

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

Overview of NCLB Waiver Requirements

Focus on Effective Instruction and Leadership Flexibility Package Requirements

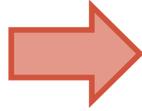
Supporting Effective Instruction and Leadership through
Educator Evaluation Requirements:

1. Develop and adopt guidelines for teacher and principal evaluation and support systems
2. Ensure LEAs implement evaluation and support systems

Principle 3: Supporting Effective Instruction and Leadership

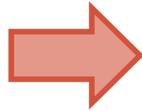
NCLB

Focused exclusively on a teacher's entering qualifications



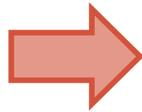
States and districts develop teacher and principal evaluation and support systems focused on improving teacher and leader effectiveness

Static; no emphasis on improvement



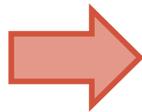
Evaluation and support systems must provide useful feedback and guide professional development

Divorced from student achievement and instructional practice



Must take into account multiple measures, including student growth and measures of professional practice

Ignored need for better school leaders



Focus on supporting and improving leaders

ESEA Flexibility

Rigorous & comprehensive state-developed plans

Encouraging ongoing state and local reform and innovation by supporting state plans to:

- Develop coherent and comprehensive systems that support continuous improvement
- Tailor systems to the needs of the state, its districts, its schools, and its students
- Improve educational outcomes, close achievement gaps, increase equity, and improve the quality of instruction

Specific Requirements on Supporting Effective Instruction and Leadership

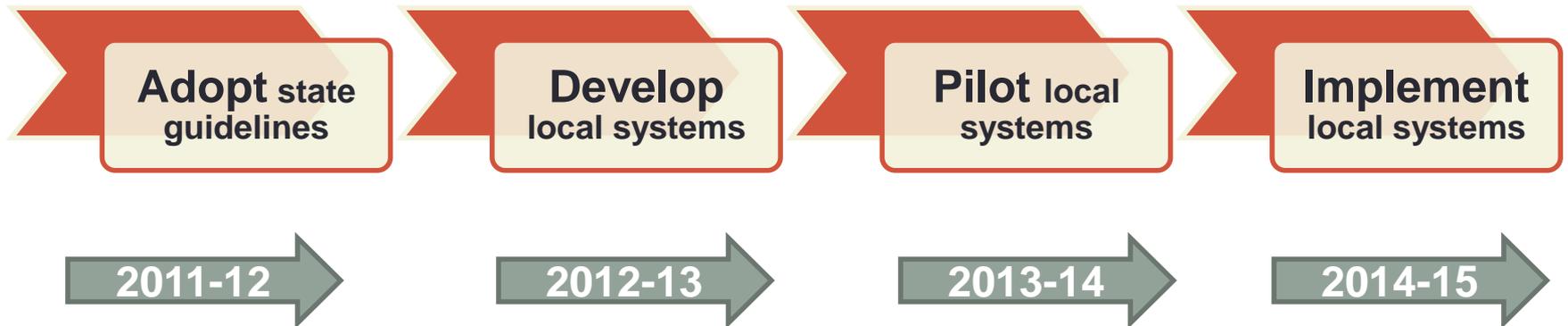
States must develop teacher and leader evaluation & support systems that:

- Are used for continual improvement of instruction
- Meaningfully differentiate performance using at least three performance levels
- Use multiple valid measures including a significant factor of student growth for all students and include other measures of professional practice, such as observations, teacher portfolios, and student or parent surveys
- Evaluate educators on a regular basis
- Provide clear, timely, and useful feedback to guide professional development
- Provide growth data to reading/language arts and math teachers for grades in which there is a state assessment for current students and students taught in the previous year
- Inform personnel decisions

Specific Requirements on Supporting Effective Instruction and Leadership

Additionally, states must explain their process for ensuring that each LEA develops and implements teacher and leader evaluation systems consistent with state guidelines.

Timeline for Implementation



Timeline for Implementation

States have a four-year period to adopt, develop, pilot, and fully implement systems of educator evaluation consistent with the requirements. **States submitting in the first two application windows must:**

- *At Submission:* Provide a plan to develop guidelines for evaluation and support systems, process for ensuring LEA implementation, and assurance that SEA has provided student growth data to teachers or will do so by the deadline required.
- *SY 2011-12:* SEA adopts guidelines for teacher and principal evaluation and support systems; SEA provides student growth data to teachers.
- *SY 2012-13:* LEAs develop evaluation and support systems consistent with state guidelines
- *SY 2013-14:* LEAs pilot implementation of evaluation and support systems.
- *SY 2014-15:* LEAs fully implement evaluation and support systems.

Analysis and Key Issues

- Required use of the evaluation: In addition to highlighting the importance of using evaluations to improve instruction and drive professional learning, the package requires states to ensure that LEAs use evaluations to "inform" employment decisions.
 - This phrasing seems to indicate an openness for state for a range of approaches, from considering evaluations in combination with a variety of other factors to being a priority factor to driving decision-making.

Analysis and Key Issues

- Evaluation measure standards: All measures are required to be valid, which could be a high technical standard for states.
 - Growth measures are required to be comparable, though this term is not defined.
 - For non-tested grades and subjects, the Department provides a fairly comprehensive list of options, but, notably, does not include group/grade/ school-level measures, although such measures appear to meet the criteria outlined.

Analysis and Key Issues

- Evaluation measure weighting: States are required to include student growth and measures of professional practice in their guidelines on evaluation design. Growth measures are required to be a "significant factor," but the Department leaves it up to the state to decide what "significant" means.
- Performance levels: Having at least three areas of performance specified is a clear indication the Department is acknowledging the importance of meaningful differentiation.
- Frequency: Requirements on the frequency of the evaluation are broad, using the term "regular basis," and do not prescribe any specific frequency (e.g. annual).

Analysis and Key Issues

- Training: SEAs are required to ensure all teachers, principals, and evaluators receive training on the evaluation system and their responsibilities; however, the Department does not require that evaluators be certified to ensure their proficiency in implementing the evaluation with fidelity, which is broadly considered best practice.
- Reporting requirements: LEAs are required to report annually to the public and to the SEA the percentage of teachers and principals at each performance level at the State, LEA, and school levels, as well as the aggregate distribution by school poverty quartile. This requirement will likely necessitate new data sharing and reporting capabilities between the SEA and LEAs. School-level reporting of principal evaluation data as well as teacher evaluation data at small schools could also mean results of individual educator evaluations are publicly reported.

How does ESEA Flexibility relate to HQT?

- Does not waive HQT
- Does give flexibility around HQT improvement plans
- SEAs should begin using effectiveness data to address equitable distribution

What resources are available to support this work?

- Freedom from 20% set-aside for SES and choice and 10% for professional development
- Title I, Part A and Title II, Part A allocations
- School improvement funding reserved under ESEA section 1003(a)

Resources

Groups of states are working collaboratively through EducationCounsel's Teacher and Leader Evaluation Network and CCSSO's State Consortium for Educator Effectiveness (scee.groupsite.com/main/summary) to share resources and emerging best practice. Important resources from these and other leading groups include:

- *Teacher and Leader Evaluation Framework*, jointly adopted by CCSSO, the National Governor's Association, and EducationCounsel
- *Teacher Evaluation 2.0*, from the New Teacher Project , proposes six design standards for rigorous and fair teacher evaluation systems - tntp.org/publications/issue-analysis/view/teacher-evaluation-2.0/

Resources

- *Evaluating Principals*, from New Leaders for New Schools, provides ideas for the design and implementation of evaluation systems to increase principal effectiveness - www.nlins.org/evaluating-principals.jsp
- *More than Measurement: The TAP System's Lessons Learned for Designing Better Teacher Evaluation Systems* - www.tapsystem.org/publications/eval_lessons.pdf
- *Initial findings from the MET Project* - www.metproject.org/downloads/Preliminary_Finding-Policy_Brief.pdf