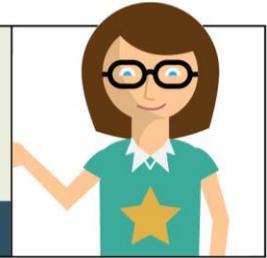


EVALUATION, ACCOUNTABILITY, AND PROFESSIONAL DEVELOPMENT IN AN OPPORTUNITY CULTURE

A PRACTICAL GUIDE

STEP 4: EVALUATION PROCESS FOR NEW ROLES



EVALUATION REDESIGN ACTION STEPS

All of these actions are taken by the **Evaluation Design Team, Human Resources, and/or OC Initiative leaders**. Principals take action for specific teachers in their schools annually, as indicated.

Use the *Evaluation Process Plan* for all of the steps below.

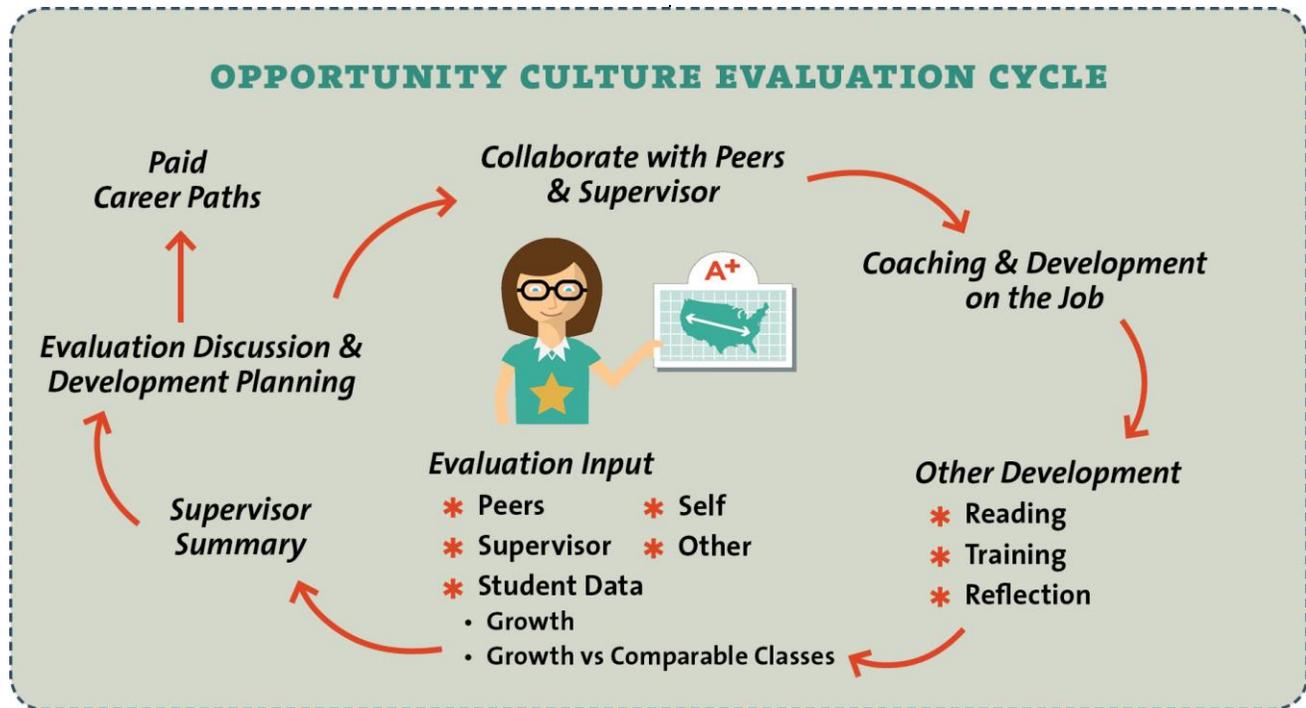
- Prepare to design evaluation process
 - Review input about the evaluation process gathered from stakeholders and design team
 - Review *Lessons from Teacher Evaluation in Traditionally Staffed Schools*
- Review the measures selected to evaluate teachers
 - Which will be used for feedback and development during the school year?
 - Which will inform annual evaluation and development?
- Design ongoing feedback and development during the school year
 - Who will do each of the following steps, with what materials and input, and when?
 - How will the results of each step be used?
 - Use the *Evaluation Process Plan* and the example in it
 - Follow these steps:
 - Collect data informally, while co-planning, co-teaching, co-improving; or do observations.
 - Provide input into ongoing development. Use *Educator Improvement Feedback Tool* to start.
 - Collect data other ways for ongoing development, such as student and parent surveys.
 - Summarize mid-year feedback.
 - Provide ongoing feedback and coaching.
- Design annual evaluation and development planning
 - Who will do each of the following steps, with what materials and input, and when?
 - How will the results of each step be used?
 - Use the *Evaluation Process Plan* and Opportunity Culture *Standard Evaluation Tools Package*, as a start.
 - Follow these steps:
 - Collect annual evaluation data
 - Provide input into annual evaluation
 - Summarize annual evaluation
 - Share annual evaluation
 - Write development plan
 - Share development plan with teacher
 - File evaluation and development plan with official records
- Record decisions on the *Evaluation Process Plan*
- Communicate widely with all affected

CONSIDERATIONS AND GUIDANCE

The **evaluation process** should change substantially in Opportunity Culture schools—for the better. The challenges faced in one-teacher-one-classroom systems melt away when most teachers work

collaboratively in teams, receiving frequent development on the job by direct supervisors who share the responsibility for outcomes. But collaboration brings with it the need for teamwork and clarity about common goals, each person’s role,

Figure 1. Opportunity Culture Evaluation Cycle



and the process for working together—and improving together.

This step discusses critical evaluation process design decisions that every district must make when scaling up Opportunity Culture roles into many schools. It also includes model tools. As you determine your district’s evaluation process, be sure to review input gathered from stakeholders and check your choices against *Lessons from Teacher Evaluation in Traditionally Staffed Schools*, to ensure that your process reflects lessons from the past about what to include and avoid.

The OC Evaluation Design Team must decide whether to use or adapt the materials provided here; in all cases, the team will still have critical design decisions to make—such as who provides input into evaluations and who provides feedback and development planning support to teachers and teacher-leaders, ongoing and annually.

The Opportunity Culture initiative leader and team can present options to the OC Evaluation Design Team or make decisions based on that team’s prior input. The OC Evaluation Design Team should be kept informed of all decisions and have the chance to review and comment upon draft materials.

The Opportunity Culture Evaluation Cycle above shows the major evaluation and development process steps. The cycle begins with the regular collaboration among peers and team leaders that is common in Opportunity Culture models in accordance with the **Opportunity Culture Principles**. Regular work together allows coaching and feedback on the job. This feedback, along with annual evaluation meetings and optional midyear focal discussions, points to the necessary additional training, readings, and reflection for individual teachers—and for teams addressing common challenges.

When it’s time for formal, annual evaluations, many people have insight into each teacher’s teaching and can provide input. Colleagues have seen not only their peers’ direct teaching, but also their behind-the-scenes planning, monitoring, and instructional adjustments that affect teaching quality and student outcomes. Individuals have

In an Opportunity Culture Evaluation Cycle, there are few surprises at formal, annual evaluation time.

Special Opportunity for Schools with Teams of Leaders

Most schools that adopt Opportunity Culture models schoolwide use the multi-classroom leader model, alone or in combination with other models. Principals and assistant principals who manage a team of multi-classroom leaders across the school—as the highest-performing OC schools are doing—will have worked collaboratively with their MCLs to plan and monitor instruction and improve teaching schoolwide all year.

Multi-classroom leaders thus will have feedback throughout the year in MCL-principal planning meetings as well as the feedback inherent when they observe the progress of their teams' students and teachers throughout the year. When it is time for annual reviews, multi-classroom leader evaluations benefit from the insights of team teachers and MCL peers with whom they have planned and monitored schoolwide instruction all year, not just their principals (or assistant principals).

better insights about their own strengths and challenges, because of the ongoing feedback and frequent chances to observe others. There are few surprises.

Supervisors really know their team members' work and have many sources of input from other teachers and paraprofessionals who have seen their colleagues in action. That leads to more productive evaluation, development, and career path discussions.

Other Issues

The ideal evaluation process for each role will consider who is in the best position to observe each teacher through all or part of the natural planning, teaching, and improvement cycle throughout the year.

In schools or for certain positions where teachers are not working collaboratively on a teaching or leadership team *within* schools, alternative evaluation inputs will be needed to build in valuable day-to-day evaluation. One option is for a district—or coalitions of contiguous districts—to establish third-party evaluation teams of subject and/or

grade peers. Ideally, these peers are teaching colleagues in the same or very similar subjects and grades from other schools. And most ideally, these teammates also have time set aside to plan, review student data, and improve in cross-school learning communities. Hybrid multi-classroom leaders can lead these teams across schools and districts, just as they do within schools. (See *Career Paths and Pay in an Opportunity Culture* or more about paying hybrid-role teachers.) This model may also work for some subjects or student populations—world languages, the arts, and special needs, for example—that must operate differently from the core-subject Opportunity Culture models and teams. More experience is needed, but we expect the fastest-scaling districts to pioneer the roles, models, and evaluation process for that support improvement (Little e), accountability and advancement (Big E).

Collective bargaining contracts today may include some restrictions that unintentionally inhibit the kind of feedback-rich, development-focused culture of excellence described here. Those provisions were bargained in a one-teacher-one-classroom environment. We expect that over time, as more schools adopt collaborative teaching and leadership models, unions may demand that teachers receive more day-to-day feedback on their practice and more people informing annual evaluations—making annual evaluations increasingly accurate, fair, and surprise-free.

Lags in annual testing reports can inhibit effective annual evaluations. Incorporating feedback from multiple colleagues and from interim assessments—both standardized digital assessments and student work graded using rubrics correlated with standardized test outcomes—will reduce the importance of fast testing results. In addition, we anticipate and hope for increased stability, and thus speed, in annual assessment reports in the coming decade.

Opportunity Culture.org has free sessions designed specifically to give multi-classroom leaders training in leading a teaching team.

Finally, supervisors—whether principals, multi-classroom leaders or others—will do best when they receive training to understand what processes and tools to use and to practice giving constructive feedback. Free, online **sessions** designed for multi-classroom leaders on OpportunityCulture.org are designed to help with providing feedback and with setting expectations and clarifying roles for teaching teams in advance. These sessions may help other leaders, as well. Districts should consider replacing other professional development trainings with sessions to teach supervisors about providing ongoing and annual feedback, coaching, and career-path planning. These trainings should include practice and role play using the specific tools that supervisors will be using in the district.

Tools

□ The **Evaluation Process Plan**, which includes an example of a completed plan, contains the decisions the Evaluation Design Team, or the human resources staff working with the Opportunity Culture initiative leader, will need to make. A district can start with the example, changing other elements as desired. Or a district can start with the blank planner and think from scratch.

Use input from any stakeholder and Evaluation Design Team planning sessions, as well. Districts can engage numerous stakeholders—especially teachers and principals—via survey or focus groups within schools to get input into and feedback on draft evaluation plans.

□ **The Educator Improvement Feedback Tool** is a tool to get input from those who work with each educator and for supervisors to summarize ongoing feedback. Gathering input from students, which is growing in popularity, likely involves surveying them with questions relevant to job responsibilities and competencies. While this guide does not provide a sample survey tool, several tools exist for gathering this kind of input. See Bellwether Education, “Lessons from the Field: The Role of Student Surveys in Teacher Evaluation and Development,” May 2014, for an overview.

http://bellwethereducation.org/sites/default/files/Bellwether_StudentSurvey.pdf

□ **Multi-classroom leader training sessions** on OpportunityCulture.org can help supervisors set expectations with their teams and provide constructive feedback and development. Look for additional sessions in the future to help principals and multi-classroom leaders prepare and support teachers in other Opportunity Culture roles.

Resources

Below is a selection of resources that address key elements of teacher evaluation systems in traditionally staffed schools in detail, including: roles for conducting evaluation, classroom observations, job-embedded professional development, peer feedback and evaluation, value-added measures, and feedback loops for ongoing improvement. Opportunity Culture schools may find elements of these helpful, as well.

Fixing Classroom Observations: How Common Core Will Change the Way We Look at Teaching

The New Teacher Project, November 2013

Emphasizes two must-haves for teacher evaluation: assessing what’s being taught in addition to how it’s being taught, and putting observation rubrics “on a diet.” Notes that well-designed evaluation systems won’t have effects unless districts devote time and resources to ensure teachers get helpful feedback.

TNTP Core Teaching Rubric: A Tool for Conducting Common Core-Aligned Classroom Observations

The New Teacher Project, February 2014

Offers a streamlined rubric aligned to the Common Core State Standards in response to findings that classroom observations suffer from overly complex rubrics.

Generating Teaching Effectiveness: The Role of Job-Embedded Professional Learning in Teacher Evaluation

National Council on Teacher Quality, May 2012

Explains that professional development is regularly associated with the “results” of evaluation, rather than being an integral part of the evaluation process itself. Highlights research on how teachers learn best—job-embedded learning—and

particularly how teachers learn from evaluation to increase their effectiveness.

REACH 2.0: Incorporating Peer Feedback and Peer Evaluation

Teach Plus, 2015

Teach Plus surveyed teachers during implementation of Chicago's new evaluation system and makes recommendations for improvement. One finding of note: 89 percent of teachers thought evaluation by a peer with similar content experience would be very helpful or helpful.

Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three-Year Study

Gates Foundation, March 2013

Large-scale three-year national study that analyzed results from three types of measures: classroom observations, student perceptions, and student learning growth. Concluded that value-added scores were an accurate assessment of teachers' impact on student performance, but were more accurate when combined with other performance measures. Recommends that value-added scores represent only one-third to one-half of a teacher's evaluation.

Evaluating Evaluations: Using Teacher Surveys to Strengthen Implementation

Aspen Institute, 2013

Describes the value of using teacher surveys to investigate how evaluation information might be better converted into more effective teaching.

State of the States 2013, Connect the Dots: Using Evaluations of Teacher Effectiveness to Inform Policy and Practice

National Council on Teacher Quality, 2013

A review of teacher evaluation policies across the 50 states and DC; identifies states with teacher evaluation systems that require student growth and make student academic outcomes a significant or the most significant factor. Outlines successes and lessons learned.

Lessons from the Field: The Role of Student Surveys in Teacher Evaluation and Development

Bellwether Education, 2014

An overview of instruments and providers that gather student input about teacher performance; a review of early lessons regarding the use of surveys, with recommendations on gaining teacher support for the use of student surveys and on using data from surveys to support development.