

Thinking Systematically: An Action Planning Workbook to Guide the Implementation of Rigorous Comprehensive Educator Effectiveness Systems



Measuring Educator Effectiveness to Improve Teaching and Learning



Supporting State Efforts to Implement Educator Effectiveness Systems

Recent federal priorities and funding opportunities, such as Race to the Top competition and School Improvement Grants, recognize the impact of teachers on student achievement and emphasize the urgent need to create and implement quality, comprehensive, strategic systems for evaluating teacher performance in a manner that will identify, support and develop teacher effectiveness and increase student growth. In response, many states have passed legislation mandating the creation and implementation of comprehensive, high-stakes teacher evaluation systems. As state policymakers are responsible for the design, development and implementation of evaluation systems using multiple measures, including student growth, it is critical that they are familiar with emergent research, promising practices and strategies related to the design of teacher and principal evaluation systems and uses of the resulting data. The Southwest Comprehensive Center (SWCC) designed this workshop to provide guidance to states as they consider the implementation of educator effectiveness systems.

Purpose of this Workbook

The SWCC created this action-planning workbook to help states as they determine ways to implement educator effectiveness systems. This workbook takes stakeholders through a series of discussion-based reflection, consideration and action steps that will help initiate implementation in their state. Although additional steps beyond those included are crucial, this workbook can serve as a guide to help frame the workshop sessions to maximize available discussion and planning time. This workbook provides the opportunity to:

- Reflect on session presentations and consider critical questions that should be determined before and during the implementation process
- Share information, ideas and resources with state team members
- Address opportunities and challenges in a supportive, transparent environment
- Consult with experts on issues of strategic implementation, assessment, data management and evaluation
- Identify goals, priorities, plans and next steps

Core Components of a Comprehensive Educator Evaluation System Session

Tricia Miller and Lynn Holdheide, TQ Center; Tuesday, August 16, 12:30 – 1:15pm

Discussion	Notes	Needs	Next Steps
<p>Session Reflection</p> <p>Which key ideas stood out? Did the presentation make you think about something differently? Was there anything that didn't make sense? What is most relevant/ irrelevant and why? Did you have any a-has, concerns or unanswered questions?</p>			
<p>Considerations</p> <p>How would you use this tool in your state? Who should you send it to for utilization? What parts of it will be particularly helpful? What unique variables exist in your state? What assets do you have in your state to support this work? What would success look like? How will data be used? How will information be shared?</p>			
<p>Actions</p> <p>How will you use this information when you return to your state? What will you share with colleagues? What is your plan to engage appropriate stakeholders? What immediate steps need to be taken?</p>			

Working Session I: Planning and Implementation

State team members will share what they learned from the morning sessions that might inform their state plans and plan for both the working sessions and breakout sessions. Expert consultants will join teams at scheduled times for state specific technical assistance.

1:30 pm – 2:00 pm: **Team Self-Assessment Activity and Planning: Getting Started – Getting Organized**

Suggested Tasks:

1. Identify key objectives and outcomes the group plans to accomplish in this two day workshop.
 - Use the Self-Assessment Checklist to determine the current status of the state plan and prioritize what the group intends to accomplish at this workshop.
 - Briefly review the *Practical Guide* which can serve as a tool to guide discussion during team working sessions.
2. Review the consultant schedule and the key questions the state lead has submitted for the expert/consultant.
3. Determine what additional questions/issues the group would like to discuss with the expert consultants scheduled for the first day. Guiding questions can be found on pages 7 – 8.
4. Identify a spokesperson who will initiate discussion with the expert/consultants and a recorder who will take notes for the group.
5. Use the templates provided to record key ideas and actions as a result of discussions.

2:00 pm – 2:45 pm: **Meet with Consultant #1**

2:45 pm – 2:50 pm: Break

2:50 pm – 3:35 pm: **Meet with Consultant #2**

3:35 pm – 4:00 pm: **Wrap-up**

Teams summarize this working session's outcomes and identify questions to address in greater depth on Day 2. Team members determine which sessions they will attend on Day 2 for cross-state discussions and what questions and ideas they plan to share with the group. It is important to divide your team up evenly so that the state has representation in each of the four sessions. (State teams will reconvene in Working Session II on Day 2 when team representatives will share what they learned in the morning breakout sessions.)

Template One: Team Self-Assessment Activity

Use the following checklist to collectively determine the status of each of these key components of a comprehensive system and use the results to inform priorities for the further development of state plans and the work that needs to be accomplished at this meeting.

Component Questions	Have not addressed this component; not in plan	Partially addressed this component; needs more development in plan	Fully addressed this component; well-developed in plan. Ready to implement.	Comments
1. Have the Evaluation System Goals been clearly defined, communicated and aligned with other educator reform initiatives?				
2. Has the state defined “effective teachers” and established teacher and leadership standards ?				
3. Is there a strategic communication plan that informs relevant stakeholders of system goals, timelines and relevant roles and responsibilities?				
4. Has the state developed a plan and/or guidelines for the selection of multiple measures ?				
5. Does the state have a training plan to build the capacity of system implementers that includes potential models ?				
6. Is the data infrastructure in place at the state and local levels?				
7. Have trigger points for action in response to data been established? i.e. how the data might be used to inform decisions?				
8. Has a system been developed to systematically evaluate the effectiveness of the educator evaluation system and the implementation of it?				

Consultations

Using the following guiding questions to reflect on progress since the April meeting, teams will note areas that need further work and identify goals and outcomes for state team working sessions specific to the four component topics identified for the focus of this workshop. Questions build from the self-assessment activity to drive discussion and planning in identified areas of need such as the state's role in 1.) supporting districts in the establishment of valid and reliable measures at the local level, 2.) data management and use, 3.) communication and training approaches, and 4.) evaluation of the system at the state and local levels. Expert consultants will join teams at scheduled times for state specific technical assistance.

Strategic Implementation: Communication & Training

Refer to Guiding Questions on pages 16-18 and pages 38-39 in *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems* to determine:

- Has the stakeholder group been identified for involvement in the design of the evaluation model?
- Have the group expectations and individual roles been established?
- Does the group have a strategic communication plan to keep the broader school community informed?
- Has the stakeholder group determined a process to ensure that constituent feedback is integrated into the systems redesign efforts?
- Do the selected measures require trained personnel to use rubrics or other sources of documentation to determine the level of teacher effectiveness?
- Will the state provide training or guidelines on evaluator/reviewer selection and training?
- Does the state have a system in place to retrain evaluators/reviewers if the system is not implemented with fidelity?

Assessment: Growth Model, Non-tested Subjects and Multiple Measures

Refer to Guiding Questions on pages 24-33 in *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems* to determine:

- Did stakeholders consider all the recommended factors in selecting measures?
- Does the state intend to use teachers' contributions to student learning growth (determined using standardized test results) as a factor in teacher evaluation (e.g., value-added models and other growth models)?
- Has a growth model for teachers of tested subjects been selected?
- Has the percentage of teacher evaluation results that will be based on the growth model been determined?
- Have teachers for whom the growth model will be factored into evaluation results been identified?
- Can student achievement data be accurately linked to teachers (data integrity)?
- Has a process been established to determine adequate student growth?
- Does the state intend to use measures other than standardized tests to determine student growth (e.g., classroom based assessments; interim or benchmark assessments; curriculum-based assessments; the Four Ps: projects, portfolios, performances, products)?
- Have the teachers who meet the criteria for use of measures other than standardized tests been identified?

Working Session I: Planning and Implementation

- Have measures to determine student learning growth been identified?
- Do these measures meet the federal requirements of rigor: *between two points and time and comparability*?
- Are there plans to conduct research during implementation to increase confidence in the measures?
- Does the state intend to use measures other than observations as indicators of instructional quality?
- Is the observation instrument applicable to all teacher and teaching contexts?
- Has the observation process been thoroughly specified?

Data Management: Capacity, Transparency and Integrity

Refer to Guiding Questions on pages 41-42 in *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems* to determine:

- Is the data infrastructure to collect teacher evaluation data established?
- Is there a data validation process to ensure the integrity of the data?
- Can teacher evaluation data be reported (aggregated/disaggregated) to depict results at the state, district, building, or classroom level?
- Is there a plan for how the teacher evaluation data will be used?

Evaluating the System: Analysis of Short-term and Long-term System Outcomes

Refer to Guiding Questions on pages 48-49 in *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems* to determine:

- Has a process been developed to systematically evaluate the effectiveness of the teacher evaluation model?
- Have outcomes to determine the overall effectiveness of the evaluation system been established?
- Will other aspects of teacher quality that affect teacher performance be reviewed to determine whether they have been influenced by the evaluation system

Consultation #1

In preparation for your state consultation, use this guide to develop key questions and ideas prior to meeting with each expert consultant. Then during your consultation, continue to add notes, needs and next steps for future reference.

Topic:
Questions:
Goals/Outcomes:
Notes:
Needs:
Next Steps:

Consultation #2

In preparation for your state consultation, use this guide to develop key questions and ideas prior to meeting with each expert consultant. Then during your consultation, continue to add notes, needs and next steps for future reference.

Topic:

Questions:

Goals/Outcomes:

Notes:

Needs:

Next Steps:

Measuring Growth in Non-tested Subjects Session

Stanley Rabinowitz, AACCC; Wednesday, August 17, 7:30 – 8:25 am

Discussion	Notes	Needs	Next Steps
<p>Session Reflection</p> <p>Which key ideas stood out? Did the presentation make you think about something differently? Was there anything that didn't make sense? What is most relevant/ irrelevant and why? Did you have any a-has, concerns or unanswered questions?</p>			
<p>Considerations</p> <p>Who needs to be included? What are your state priorities in this area? How will it make a difference? What is the role of the state in supporting districts? What guidance will the state provide? What measures are most realistic and applicable in your state? How will you gather relevant data? What feedback mechanisms exist to ensure quality improvement? What would success look like?</p>			
<p>Actions</p> <p>How will you use this information when you return to your state? What will you share with colleagues? What is your plan to engage appropriate stakeholders? What immediate steps need to be taken?</p>			

Once We Have a Plan, Then What? Session

Laura Goe, TQ Center, Ulcca Hansen, CO Legacy Foundation, Doug Prouty, MCPS, MD; Wednesday, August 17, 8:30 – 9:30am

Discussion	Notes	Needs	Next Steps
<p>Session Reflection</p> <p>Which key ideas stood out? Did the presentation make you think about something differently? Was there anything that didn't make sense? What is most relevant/ irrelevant and why? Did you have any a-has, concerns or unanswered questions?</p>			
<p>Considerations</p> <p>Who needs to be involved? What are your greatest challenges for implementation? What dynamics exist at the state and district level that need to be addressed? What will success look like? How will information be shared? What roles will the state and district play in your context? How will responsibilities be distributed?</p>			
<p>Actions</p> <p>How will you use this information when you return to your state? What will you share with colleagues? What is your plan to engage appropriate stakeholders? What immediate steps need to be taken?</p>			

Cross-State Breakout Sessions

Wednesday, August 17, 9:45 – 11:30am

State participants who attended each breakout session will use the following guiding questions to share an overview of the presentation considerations, issues, strategies and examples with other members of their state team.

Discussion	Notes	Needs	Next Steps
<p>Local Assessments to Measure Student Growth</p> <p>Highlights/ Main themes: Lessons learned: Critical questions raised: Most relevant points for your state context:</p>			
<p>Data Management</p> <p>Highlights/ Main themes: Lessons learned: Critical questions raised: Most relevant points for your state context:</p>			
<p>Strategic Communication</p> <p>Highlights/ Main themes: Lessons learned: Critical questions raised: Most relevant points for your state context:</p>			
<p>Evaluating the System</p> <p>Highlights/ Main themes: Lessons learned: Critical questions raised: Most relevant points for your state context:</p>			

The Role of Leadership in a Comprehensive System: Research to Practice Lunch Session

Matthew Clifford, AIR; Wednesday, August 17, 11:50 – 12:30pm

Discussion	Notes	Needs	Next Steps
<p>Session Reflection</p> <p>Which key ideas stood out? Did the presentation make you think about something differently? Was there anything that didn't make sense? What is most relevant/ irrelevant and why? Did you have any a-has, concerns or unanswered questions?</p>			
<p>Considerations</p> <p>Who are leaders in your state? How can leaders translate research to practice in your state? What is the platform for leadership in your state? What is your role as a leader? What leadership characteristics are most effective and valued in your state? As a leader, how can you engage stakeholders in this work?</p>			
<p>Actions</p> <p>How will you use this information when you return to your state? What will you share with colleagues? What is your plan to engage appropriate stakeholders? What immediate steps need to be taken?</p>			

Working Session II: Planning and Implementation

State team members will share what they learned from the morning sessions that might inform their state plans. Expert consultants will join teams at scheduled times for state specific technical assistance.

12:40 pm – 1:00 pm: **Team Share and Plan Time**

Suggested Tasks:

1. **Share what team members learned in the morning breakout sessions.**
2. Identify key objectives and outcomes for the group plans to accomplish during this final working session.
 - Briefly review the *Practical Guide* which can serve as a tool to guide discussion during team working sessions.
3. Review the consultant schedule and the key questions the state lead has submitted for the expert/consultant.
4. Determine what additional questions/issues the group would like to discuss with the expert consultants scheduled for the first day. Guiding questions can be found on pages 15 – 16.
5. Identify a spokesperson who will initiate discussion with expert/consultants and a recorder to note group decisions.
6. Use the templates provided to record key ideas and actions as a result of discussions.

1:00 pm – 1:45 pm: **Meet with Consultant #1**

1:45 pm – 1:55 pm: Break

1:55 pm – 2:40 pm: **Meet with Consultant #2**

2:40 pm – 3:00 pm: **Team Wrap-up and Identification of Next Steps**

Teams summarize this working session's outcomes and identify next steps and action items for continued development in their state. Each team will also need to identify a spokesperson to report out during the final session. This brief report out should include key take-aways, next steps and general feedback for planning upcoming meetings.

Consultations

Using the following guiding questions to reflect on progress since the April meeting, teams will note areas that need further work and identify goals and outcomes for state team working sessions specific to the four component topics identified for the focus of this workshop. Questions build from the self-assessment activity to drive discussion and planning in identified areas of need such as the state's role in 1.) supporting districts in the establishment of valid and reliable measures at the local level, 2.) data management and use, 3.) communication and training approaches, and 4.) evaluation of the system at the state and local levels. Expert consultants will join teams at scheduled times for state specific technical assistance.

Strategic Implementation: Communication & Training

Refer to Guiding Questions on pages 16-18 and pages 38-39 in *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems* to determine:

- Has the stakeholder group been identified for involvement in the design of the evaluation model?
- Have the group expectations and individual roles been established?
- Does the group have a strategic communication plan to keep the broader school community informed?
- Has the stakeholder group determined a process to ensure that constituent feedback is integrated into the systems redesign efforts?
- Do the selected measures require trained personnel to use rubrics or other sources of documentation to determine the level of teacher effectiveness?
- Will the state provide training or guidelines on evaluator/reviewer selection and training?
- Does the state have a system in place to retrain evaluators/reviewers if the system is not implemented with fidelity?

Assessment: Growth Model, Non-tested Subjects and Multiple Measures

Refer to Guiding Questions on pages 24-33 in *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems* to determine:

- Did stakeholders consider all the recommended factors in selecting measures?
- Does the state intend to use teachers' contributions to student learning growth (determined using standardized test results) as a factor in teacher evaluation (e.g., value-added models and other growth models)?
- Has a growth model for teachers of tested subjects been selected?
- Has the percentage of teacher evaluation results that will be based on the growth model been determined?
- Have teachers for whom the growth model will be factored into evaluation results been identified?
- Can student achievement data be accurately linked to teachers (data integrity)?
- Has a process been established to determine adequate student growth?
- Does the state intend to use measures other than standardized tests to determine student growth (e.g., classroom based assessments; interim or benchmark assessments; curriculum-based assessments; the Four Ps: projects, portfolios, performances, products)?
- Have the teachers who meet the criteria for use of measures other than standardized tests been identified?

Working Session II: Planning and Implementation

- Have measures to determine student learning growth been identified?
- Do these measures meet the federal requirements of rigor: *between two points and time and comparability*?
- Are there plans to conduct research during implementation to increase confidence in the measures?
- Does the state intend to use measures other than observations as indicators of instructional quality?
- Is the observation instrument applicable to all teacher and teaching contexts?
- Has the observation process been thoroughly specified?

Data Management: Capacity, Transparency and Integrity

Refer to Guiding Questions on pages 41-42 in *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems* to determine:

- Is the data infrastructure to collect teacher evaluation data established?
- Is there a data validation process to ensure the integrity of the data?
- Can teacher evaluation data be reported (aggregated/disaggregated) to depict results at the state, district, building, or classroom level?
- Is there a plan for how the teacher evaluation data will be used?

Evaluating the System: Analysis of Short-term and Long-term System Outcomes

Refer to Guiding Questions on pages 48-49 in *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems* to determine:

- Has a process been developed to systematically evaluate the effectiveness of the teacher evaluation model?
- Have outcomes to determine the overall effectiveness of the evaluation system been established?
- Will other aspects of teacher quality that affect teacher performance be reviewed to determine whether they have been influenced by the evaluation system?

Consultation #1

In preparation for your state consultation, use this guide to develop key questions and ideas prior to meeting with each expert consultant. Then during your consultation, continue to add notes, needs and next steps for future reference.

Topic:
Questions:
Goals/Outcomes:
Notes:
Needs:
Next Steps:

Consultation #2

In preparation for your state consultation, use this guide to develop key questions and ideas prior to meeting with each expert consultant. Then during your consultation, continue to add notes, needs and next steps for future reference.

Topic:

Questions:

Goals/Outcomes:

Notes:

Needs:

Next Steps:

Team Wrap-up and Next Steps

As a team and individually, take a few moments at the end of the final working session to write some notes and reminders that summarize outcomes and identify next steps and action items that will serve as a reference when you return to your state. What will *you* need to do?

Outcomes:

Next Steps:

Action Items: