean, Lucy M. Steiner, Mindy Schlegel, Stacey Shumake, Nita Losoponkul, and Bryan Hassel of Public Impact, with significant input from Andy Baxter of the Southern Regional Educational Board (SREB). Any errors are Public Impact's.

This was informed by teachers and education administrators at SREB events who provided input on traditional evaluation systems, and by teachers, principals, and district staff in districts implementing Opportunity Culture school models. We thank these districts and their educators for their pioneering work. They are not just leading classrooms, teams, and schools, but a whole nation's worth of teachers who are waiting to lead within their schools, and waiting for better development and paid career advancement while teaching.

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