

## Teacher Evaluation Work Group Key Components and Essential Questions

### Key Components

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|---|---|
| 1. Specify evaluation system goals  | 5. Select and train evaluators            |
| 2. Secure and sustain stakeholder investment and cultivate a strategic communication plan | 6. Ensure data integrity and transparency |
| 3. Select measures  | 7. Using teacher evaluation results       |
| 4. Determine the structure of the evaluation system                                       | 8. Evaluating the system                  |

### Essential Questions for the Work Group and Subcommittees

#### Work Group

*Resources:*

- *Approaches to Evaluating Teacher Effectiveness: A Research Synthesis*
- *Methods of Evaluating Teacher Effectiveness (Research-to-Practice Brief)*
- *A Practical Guide to Evaluating Teacher Effectiveness*
- *Teacher Evaluation Models in Practice*

1. Has the stakeholder group been identified for involvement in the design of the evaluation model?
2. Have group expectations and individual roles been established?
3. What are the goals and purposes of the evaluation system?
4. Are the goals explicit, well-defined, and clearly articulated for stakeholders?
5. Have the evaluation system goals been aligned to the state strategic plan and other effectiveness initiatives?
6. Will the state promote or use multiple measures?
7. Has the state determined the percentage (weight) of each measure in the overall teacher rating?
8. Have the levels of teaching proficiency been determined?
9. Have consequences been determined for failure to meet acceptable performance standards?
10. Has a process been developed to systematically evaluate the effectiveness of the teacher evaluation model?
11. Have outcomes to determine the overall effectiveness of the evaluation system been established?

#### Growth and Evaluation Cycle and Activities

1. Have all recommended factors been considered in selecting measures? (Evaluation system's purpose, strength of measures, application to all

### Resources

- *Guide to Evaluation Products*
- *Alternative Measures of Teacher Performance (Policy-to-Practice Brief)*
- *Challenges in Evaluating Special Educators and English Language Learner Specialists (Research and Policy Brief)*

teaching contexts and student populations, human and resource capacity)

2. Does the state intend to use measures other than observations as indicators of instructional quality?
3. Is there a research base for this observation tool?
4. Is the observation instrument applicable to all teachers and teaching contexts?
5. Has the observation process been thoroughly specified? (Evaluators, frequency, training and inter-rater reliability, teacher reflection)
6. Will the state promote or use multiple measures?

### Performance Standards

1. Has Minnesota defined what constitutes and effective teacher?
2. Has Minnesota established teaching standards?

### Student Achievement Data

#### Resources

- *Guide to Evaluation Products*
- *Alternative Measures of Teacher Performance (Policy-to-Practice Brief)*
- *Challenges in Evaluating Special Educators and English Language Learner Specialists (Research and Policy Brief)*

1. Does the state plan 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)? (Plan to use other measures, satisfied with current system, plan to use student achievement growth)
2. Has a growth model for teachers of tested subjects been selected?
3. Has the percentage of teacher evaluation results that will be based on the growth model been determined?
4. Have teachers for whom the growth model will be factored into evaluation results been identified? (Teacher inclusion/exclusion criteria)
5. Can student achievement data be accurately linked to teachers (Data integrity, teaching context/extenuating circumstances)
6. Has a process been established to determine adequate student growth?
7. 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; projects, portfolios, performances, and/or products)? (Plan to use measures other than standardized tests but not student achievement growth, satisfied with our current evaluation system, plan to include student achievement growth)
8. Have the teachers who meet the criteria for use of measures other than standardized tests been identified?

9. Have measures to determine student learning growth been identified? (Content standards, measure selection)
10. Do these measures meet the federal requirements of rigor: between two points in time and comparability? (Validity and reliability)
11. Are there plans to conduct research during implementation to increase confidence in these measures?
12. Is the data infrastructure to collect teacher evaluation data established?
13. Is there a data validation process to ensure the integrity of the data?
14. Can teacher evaluation data be reported (aggregated/disaggregated) to depict results at the state, district, building, or classroom level? (Student data, teacher data)

## Student Engagement Data

### *Resources*

- *Guide to Evaluation Products*
- *Alternative Measures of Teacher Performance (Policy-to-Practice Brief)*

1. Does the state intend to use measures other than standardized tests to determine student growth (engagement and connectedness) (e.g. student surveys)?
2. Have the teachers who meet the criteria for use of measures other than standardized tests been identified?
3. Do these measures meet the federal requirements of rigor: between two points in time and comparability? (Validity and reliability)
4. Does the state intend to use measures other than observations as indicators of instructional quality?
5. Is there a research base for this tool?
6. Is the instrument applicable to all teachers and teaching contexts?
7. Has the process been thoroughly specified? (Evaluators, frequency, training and inter-rater reliability, teacher reflection)
8. Are there plans to conduct research during implementation to increase confidence in these measures?
9. Is the data infrastructure to collect teacher evaluation data established?
10. Is there a data validation process to ensure the integrity of the data?
11. Can teacher evaluation data be reported (aggregated/disaggregated) to depict results at the state, district, building, or classroom level? (Student data, teacher data)

## Implementation and LEA Support

### Resources

- *Communication Framework for Measuring Teacher Quality and Effectiveness: Bringing Coherence to the Conversation*

1. Does the group have a strategic communications plan to keep the broader school community informed? (Content, target audience, mode, and timing)
2. Has the group determined a process to ensure that constituent feedback is integrated into the systems' redesign efforts? (Who, methods, response)
3. Have consequences been determined for failure to meet acceptable performance standards?
4. Do the selected measures require trained personnel to use rubrics or other sources of documentation to determine the level of teacher effectiveness?
5. Will the state provide training or guidelines on evaluator/reviewer selection and training? (Selection, training)
6. Does the state have a system in place to retrain evaluators/reviewers if the system is not implemented with fidelity?
7. Have trigger points for action using evaluation results been established?
8. Has a process been developed to systematically evaluate the effectiveness of the teacher evaluation model?

## Professional Development

### Resources

- *Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well*

1. Have consequences been determined for failure to meet acceptable performance standards?
2. Is the data infrastructure to collect teacher evaluation data established?
3. Is there a data validation process to ensure the integrity of the data?
4. Can teacher evaluation data be reported (aggregated/disaggregated) to depict results at the state, district, building, or classroom level? (Student data, teacher data)
5. Is there a plan in place for how the teacher evaluation data will be used? (Data sharing, data use)
6. Have trigger points for action using evaluation results been established?
7. Is professional development an integral component of the evaluation cycle?
8. Will teacher evaluation results be used to target professional development activities?
9. Are professional learning activities provided in a manner that is supported in research?
10. Are systems established to evaluate professional learning efforts? (Evaluating the training, reviewing the outcomes, modifying the process)
11. Will other aspects of teacher quality that affect teacher performance be reviewed to determine whether they have been influenced by the evaluation system?