



TEACHER EVALUATION AND DEVELOPMENT

Implementation Guide

**An integrated system for advancing teacher growth and student learning
developed by labor/management Innovation Initiative Teams**



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NYSUT Teacher Evaluation and Development Implementation Guide

Introduction

Repurposing evaluation: Effective teachers can play a significant role in making the future accessible to learners

The intellectual, social, technical and emotional demands associated with job readiness for 21st century learners represent both clear challenges and opportunities to the innovation and professional ingenuity of New York's teachers. Dynamic change in what students must know and be able to do signals that similarly, teachers must be prepared to continuously make adjustments in instructional practice, gain increasing mastery over content, work with diverse populations, and acquire fluency with technology. Just as students are engaged in lifelong learning, so too must teachers actively engage with professional learning and growth to bolster student achievement and college and career readiness.

Across the United States, and particularly in N.Y., teacher evaluation is viewed as the key ingredient in the recipe for developing new capacity in teachers. Rather than using evaluation to "sort" teachers with an arbitrary, subjective process, a new teacher evaluation and development system, connected to teaching standards, targeted professional development, and student learning standards (such as the Common Core Learning Standards) can strengthen the teaching workforce.

In environments where evaluation identifies expertise, extraordinary talent, and specialized skills and leadership, teacher effectiveness grows. Scaffolding supports that encourage the evolution of professional competence also promote career ladders to leverage teacher effectiveness. To capitalize on teacher assets in schools, we must be able to guarantee the most favorable

working conditions, ongoing opportunities for professional growth and learning, and ample, high quality resources.

Meet TED: A smart, fair, and meaningful system for teacher evaluation and development

TED is a teacher evaluation and development system that was conceived of and built by a labor-management partnership. Recognizing the widely held and research-based understanding that the most critical factor in student achievement is a highly effective teacher, TED was developed to refine a process for evaluating teachers to ensure that not only are highly effective teachers recognized, but that their unique practices, skills, knowledge and attitudes are captured as best practice, so that an increasing number of teachers can join their ranks. TED was designed to link evaluation procedures and outcomes with professional development, the Common Core Learning standards, the NYS Teaching Standards, and ultimately, student achievement.

TED is driven by a shared vision of teacher evaluation and development. It incorporates many components: structures that support career development; instruments that measure teaching and learning conditions; and a process that recommends multiple measures for collecting data, evaluating evidence and differentiating the performance of teachers. TED also recommends that evaluators are trained in strategies that ensure valid, fair and reliable evaluations and performance ratings. TED not only identifies effective and highly effective teachers, but also provides and recommends a complex of supports and strategies for improving the performance of struggling teachers.

For NY's schools, TED offers a blueprint of innovations that stretches far beyond simple



compliance with Annual Professional Performance Review (APPR) requirements. TED provides a recipe for systemic change: transformative recommendations that move “old school” evaluation — which did little to grow teachers professionally — to “next generation” teacher evaluation and development practice.

The benefits of TED’s initiatives will accrue over time: improved teacher practice; the emergence of expertise and new career paths for teachers; rich data collections of best practice; an understanding of the contextual factors that impact teaching and learning (and that serve as critical factors in devising school improvement planning); effective mechanisms for identifying and scoring teacher performances at all levels; and increasingly targeted professional development with direct impacts on student achievement.

The Implementation Guide

provides specific information about the NYSUT “TED” system — a teacher evaluation and development system already adopted by a growing number of school districts throughout New York state. TED acts as an outstanding model: it is an intuitive, integrated system built on the NYS Teaching Standards and the NYSUT Teacher Practice Rubric, which are, in part, products of the AFT’s Innovation Initiative labor-management collaboration). TED’s comprehensive, systematic design and accessible tools provide a meaningful illustration of a working system.

Purpose of the Implementation Guide

The purpose of the Implementation Guide is to provide a resource for teachers, administrators, evaluators, and other district personnel who are involved in the implementation of a teacher evaluation and

development system. The Guide contains information and materials to assist labor-management teams in the successful implementation of high-quality teacher evaluation systems designed to improve student learning and develop and support every teacher with appropriate professional development and growth opportunities. The Guide also points to helpful templates, sample forms, instruments, readings and toolkits.

Five principles form the foundation of teacher evaluation and development systems

1. The implementation of an effective teacher evaluation and development system is best led and guided by a collaborative *labor-management team*.
2. The implementation of an effective teacher evaluation and development system is a powerful agent for *transforming school culture* from compliance to growth.
3. A “*systems*” approach is the most appropriate and strategic way of evaluating the complexity of teaching and building professional capacity over time.
4. Well-designed systems for teacher development and growth are committed to *continuous improvement*. In order to pursue this goal, the system must continuously monitor its own decisions, outputs, products and conclusions, and then work diligently to improve quality.
5. *Collective bargaining* is the key to working agreements that are fair, to relationships that are trusting and to workplace practices that support teachers, students and whole school communities.



For whom is the Implementation Guide designed?

The NYSUT Guide is designed for labor-management/district implementation teams (see diagram, appendix), principals, teachers, union leaders and other stakeholders with a vested interest in high quality teacher evaluation and development. It serves best those districts and BOCES that are invested in growing their educator workforce to improve student achievement, and who can benefit from an integrated, well supported, research-based evaluation system.



What we mean by a “teacher evaluation and development system”

A teacher evaluation and development system is a combination of processes, procedures, policies and contextual factors that — when implemented with fidelity — results in appropriate, ongoing support and development for all teachers. The system consistently and continuously works to improve teacher practice and student achievement while it also determines teacher effectiveness ratings. In New York, a teacher evaluation and development system meets and exceeds the requirements of the APPR.

Importantly, an effective teacher evaluation and development system sees teaching as a complex activity, and utilizes multiple and diverse ways of collecting and measuring the evidence of teaching practices before drawing conclusions about a teacher’s effectiveness.

Well-designed systems engage both teachers and evaluators in recognizing a teacher’s strength and supporting a teacher’s growth.

A “system” also accounts for the contextual factors that affect teaching and learning, and a comprehensive system may incorporate a variety of supports for improving teacher practice (e.g. peer observation and coaching, mentoring, group study, etc.).

TED is a “system” because it works with a variety of interdependent parts and processes. For example, a teacher’s capacity to meet the standards (as expressed in a rubric) and specific expectations for teacher practice shape the professional development options that are aligned with the outcome of the teacher’s evaluation. This “alignment” is one of the cornerstones of an integrated, systematic approach to teacher evaluation and development.

Collective bargaining: Accomplishments before implementation

Collective bargaining plays a significant role in determining many dimensions of a teacher evaluation and development system.

This guide to district implementation refers to activities that districts must undertake to get their teacher evaluation and development programs working, once the items subject to collective bargaining have been agreed upon by the district and the unions representing teachers and principals. This guide assumes that APPRs are negotiated in good faith, and that all parties have consented to move forward with the teacher evaluation process.

Until the teacher evaluation and development system is implemented with fidelity, all the design work, great ideas and best intentions are still just a theory.

As a reminder, in NYS, the following items should be bargained collectively to agreement before implementation of the TED system:

- The selection of local measures of student achievement
- The selection of an evaluation rubric
- The majority of measures of teacher effectiveness for the 60 points must include
 - Multiple observations by a principal or other trained administrator, including at least one unannounced observation (The total number of annual observations is bargained collectively.)
- The remaining points of this sub-component must be based on one or more of the following (subject to collective bargaining):
 - One or more classroom observations by independent, impartial, trained evaluators who are/were teachers
 - Classroom observation by trained in-school peer teachers
 - State approved parent or student surveys
 - Evidence of student development and performance through lesson plans, student portfolios and other artifacts of teacher practices through a structured review process.

Implementation basics

Given that New York's APPR regulation has been in place since 2000, virtually all school districts have some process for meeting its APPR requirements. The state's new teacher evaluation requirements may demand moderate to substantial changes to existing district processes. Working on the assumption that districts have already selected a system or recognize the adaptations they must make to tailor their selection for their district, *implementation* answers the questions, "How do we get this system off the ground?" "What do we do next?"

When a district *implements* a system, it has gathered or identified all of the tools and instruments and processes it immediately

"Designing better evaluation models is a critical first step, but implementing them is even harder and will require more resources. Implementation challenges extend far beyond logistics... Human behavior is a key factor. Any implementation plan that ignores the needs, expectations, and baseline skills of teachers and school leaders or the cultural context of schools and districts will fail."

From The New Teacher Project, "Smart Spending for Better Evaluation Systems"

needs, and delivers these operationally with the appropriate stakeholders. Implementation suggests that the development of a rubric or standards is unnecessary (as these are already embedded in the selected system); it is not concerned with *designing* evaluator training or an instrument to measure teaching and learning conditions.

As the Implementation Team (see Step 1) puts parts of the evaluation system to work, the process will reveal how thoughtful design efforts can pay off in smooth-running systems.

It is fair to anticipate that not every element will operate at peak efficiency and that some refinements must be made. In such cases, the Implementation Team should negotiate changes that reflect real-world application. (Some of these changes may require amendments to the collective bargaining agreement, if appropriate.)

How will we know if our "system" is ready to go?

The system:

- Clearly defines good teaching
- Communicates the right information to the right people at the right time.
- Provides performance rubrics to assess practice



- Utilizes multiple measures to determine teacher effectiveness and evidence of student learning and growth
- Provides training to evaluators and teachers
- Addresses the impact of teaching and learning conditions
- Links evaluation results to teacher growth and development
- Collects data, stores it safely, reports it accurately, and uses it appropriately
- Periodically assesses (and adjusts) its own functioning

The next several pages outline nine “actions” that work to get a teacher evaluation and development system “off the ground.” The actions described here are only loosely sequential; they are (in many cases) also overlapping and concurrent.

This Implementation Guide’s recommended actions describe a process that, in most cases, will “roll out” and continuously improve over time, building on the system’s foundation of labor-management collaboration initially, and adding complexity, depth and more diversified supports for teachers over time. The TED system recognizes that districts must meet APPR requirements annually and well planned system development suggests that new system components be integrated from year-to-year.

The guidance offered here assumes that the Implementation Team will operate a teacher evaluation system that has been bargained collectively and satisfied the requirements of the APPR.

Implementation readiness

What does it mean to be ready for implementation?

In the effort to support highly effective teachers and to develop others, teacher evaluation reform is seen as an essential strategy. Experience with teacher evaluation systems in many states has already demonstrated that teachers engaged in such

evaluation processes raise the level of professional performance, find new career paths, improve instructional practice, and select professional development opportunities that have the most impact on professional growth.

Too, success in teacher evaluation systems is strongly dependent upon implementation carried out in an environment that is adequately resourced, properly staffed, and in which all participants have sufficient capacity to engage.

In education, “readiness for change” is something that needs to be developed, nurtured and sustained. Readiness is not a pre-existing condition waiting to be found or an enduring characteristic of a person, organization or system. The same person, organization or system can be in the Full Implementation stage with respect to one innovation and in the Exploration Stage for a different innovation.

Accountability for creating readiness rests with the implementation team, not with those who are expected or invited to change.

Dean L. Fixsen, Karen A. Blase, Rob Horner and George Sugai

Knowing what works and being ready to implement are two distinct domains.

The district implementation team can actively attend to the issue of readiness in several ways:

1. Underline the district’s explicit, long-term commitment to implementation success at every juncture. This commitment should include the district’s itemization of resources, goals, timeline and expectations of all participants.
2. Assess participants’ understanding and willingness to engage in new system procedures and requirements. Work actively to address areas of misunderstanding.

3. Local variables must be recognized in order to make adjustments to program requirements when necessary. Decentralized implementation (different buildings) naturally will result in implementation challenges. Recognition of these challenges presents opportunities to streamline orientation, harmonize messaging and share resources.
4. Readiness insists upon a steady strategy to identify, recruit, train and effectively utilize leaders to support implementation, monitor progress and communicate effectively.
5. Readiness means planning, assessing member buy-in, grappling with resource demands and preparation for meeting the requirements of scale-up.

performance expectations teachers find in rubrics) aligned with the appropriate tasks. All of these tasks should be embedded in a work plan, calendar, project management system, or document shared among implementation team members (at the district level), and milestones of performance should be clearly described.

Activities should be described in incremental units, as appropriate, differentiating between and among different levels of performance. The common document may then serve as a basis for monitoring the timeliness and completeness of accomplishments; it provides a source of information for documentation (such as reports) and accountability; and it creates a transparent record of team processes. When impediments to success are encountered, their public acknowledgement through the transparent record also invites potential solutions and comment.

Most importantly, the development of team goals can result in a guidance document that scaffolds implementation activities and team members' learning.

Goals: Fidelity of Implementation Targets (FIT)

Simply put, fidelity of implementation (or FOI) means that the plan for implementation is being followed with fidelity, that is, the plan is unfolding as prescribed and anticipated.

How do we measure FOI? One of the simplest ways is to identify performance targets for all stakeholders (not unlike the

FIT 6.a.	Element: Evaluator Training Total number of evaluators in district: 36 Accountable Stakeholder: District Superintendent			
	Sept. 30	Dec. 31	Mar. 31	June 30 (year-end)
target	50% of all evaluators have been certified	75% of all evaluators have been certified	100% of all evaluators have been certified	100% of all evaluators have been certified
<i>actual</i>	<i>40% have been certified; other eligible evaluators enrolled for Dec/January training</i>	<i>65% of all evaluators have been certified</i>	<i>72% of all evaluators have been certified; only certified evaluators serve as lead evaluators</i>	<i>92% of all evaluators have been certified</i>
<i>Comments: Absences prevented some evaluator candidates from completing the course; these individuals will complete certification over the summer. Some evaluators will need further work to meet the inter-rater reliability standard.</i>				



A final note on the challenge of time

Across New York (and across the U.S.), systems designers and implementation teams respond unanimously to the question: *What's the greatest challenge in a teacher evaluation and development system?*

The answer, of course, is time. Managing the process, engaging people, and creating and testing procedures embedded in new systems requires creative time management for teachers, administrators and evaluators. Schedules for the evaluation process, including pre- and post-conferences, individual professional learning plan development, professional conversations,

artifact reviews, and observations require oversight that is flexible but accountable.

Time is, however, also regarded as the asset that supports culture change. Developing a quality evaluation system relies on a district's commitments to capacity-building. Re-inventing teaching and learning is no small achievement, and yet this goal is precisely the long-term result of taking a systems approach to teacher evaluation and development.

Use the checklist below as a broad outline of the milestones you will achieve to successfully implement the TED system.

Checklist: Implementation Milestones

The items described in this checklist are only basically sequential, as well as (in many cases) overlapping and concurrent. Others may not become operational.

1. **Establish a labor-management Implementation Team.**
2. **Utilize a responsive communication plan that strategically leverages resources to share information about teacher evaluation and development.**
3. **Identify data to be collected and implement policies that regulate its use.**
4. **Ensure FOI (fidelity of implementation): Monitor, benchmark, evaluate, and refine the implementation process.**
5. **Prepare teachers to participate in teacher evaluation activities.**
6. **Train evaluators and validate their competency.**
7. **Measure teacher effectiveness through multiple measures (including observations, other evidence of teacher professional practice; NYS assessments or comparable measures; and locally selected assessments).**
8. **Deliver a system of professional support and development.**
9. **Assess the teaching and learning conditions that support teacher effectiveness.**

1. Establish a labor-management Implementation Team.

Rationale: To provide a centralized representative team to articulate the district’s vision for teacher evaluation and development, and to manage, direct, coordinate, guide, make decisions about and report on the implementation of the teacher evaluation and development system.

Readiness Checklist

Before proceeding with the formation of the labor-management Implementation Team, check to ensure that your district has accomplished the following tasks:

- ✓ Determined what collective expertise will best serve the team
- ✓ Negotiated elements of the APPR
- ✓ APPR plan submitted and approved by SED or awaiting approval plan
- ✓ Selected, adopted or designed a teacher evaluation development system

The Team

The District Implementation Team is the central coordinating body for implementation activities. Supporting the growth of every teacher in the district can be realized through the work of the team, its commitment, its actions, its capacity to listen, and its ability to translate “designs” into working, operational processes and procedures. Generally speaking, the superintendent and union president will jointly appoint members of this team, and agree to its authority and scope of work.

Composition of the Implementation Team *(see diagram, pg 10)*

Participants who contributed their knowledge, skills, and attitudes to labor-management efforts to design and/or select the new system and to negotiate the required elements of the APPR are ideal members of a District Implementation Team. As the team

examines the scope of work related to each of the steps, they may want to add the expertise of others. (These others include experts and consultants with specific expertise to solve specific problems, such as those in HR or IT, or who may briefly offer expertise and perspective to the team without actually joining the team: building representatives, higher education, etc.)

Implementing a district’s teacher evaluation and development system will be most effective by combining insights, expertise and commitments to transforming a school’s culture of teacher evaluation.

The collaborative potential of teachers, principals, professional development staff, union leaders and school superintendents and to arrive at workable, transparent solutions should inform team composition decisions. The team can also include participants from other constituencies: parents, school board members, students, school-related professionals, and others should be considered. Most critically, participation on the team should signal an individual’s willingness to commit to the continuous improvement of teacher practice and student achievement.

Leadership, authority, facilitation and decision-making *(see characteristics page 20)*

Who leads the Implementation Team? In districts where labor-management collaborations are longstanding, it is likely that the collaboration provides a model for proceeding with implementation. Leadership should be shared equally between union participants and administrative/management personnel; meeting facilitation is an opportunity to demonstrate the district’s commitment to collaboration by sharing (or rotating) the responsibility among facilitators.

Decision-making can be approached with several key ideas in mind. Some decisions will



be driven by regulation, and rely on the team to ensure that the implications of such decisions are realized. (For example, the team doesn't need to decide that observations will be part of determining a portion of a teacher's effectiveness score, but it might ensure that every teacher who *should be observed is observed*, based on the collectively negotiated frequency of observations.)

Many labor-management teams use a collaborative model of decision-making, which requires the parties to negotiate to make decisions and find solutions to problems that are acceptable to all stakeholders. In such decision-making processes, parties who disagree rarely get everything each wants, but they do always get some portion of what they want. The negotiations often involve engaged debate and perspective-sharing, and creative — sometimes unimagined — solutions emerge through this process. The emphasis on conversation and debate strengthens team identity and shared responsibility.

Sometimes collaborative models refer to the compromises of the parties described above as working in a "consensus model." For others, consensus implies agreement to table outstanding issues in favor of issues which can be settled. Consensus, in this spirit, is the product of a good-faith effort to meet the interests of all stakeholders. Interests, by the way, are not the same as positions or demands. Demands and positions are what people say they must have, but interests are the underlying needs or reasons that explain why they take the positions that they do.



Still other teams utilize voting schemes to make decisions. While voting schemes often rely on a "majority rules" strategy for determining outcomes, other schemes look for stronger mandates in the will of the group by insisting on a 2/3 majority, a 75% buy-in, or other strong endorsement (such as "plurality voting" — in which the group with the strongest agreement dominates other, more disparate opinions, even when the group does not represent a majority of voters).

Team conflicts often present opportunities for understanding new perspectives, and to find new opportunities to distribute power and authority among stakeholders.

The person with ultimate authority in the teacher evaluation and development system is the district superintendent. The superintendent is the person in whom responsibility legally rests, and who will answer for failure to fulfill any responsibility defined in regulation, legislation or contract. In a labor-management collaborative, the superintendent generally delegates some portion of responsibility to the team members.

1. <input checked="" type="checkbox"/> Establish a labor-management Implementation Team.	
District Implementation Team Members (representing...)	Phone/email
Ex. Marilyn Sarabakian, middle school principal	555-6271
Ex. Jordan Hopworth, Union, local president	555-3339



Team responsibilities:

- A. The team should clearly articulate the district’s vision for effective teacher evaluation and development.
- B. The team should provide support to efforts to orient all teachers, administrators and evaluators.
- C. The team should provide problem-solving and consultation when procedural problems are encountered. The team should serve as a resource to all educators engaged in the teacher evaluation process.

Points of impact, interest, innovation

- The team should work to build capacity and infrastructure to ensure that the school district culture is focused on capacity-building as much as on APPR compliance.

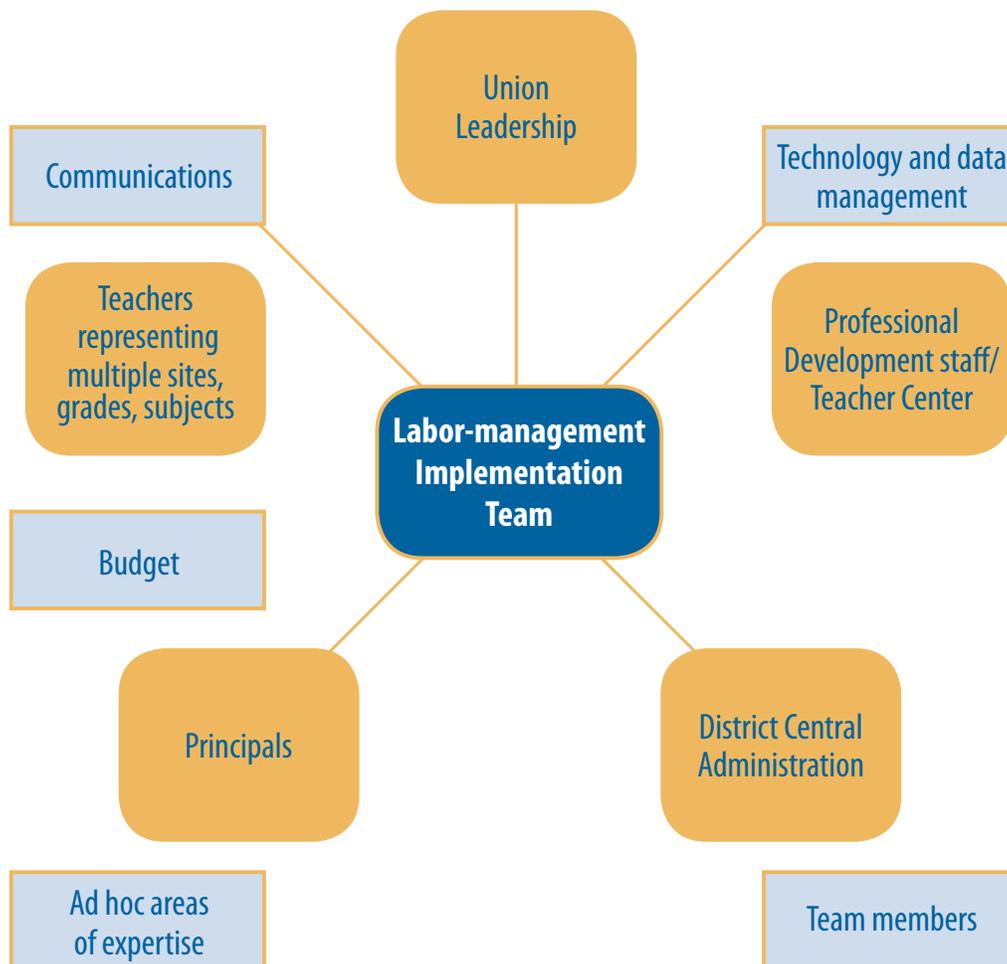
Resources

Video: *Developing an Effective Evaluation System*

Checklist for APPR Negotiations

Implementation Team Configuration

The Implementation Team should be configured to bring a rich mix of labor and management together to share the responsibilities linked to the implementation of a teacher evaluation and development system. Additional staff and expertise may contribute to solving specific challenges (such as budgetary issues) and may serve on the team as needed.



2. Utilize a responsive communication plan that strategically leverages resources to share information about teacher evaluation and development.

Rationale: Any endeavor that requires collective action and has high stakes accountability requires a communication plan. Establishing communication goals, involving stakeholders and selecting communication channels to build relationships is essential. The communication framework can support the implementation of complex systems by utilizing key resources for information, engagement, sharing and celebration. Communications also build trust through transparency.

Team responsibilities:

- A. Develops a communication plan to ensure effective and on-going communications with all stakeholders — teachers, administrators, parents, school board, unions, community leaders and the media — before, during and after the roll-out of the new evaluation system.
- B. Prioritizes communication strategies
- C. Recognize opportunities to leverage existing communications vehicles (face-to-face, print, web/electronic) to maximize buy-in and minimize misperceptions and opposition
- D. Clearly identifies the type of information that must be communicated, establishes a calendar, identifies information providers, establishes confidentiality guidelines, determines multiple channels and responds to incoming communications
- E. Acts as resource/ subject matter expert (and possible content developers) for communications

Points of impact, interest, innovation

- The ultimate responsibility for acquiring, approving and disseminating the content of communications should be clearly assigned.
- Mechanisms in the plan that encourage two-way communications must also

Readiness checklist

Before your team proceeds with the implementation of Step 2, ensure that your district has accomplished the following tasks:

- ✓ Identified communications as an essential function of the team
- ✓ Determined who has “sign-off” responsibilities for communications
- ✓ Identified all audiences/stakeholders

establish a protocol to respond to such communications.

Resources

The Aspen Institute offered an early (2011) report which identified five guiding principles in *Designing and Implementing Teacher Performance Management Systems: Pitfalls and Possibilities*.



3. Identify data to be collected and implement policies that regulate its use.

Rationale: While we rarely think of teacher evaluation as research, it is nonetheless a system in which rich data is collected, and that data is used to inform decision-making. In the aggregate, the data from teacher evaluation is likely to have an impact on system-wide evaluation and policy-making.

Data in this Guide refer to all sorts of instrument-generated results, statistics, texts, documents, records, videos, recordings, reports, meeting minutes and other forms of information that are produced in the implementation of a teacher evaluation and development system.

The data from teacher evaluation procedures (observations, student growth data, etc.) must be secure, and procedures should be put in place to ensure the accuracy of score calculations, uploading of data to NYS, and the rights of teachers to review their records.

Team responsibilities:

- A. Consider commercially developed teacher evaluation data management systems in lieu of the district developing its own system.
- B. Identify the person(s) responsible for data recording, integrity, input, storage, analysis, interpretation and reporting.
- C. Working with communication planners, identify how work of the Implementation Team — and the data it generates — will promote transparency by sharing it with the appropriate audiences in a consistent manner.

Points of impact, interest, innovation

- A central repository for information about teacher evaluation can be a welcome resource for teachers, administrators and others involved in the process. Data management policies, central calendars, preparation guidance, evaluation forms, as well as critical updates regarding schedules, new policies, trainings,

Readiness checklist

Before your team proceeds with the implementation of Step 3, ensure that your district has accomplished the following task:

- ✓ Established guidelines related to confidentiality for all types of data associated with the teacher evaluation system

professional development and other resources may be included.

- Data of any kind (quantitative: scores, statistical data, numerical values; qualitative: survey responses, interview data, narrative accounts, anecdotes, observational reports, meeting minutes, video/audio recordings, visuals, diaries and correspondence, and other artifacts) is of limited value unless it is subjected to analysis and interpretation. Data — when interpreted or analyzed — becomes information which can be applied to solving problems, answering questions, and targeting programs and resources.
- How will data be leveraged to improve student achievement, teacher performance or school improvement?

Resources

My Learning Plan

NYS's Data Elements to be Reported for Teacher/Principal Evaluation, by Year Required (pp. 81-2)

Learn everything you need to know about the fundamentals of managing data in this helpful guide: *Managing and Sharing Data: Best Practices for Researchers*. Although a UK-based resource, this publication provides plenty of guidance on consents, data storage, and other data issues.

4. **Ensure FOI (fidelity of implementation): Monitor, benchmark, evaluate and refine the implementation process.**

Rationale: Along the way of implementation, it's critical to keep asking the question, what's working, and what's not working? Is the program operating in the way it was intended to? Are some components of the program/system working better than others? Which components require more support or what is the consequence of failing to provide more support?

Thus, periodically, the Implementation Team should explore their progress through the use of simple instruments that can provide a reliable index of progress. Naturally, some instruments are simpler than others (time and attendance records of meetings of the Implementation Team, for example, can provide a clear indication of the success the district is making toward achieving the first step: **Establish Implementation Team**).

Team responsibilities:

Tip: Using a simple overall project management software ("homegrown" or commercially produced) can be a key ingredient to managing the benchmarks and milestones, "to-do" lists, and calendaring challenges that confront school systems during the implementation of a new teacher evaluation process.

- A.** Engage in "quality control" — devise a strategy to review and report teacher and/or administrator satisfaction with their experience across the evaluation process.



Readiness checklist

Before your team proceeds with the implementation of Step 4, ensure that your district has accomplished the following tasks:

- ✓ Identified a project management system for managing the process (not the quality) of teacher evaluation
- ✓ Developed the expertise to utilize mandatory reporting systems (SIRS)

B. Evaluate

- orientation and training
- pre-conference, observation and post-conference
- professional development
- SLO training and development
- student assessment administration and scoring
- communications
- other measures

Points of impact, interest, innovation

- It's essential to remember that systems, no matter how integrated, are subject to the intentions, commitments, ideas and hesitations of the people who use it. Ultimately one must evaluate whether or not the system is operating as intended, and if not, be prepared to make adjustments.

Resources

The New Teacher Project offers five key investments for successful implementation in *Smart Spending for Better Teacher Evaluation Systems*.

5. Prepare educators to participate in teacher evaluation activities (aka stakeholder training).

Rationale: In a teacher evaluation and development system that emphasizes professional growth, teachers and administrators must share responsibility for teacher effectiveness. In order to ensure the fair, transparent, and timely and meaningful participation of teachers in teacher evaluation, they must have adequate information and preparation to understand their roles and responsibilities as well as those of the evaluation.

Team responsibilities:

- A. Determine the content of orientation training session for stakeholders .
- B. Describe the complete evaluation process and its consequences in detail. Explain “What’s changing and why...,” “What’s staying the same...,” and “What you can expect from the new system...”.
- C. Describe the professional development options that may be offered.
- D. Describe the scoring mechanisms for all teachers.
- E. Describe the annual calendaring process.

Points of impact, interest, innovation

- Because teachers/administrators may experience substantial anxiety about the evaluation process, adequate supports and timely information are critical.
- Lingering contentiousness and confusion about teacher effectiveness scoring demands that teachers (and evaluators) thoroughly understand scoring computation and the consequences of the resultant ratings.

Resources

Rating and Scoring Teacher Effectiveness

Readiness checklist

Before your team proceeds with the implementation of Step 5, ensure that your district has accomplished the following tasks:

- ✓ The team has identified knowledgeable, respected experts on the proposed evaluation system who are prepared to answer questions and explain procedures during teacher orientation.

The TED Handbook

This handbook is designed as a user-friendly guide to TED (Teacher Evaluation and Development). It is meant to be used in conjunction with the companion TED Workbooks.

The TED Workbook

These pages are designed to guide both teachers and evaluators through the preparation for and collaboration in the four phases of evaluation.

ELT Stakeholder Academy

Teacher Evaluator Training and Certification: Lessons Learned from the Measures of Effective Teaching Project



6. Train and validate the competency of all evaluators.

Rationale: To establish a cadre of legitimate, fair, certified and well trained evaluators who are grounded in the district’s vision for teacher evaluation and growth.

Evaluators engage with teachers through observation and through evidence collection activities that comprise a teacher’s composite effectiveness score. They meet with individual teachers in pre- and post-conferences, calculate composite scores and work with teachers to construct individual learning plans (ILPs).

The lead evaluator — who must meet NY’s 9-point training plan to be certified — will generally be the school principal or other administrator. Other persons may serve as evaluators without certification, but they may not complete or sign any individual teacher’s APPR summative review. It is up to the district to establish what training will be required for any “other” evaluator (this role may be fulfilled by trained principals, other administrators, in-school peer teachers, or other independent evaluators).

Team responsibilities:

- A. Provide/arrange for lead evaluators and evaluator training.
- B. Require a performance assessment to ensure inter-rater reliability. Establish a timeline for evaluator training, including annual opportunities for evaluators to ensure inter-rater reliability and recertification.
- C. In the APPR plan, ensure that the district describes the duration and nature of training it provides for evaluators and lead evaluators, and describes how lead evaluators are certified and periodically re-certified.
- D. With evaluators, review ongoing needs for additional training or practice.

Readiness checklist

Before your team proceeds with the implementation of Step 6, ensure that your district has accomplished the following tasks:

- ✓ Adopted an APPR plan that has specified the content of training for evaluators and has been approved by SED.

Points of impact, interest, innovation

- Content that is considered most critical for individuals to master before they become evaluators concerns bias, correlation, alignment, accuracy and performance assessment.

Resources

More than Measurement: The TAP System’s Lessons Learned for Designing Better Teacher Evaluation Systems (Lesson 3) pp. 16-23

Teachscape produced a report, *Teacher Evaluator Training & Certification: Lessons Learned from the Measures of Effective Teaching Project*, which provides guidance for the development of evaluator training and resources.

Where to find “evaluator training” resources for your district:

NYSUT’s *ELT (APPR) Evaluator Training*

In New York, districts are required to certify and recertify their own evaluators based on successful completion of training specified by state Education Law.

7. **Measure teacher effectiveness through multiple measures (including observations, other evidence of teacher practice; state assessments or comparable measures; and locally selected assessments).**

Rationale: Multiple measures must be employed to reflect the complexity of teaching; similarly, the use of multiple measures can work to reinforce and corroborate effective teaching practice and evidence of success. This step is carried out primarily by evaluators and teachers, the District Implementation Team can troubleshoot and problem-solve in ways that support both teachers and administrators.

Team responsibilities:

- A.** Explore strategies that support the provision of adequate time for evaluators to engage meaningfully with teachers throughout the entire process, from initial pre-observation meetings through individual learning plan development, mid-year reviews, goal setting, and summative reports.
- B.** Have a thorough understanding of the methodology utilized to determine a teacher's overall effectiveness score.
- C.** Provide training on the development of student learning objectives.
- D.** Initiate procedures for training teachers to measure student achievement consistent with the approved/ agreed upon APPR plan and collective bargaining agreement.

Evaluation systems work best when they seek to enhance the skills of every practitioner and link evaluation with professional development. These systems must be designed with the chief goal of helping all teachers to deliver effective and highly effective professional practice. The professional development continuum for teachers depends on systemic support, beginning with initial training and continuing throughout the teaching career with ongoing reflection and leadership.

Readiness checklist

Before your team proceeds with the implementation of Step 7, ensure that your district has accomplished the following tasks:

- ✓ **Determined how the evaluation system will be used as a significant factor for employment decisions and professional development**
- ✓ **Developed resources and procedures for PD and support, such as coaching, induction support, and differentiated PD**
- ✓ **Developed TIP Process and Procedures**

Points of impact, interest, innovation

- Teachers are provided opportunities to learn about appropriate ways to demonstrate effective and highly effective performances.
- Teachers are provided opportunities to learn how to use student data to improve instruction.

General Resources

The TED Handbook

The TED Workbook

The National Comprehensive Center on Teacher Quality

The NYSUT Teacher Practice Rubric (2012 Edition)

Means to an End: A Guide to Developing Teacher Evaluation Systems that Support Growth and Professional Development

Measures of Effective Teaching (MET) Project

Checklist for APPR Negotiations

8. Deliver a system of professional development and growth.

Rationale: Teacher growth rests on the capacity of the teacher evaluation system to identify continuous growth areas for all teachers and then to deliver professional development targeted to the growth area. When aligned with the full range of teacher effectiveness ratings, and with SLOs, CCLS, 21st Century Skills and with the NYS Teaching Standards, professional development leads to increased integrity of multiple systems, all of which bear on student achievement. Individual Learning Plans link evaluation results with professional support.

Team responsibilities:

A. Review the District (PDP) Professional Development Plan and Mentoring Program and identify systems of professional growth and support, and methods to measure impact of professional development on student achievement and teachers' practices. The school district must adopt the PDP by June 30 of each calendar year.

B. Examine time, space, funding and internal structures to support differentiated professional development.

Points of impact, interest, innovation

- The ways in which professional development is differentiated to meet the needs of practitioners across all grades and subject areas should rely on evidence, teacher input, and a variety of delivery mechanisms that rest on adult education principles.
- Gains in student achievement and growth — where demonstrable — should be correlated with the impact of teacher's experiences with professional assistance and support and professional development.
- Given existing resources, changes and shifts in their use may be necessary to support differentiated professional development.
- Train Professional Development Planning Committee on developing PDPs that are aligned with the needs of teachers identified

Readiness checklist

Before your team proceeds with the implementation of Step 8, ensure that your district has accomplished the following tasks:

- ✓ The district and the local have negotiated
 - The process for selecting and scoring other local measures of student achievement
 - The selection of the teacher practice rubric
 - The number and type of observations
 - The procedures for all observations
 - The procedures for operationalizing and scoring other measures
 - Student learning objectives (SLOs) for measuring comparable student growth

in their APPRs, including those needing teacher improvement plans (TIPs).

Resources

New York State Professional Development Standards

Teacher Professional Learning in the United States

NSDC Standards for Professional Learning

NYSUT Education & Learning Trust's
Professional Development Programs and Seminars



9. Assess the teaching and learning conditions that support teacher effectiveness in your district.

Rationale: No comprehensive teacher evaluation and development process can be considered effective and fair if it fails to account for the context in which teachers carry out their professional duties. Periodically assessing this context and guiding decisions about how to improve a school's teaching and learning conditions and monitoring their outcome is the collective responsibility of all members of the school community. A school's teaching and learning conditions should promote student academic success, and teachers' and students' social and emotional well-being.

Team Responsibilities:

- A. Develop or select, then utilize a validated instrument (see resources, below) to capture data related to the district's teaching and learning conditions.
- B. Analyze data and report results to District Implementation Team and to the community.
- C. Leverage the analysis to inform other school-wide and district-wide school improvement initiatives.

Teaching and learning conditions occur in a context framed by the conditions that exist in a classroom, school and district. Conditions refer to a variety of factors including both physical and structural elements of schools, as well as elements that influence a school's culture and climate (time, facilities and resources, teacher empowerment, leadership, professional growth, safety).

Readiness checklist

Before your team proceeds with the implementation of Step 9, ensure that your district has accomplished the following tasks:

-  A survey instrument should be designed to elicit evidence necessary to answering carefully formulated questions. Ensure that a survey is the right tool to answer the district's fundamental questions. Questions must drive methods, not the other way around.

Points of impact, interest, innovation

- The interpretation of survey results in the context of teacher evaluation requires skill and patience. What bearing should such results have on an evaluation system? For example, if a survey revealed a low degree of trust between and among teachers and administrators in a particular school, how might such information serve to determine who should act as evaluators?
- At the local level, survey results can have an impact on or illuminate the need for change in the distribution of financial resources; professional development; teacher career ladders and leadership opportunities; scheduling of classes, teachers, classrooms and other facilities; and many other dimensions of school-wide enterprises.

Resources

MET Project Teaching Conditions Survey

Measuring Teaching and Learning Conditions (a PowerPoint® presentation from the AFT Teach conference)

North Carolina's Teacher Working Conditions Initiative

Teaching, Empowering, Leading and Learning Survey

Conclusion: The Short List

To put it simply: Implementing a teacher evaluation and development plan requires not only a leap of faith (transforming a culture is an ambitious goal), but a team of professionals ready to support all of the players critical to making the system operational.

To succeed, **build a team** rich with content knowledge, enthusiasm and capacity. Draw representation from labor and management.

As you begin, **focus on core components**, such as evaluator training and teacher orientation with the standards and rubric. Use your engagement with core components as the cornerstones for aligning the work plan.

Align your work plan with requirements first, then innovate.

Plan for local variation by consulting other local initiatives to avoid duplication, share resources and leverage expertise. Innovation, not perfection, demonstrates how teams can work creatively to take on local challenges.



Share the team's commitments frequently and explicitly with all stakeholders involved in teacher evaluation and development.

Keep records and use the data to drive decisions, inform others and document success.

Welcome the participation of teachers, administrators and members of the education community-at-large. Collaborate to find solutions, support one another and keep the process moving. Check in with the system's "users" often. Great ideas can come from anywhere.

Teacher evaluation and development systems can only take root, grow and mature in an attentive, committed, positive professional community that recognizes that change is necessary, and critical to the success of teachers and schools and the ultimate learning achievements of students.

Characteristics of a High-Functioning Implementation Team

The team:

- A.** Is able to integrate competing agendas.
- B.** Has a research/data/experience-based response to common organizational problems.
- C.** Has members with content expertise and fluency.
- D.** Anticipates problems.
- E.** Develops and maintains “can do” culture and optimism — consistent with system philosophy.
- F.** Encourages a participatory culture.
- G.** Maintains a culture of working with strengths.
- H.** Runs efficient meetings and instills a collaborative spirit.
- I.** Communicates plenty of positive energy to help everyone through the change process.
- J.** Is solution-oriented.
- K.** Is able to generalize.
- L.** Demonstrates patience.
- M.** Practices what it preaches.

Adapted from <http://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/SAMHSA-NIRN-ImplementationRealWorldPurveyors-2005.pdf>.





Karen E. Magee, President
Andrew Pallotta, Executive Vice President
Catalina R. Fortino, Vice President
Paul Pecorale, Vice President
Martin Messner, Secretary-Treasurer

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**800 Troy-Schenectady Road, Latham, NY 12110-2455
518-213-6000 • 800-342-9810**

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