

Teacher Evaluation Framework



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Executive Summary

Interest in reforming teacher evaluation systems is growing, and it's time for educators' voices to be heard. Teachers need and want professional development and evaluation systems that provide meaningful feedback, help them improve their practice, allow them to grow professionally, and enhance student learning.

The California Teachers Association has long advocated for valid and reliable assessments of teacher performance, but in too many districts, the evaluation process is cursory, perfunctory, superficial, and inconsistent. And in some places, so-called reformers are calling for even more simplistic and wrong-headed approaches – such as using only student test scores to evaluate teacher effectiveness. Good evaluation systems must reflect the complexity of teaching and learning and focus on teaching practices that best support student learning. And they must address factors both in and out of school that have an impact on student learning.

CTA has identified three essential goals for comprehensive and robust teacher development and evaluation systems: to inform, instruct and improve teaching and learning; to provide educators with meaningful feedback on areas of strengths as well as areas needing improvement; and to ensure fair and evidence-based employment decisions.

To support these goals, CTA has developed a set of guiding principles and an evaluation framework to help local chapters shape and bargain more supportive and equitable evaluation systems. The framework addresses key issues, including these:

- Evaluation systems must be differentiated to support the development of educators through all career stages – from beginning to mid-career to veteran.
- They must include evidence of teaching and student learning from multiple sources.
- There must be opportunities for peer involvement at every stage of the process, both for advisory and support purposes.
- Evaluation systems must be coupled with structures for support, such as high-quality induction programs, peer support for educators who need extra assistance, and job-embedded professional development.
- Clear distinctions must be made between formative and summative assessments; both are essential to any comprehensive teacher evaluation system.
- Evaluators must receive extensive training in all evaluation procedures and instruments.

The framework calls for evaluation systems to be different by design for beginning teachers and professional teachers (those with permanent status). Teaching is a developmental art; educators are continually growing and perfecting their skills, which means they will progress through many stages during a career. CTA believes that comprehensive evaluation systems must acknowledge this professional growth and allow for differentiated goals and expectations at different points in time.

The framework also maintains that comprehensive teacher development and evaluation systems must be viewed within a larger context of mutual support and shared accountability which begins at the federal and state levels and continues to the classroom level and the home.

Improving teacher evaluation processes will require blending the guiding principles with statutory requirements and appropriate, locally bargained language. Local chapters can use these principles to develop agreements that spell out the purpose of evaluation, the role and responsibilities of all stakeholders (teachers, evaluators, administrators, students, parents and community members) in the evaluation process, and the personnel decisions that will be tied to the process.

This framework was designed to be a resource for teachers, local leaders, and school district staff. It can also be used by policy makers at the state level to inform legislation that supports the work of California's educators, but CTA recognizes that the structure and scope of teacher evaluation systems are ultimately local decisions that are shaped by local conditions and priorities.

All students deserve opportunities to learn that are tied to high standards, rigorous curricula and effective teaching strategies. All teachers deserve evaluation and assessment systems that are transparent, fair and comprehensive, and that actually improve teaching and learning. The vast majority of teachers serve their students well, but robust and meaningful evaluation systems, developed within the context of shared responsibility, can benefit everyone: teachers, students and the community.

CTA Teacher Evaluation Workgroup

The Workgroup was appointed by the CTA Board of Directors. It includes a cross section of local educators throughout California, State Council members, chapter presidents, higher education faculty and CTA staff. It also includes the Chairs and staff consultants from seven State Council committees to ensure input from all policy committees that have direct work with teacher evaluation and assessment. (See list below)

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I. Introduction

The Need for Change

Currently, there is much discussion and interest in teacher evaluation with a consensus that the way teachers are currently evaluated needs to change. There are many problems with the current system of evaluating teachers. Foremost, is the frustration that teachers experience participating in a process which many feel is cursory, perfunctory, superficial and inconsistent. The current system, which is largely based on singular and fleeting observations, provides incomplete or inaccurate portrayals of a teacher's skills and abilities. Teachers are concerned about not receiving helpful feedback because, in many cases, administrators receive very little training on how to conduct effective evaluations. Teachers want a system that provides meaningful feedback, improves their practice, allows them to grow in the profession and ultimately enhances student learning. For this reason, it is important that the California Teachers Association be at the forefront of current teacher evaluation reforms. We have the opportunity to lead discussions and build a better system to serve teachers, students and the community.

It is imperative to assess and evaluate what we value in education – not simply what is easy to measure. Currently, there are those who would impose a system which relies on student test scores to evaluate the effectiveness of teachers. The simplicity of this approach can be seductive, but it is inherently flawed and meaningless as it is not only unable to achieve its goal of evaluating teacher effectiveness, but also has severe negative consequences for the learning outcomes of students. The misuse of data threatens the well-being of individual teachers', creates unhealthy school environments, and undermines evaluation systems. Research shows that evaluating teachers mainly on standardized test scores leads to teaching to the test and a narrowing of the curriculum.

A good evaluation system must reflect the complexity of teaching and learning, and focus on teaching practices that best support student learning. Teachers are certainly important to the success of their students, but student learning is not influenced by just one teacher. There are many factors within and outside of the school walls that impact student learning. Students learn at different paces and have different needs and learning modalities.

Adequate resources, school climate, safety, time, and factors beyond a teacher's control are significant to a student's learning.

Schools also have unique cultural routines and learning environments that shape teaching and students' learning opportunities in the classroom. What is best for students is providing them with opportunities to learn that are tied to high standards, rigorous curricula, and effective teaching strategies. All of these factors need to be considered in developing a useful and fair teacher evaluation system.



Purposes of Evaluation

The purpose of an effective teacher development and evaluation system is to inform, instruct and improve teaching and learning; to provide educators with meaningful feedback on areas of strength and where improvement is needed; and to ensure fair and evidence-based employment decisions. An effective evaluation system must include both formative and summative indicators integrated with quality professional development and the necessary resources and support for teachers to improve their practice and enhance student learning.

Developing a New Framework

Existing state policies acknowledge the importance of quality teaching practices and professional development centered on continual growth and improvement (*see, e.g., Ed. Code Sections 44470 et seq.*).

The governing board of each school district shall evaluate and assess certificated employee performance as it reasonably relates to:

1. *The progress of pupils toward the standards established pursuant to subdivision (a) and, if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments.*
2. *The instructional techniques and strategies used by the employee.*
3. *The employee's adherence to curricular objectives.*
4. *The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities. [Ed. Code Section 44662(b)]*

CTA has developed a set of guiding principles and an evaluation framework to assist local chapters in shaping and bargaining a more supportive and equitable teacher evaluation system. Critical to these principles is that they blend statutory requirements with appropriate, locally-bargained language that will make teacher evaluation systems fair and transparent in the context of teaching and learning. Local chapters should be able to use these principles to develop agreements in three broad areas:

1) Purposes of a local evaluation (the need, the use, the audience, core issues)

2) Roles and responsibilities of ALL stakeholders (teachers, evaluators, administrators, students, and parents) in formative and summative evaluation activities (induction, permanent status, career pathways, and PAR).



3) Relationship between the processes of evaluation and the outcomes of evaluation decisions (personnel and improvement)

By proposing a new approach to teacher development and evaluation, we are calling for a series of changes in the state evaluation framework that would then be incorporated into evaluation systems negotiated at the local level.

Ultimately, the structure and scope of teacher evaluation will be determined locally and will be shaped by local conditions and priorities. This framework is designed to be a resource of essential components and issues that should be considered when developing, changing, and implementing a comprehensive teacher evaluation system.



II. Guiding Principles

CTA believes the following principles are essential to any effective and fair teacher development and evaluation system:

1. The goal of any evaluation system is to strengthen the knowledge, skills and practices of teachers to improve student learning.
2. Any evaluation system must be collectively bargained at the local level to ensure the buy-in and trust of all affected parties and to ensure local conditions are considered. This includes policies, assessment standards, timelines, procedures, peer involvement, implementation, monitoring, and review.
3. Any evaluation system must be developed and implemented with teacher participation to ensure a supportive climate for improving practice and growth and to promote collaboration among educators.
4. Any evaluation system must be differentiated to support the development of educators through all career stages – from beginning to mid-career to veteran.
5. Any evaluation system must address the varying assignments of certificated educators, including those who teach core and non-core subject areas, and are classroom and non-classroom educators (i.e., resource teachers, counselors, nurses, and psychologists).
6. Any evaluation system must include evidence of teaching and student learning from multiple sources.
7. A comprehensive teacher evaluation system must recognize the different purposes of evaluation and be comprised of both formative and summative methods.
8. Any evaluation system must provide relevant and constructive feedback and support that informs teaching practices. Feedback must be coordinated with high quality professional development that is continuous; is linked to curriculum standards; and allows for adequate time and resources for coaching, modeling, observation, and mentoring.
9. Any evaluation system should include opportunities for peer involvement for advisory and support purposes.
10. Any evaluation system must consider the complexities of teaching and student learning that are outside of the teacher's control and beyond the classroom walls.
11. Any evaluation system should be based on a set of standards of professional practice that acknowledge the multiple activities and responsibilities of educators that contribute to the improvement of learning and the success of the school.
12. All evaluators must have extensive training and regular calibration in all evaluation procedures and instruments.
13. All evaluation components and procedures must be clearly defined, explained, and transparent to all educators.
14. All evaluation tools must be research-based and regularly monitored for validity and reliability.
15. Data used for evaluation and improvement purposes must be kept confidential to protect the integrity and utility of information used to improve professional practices.
16. Any evaluation system must be monitored and evaluated to ensure that it is working as intended and it remains consistent with its purpose.
17. Any effective evaluation system that supports professional learning requires an ongoing commitment of financial resources, training, and time.

Teachers provide the stable, nurturing, inspiring environment that makes it possible to reach each student individually. Teachers and the classroom environment are the foundation of a solid educational experience. Teachers need and want an evaluation system that strengthens their knowledge, their skills and their practices, and the goal of any teacher evaluation system should be to improve student learning.

III. Reciprocal System of Accountability



A quality, comprehensive teacher evaluation system resides within a larger context of mutual support, responsibility and accountability, beginning at the federal and state level and continuing to the classroom and the home. The entire school and greater community – teachers, administrators, education support professionals, families, students, community members, and elected officials – are responsible for providing every student with the opportunity to learn and become a productive citizen. In order for teachers to be effective in their practice, there must be support at all levels of the public education system:

- Funding
- State policies and legislation
- Teacher preparation and credentialing requirements
- Teacher training, induction, support and professional development
- Administrator training and credentialing requirements
- Family involvement in student learning
- Education Support Professionals, including but not limited to bus drivers, maintenance workers, and instructional paraprofessionals are an essential part of a child's educational team
- Student support services, including but not limited to early childhood education, a safe and supportive learning environment, equitable resources, and access to adequate healthcare.

Teaching is complex and does not happen in a vacuum. Situations and conditions outside the control of the teacher must be considered within the evaluation system. There exists a need for reciprocal accountability regarding those responsible for creating school conditions conducive to effective teaching and learning.

Teachers

The goal of any evaluation system is to strengthen the knowledge, skill, and practices of teachers to improve student learning (GP 1).

The foundation of reciprocal accountability is when sufficient support and relevant resources are provided so teachers can perform at their highest level. These high expectations for teachers must coincide with relevant opportunities and resources to demonstrate effective teaching practices.

Administrators

Equally inherent in the idea of reciprocal accountability and responsibility is trust. Teachers must trust that administrators are true partners in the educational process. Student learning and teacher performance are very much impacted by administrators at each school. Teachers cite a strong and supportive administrator as one of the most important factors in effective teaching and improving student learning. According to the California Professional Standards for Educational Leaders (CPSEL), a school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A strong administrator also has the knowledge and capacity to function as an instructional and curricular leader.

Currently, there is no comprehensive state policy for evaluating administrators. To ensure a system of reciprocal accountability, administrators should be held to high professional standards and expectations, and an administrative evaluation policy should be developed and implemented.

Families

Parents and families are an integral part of a child's educational team. Families are critical to a student's learning as they must ensure that a child comes to school ready to learn, equipped with such values as responsibility, respect for others and a love for learning.

Families are also critical in providing additional learning support for students at home. They are critical in helping with homework, providing supplemental learning tools, and being involved in school activities. By taking an active role and sharing their *funds of knowledge*, families can help develop, transform, and enrich classroom practice and curriculum. "Funds of knowledge" refers to cultural artifacts and bodies of knowledge that underlie household activities and are viewed as positives rather than deficits (i.e., trades, skills, rites, traditions, communication, family activities, etc.). Sharing of knowledge in the home allows families to promote cultural and ethnic diversity in the classroom.

Students

Students need to be active participants in their own learning. They should be respectful and come to school ready to learn. When students connect learning to their own experiences and understand what to learn and how they learn it, they are more likely to be accountable and invested in their own learning. In the end, students should see themselves as lifelong learners.

Community

Public education is the great equalizer and foundation of our democratic society. All of us in the community have a responsibility to support quality public education systems that, in turn, support effective teaching. This includes providing adequate funding as well as providing a safe environment free from danger, violence and harassment for students, staff, parents, and the larger school community.



In turn, local schools must be accessible to the community and the families they serve which includes having documents, information, and all activities and events accessible to linguistically and culturally diverse families and students.

Elected Officials

An effective evaluation system that supports professional learning requires an ongoing commitment of financial resources, training and time (GP 17). In order to be effective, any teacher evaluation system must be funded appropriately, including resources such as release time for observations, training and calibration for evaluators, and funding for professional growth and development.

Elected officials, whether through the allocation or prioritization of funding, need to give our students, teachers and administrators the tools and resources necessary to be effective.

There needs to be an investment in classroom priorities that build the foundation for student learning and support it from early childhood through higher education. This also means resources to support a well-rounded education that includes history, science, arts, physical education, music, and career technical education. Elected officials must be held accountable to provide the funding needed to support effective teaching and help all students succeed. This includes funding for critical student support services that are essential to creating a clean, safe and supportive learning environment. They must also be held accountable for the laws and policies that directly impact teaching and learning. Laws that narrowly define student, teacher and school success based on standardized test scores undermine teaching and force a one-size-fits-all approach that is harmful to students.

Elected officials need to defer to the expertise of educators when developing legislation involving teacher evaluation systems.



IV. Standards for All Certificated Assignments

It is important that all evaluations be based on a set of professional standards (GP 11).

Standards for Classroom Teachers

Teacher evaluations must be based on professional standards. Many sources of professional teaching standards exist including those developed by national consortia or by individual state standards boards.

California developed its own professional standards, the California Standards for the Teaching Profession (CSTP-revised in 2010), which are designed to “provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice” (p.1). The CSTP are structured around six domains that capture the complex and dynamic aspects of teaching as well as the development of teachers’ knowledge, skills, and practices throughout their professional careers (see Figure 1 in Appendix). The six domains are:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning and Designing Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional Educator

Together, they provide a developmental and comprehensive view of teaching and are designed to support teacher growth at all levels of the profession. Most importantly, the standards define the expectations that help teachers meet the needs of California’s diverse student population.

In any given evaluation year, teachers learn best when given the opportunity to focus on a specific set of standards and elements within those standards. It is an unrealistic and inefficient expectation that all teachers will develop in all standards and all elements of each standard in an evaluation year. A more useful and effective use of standards is to select them to support the developmental learning needs of each educator. Self-directed improvement combined with administrator guidance and support enhances the teacher’s capacity to improve her/his practice which leads to higher quality of instruction for students.

The selection of the standards and elements as the focus of an evaluation should be mutually agreed upon by the administrator and teacher.

Mutual agreement on a selected set of standards and elements within each standard allows the teacher to focus on the skills during each evaluation cycle that align with school and district goals.

Standards for Other Certificated Assignments

Any evaluation system must address the demands of the various assignments of certificated educators (GP 5). For educators in non-teaching positions, teaching standards may not adequately address their specific assignment duties. Educators in other certificated assignments (e.g., speech and language pathologists, social workers, counselors, librarians, nurses, etc.), should have the option to use appropriate professional standards in their evaluation. As an example, this means that evaluations for counselors could be based on professional standards in school counseling.

Standards for Administrators

As previously stated, a comprehensive evaluation system for administrators is also needed in California. This system should be grounded in professional standards. In particular, Standard 2 of the California Professional Standards for Educational Leaders (CPSEL) calls for “Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth” (see Appendix CPSEL standards, p. 2). In addition, educational leaders require more than this specific professional standard to effectively sustain teacher and student growth. Other areas include:

- Sustaining a safe, efficient, clean and well maintained school environment
- Establishing school structures that support student learning
- Supporting the equitable success of all students
- Utilizing effective student behavior management systems
- Encouraging and inspiring others to higher levels of commitment and motivation
- Viewing oneself as a leader of a team and also as a member of a larger team
- Facilitating and encouraging group decision-making and shared leadership
- Monitoring and evaluating program and staff

Effective leaders are instrumental in supporting good teaching, and hence, there should be high-quality standards and evaluations for administrators that reflect the skills above.

V. Formative & Summative Assessment

To ensure that a teacher evaluation system helps improve teaching and learning, it must include both formative and summative assessments (GP 7).

Formative Assessment

Formative assessment focuses on the *process of increasing knowledge and improving professional practice*. The focus is on assessing ongoing activities and providing information to monitor and improve a teacher's learning, practice, and instructional methods. It provides teachers with feedback on how to improve their practice to promote student learning, and guides what types of professional development opportunities will enhance their practice. Most importantly, the assessments are not seen as single events, but rather a process by which knowledge about instruction continues to grow and adapt to the needs of students and the classroom context.

Summative Assessment

Summative assessment focuses on *outcomes*. It summarizes the development of a teacher's practice at a particular point in time and may include multiple sources of evidence about teaching and student learning, such as: portfolios, checklists, lesson-plans, observations, self-assessments, surveys, student work samples, development of student assessments, and the teacher's use of locally or teacher-developed assessments. Summative events should be based on standards that are developed jointly under the auspices of the collective bargaining agreement and used to make decisions on an educator's performance that inform personnel decisions.

Issues to Consider

Formative and summative assessments are central components to any comprehensive teacher evaluation system. It is important to define the purposes, uses, and procedures of all formative and summative assessments in a teacher's evaluation. Some questions to consider when making decisions on forms and uses of assessments are: *what types of evidence to collect, how often it is collected, how teachers are involved in the decision-making and procedures for collecting evidence, and who has access to student and teacher data*. Research and in-depth knowledge of teaching tells us that no *one* model fits each classroom, each school, or each district. However, we do know some best uses of formative and summative assessments.

Table 1 serves as a guide for making informed decisions around the purposes and uses of formative and summative assessments when creating comprehensive evaluation systems that are useful and meaningful to teachers.



Table 1: Formative & Summative Assessment

Dimensions	Formative Assessment	Summative Assessment
Purpose	Used for growth and improved practice	Decisions about continued employment
Evidence	Various written or observable demonstrations of teaching and contributions to student learning	Multiple measures
Frequency	Ongoing and continuous	Periodic and scheduled
Reporting Structure	Collaborative, using flexible forms of feedback	Adherence to strict guidelines, forms, and timelines
Use of Evidence	Diagnostic – designed to improve practice	Designed to make a judgment
Relationship between Administrator and Teacher	Collegial – to encourage reflection and discussion	Prescriptive – to prescribe a course of action
Process	Teacher self-reflection, peer feedback, peer input, peer review, administrator feedback	Checks and balances
Adaptability	Open, exploratory, and integrated into practice; focused on practitioner development and practice	Precisely defined, limited to required documentation
Standards of Measurement	Allows flexibility and revision of documents in response to individual teaching and learning environments Individualized; multiple systems of demonstration and documentation; pursuit of excellence in one's own practice	Outcomes set (yes/no, met/did not meet); sorting or rating

VI. Multiple Measures - Types, Use and Access to Data

No single measure can capture the complexity of teaching. Evaluation of effective teaching requires multiple measures of both teacher and student learning. Some measures are specific to the student, teacher or school. Measures also differ based on their use in the formative or summative part of a teacher's evaluation. The formative process for evaluating teachers is not static and requires ongoing discussion and reflection. The summative side of a teacher's evaluation should focus on a teacher's instruction and curriculum decisions, including the use of data to inform those decisions. In any evaluation system, it is important to understand how each measure is being used and defined. Decisions about which, how many, and when a specific measure is applied should be made in the context of the local school and classroom conditions.

Evidence of Student Learning

Evidence of student learning can be obtained through various measures. Assessment of student learning is a complex process requiring the collection and analysis of both formal and informal data. Essential to any evaluation system is that teachers assemble and evaluate evidence of learning in their own classrooms, and that measures be appropriate for the specific set of students. Teachers are central to both creating assessments that are useful and relevant, and deciding which assessments to use and how often to use them. To be useful, assessments should:

- Be aligned to current student standards, and academic and student learning goals the teacher is expected to teach.
- Be constructed to evaluate student learning, not performance on the assessment itself.
- Be sensitive to the diversity of students including English learners and those with special needs, as well as high-achieving students.

Teacher Use of Student Data

Teachers are constantly observing, dialoguing, instructing, and interacting with their students, while at the same time making adjustments. Student data falls under two broad categories: 1) demographic and personal data, and 2) student performance data. Student demographic and personal data includes information such as: class and school attendance, ethnicity, race, linguistic characteristics, socioeconomic status, and special needs. Student performance data includes information such as: projects, notes, writings, artwork, oral presentations, reports, reflections, portfolios, performance-based assessments, teacher-developed assessments, district benchmarks, and standardized tests.

Evaluations of teacher performance must distinguish between measures that assess student outcomes, and measures that assess how teachers use student and school-wide data. Standard 5 of the CSTP provides useful guidelines.

These include:

- Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- Collecting and analyzing assessment data from a variety of sources to inform instruction
- Reviewing data, both individually and with colleagues, to monitor student learning
- Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Using available technologies to assist in assessment, analysis, and communication of student learning

Teacher and School Data

When used as part of formative evaluation, teacher and school data can be useful in assessing the different types of activities and school factors that contribute to a teacher's learning and effectiveness. This type of teacher data includes information such as: university/college coursework; professional development hours; district, state or national level work; action research; National Board Certification; and educational conference participation. Other types of teacher data can include teacher contributions to the profession and contributions to the school and school community. Surveys addressing overall school-wide issues or school climate can also be used by teachers to help inform their practice and their understanding of the classroom environment.

Access to Student and Teacher Data

All teacher and student data used as part of a teacher's formal evaluation must be kept confidential. Local Education Agencies (LEAs) must clearly label student data reports linked to individual teachers as personnel information, and are therefore confidential. LEAs must also clearly identify any evidence, paperwork or artifact related to evaluation activities or procedures as confidential and districts need to be held liable and accountable for this confidentiality.



Multiple Measures

Measures used for teacher evaluation will vary based on the local needs of teachers and their classrooms. This framework does not specify which measures to use or how much weight to place on them. These decisions are to be made at the local level with the bargaining representative. However, when considering multiple measures of teacher performance, we recommend that the measures:

- Be mutually agreed upon by the teacher and evaluator within the scope of the collective bargaining agreement
- Provide tailored and multiple opportunities for teachers to demonstrate their abilities
- Be tailored for the different career levels of teachers
- Be tailored to the diversity of teaching assignments

- Serve as meaningful tools for improving practice in the classroom and school-wide
- Be integrated with professional development and promote collaboration among teachers
- Promote self-assessment and foster self-reflection
- Be directly linked to a learning objective for the teacher or students
- Provide consistent criteria for documenting and observing a teacher's performance
- Engender fair and accurate assessment while fostering understanding as to how a teacher will proceed toward continued improvement in learning and teaching
- Communicate performance expectations

Examples of Multiple Measures

Contributions to the Profession

These are certain contributions or recognitions that teachers obtain as part of their instruction or quality of teaching which may include: local, state, or national recognition or awards; a published piece in a professional publication; a presentation at local, district, state, national conference; collaborative and community-based activities; leadership roles and activities; and designing new programs.

Contributions to the School & School Community

These are additional teacher contributions to the school and school community which may take the form of: professional support to colleagues, providing professional development at the school, participation in professional learning communities, implementation of school-goals, leadership roles, organizing and leading student programs.

Instructional Logs

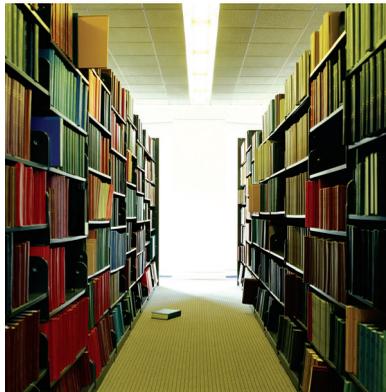
These are detailed records of teaching. They are highly structured and require specific information about content coverage and instructional practices.

Lesson Plans & Analysis of Student Work

This method considers lesson plans, scoring rubrics, student work, and other artifacts to determine the quality of instruction in a classroom. The idea is that by analyzing classroom artifacts, evaluators can better understand how a teacher creates learning opportunities for students.

Student work may be judged on a variety of criteria including: authenticity, intellectual demand, alignment to standards, clarity, and comprehensiveness. Student artifacts may include: student portfolios, student project-based inquiry activities,

student oral and written presentations, teacher/student conferences, and student observations by the teacher. Teachers can also include narrative or explicit statements describing knowledge, skills, abilities, and attitudes that a student will be able to demonstrate at the end or as a result of his/her engagement in a particular lesson, course, or program.



Observations

These are the most common form of teacher evaluation and vary widely in how they are conducted and what they evaluate. They can measure general teaching practice or subject-specific techniques. Important pieces to consider are: training for all evaluators, observation based on high quality standards-based instruments, prompt feedback, and linking observations to professional development and coaching supports.

Post-Observation Dialogues

These can be useful in gathering information on perceptions and opinions that describe the “whys” and “hows” of teaching. This type of measure should be an interactive process where the evaluator is able to tap into a teacher's intentions, thought process, knowledge and beliefs and the teacher is able to tap into his/her self-reflection for formative evaluation.

Portfolios

These are collections of materials compiled by teachers to exhibit evidence of their teaching practices, school activities, and student progress. Portfolios are different from student artifacts and lesson plan analysis in that the teacher collects student and instructional materials specifically for the purpose of evaluation. Portfolios also include a process by which teachers reflect on the materials and explain why artifacts were included and how they relate to standards. A portfolio may include exemplary student work as well as evidence that the teacher is able to reflect on a lesson, identify problems in the lesson, make appropriate modifications, and use that information to plan future lessons. Examples of portfolio materials include: teacher lesson plans, schedules, assignments, assessments, student work samples, videos of classroom instruction and interaction, reflective writings, notes from parents, and special awards or recognitions.

Professional Growth

These are added levels of training or studies that teachers attain in the form of: university/college coursework; professional development hours; district, state or national level work; action research; National Board Certification; and educational conference participation.

Standardized Test Scores

These should only be used by teachers as part of their deliberate instructional decisions. Teacher's knowledge and practice of how to use student data to improve student learning may be used in conjunction with other measures in formative and summative evaluation.

Surveys

These must be treated very carefully with specific parameters so that the data gathered and their uses are unbiased and fair to teachers. Surveys addressing overall school-wide issues or school climate that can be used by teachers to help inform their practice and classroom environment may be selected by the teacher to be a part of their formative evaluation and/or professional development. A survey can provide useful information, yet precautions must be taken to consider sample size, reliability, validity, bias on items/questions, and how the method of dissemination can impact results. The survey *must not* be part of any summative evaluation of the individual teacher. The use of survey data must be bargained and not be punitive to teachers.

Teacher Set Objectives/Goals

These are a set of objectives or goals that are created by teachers to evaluate their performance. Set goals can be evaluated throughout the year (formative) and/or at the end of the school year (summative). Goals can be set in several areas, such as: individual student and classroom growth, instruction, curriculum, pedagogy, and pedagogical content knowledge.



Standardized Tests

The term “standardized tests” usually refers to normed tests that reflect a projected performance level, on specific subject matter, of a specific student population. Extensive and expensive work goes into the development of test items so that they reflect assumptions about the students taking the tests and the subject matter that they are expected



to learn. The tests are deliberately structured so that scores are distributed along a normal bell curve, with the bulk of the students (>60%) in the center. Tests are rewritten (re-normed) if they do not generate this distribution. There is widespread agreement among psychometricians and other educational researchers that the scores have limited use. Guidelines promulgated by major organizations - among these the American Educational Research Association, the American Psychological Association, American Evaluation Association, and the National Council on Measurement in Education strongly caution against the use of test scores in support of high- stakes decisions.

Given these conditions, standardized test scores may be used in two ways:

Formative Evaluation: As an integral part of extensive information used to make decisions about professional development and other strategies to support more effective teaching.

Summative Evaluation:

How teachers use standardized test scores is important. For example, as they reflect on and analyze this and other information before they make decisions about instructional strategies and the use of curriculum materials, teachers can demonstrate an understanding of both the possibilities and

limits of these scores.

Instructional Sensitivity

Tests that are instructionally sensitive are said to accurately reflect the connection between teacher instruction and student learning. There are many factors that can undermine this dimension. These include: inconsistent standards, difficulty of test items, distracting prompts, student aptitude, and student attitude.

Valid and Reliable

A test that is valid is said to exactly measure what it is designed to measure. A test that is reliable is able to make this measurement consistently, over time. Any standardized test that is used by teachers in their assessment of student learning and instruction must pass the *validity* and *reliability* tests. Much effort, expense and time is devoted to the increase of validity and reliability, but these tests are for specific and limited use. All test makers clearly caution against their use beyond design parameters.

Value-Added Measures (VAM)

Value-Added Measures or Models are a class of statistical procedures that use longitudinal test scores to measure the extent to which student achievement changes during a specific period of time. From these procedures, a score is produced that is meant to indicate a teacher's effectiveness.

Value-Added Models assume that statistical controls for student past achievement produce accurate indicators of teacher effectiveness. Research continues to show numerous problems with using VAMs as accurate measures of teacher effectiveness. These are:

- 1. Value-Added Models** of teacher effectiveness are inconsistent and highly volatile – ratings differ substantially from class to class and year to year, as well as from VAM to VAM and from test to test. Thus, a teacher may be rated highly effective one year and ineffective the next, or highly effective or ineffective in the same year using different VAM models or tests.
- 2. A Teacher's Value-Added** performance is affected by the students assigned and class size – students are not randomly assigned and statistical models cannot fully adjust for some teachers having a larger number of students with greater challenges and specific language or other learning needs; nor can they adjust for student-teacher interactions that are impacted by larger class sizes.
- 3. Value-Added ratings** cannot disaggregate the many factors that influence student growth – there are many factors that impact student achievement which cannot be fully separated out by statistical controls. VAMs assume that by disaggregating factors, such as a student's background, socioeconomic status, and parental education, this will produce a greater prediction of how a student will perform, and in turn, how effective a teacher is. Student growth is not one-dimensional, constant, linear, influenced by the teacher alone, well-measured using standardized tests, or independent from growth of

peers. VAM statistical procedures cannot separate the influence of a particular teacher among incoming levels of achievement, the influence of previous teachers, the attitudes of peers, and parental support. VAM statistical procedures cannot separate the influence of a particular teacher among incoming levels of achievement, the influence of previous teachers, the attitudes of peers, and parental support.

Researchers state that even under the most ideal conditions such as greater control in random assignment of students and differences in out-of-school effects, no test can measure teacher effectiveness. Mathematicians agree with the president of Math for America, John Ewing, stating:

"Of course we should hold teachers accountable, but this does not mean we have to pretend that mathematical models can do something they cannot. . . . When we accept value-added as an 'imperfect' substitute for all these things because it is conveniently at hand, we are not raising our expectations of teachers, we are lowering them."

Researchers and mathematicians are not alone in identifying the flaws and greater harm of using Value-Added Models to measure teacher effectiveness. CTA policy reflects similar views stating:

"Value-Added Models/Measures are unproven, unreliable and ineffective models and must never be used to measure individual teacher effectiveness or play any part in teacher evaluations. Nor should VAM be connected to teacher pay, seniority or permanent status. VAM is an inaccurate of both student achievement and teacher performance. VAM is not useful in evaluating something as complex as quality instructional practice. It is statistically inappropriate to use VAM for high-stakes decision-making."

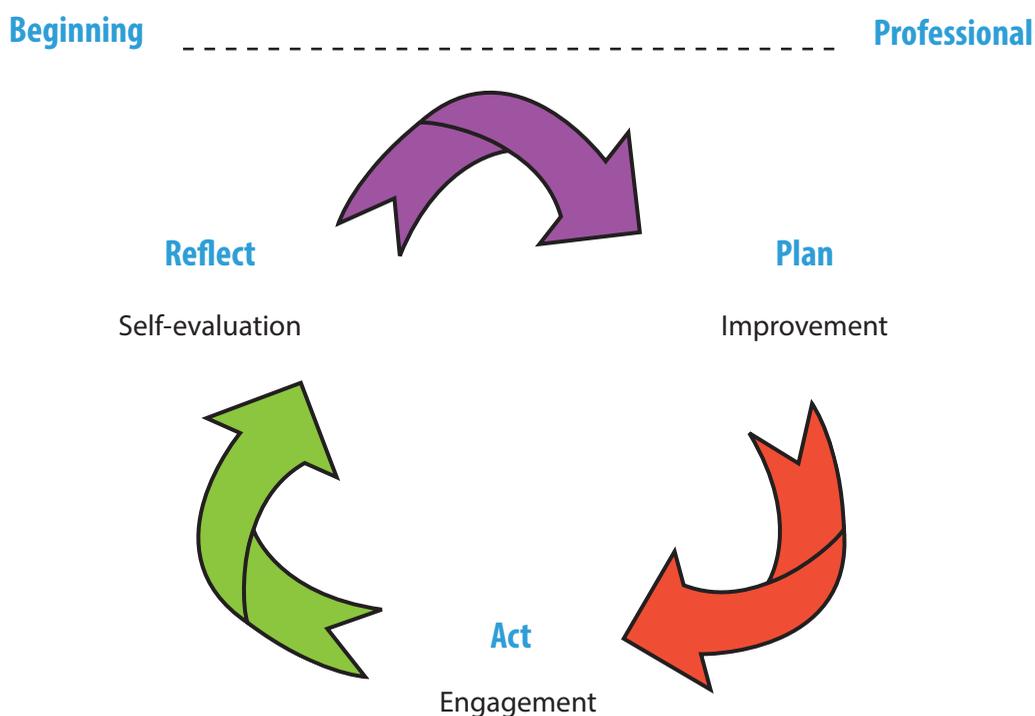
VII. Evaluation Process

To create meaningful evaluations for teachers, the too-prevalent “top-down” approach toward evaluation requires a change to a more interactive process between the teacher and the evaluator. In this joint endeavor, the teacher is an active participant, fully engaged and focused on learning and improving practice, while the evaluator is a knowledgeable partner providing comprehensive, consistent and timely feedback, information and guidance. The essential mutuality of this approach assigns responsibility and influence to both the teacher and the evaluator. By instituting such a process, an evaluation system can be relevant to teachers as they progress through the various stages of their careers and along the diverse pathways they may choose to pursue.

A Model of an Evaluation Process

In order to fully realize the goal articulated in Guiding Principle 1, the processes embedded in an evaluation system necessitate that the evaluation experience itself result in further learning. Because teachers have individual professional learning needs - dependent, in part, on interests, assignment, career stage and other factors - differentiated and personalized processes are indispensable to success. In this model, teachers **Reflect** on their teaching and pedagogy, **Plan** for their growth and improvement, and **Act** on the feedback and engagement provided through the evaluation process. The graphic above represents a recursive process of professional growth and learning through evaluation and professional practice. Each step in the process above can include various formative assessment activities and instruments that help support the growth of the teacher and that may contribute to the summative evaluation. Although the findings from a summative evaluation will inform employment decisions, the teacher growth and development that are the focus of the process retain primacy.

Figure 1: A Model of an Evaluation Process

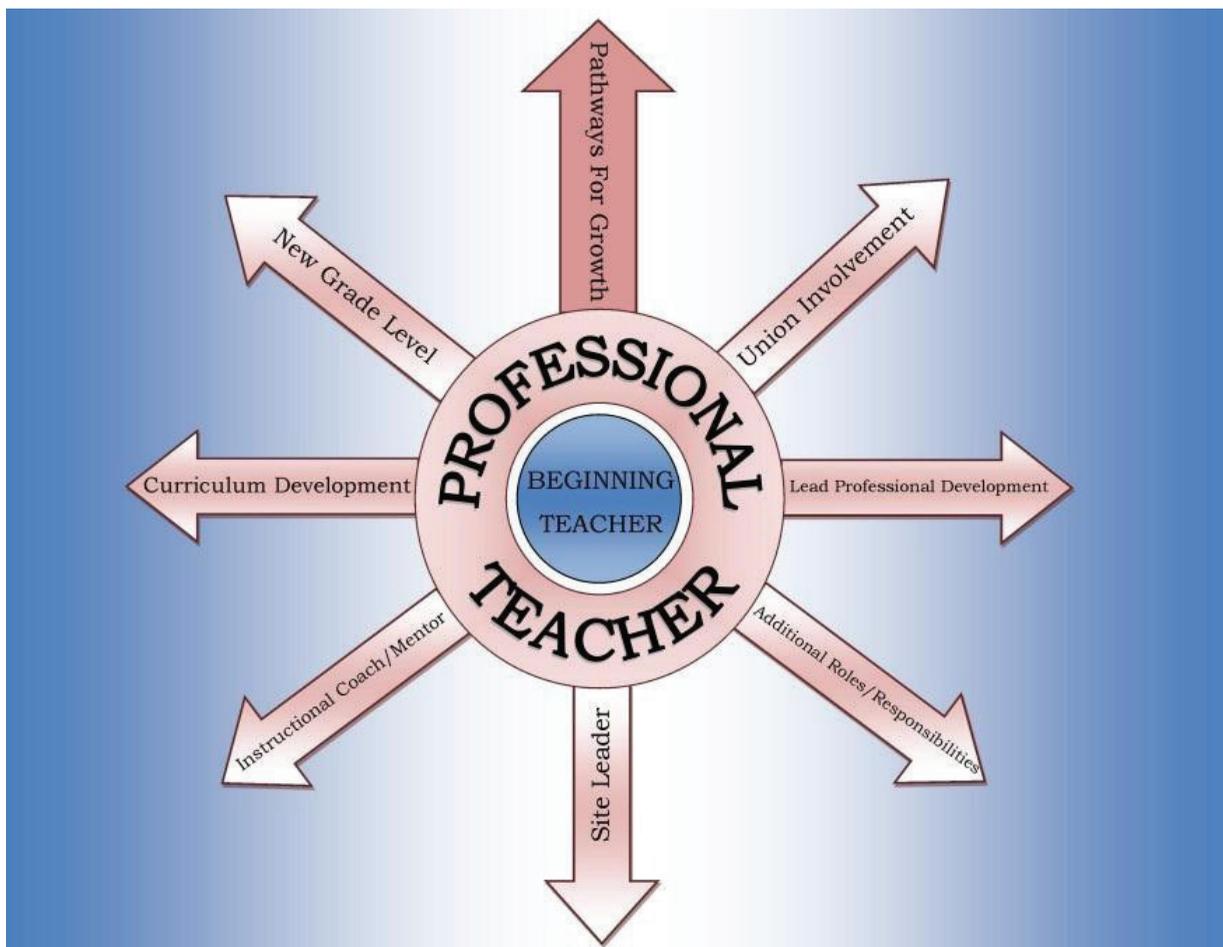


Career Stages and Career Pathways

The career stage continuum has a differentiation between *Beginning Teachers* and *Professional Teachers* (those with permanent status). A teacher will progress through many stages during his/her career; a comprehensive evaluation system incorporates this professional progression and allows for differentiated goals and expectations at different points in time. Choosing the number of years in teaching as the sole indicator for differentiation in evaluation oversimplifies the complexities of each individual's teaching trajectory. A teacher's professional performance may be increased by a combination of activities including: classroom experience, collaborating with peers, professional development, increased responsibilities in school and/or district programs, university coursework, and pursuit and attainment of additional degrees. Knowledge of a specific content area or grade level may also be impacted by a change in teaching assignment, a change in schools, or a break in service.

In addition to career stages, there are a variety of pathways teachers may pursue throughout their careers (Figure 2). These pathways provide experiences and challenges which lead to an increase in knowledge and leadership skills of those who engage in these opportunities. The list of possible pathways is virtually limitless. Both career stages and career pathways are important considerations in the evaluation process.

Figure 2: A Model of an Evaluation Process



Goals, Practices, Procedures

Although the professional needs of Beginning Teachers and Professional Teachers are similar in many respects, there are some significant differences that may be useful to consider in designing and selecting goals, practices and procedures in evaluation processes. Existing evaluation systems may not contain all of these features, yet an integrated system of professional growth and evaluation designed to support and improve teaching and learning would embody these practices and procedures.

Beginning Teachers:

Primary Emphasis of Evaluation: Mentoring and support.

Frequency of Evaluation: Annual evaluations until permanent status achieved; frequent and supported formative assessment activities. Evaluation for Beginning Teachers should include consideration of the following:

Goals:

- Enhancing pedagogical practice
- Achieving permanent status
- Completing induction
- Continuous professional growth

Practices:

- Classroom management and organization
- Deepening knowledge of teaching standards
- Assessment and grading
- Knowledge of subject matter
- Learning school culture and procedures
- Response to cultural and linguistic differences
- Differentiation to meet student needs

Procedures:

- Evaluations based on the Induction Program rubric
- Distinguish between formative and summative events (see Table 1)
- Direct observation by evaluators with experience in the classroom
- Peer involvement in evaluation

Supports:

- Access to adequate resources and working conditions
- Reduction of adjunct duties
- On-site formal and informal mentoring and coaching
- Resources and places to go for support that are immediate and on site
- Examples of instructional practice and modeling that is immediate and specific



Professional Teachers:

Primary Emphasis of Evaluation: Continued Growth.

Frequency of Evaluation: Every 3-5 year. For teachers not meeting standards, annual evaluations would be required.

Professional Teachers may pursue many career pathways and take on specialized roles. Evaluations could take into account added responsibilities and contributions to the profession such as: working directly with union, peers, students, school, and community in the areas of instruction, curriculum, mentoring, coaching, collaboration, professional development, research and school-wide programs.

Evaluation for Professional Teachers should include consideration of the following:

Goals:

- Continuous professional growth
- Continuous development in meeting teacher-selected areas of the CSTP
- Incorporate teaching strategies which promote student learning
- Adapt curriculum to better meet the learning objectives of students
- Take an active leadership role within the education community
- Seek advanced certification or advanced degree

Procedures:

- Distinguish between formative and summative events (see Table 1)
- Direct observation by evaluators with experience in classroom
- Flexibility in evaluation components as a teacher monitors and adjusts instruction
- Engage in peer collaboration
- Peer involvement in evaluation

Supports:

- Access to adequate resources and working conditions
- Examples of instructional practice and modeling that is immediate and specific
- Opportunities for collaboration with colleagues
- Opportunities to engage in multiple learning projects and professional development (i.e., action research, university-teacher collaborative research, subject matter projects, National Board Certification, etc.)
- Meaningful evaluations and formative assistance from experts in their field
- Flexible schedules
- Opportunities to create and lead professional development initiatives
- Autonomy to select professional pathways

The Role of Professional Development in the Evaluation Process

Professional development opportunities should be embedded throughout a teacher evaluation system to support teachers' growth and advancement. Professional development is a major function of a school and district, and is most effective when designed as a coherent system that supports school and district goals, and is articulated in school and district level plans.

In dynamic tension with this systemic approach are the individual needs of teachers for targeted, tailored learning opportunities that are aligned with goals developed through the evaluation process. Balancing these competing needs within the context of finite resources requires the collaboration of teachers and administrators in the design and development of the school's professional development plan. With a high level of teacher involvement, professional development becomes a meaningful and influential support for teachers, not only in evaluation, but also in their long-term career development. High levels of teacher involvement in both the planning and implementation phases increase teacher and principal satisfaction with the quality of their professional development.

A growing research base suggests that to be most effective, professional development activities should:

- Be distributed over time
- Be collaborative
- Use active learning strategies
- Include periods of practice, coaching, and follow-up
- Promote reflective practice
- Encourage experimentation
- Be focused on high priority learning goals
- Use evidence of student learning in planning and design decisions
- Be relevant to the problems of practice
- Combine high leverage job-embedded practices such as lesson study and co-teaching with external learning opportunities

Peer Involvement in the Evaluation Process

The need for evaluation processes that lead to improved teaching and learning suggests several points of entry for educators to participate in the evaluation of their peers.

For a number of years, the California Teachers Association has advocated for a professional practice model, which is defined as a community of adult learners who engage in continuous inquiry to improve their collective and individual professional knowledge and capacity. This professional practice model is a collaborative, job-embedded learning approach. It is neither discrete nor separated in time or place from the work of classroom instruction, and in this way is anchored in locally determined needs. The model acknowledges that teaching expertise resides primarily in teachers, and therefore teachers are obliged to assume leadership of the learning community. So how does this concept overlay the teacher evaluation process?

If teachers are to shoulder the leadership responsibility for adult learning in the school, there are at least four points of entry for peer involvement in evaluation:

1. Collaborative consultation between peers in selecting and designing goals, activities, benchmarks and supports for the individual evaluation cycle
2. Observation and shared reflection as content and pedagogy experts in formative valuation activities
3. Leading and providing professional development activities aligned to improvement plans developed as part of the evaluation cycle
4. Utilizing their expertise to provide collegial support, assistance, and review in Peer Assistance and Review (PAR)

Effective peer involvement is dependent on the development and continued nurturing of trusting relationships and a supportive school environment. All educators should have access to assistance from knowledgeable and supportive peers. Educators in areas such as art, music, physical education, speech and language, special education, and career technical education may choose to have formative assistance by someone within the same content area.

To engender the trust necessary for effective peer involvement, individual educators need to maintain their freedom to choose whether to involve peers and to control the details of who is involved, when they are involved, and how that involvement occurs. Participants should understand and agree to maintain peer confidentiality, and all work products of the peer-to-peer interaction belong to the educator being evaluated. No reports, notes, or other products that result from the peer involvement are shared or included in a summative evaluation without the educator's consent.

VIII. Systems of Support - Induction, Peer Assistance and Review (PAR), and National Board Certification

Effective teacher evaluation is surrounded by and integrated with systems of support; the coupling improves teacher quality and develops teaching effectiveness. A comprehensive evaluation cannot exist without a high-quality induction program, peer support for educators that need extra assistance, and quality professional development. Regardless of a teacher's career stages, high-quality learning opportunities and support are essential in improving practice and elevating teaching. Fully funded induction and Peer Assistance and Review programs provide robust professional learning opportunities for beginning and professional teachers



High-Quality Induction

It has been estimated that more than 20 percent of new teachers leave the profession within their first three years of teaching. A quality induction program may result in greater teacher retention, breaking the cycle of attrition. Research also shows that well-designed teacher induction programs increase teacher effectiveness during the early years of teaching.

A well-designed teacher induction program should support the beginning teacher as he/she transitions from a teacher preparation program into the PreK-12 classroom and takes over responsibility as a full member of the teaching profession. Induction into the profession should mirror the experience of a beginning doctor who is supported in his/her induction into the medical profession by personnel from a graduate university and the clinical site. For teachers, that support may come from school and district colleagues, higher education partners, and other support providers who are part of the induction program.

Guidelines - A smooth transition from the teacher preparation program into the Pre-K-12 classroom requires that a collaborative team work together to advise and develop an induction plan for the new teacher. This team may include faculty from a higher education institution (inclusive of Arts and Sciences faculty) or other preparation program sponsors, induction program personnel assigned to advise new teachers, and individual support providers. Because California requires a teaching performance assessment at the end of the preliminary teacher preparation program, information from that assessment may be valuable in establishing the induction plan by indicating professional development needs. The beginning teacher retains authority to share information from his/her performance assessment with the collaborative team.

All approved induction programs in California meet the Induction Program Standards established by California's

Commission on Teacher Credentialing (CTC). Although induction programs differ in design, all meet the same standard of collaboration among partners to establish a professional educational community, ensuring structures that support the activities of induction for beginning teachers. After demonstrating readiness, the beginning teacher is recommended by the induction program for his/her clear (professional-level) credential.

Effective induction programs establish communities of practice, where new teachers have access to:

- **Mentoring** – new teachers have support in the classroom from a more experienced teacher. Effective practitioners, coaches, peers, and higher education faculty all may have a role in mentoring new teacher candidates.
- **Continued Learning** – new teachers are able to continue their academic career through offerings of additional degrees, residency seminars, collaborative action research, and other practice-based professional development offerings.

Providers of these opportunities may come from both the higher education and the K-12 communities. The local teachers union can also be a valuable resource for the establishment of induction program support activities and offerings.

The art of teaching is developmental in nature, and a solid induction program ensures the professional growth of new teachers along the learning-to-teach continuum. High-quality induction programs can improve teaching performance, promote beginning teachers' personal and professional well-being, and help increase the retention of beginning teachers in the profession

Peer Assistance and Review

The Peer Assistance and Review (PAR) Program, created through legislation in 1999, is a cooperative effort by local unions and school districts to assist classroom teachers to improve teaching and learning. PAR is a major step in expanding the authority of teachers to manage the profession by utilizing their expertise to provide collegial support, assistance, and review.

The goal of a peer assistance program or a peer assistance and review program is to help teachers develop practices to improve instruction and student performance. A formal peer assistance program links a *participating teacher* with a *consulting teacher* who provides ongoing support through observing, sharing ideas and skills, and recommending materials for further study. A PAR program includes a joint teacher/administrator peer review panel. Certificated classroom teachers chosen by the local union constitute the majority of the panel with the remainder of the panel composed of school administrators chosen to serve on the panel by the school district. PAR is a major step in expanding the authority of teachers in managing the profession by utilizing their expertise to provide collegial support, assistance, and review.

Guidelines - A high-quality PAR program is collectively bargained and entails active participation of teachers both as learners and providers of feedback and support. An effective PAR program should include the following:

- Program vision that provides a cohesive PAR program for assisting voluntary and referred teachers
- Well-defined guidelines developed by the PAR panel that include the focus of the program, referral process, statement of confidentiality, consulting teacher selection and support, and reporting procedures
- Clear understanding of roles and responsibilities by all involved so that all parties understand the distinction between the formal evaluation process and the PAR process
- Institutional commitment to and support by funding of the PAR program and providing training for PAR panel members and consulting teachers
- Quality assistance that supports the needs of the referred teacher, as well as provides voluntary meaningful professional development for beginning, mid-career, and veteran teachers
- Ongoing evaluation of the program that includes monitoring the progress of the PAR program, collecting data on the program for an annual report, and evaluating the goals and objectives of the program

Quality and tailored support by colleagues centered on teacher growth is a cornerstone of the teaching profession. This type of collegiality typically occurs informally in classrooms, the cafeteria, by the copier, the playground and other locations. PAR provides formal processes and structures to the informal support that occurs every day in schools. Important to any PAR model is that it is fully funded and provides quality support to teachers with full participation of the local bargaining representative.

National Board Certification

The ongoing professional development discussed in Section VII is vital to a comprehensive evaluation system. In addition there are other opportunities for professional growth. National Board Certification is an advanced teaching certification that complements, but does not replace, a state's teaching licensure. National Board Certification is achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high standards based on what teachers should know and be able to do. National Board Certification is available for most PreK-12 teachers and there are currently 25 subject specific certificate areas, which are determined by the National Board for Professional Teaching Standards (NBPTS). These standards are designed to help candidates demonstrate the knowledge, skills, dispositions and commitments of accomplished teachers.

National Board Certification has been described as a transformative experience by participating teachers who apply in the classroom what they learn from the certification process. This holistic process of certification promotes self-reflection of a teacher's practice and is a powerful tool for professional growth. The National Board Certification process is based on Five Core Propositions that form the foundation for what all accomplished teachers should know and be able to do and provide a reference that helps educators link teaching standards to teaching practice. These are:

- Teachers are committed to students and their learning.
- Teachers know the subject they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systemically about their practice and learn from experience
- Teachers are members of learning communities

IX. Training of Teachers and Evaluators

To capture, document, and analyze effective teaching, a deep understanding of evaluation purposes, goals and processes is necessary for both teachers and evaluators. The initial training, periodic recalibration, and continuous communication required to institute and sustain an effective evaluation system necessitate adequate time and resources on an ongoing basis. There are many stakeholders in the evaluation enterprise: teachers, site administrators, human resource personnel, professional development providers, district administrators, PAR panels, and governing boards. Although each group may have differing needs, initial information about changes to evaluation should be broadly and clearly communicated.

Teachers

Teachers, who have the most direct and immediate stake, require extensive training in all aspects of their evaluations including information on the purpose, goals, objectives, timelines, activities, processes, and outcomes involved in the entire system. The same extensive training should be provided to evaluators. This includes clear definitions of formative and summative events, as well as timelines of all activities and tasks involved.

Calibration of Evaluators

All evaluators must have extensive training and regular calibration in all evaluation procedures and instruments (GP 12). Calibration assures that evaluators are held accountable to apply the metrics as intended so that they accurately and consistently describe evidence of performance. The calibration process includes a system of review in which designated personnel conduct the evaluations, independent reviewers examine the evaluations for accuracy and consistency, and the superintendent oversees the process. Essential to this process are training and continuous discussion between all of the parties involved.

Given the wide range of teaching contexts, calibration ensures evaluators apply the same standards for all employees and eliminates bias to the greatest extent possible. Benefits of this type of calibration include reduced errors in using evaluation tools, consistency in monitoring, and assurance of fairness for those evaluated. In summary, calibration:

- Ensures evaluators are well versed in the definitions and application of assessment tools and rating scales
- Helps evaluators articulate rationale for why an employee earned a particular rating
- Provides evaluators with more confidence in their ratings
- Ensures more consistent evaluations of an educator's performance by identifying potential evaluator bias
- Assures new evaluation processes will be implemented with fidelity and increases confidence in defining the differentiation of performance levels

Extensive teaching experience (10 or more years) provides a minimum foundation for evaluators' understanding of strong professional practice. In-depth knowledge in areas that extend beyond instructional practice is also required in conducting proper evaluations and providing adequate feedback. Some of these include:

- Expertise in the area being evaluated (curriculum, instructional strategies, classroom management, etc.)
- Expertise in knowledge, skills and practices in teaching English Learners
- Expertise in pedagogy, content, and pedagogical content knowledge
- Knowledge of educational evaluation theories and methodologies
- Understanding of evaluation instruments, especially observation protocols and methods to assure inter-rater reliability
- Expertise with the quantitative rating of an assessment
- Mastery of evaluation-related feedback skills
- Improvement plan development



X. Collective Bargaining & Implementation

All components of any comprehensive teacher evaluation system must be collectively bargained by each exclusive bargaining representative. An evaluation system must be bargained at the local level to ensure the buy-in and trust of all stakeholders and to ensure that local conditions are addressed. Certificated employees of a particular public school employer will have unique needs and student populations that must be considered in the bargaining process. The overall goal of the bargaining process is to establish an evaluation system that is fair, *valid*, robust, evidence-based, and designed to improve professional practice and instruction.

California law (Cal. Education Code Secs. 44660, et seq.) currently sets forth a basic framework, including some procedural minimums, for the evaluation of certificated employees. California law also provides that all evaluation procedures, and all matters reasonably related to the evaluation process, are mandatory subjects of bargaining between a public school employer and an exclusive bargaining representative (Cal. Gov. Code Secs. 3540 et seq.). Any teacher evaluation system will have many components, which range from identifying indicators of effective practice to identifying procedures for contesting an unfair or inaccurate evaluation. By developing and implementing all of these components through collective bargaining, the local employee representative can help ensure that evaluations will be *valid*, just, and provide educators with meaningful information for improving professional practice.

Any comprehensive evaluation system needs to define and identify evaluation processes through the lens of educators as well as administrators. Some essential components of a collectively-bargained evaluation system are:

Calibration of Evaluators and System Oversight – The system requires that evaluations be performed by highly-qualified evaluators who undergo training and an annual calibration process to ensure that they are able to perform evaluations objectively, reliably, and accurately. An oversight process exists that provides for regular review and monitoring of the evaluation system and involves certificated employees in such review and monitoring.

Data Use – Any system that allows for the use of student assessment data specifically defines usable data and ensures that all of the criteria discussed previously in this document, including the need for confidentiality, are satisfied. Further, the system considers and accounts for how evaluation data will be managed and reported, in a manner consistent with any applicable state or federal requirements.

Differentiation – The system accounts for differences between types of certificated personnel (e.g., classroom teachers in tested subjects, classroom teachers in non-tested subjects, and non-teachers) and accounts for differences in employees' experience, and teaching career.



Due Process – The system clearly describes each step in the evaluation process. The system includes mechanisms for appealing or contesting an assessment that the employee believes is inaccurate or contrary to established protocol.

Formative and Summative Assessments – The system must include both types of assessments.

Multiple Measures – The negotiated evaluation process is based on multiple measures of teacher effectiveness, which are discussed at length in the prior section on multiple measures. The evaluation system carefully defines the terms that are used in the evaluation process and how each indicator will be used. For example, the process makes clear whether a particular indicator will be used for formative and/or summative purposes.

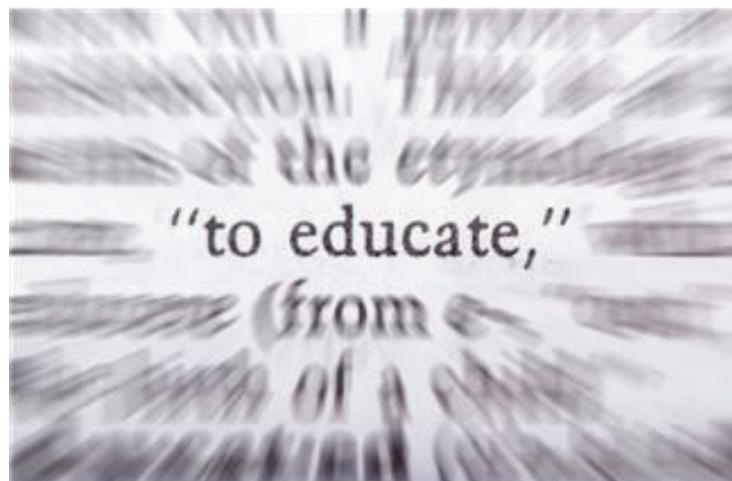
Peer Involvement – The system involves peer collaboration and support, such as providing structured ways for peers to give feedback as part of a formative assessment and/or to provide assistance through a negotiated PAR program.

Standards and Rubrics – The evaluation system is based on professional standards and jointly-developed rubrics.

Statement of Purpose – The parties set forth a clear statement that the intent of the evaluation system is to enhance professional practice, as measured according to professional standards, for the purpose of improving instruction and student learning.

It is essential that teachers and the bargaining team of each local association be closely involved in the development and implementation of any teacher evaluation system. Each association should follow a process for collecting and reviewing member input before bargaining components of a teacher evaluation system. The association must ensure that the components of the evaluation system reflect the needs and desires of its members and account for the local contexts of students, schools, and staff. CTA is committed to assisting its chapters in developing and implementing effective evaluation systems. As part of that commitment, CTA provides and will continue to provide model contract language as well as bargaining advisories.

It is highly recommended that all new evaluation systems be negotiated to include a pilot program. Processes and protocols should be established that provide for a rigorous review of a new evaluation system over a specified period of time. One example is to establish an oversight committee that meets monthly or bi-weekly throughout the pilot year(s) to monitor the program and provide feedback to the local association and administrators.



XI. Glossary

Accountability – the act of being held responsible for someone or something. The entire school and greater community – teachers, administrators, education support professionals, families, students, community members, and elected officials – are responsible for providing every student with the opportunity to learn and become a productive citizen (see Reciprocal System of Accountability section, p.4)

Bargaining Unit – a group of employees agreed to by unions and the employer or designated by an administrative agency, such as the Public Employment Relations Act (PERB), as constituting an appropriate unit for the purposes of collective bargaining. A community of interest among employees determines appropriateness. This is demonstrated by similar jobs, commonality of work environment, skills, educational requirements, etc.

Calibration – the act of checking the accuracy of a measuring instrument and evaluation procedures; ensures that evaluators apply the same standards for all employees and eliminates bias to the greatest extent possible. The calibration process includes a system of review in which designated personnel conduct the evaluations, independent reviewers examine the evaluations for accuracy and consistency, and the superintendent oversees the process (see p.21).

California Professional Standards for Educational Leaders (CPSEL) – a set of standards for school and district leaders in six domains designed to measure indicators of effective leadership for California administrators (see Appendix B).

California Standards for the Teaching Profession (CSTP) – a set of standards for the teaching profession in six interdependent domains designed to guide California teachers as they develop, refine, and extend their practice (see Appendix A).

Career Pathways – a variety of roles and opportunities teachers may pursue throughout their careers. Pathways provide experiences and challenges which lead to an increase in knowledge and leadership skills of those who engage in these opportunities (see Figure 2, p.15).

Collective Bargaining – a method of bilateral decision-making in which the employer and the exclusive representative of the employees determine wages, hours, and terms of conditions of employment for all workers in a bargaining unit through direct negotiations. The bargaining normally results in a written contract (memorandum of understanding) that is mutually binding and sets wages, grievance procedures, and other conditions of employment to be observed for a stipulated time (see p.22).

Collective Bargaining Agreement – a written agreement or contract arrived at as the result of negotiations between an employer and a union. It usually contains provisions on conditions of employment and the procedures to be used in setting disputes during the term of the contract. It is referred to as a memorandum of understanding (MOU) when the agreement is between a union and a public employer.

Due Process – the legal requirement that the state must respect all of the legal rights that are owed to a person. Due process balances and protects individual persons. When an administrator or district harms a person without following the exact course of the law, this constitutes a due-process violation. An evaluation system must clearly describe each step in the evaluation process and mechanisms for appealing or contesting an assessment that the employee believes is inaccurate or contrary to established protocol (see p.23).

Evaluation – a process to assess the value or condition of someone or something. Meaningful evaluations for teachers requires an interactive process between the teacher and the evaluator where the teacher is an active participant, fully engaged and focused on learning and improving practice and the evaluator is a knowledgeable partner providing comprehensive, consistent and timely feedback, information and guidance (see p.14).

Formative Evaluation – an ongoing evaluation that occurs during instruction, is used as feedback, and changes as new information is analyzed. The focus is on assessing ongoing activities and providing information to monitor and improve a teacher's learning, practice and instructional methods (see Table 1, p.8).

Funds of Knowledge – is defined by researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez (2001) “to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133). Information about the home and culture that educators learn about their students is considered the student’s funds of knowledge (see p.4).

Induction – the support and guidance provided to novice educators in the early stages of their careers. A well-designed teacher induction program should support the beginning teacher as he/she transitions from a teacher preparation program into the PreK-12 classroom and takes over responsibility as a full member of the teaching profession. Research shows that well-designed teacher induction programs increase teacher effectiveness during the early years of teaching (see p.18).

Local Education Agency (LEA) – a commonly used term for a school district or an entity which operates local public elementary and secondary schools (see p.9).

Multiple Measures – different ways or methods of assessing performance. Some measures are specific to the student, teacher or school. Measures also differ based on their use in the formative or summative part of a teacher’s evaluation. Selecting an appropriate assessment method depends on objectives and/or goals. For teachers, options include, but are not limited to, observations, self-assessments, portfolios, lesson plans and student work (see p.10).

Peer Assistance and Review (PAR) – a cooperative effort by local unions and school districts to assist classroom teachers to improve teaching and learning. A formal peer assistance program links a participating teacher with a consulting teacher who provides ongoing support through observing, sharing ideas and skills, and recommending materials for further study (see p.19).

Standardized Tests – normed tests that reflect a projected performance level, on specific subject matter, of a specific student population. The tests are deliberately structured so that scores are distributed along a normal bell curve, with the bulk of the students (>60%) in the center. Tests are rewritten (re-normed) if they do not generate this distribution. There is widespread agreement among psychometricians and other educational researchers that the scores have limited use (see p.12).

Student Performance Data – any data that can be used to demonstrate growth in student learning. Student performance data includes information such as: projects, notes, writings, artwork, oral presentations, reports, reflections, portfolios, performance-based assessments, teacher-developed assessments, district benchmarks and standardized tests (see p.9).

Summative Evaluation – an evaluation that occurs at a particular point in time and determines a final judgment. It may include multiple sources of evidence about teaching and student learning, such as: portfolios, checklists, lesson-plans, observations, self-assessments, surveys, student work samples, development of student assessments, and the teacher’s use of locally or teacher-developed assessments (see Table 1, p.8).

Tenure – a term commonly used to indicate when teachers achieve permanent status, are entitled to due process rights and can only be dismissed for cause (i.e., incompetence, insubordination, immoral conduct).

Value Added Measure (VAM) – a statistical technique that uses student test scores to estimate the “value” or amount of learning that one teacher is responsible for “adding” to a student over a specified period of time (see p.13).

Appendix A

California Standards for the Teaching Profession (CSTP) (2010)

Standard 1 - Engaging and Supporting All Students in Learning

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

Standard 2 - Creating and Maintaining Effective Environments for Student Learning

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

Standard 3 - Understanding and Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

Standard 4 - Planning Instruction and Designing Learning Experiences for All Students

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Standard 5 - Assessing Students for Learning

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Standard 6 - Developing as a Professional Educator

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Appendix B

California Professional Standards for Educational Leaders (CPSEL)

Standard 1 – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators
- Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards based education system
- Use the influence of diversity to improve teaching and learning
- Identify and address any barriers to accomplishing the vision
- Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision
- Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students

Standard 2 – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work
- Promote equity, fairness, and respect among all members of the school community
- Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards
- Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility
- Create an accountability system grounded in standards-based teaching and learning
- Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student

Standard 3 – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff
- Utilize effective and nurturing practices in establishing student behavior management systems
- Establish school structures and processes that support student learning
- Utilize effective systems management, organizational development, and problem-solving and decision-making techniques
- Establish school structures and processes that support student learning
- Utilize effective systems management, organizational development, and problem-solving and decision-making techniques
- Align fiscal, human, and material resources to support the learning of all subgroups of students

- Monitor and evaluate the program and staff
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff

Standard 4 – A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Recognize and respect the goals and aspirations of diverse family and community groups
- Treat diverse community stakeholder groups with fairness and respect
- Incorporate information about family and community expectations into school decision-making and activities
- Strengthen the school through the establishment of community, business, institutional, and civic partnerships
- Communicate information about the school on a regular and predictable basis through a variety of media
- Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services

Standard 5 – A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

- same behaviors from others
- Protect the rights and confidentiality of students and staff
- Use the influence of office to enhance the educational program, not personal gain
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity
- Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades
- Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others
- Engage in professional and personal development
- Encourage and inspire others to higher levels of performance, commitment, and motivation
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities

Standard 6 – A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning
- Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements
- Generate support for the school by two-way communication with key decision-makers in the school community
- Collect and report accurate records of school performance
- View oneself as a leader of a team and also as a member of a larger team
- Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement

Annotated Bibliography

Accomplished California Teachers. (2010). *A quality teacher in every classroom: An evaluation system that works for California*. Stanford, CA: National Board Resource Center, Stanford University.

This report examines deficiencies in California's teacher evaluation system and offers recommendations for improvement. Suggested recommendations are that evaluations: be based on professional standards, include performance assessments, build on successful and innovative practices, consider teacher practice and performance and an array of student outcomes for teams of teachers as well as individual teachers, be frequent and conducted by expert evaluators, be more intensive if leading to teacher tenure, be accompanied by useful feedback that is connected to professional development opportunities and reviewed by evaluation teams.

Baker, E. L., Barton, P. E., Darling-Hammond, L., Haertel, E., Ladd, H. F., Limm, R. L., . . . Shepard, L. A. (2010). *Problems with the use of student test scores to evaluate teachers*. Washington D.C.: Economic Policy Institute.

This policy brief includes contributions from ten renowned scholars in education. The authors question the validity of using student test scores to measure teacher effectiveness and whether these practices actually lead to increased student achievement. They review the evidence on Value-Added Modeling (VAM) and its ability or inability to measure teacher effectiveness. In this examination, the authors review many additional factors that influence student test score gains (i.e., past teacher, school climate, parent support, etc.). They argue that using student test scores to measure teacher performance may discourage teachers from working with at-risk or needy students including English learners. The authors recommend a comprehensive evaluation to provide a more accurate and complete picture of teacher performance including systematic classroom observations, teacher interviews, and artifacts (i.e., lesson plans) and conclude that using student test scores to measure teacher effectiveness is potentially harmful to both teachers and students.

Briggs, D. C., & Domingue, B. (2011). *Due diligence and the evaluation of teachers*. Boulder, CO: National Education Policy Center.

This study reviews the research used by the *Los Angeles Times* for its August 2010 teacher effectiveness reporting. Using the same Los Angeles Unified School District (LAUSD) data and the same methods as the *L.A. Times*, the authors find the research inadequate in supporting the published rankings. The research indicates that the *L.A. Times* article was based on unreliable and invalid research with multiple inaccuracies including: the non-randomized sorting of students in classrooms whereupon low-achieving students impact teacher scores, the unreliability of the value-added model (VAM) in comparison to other VAM models, inconsistencies in findings of teacher effects in reading and mathematics, and the inability of the VAM model to accurately measure teacher effectiveness for almost 50% of teachers. The authors recommend greater transparency on the limitations of value-added models and greater discussion among teachers, administrators and parents about what students are and are not learning in the classroom.

Corcoran, S. P. (2010). *Can teachers be evaluated by their students' test scores? Should they be?: The use of value-added measures of teacher effectiveness in policy and practice*. Providence, RI: Annenberg Institute for School Reform, Brown University.

The author provides a definition of value-added measures and notes several difficulties with its application to the complexity of evaluating teachers through such means. Noting its theoretical appeal, the author warns that "isolating a teacher's unique contribution is a very difficult exercise" (p.4). A major factors contributing to the instability of value-added measures is the non-random assignments of students. The author details two programs: 1) New York City's Teacher Data Initiative and 2) Houston's ASPIRE in his analysis of the use of value-added measures in school districts. The author concludes that the promise that value-added measures can provide a precise, meaningful, and comprehensive picture of teacher effectiveness is not supported by the data.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

The author provides a framework for evaluating teachers that is based on a continuous cycle of assessment and evaluation within four domains of teaching responsibility: 1) Planning and Preparation, 2) Classroom Environment, 3) Instruction, and 4) Professional Responsibilities. Under each domain are numerous elements that make-up an evaluation framework centered on professional practice. The author highlights important characteristics of an evaluation system to be: teacher engagement with the process, teacher reflection and conversation, and trust. The framework seeks to provide a common language for evaluation and enable educators to develop a shared understanding of important aspects of practice.

Darling-Hammond, L. (2010). *Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching*. Washington D.C.: Center for American Progress.

This report discusses the ways in which assessments of teacher performance for licensing and certification can be used as a reflection of both the teachers' success with their students and in the supporting of preparation, mentoring and professional development. The author recommends using the Teacher Performance Assessment in conjunction with other tools to create a supporting and more rigorously purposeful evaluation to support teacher development and induction.

Darling-Hammond, L. (2012). *Creating a comprehensive system for evaluating and supporting effective teaching*. Stanford, CA: Stanford Center for Opportunity Policy in Education.

The author presents a framework outlining a systematic approach to teacher evaluations that support effective teaching. Towards this goal, the author provides five key elements for such a system: 1) common statewide standards, 2) performance assessments that are based on the statewide standards and guide state functions, 3) local evaluation systems aligned to the same standards, 4) support structures, and 5) aligned professional development opportunities. The article includes examples from various states and districts for each element. The author notes the limitations of value-added measures for measuring teacher effectiveness and the harmful results when used for high-stakes decisions. The author concludes with a macro perspective noting that teacher evaluation systems include instruments and procedures, yet operate within policy systems and school school-based conditions that impact learning and improvement.

EdSource. (2011). *Envisioning new directions in teacher evaluation*. Mountain View, CA: EdSource.

This report is a comprehensive look at the past, present and future of teacher evaluation in California. The report reviews the major criticisms of the current evaluation system, looks at the role of teacher unions in the evaluation process, provides an insight into external groups that are working to improve the teacher evaluation system, and analyzes the strengths and weaknesses of evaluation tools. It specifically notes several reasons that researchers urge caution in using value-added measures in teacher evaluations. The report also examines the current role of the state in teacher evaluation and offers recommendations for policy makers to consider in changing the present system including credentialing requirements, timeliness of feedback, specified professional development and support for teachers, training for administrators, and calibration of evaluators.

Fryer, R. G. (2011). *Teacher incentives and student achievement: Evidence from New York City public schools*. Cambridge, MA: National Bureau of Economic Research.

The author discusses the method of using teacher incentives to increase student performance. A randomized trial in over 200 schools in New York City was examined with data collected at both the student and teacher levels. Results from the quantitative data analysis show no evidence that teacher incentives increased teacher behavior, student behavior, student performance, attendance, and/or graduation rates. The author concludes with a discussion of implications indicating that the incentive process is a highly complex one and that teachers are provided with minimal agency and capital on how they can improve student performance.

Harris, D. N. (2010). *Value-added measures of educational performance: Clearing away the smoke and mirrors*. Stanford, CA: Policy Analysis for California Education.

This policy brief explores the issues with value-added models that focus on summative data. The author addresses strengths and weaknesses of value-added models, arguing that such measures are inconsistent, focused on summative assessments of student learning outcomes, and do not consider multiple areas of learning and instruction processes. The author recommends that value-added models are too unstable and do not fully account for student tracking and non-random assignment of students to be used in high-stakes decision making for individual teachers yet, if used at all, there is potential use for evaluating school-based performance.

Humphrey, D. C., Koppich, J. E., Bland, J. A., & Bosetti, K. R. (2011). *Peer review: Getting serious about teacher evaluation*. Menlo Park, CA: SRI International.

In this study, the authors present a review of the Peer Assistance and Review (PAR) systems in the San Juan and Poway school districts in California. Under PAR, carefully selected experienced teachers, called Consulting Teachers, provide intensive support to beginning teachers and underperforming veterans. Key findings are: integrating support and evaluation works, consulting teachers provide very comprehensive assessments of teachers' practice, PAR Governance Boards serve as union-management problem solving arenas, and PAR can act as a springboard for collaborative union-management decision-making around high-stakes issues.

Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201–233.

This article reviews 15 empirical studies since the 1980's on the effects of support, guidance, and teacher orientation and induction programs. Results from the review of research indicate that support and assistance for teachers in the beginning stages of their career yields positive impacts on: commitment and retention, classroom instruction, and student achievement. The authors discuss exceptions to this overall pattern of findings and identify gaps within the research base. The authors conclude by posing questions that warrant additional research.

Kennedy, M. (Ed.). (2010). *Teacher assessment and the quest for teacher quality*. San Francisco, CA: Jossey-Bass.

This edited handbook on teacher evaluation includes chapters from leading experts that look at teacher evaluation and all of its complexities. Authors take on the interpretation of assessments, standards for teacher evaluation and the dilemma of measuring teacher quality. Some of the topics covered in the chapters are: the use of portfolios in teacher pre-service, formative assessments in induction, approaches to annual performance assessments, value-added measures for measuring student success, setting standards for teacher evaluation, and thinking systematically about assessment practice.

Little, O., Goe, L., & Bell, C. (2009). *A practical guide to evaluating teacher effectiveness*. Washington D.C.: National Comprehensive Center for Teacher Quality.

The authors conducted a synthesis of 120 empirical peer-reviewed articles published in the United States, Canada, Great Britain, Ireland, Australia, and New Zealand. The synthesis of the articles focused on studies that examined classroom processes and student outcomes, paying close attention to studies that focused on value-added measures of teacher effectiveness in addition to outlining methods for measuring teacher effectiveness. The authors provide a table listing multiple measures of evaluation (i.e., value-added models, classroom observation, analysis of artifacts, portfolios, teacher self-reports, student ratings, and other reports) and identify specific purposes for each method. They also provide a table of multiple measures with summarized research findings, strengths and cautions for each. The authors recommend that an effective evaluation system should integrate multiple measures and teachers and administrators need to work together in creating a system that supports teacher development while also evaluating their professional performance.

Met Project. (2012). *Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains*. Bill & Melinda Gates Foundation.

This study examined five instruments used to assess the effectiveness of teacher practices based on classroom observations: 1) Framework for Teaching (FFT, developed by Charlotte Danielson of the Danielson Group), 2) Classroom Assessment Scoring System (CLASS, developed by Robert Pianta, Karen La Paro, and Bridget Hamre at the University of Virginia), 3) Protocol for Language Arts Teaching Observations (PLATO, developed by Pam Grossman at Stanford University), 4) Mathematical Quality of Instruction (MQI, developed by Heather Hill of Harvard University), and 5) UTeach Teacher Observation Protocol (UTOP, developed by Michael Marder and Candace Walkington at the University of Texas-Austin). Findings indicate that all five observation instruments were positively associated with student achievement gains yet reliability is an important issue when analyzing the results. That is, observers were trained in each observation tool, observers viewed videos and were not present in the classrooms, and there were no-stakes attached to the scores of teachers. All of these factors greatly impact how teachers are evaluated under “normal” circumstances which are classroom-based observations, conducted by an administrator, and attached to high-stakes summative evaluations.

Millman, J., & Darling-Hammond, L. (Eds.). (1990). *The new handbook of teacher evaluation: Assessing elementary and secondary teachers*. Newbury Park, CA: Corwin Press, Inc.

This edited handbook contains a compilation of articles from leading scholars in the field of education. Some of the noteworthy authors include: Gary Natriello, Gary Sykes, Susan Stodolsky, Gene Glass, Edward Haertel, Arthur Wise, and Milbrey McLaughlin. The book includes 25 chapters organized around three themes: 1) the purposes of evaluation, 2) methods of evaluation, and 3) cross-cutting perspectives. Some sample topics are: pre-service evaluation, evaluation for professional development, evaluation for school improvement, classroom observation, self-assessment, portfolios, performance assessments, legal and governance issues, economic aspects, and implementing and sustaining evaluation systems. The collection recognizes that evaluation is multi-faced as a variety of factors influence evaluation just as evaluation itself influences schools and teaching.

Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (2001). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, XXXI(2), 132-141.

The authors detail the importance of funds of knowledge in developing enriching classroom experiences for Latino students by acknowledging and incorporating the social and cultural capital present in their homes. The authors define funds of knowledge as “the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133). The authors pose that this new knowledge allows educators to view households of their students as rich cultural and cognitive resources. They conclude that these resources can and should be used in their classroom in order to provide culturally responsive and meaningful lessons that tap into students’ prior knowledge.

National Education Association. (2010). *Teacher assessment and evaluation: The National Education Association’s framework for transforming education systems to support effective teaching and improve student learning*. Washington D.C.: National Education Association.

This article discusses the need for establishing and implementing a more comprehensive and rigorous process for assessing, supporting, and evaluating teacher performance and development. A six-step process model is presented with respect to conducting teacher assessment and evaluations that include the use of formative and summative assessments and multiple measures of performance. The article recommends that the teaching profession needs a more comprehensive and rigorous evaluation and assessment system will support teacher professional development and assist decision-making processes.

Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

This book offers the practitioner an overview of the concept of formative assessment, key aspects of well developed formative assessments, and the limitations of formative assessments. The focus of this book is on the use of formative assessments within the classroom context. The author offers suggestions for both teachers and administrators on incorporating the use of formative assessments in instructional practice.

Rothstein, J. (2009). *Teacher quality in educational production: Tracking, decay, and student achievement*. Cambridge, MA: National Bureau of Economic Research.

This article, the author examines three commonly used value-added models (VAM) in teacher evaluations. The author finds that VAMs rely on what are believed to be incorrect assumptions about the pairing of students and teachers and using the results from this data to evaluate teacher performance. The author recommends that richer VAMs are needed and these models need to accommodate classroom dynamics and other indirect behavioral assumptions that are not always overtly observable.

Rothstein, J. (2011). *Review of Learning About Teaching*. Boulder, CO: National Education Policy Center.

This report explores the correlations between student survey responses and value-added scores that were computed from state tests and other higher-order thinking assessments. The study found that there was only a modest correlation and concludes that the teacher's value-added is not as strongly related to the teacher's level of effectiveness on a larger scale. The author recommends that a successful evaluation policy for teachers needs to include a balanced set of measures rather than looking to one measure as an indicator for teacher effectiveness.

Skinner, K. J. (2010). *Reinventing educator evaluation: Connecting professional practice with student learning*. Boston: Massachusetts Teachers Association.

In this report, the Massachusetts Teachers Association (MTA) proposes a series of changes in the state teacher evaluation framework. The report identifies current gaps in the evaluation system and outlines a framework that would address these gaps. The framework includes: standards of professional practice for both teachers and administrators, performance categories, multiple measures of evaluation, Peer Assistance and Review (PAR), an evaluation cycle, observer calibration and identification, collective bargaining, and implementation. The authors recommend that educators be given sufficient time to understand all of the components of the framework and how to implement them.

Stanley, S. J., & Popham, W. J. (Eds.). (1988). *Teacher evaluation: Six prescriptions to success*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

This book presents six alternative teacher evaluation approaches by various authors that include: Thomas McGreal, Madeline Hunter, James Popham, Richard Manatt, Michael Scriven, Arthur Costa, Robert Barmston, and Linda Lambert. Topics presented include: linking teacher evaluation and staff development, teacher-directed results, judgment-based evaluation, systematic teacher performance evaluation, evaluating teachers as professionals, and a cognitive view of evaluation. The authors present some of the difficulties in finding an effective way to evaluate teachers and administrators. Each chapter offers a valuable perspective on the problem and details approaches towards creating more effective teacher evaluations.



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