

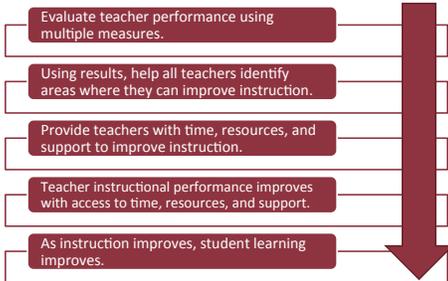
 NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY

Comprehensive Teacher Evaluation: A Systematic Approach

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LEARNING POINTS ASSOCIATES  

Improve Student Achievement by Focusing on Instructional Quality



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graph TD
    A[Evaluate teacher performance using multiple measures.] --> B[Using results, help all teachers identify areas where they can improve instruction.]
    B --> C[Provide teachers with time, resources, and support to improve instruction.]
    C --> D[Teacher instructional performance improves with access to time, resources, and support.]
    D --> E[As instruction improves, student learning improves.]
    
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What Do You Think?

- What does it take to create a comprehensive teacher evaluation system?
- Who should be involved?
- What are the critical decisions that must be made?
- What are the “key ingredients”?

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Critical Decisions Guide: Building Teacher Effectiveness Systems

- A TQ Center resource that offers states and districts resources and tools to build better evaluation systems.
- This guide is designed to assist leaders as they think critically about each phase in the development of their evaluation system.
- This guide addresses decisions that education leaders commonly face.
- For each decision, users are provided a series of questions for consideration as well as links to resources available from the TQ Center and other education organizations.

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Critical Decisions Guide: Building Teacher Effectiveness Systems



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

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Determining First Steps

- Readiness for Reform
 - Is our state or district ready for this reform?
 - What can we learn from other states and districts that have gone through this process?
- Engaging Stakeholders
 - How can we get the union involved?
 - What rules and policies will influence our path?

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Determining First Steps

- Developing a Communication Plan
 - What are our goals? How will we communicate these effectively?
- Starting the Conversation
 - What resources can we use to start the conversation?

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Measuring Teacher Effectiveness

- How should we measure teacher effectiveness?
- What does the research on measuring teacher effectiveness say?
- How do we link all teachers to student outcomes?

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Performance Appraisal Instruments and Their Purposes

Purpose of Evaluation of Teacher Effectiveness	Value-Added	Classroom Observation	Portfolio of Artifacts	Portfolio	Teacher Self-Reports	Student Ratings	Other Reports
Find out whether grade-level or instructional teams are meeting specific achievement goals	X						
Determine whether a teacher's students are meeting achievement growth expectations	X		X				
Gather information in order to provide new teachers with guidance related to identified strengths and shortcomings		X	X	X			X
Compare the effectiveness of teachers to their elementary grade-level peers (which to test scores from previous years are available to predict student achievement (required for value-added models))		X	X	X			X
Examine the effectiveness of teachers in non-academic subjects (e.g., art, music, and physical education)		X		X		X	X
Determine whether a new teacher is meeting performance expectations in the classroom		X	X	X		X	X
Determine the types of assistance and support a struggling teacher may need		X	X		X	X	
Gather information to determine what professional development opportunities are needed for individual teachers, instructional teams, grade-level teams, etc.	X	X			X	X	
Gather evidence for meeting contract renewal and tenure decisions	X	X					X
Determine whether a teacher's performance qualifies her or her for additional compensation or incentive pay (bonuses)	X	X					X
Gather information on teacher's ability to work collaboratively with colleagues to evaluate needs of and determine appropriate instruction for at-risk or struggling students				X	X		X
Establish whether a teacher is effectively communicating with parents/guardians				X			X
Determine how students and parents perceive a teacher's instructional efforts						X	
Determine who would qualify to become a mentor, coach, or teacher leader	X	X	X	X			X

From A Practical Guide to Evaluating Teacher Effectiveness, Little, Ball, and Doe. The National Comprehensive Center for Teacher Quality, April 2009. <http://nctq.org/resources/evaluatingteacherleadership/>. The guide is based on the T2 Center research synthesis Approaches to Evaluating Teacher Effectiveness: A Research Synthesis by Coe, Ball, and Little (2008).

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Measuring Effectiveness

Question

- Is the instrument being used for the same purpose for which it was designed?

Question

- Does the instrument capture what it is intended to, or is it biased by factors unrelated to teaching?

Question

- Do the interpretations being drawn from the scores go beyond what the instrument is actually able to measure?

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The Guide to Teacher Evaluation Products

- Classroom Observation
- Self-Assessment
- Student Surveys
- Portfolios
- Instructional Artifacts
- Student Performance Measures



Guide to Evaluation Products, National Comprehensive Center for Teacher Quality, <http://www3.learningpt.org/tqsource/GEP/> 2016

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

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Finding Funding & Developing a Data Infrastructure

- What funding sources are available to support the development and implementation of our system?
- What is the role of data in implementing and sustaining our system?

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Using Data to Inform Decisions

- Using Data to Inform Professional Development
 - How can we identify and support high-quality teachers?
- Using Data to Inform Personnel Decisions
 - How can we better coordinate evaluation, tenure, and licensure policies?

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Using Data to Inform Decisions

- Using Data to Inform Compensation Decisions
 - How have other states and districts developed alternative compensation systems?

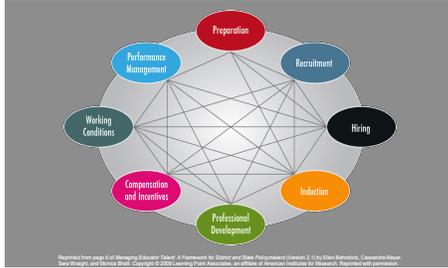
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Evaluating the Teacher Effectiveness System

- How do we evaluate a teacher effectiveness system? (in other words...how do we know it's working? Or not working?)

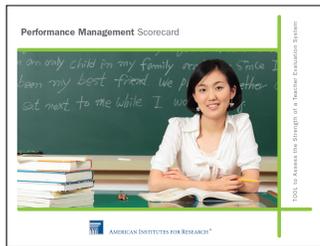
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Educator Talent Management



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A Self-Assessment Activity



<http://survey.learningpt.org/ScoreCard/survey.aspx?pg=1>

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