

## **ProAC Committee Report**

### **Teacher Development and Evaluation**

**November 6, 2010**

## **TEACHER DEVELOPMENT AND EVALUATION**

Public education has the responsibility of providing every student with the opportunity to learn. This responsibility and accountability for the quality of education lies with teachers, administrators, other school staff, the school board and the community itself. Teacher performance is one element of an educational system of quality.

Teacher development and evaluation improves teacher effectiveness and student learning. A teacher must combine strong content knowledge with the skills and understanding needed to reach and engage students. By identifying and building teacher strengths and improving instruction and other teacher practices, the overall quality of education is improved. The teacher development and evaluation system can also identify exemplary teachers who might serve as mentors and/or master teachers, as well as identify ineffective teachers and develop a system of support to remediate their skills and provide transitional career guidance.

### **Intended Outcome**

Proposed is a framework for teacher development and evaluation that includes regular, rigorous reviews of teaching performance by well-trained evaluators, including peers and principals, based on professional teaching standards, best practices and student achievement. The goal is to improve public education by helping promising teachers improve, enabling good teachers to become great and identifying those teachers who should not be in the classroom at all.

The framework communicates our commitment to the mission of public school and our students through a model of continuous improvement of the teaching profession. This framework contains the essential components of effective teacher development and evaluation for use by members of Education Minnesota as we pursue legislation to support the needs of Minnesota students and teachers.

## **Principles and Components**

The following principles and components comprise Education Minnesota's structure for teacher development and evaluation:

### **1.0 PROFESSIONAL TEACHING STANDARDS**

The teacher development and evaluation system must be based upon on Board of Teaching Rule 8710.2000 Standards of Effective Practice for Teachers and negotiated to meet the needs of the local district and teachers.

- 1.1 The standards may be customized through the collective bargaining process at the local level to meet the specific needs of the district's students and teachers.

### **2.0 STANDARDS FOR EVALUATING TEACHING PRACTICE**

The goal of evaluating teaching practice is to ensure continuous improvement of teaching and student learning. Evaluation will include the use of a multiple measures to determine teacher effectiveness.

- 2.1 Teacher evaluation must be objective, understandable, transparent and supported by research.
- 2.2 The teacher development and evaluation system must include a variety of student performance measures that assess student learning, subject to the bargaining process. Any single indicator should never be the sole or predominant measure of student learning.
- 2.3 Teacher evaluation must recognize the environment for teaching and learning success.
- 2.4 Teacher development and evaluation is a continuous improvement process.
- 2.5 The evaluation process must offer relevant assistance for each stage of the teacher's career.
- 2.6 The teacher evaluation instrument and processes used must be negotiated at the local level and meet state statutory requirements.

### **3.0 STANDARDS TO IMPLEMENT THE EVALUATION PROCESS**

The teacher development and evaluation system supports opportunities for students to learn and teachers teach. The system must be developed and implemented in ways that are good for students and fair for teachers. The evaluation system must meet statutory requirements and be negotiated between the district and the union.

- 3.1 The evaluation framework must be negotiated at the local level and meet state statutory requirements.
- 3.2 The evaluation system must be conducted by skilled, trained evaluators and observers which may include administrators, mentors and peers /coaches who understand teaching and learning in accordance with the negotiated agreement.
- 3.3 The evaluation system must be collaborative between the teacher and the evaluator.

### **4.0 STANDARDS FOR TEACHER DEVELOPMENT AND SUPPORT**

Programs to support professional development and growth should be available throughout the school year and throughout a teacher's career. Professional development must be aligned and integrated to the teacher evaluation system and data-supported student learning goals. The professional development must be a structured, systematic plan to facilitate teacher improvement and student learning. Any teacher identified as not meeting standards must be given sufficient support, opportunity and time to improve. Professional development should be guided by the results of evaluations and include efforts such as induction, mentoring and coaching.

- 4.1 Teacher development must be ongoing, job-embedded professional learning for continuous improvement.
- 4.2 The teacher development and evaluation system should leverage the talents of the most effective teachers so they can share best practices with other teachers and impact more students.
- 4.3 The teacher development system must begin with a high-quality mentoring and induction program.
- 4.4 Professional development must be aligned with student learning goals, improve teacher quality, and be consistent with research-based standards. The teacher development and evaluation system must include an improvement process.
- 4.5 The teacher development system must include provisions for time during the school day and school year for coaching and teacher collaboration.

4.6 The teacher development and evaluation system must include an improvement process.

## **5.0 STANDARDS FOR TEACHING AND LEARNING CONDITIONS**

A school must be conducive to teaching and learning for student achievement to occur.

5.1 A teacher development and evaluation system must recognize teaching and learning conditions that are necessary for student and teacher success.

5.2 A teacher development and evaluation system must be adequately and sustainably funded.

5.3 The teacher development and evaluation system must be supported by the framework in the staff development statute (MS122A.60).

## Research

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## Glossary of terms

**Administrator:** The person responsible for the management of the organization within which the teacher works. In traditional models the administrator usually:

- evaluates teachers
- is accountable for the quality of teaching
- ensures that teachers have, to the extent possible, the resources needed to perform their duties and professional responsibilities.

**Authentic assessment:** A form of assessment in which students are asked to demonstrate meaningful specific skills and competencies by applying the skills and knowledge they have learned.

**Best practice:** the most efficient and effective way of accomplishing a task, based on research and application.

**Coaching:** The instructional assistance given to teachers in ways that will improve their job performance, not just for the purpose of doing better on the evaluation, but also for purpose of improved teaching and increased student learning.

**Collaboration:** Two or more professional colleagues working together toward a common purpose.

**Continuous improvement:** An ongoing process designed to bring gradual, but continual improvement through constant review.

**Data Driven System:** a used to improve teaching and learning. The information must be timely and ongoing in order to monitor and adjust for improvement. It must be meaningful and easily understood by all. Growth model measurements rather than value-added measurements should be used. It should be reviewed and used by individuals to implement appropriate instruction for improved student learning.

**Evidence:** Can include samples of student work, artifacts, self-directed inquiry, videotapes, etc.

**Exit Plan:** Transitioning a teacher out of his/her current position, consistent with due process.

**Formal Teacher Evaluation:** The conducting of an assessment or evaluation activity in accordance with a prescribed plan, structure or advance notice.

**Growth targets:** Developed to describe typical or anticipated growth over a period of time from normative data.

**Induction:** A process of support and guidance provided to probationary teachers and school administrators in the early stages of their careers. Induction encompasses orientation to the workplace, socialization, mentoring, and guidance through the beginning of teacher practice.

**Informal Teacher Evaluation:** The conducting of an assessment or evaluation activity that does not use the 3-step model of pre-conference, observation, and post-conference.

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**Job embedded professional development:** Professional development that occurs as teachers engage in their daily work activities. It can be both formal and informal and includes but is not limited to discussion with others, peer coaching, mentoring, study groups and action research.

**Master teacher:** A teacher who demonstrates excellence inside and outside of the classroom through consistent leadership and focused collaboration to maximize student learning.

**Mentoring:** Used to improve teaching and learning for all teachers. Job-embedded, ongoing and formative.

**Mentor Teachers:** An experienced, specially trained teacher who works with new teachers, interns, or regular teachers in a professional improvement program.

**Multiple Measures:** The array of different types of evidence that are collected or assessment instruments that are used to better assess a teacher's knowledge, skills and performance. Together multiple measures of the same attribute provide a more comprehensive, reliable and valid measure of that attribute than any one measure alone.

**Observations:** One of several methods used to collect data about a teacher's performance. It may include student behavior, the teaching context and the learning environment. Not all observations have to occur in the classroom. Some observations can be done without students present; for example, reviewing records, observing Individual Education Plans (IEP) meetings and observing a staff member during parent conferences, and observing employees in professional roles outside the classroom.

**Peer Coaches:** Two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.

**Performance Evaluation:** The process of determining the merit, value, and worth, based on assessment results, of some performance attribute(s) of the teacher being evaluated.

**Professional Learning Community (PLC):** Teams of teachers who regularly collaborate toward continued improvement in meeting learner needs through a shared curricular-focused vision.

**Portfolio:** A purposeful selection of work that showcases the abilities and knowledge of the teacher, created using multiple pieces of evidence. (testimonials, student learning outcomes, student work) and of products by the teachers (lesson plans, critique of a textbook chapter, video tape of a lesson).

**Probationary Evaluation:** Evaluation for teachers during each of their first three years of their employment with the district.

**Professional Development:** Used to improve teaching practices and student learning. It must be:

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- Aligned with a system-wide focus;
- Goal-based and correlated with benchmarks;
- Rigorous & content-oriented;
- Research-based; and
- On-going.

**Professional Review Panel:** A panel to which teachers may appeal if they disagree with a decision related to any of the elements of evaluation.

**Teacher Evaluation System:** The fair, manageable process for teachers and principals to evaluate teacher performance. The Teacher Evaluation Committee, should be composed of teachers, administrators and specialists. In addition, a new professional evaluation system should be pilot-tested before it is implemented.

**Reflection:** Self-assessment and analysis of one's own teaching.

**Reliability:** The degree to which an assessment or instrument consistently measures an attribute.

**Rubric:** An assessment task tool with a very specific job of providing feedback. It is rightly used when given in advance of a task.

**School climate:** reflects the physical and psychological aspects of the school that are more susceptible to change and that provide the preconditions necessary for teaching and learning to take place.

**School culture:** Reflects the shared ideas—assumptions, values, and beliefs—that give an organization its identity and standard for expected behaviors.

**Standard:** The level of performance on the criterion being assessed that is considered satisfactory in terms of the purpose of the evaluation.

**Standards of Effective Practice:** As defined in 8710.2000

**Teacher Evaluation:** The systematic appraisal of a teacher's performance and/or qualifications in relation to the teacher's defined professional role and responsibilities as well as to the school's and district's mission.

**Teacher Mentoring Programs:** School districts are encouraged to develop teacher mentoring programs for teachers new to the profession or district, including teaching residents, teachers of color, teachers with special needs, or experienced teachers in need of peer coaching. There is a commitment to:

- allow staff participation.
- assess skills of both beginning and mentor teachers.
- provide appropriate in-service to needs identified in the assessment.

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- provide leadership to the effort.
- cooperate with higher education institutions.
- provide facilities and other resources.
- Share findings, materials, and techniques with other school districts.

**Validity:** The extent to which the test scores or responses measure the attribute(s) that they were designed to measure.

**Value-Added:** The change in an attribute or product that can be linked to an intervention. Examples are the change in student test scores before and after completion of a course or the change in the effectiveness of a teacher's classroom management skills as a result of participation in a professional learning activity.