## Minnesota Department of



# Teacher Evaluation Work Group Key Components and Essential Questions

### **Key Components**

- 1. Specify evaluation system goals
- Secure and sustain stakeholder investment and cultivate a strategic communication plan
- 3. Select measures
- 4. Determine the structure of the evaluation system

- 5. Select and train evaluators
- 6. Ensure data integrity and transparency
- 7. Using teacher evaluation results
- 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)

## Performance Standards

## Student Achievement <u>Data</u>

#### 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?
- 1. Has Minnesota defined what constitutes an effective teacher?
- 2. Has Minnesota established teaching standards?
- 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)
- 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?
- 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)
- 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)
- 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

## Student Engagement <u>Data</u>

Resources

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

## Implementation and LEA Support

Resources

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

- determine the level of teacher effectiveness?
- 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?
- 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?

## <u>Professional</u> Development

Resources

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

Based on A Practical Guide to Designing Comprehensive Teacher Evaluation Systems: A Tool to Assist in the Development of Teacher Evaluation Systems, National Comprehensive Center for Teacher Quality