



# An Introduction to AFT's Continuous Improvement Model for Teacher Development and Evaluation

***4<sup>th</sup> Annual Great Teachers for Our City Schools  
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## Why is AFT supporting changes in TDE?

- **It's the Right Thing to Do**
  - For too long teachers have not been given the support they need.
- **The Public Policy Debate**
  - It's time to take charge of the narrative regarding teachers and performance.
- **Federal and State Requirements on Districts**
  - Numerous changes and mandates related to teacher evaluation are being imposed.



# The role of teacher evaluation in systemic reform

Issues that districts have to grapple with:

- Are there clear and coherent **standards**?
- Is the **curriculum** rich and non-scripted?
- Are there high-quality student **assessments**?
- Are there **support systems** including ongoing, job-embedded professional development in place for teachers to develop and improve?
- Are there adequate **resources** available and is the **school environment** conducive to teaching and learning?



# Ten Critical Principles

*Teacher evaluation systems must:*

1. Have as their primary goals strengthening the individual and collective practices of teachers and schools to improve student learning;
2. Be developed and implemented collaboratively with teachers, not imposed on them;
3. Focus on providing continuous professional development and growth for teachers by addressing their skills, knowledge and needs depending on where they are on a career continuum (e.g., novice, mid-career, veteran);
4. Promote teacher leadership;
5. Be both formative and summative;



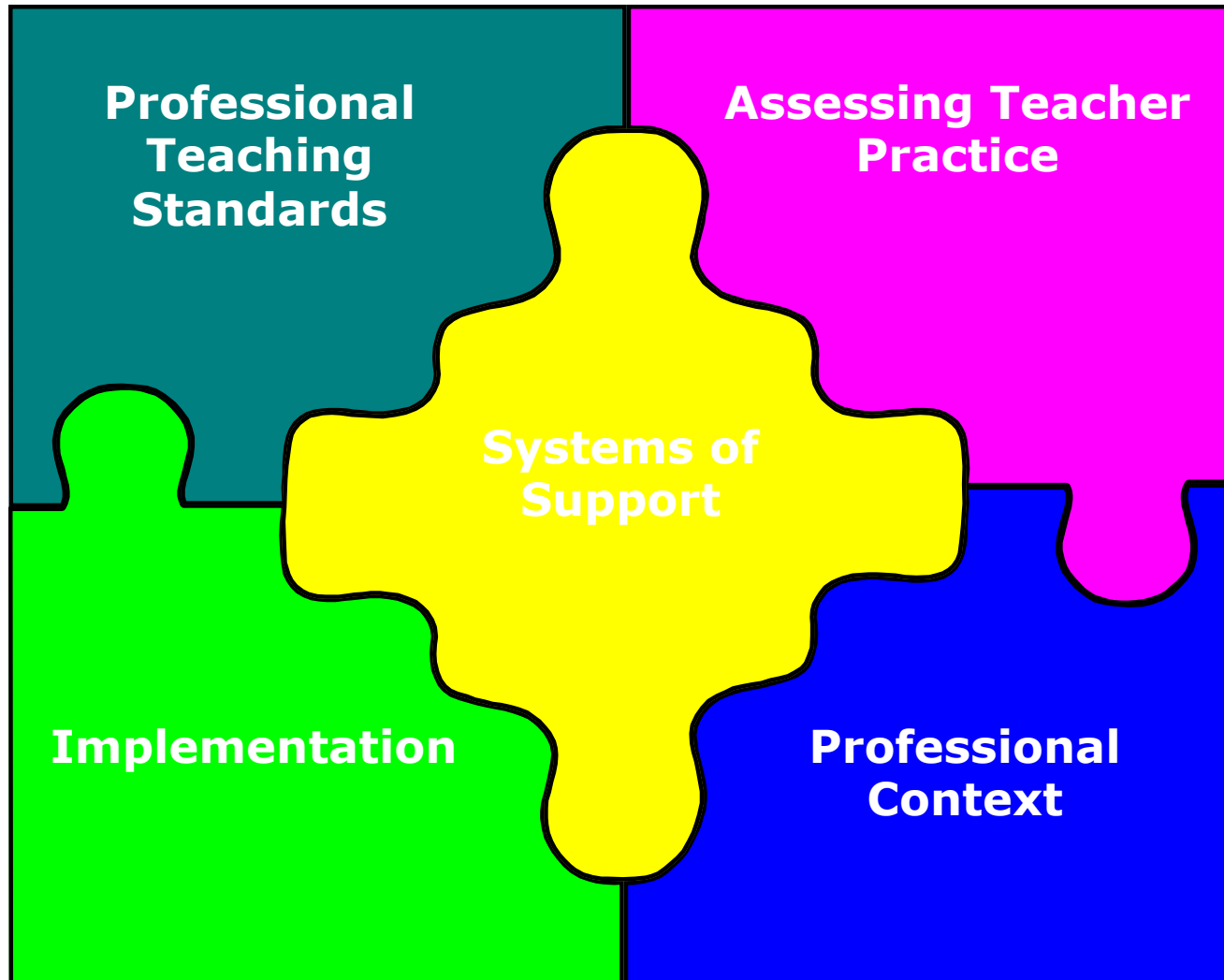
# Ten Critical Principles

*Teacher evaluation systems must:*

6. Be based on a set of standards of practice that takes into account the complexities of teaching;
7. Include evidence of teaching and student learning from multiple sources;
10. Address how to build the capacity of districts and schools to implement high-quality evaluation systems;
11. Consider the context in which teaching and learning take place; and
12. Be subject to continuous updating of instruments and processes as research on practice leading to valued student outcomes becomes available.



# A Standards-Based Framework for Comprehensive Teacher Evaluation



# Components of a comprehensive teacher evaluation system

## **1. Professional Teaching Standards**

advance a common vision of the profession and communicate a shared belief about what is important for teachers to know and be able to do.



## Components of a comprehensive teacher evaluation system

- 2. Standards for Assessing Teaching Practice** are based on evidence of both good teaching practice and student learning.



When assessing teacher practice, it is necessary to:

- Use valid and reliable measures;
- Include performance standards that are appropriate for the developmental level of the teacher—novice, mid-career and veteran; and
- Incorporate a variety of evaluation techniques to capture the breadth of good teaching and professional practice, including classroom observations, review of lesson plans, self-assessments, teaching artifacts and portfolio assessments.



## The Role of Student Learning

*Teacher evaluation systems must recognize that there is a relationship between what teachers know and can do and what students learn and can demonstrate.*

*Student learning should include evidence of growth in knowledge and skills based on*  
***"multiple measures."***



## Examples of “multiple measures” of student learning

- Student written work, performances, group work or presentations scored using standard rubrics
- Scores on district-wide designed assessments
- Teacher developed assessments
- Portfolios
- Student learning objectives (SLOs)
- Grades
- IEP goals and objectives
- Student “capstone” projects (e.g., graduation, end-of-course, research or thesis paper, portfolios of art work, service learning projects)



## Components of a comprehensive teacher evaluation system

- 3. Implementation Standards** address the important details of evaluation, such as:
- how teachers are involved,
  - who evaluates them,
  - how often evaluation takes place,
  - how the results of the evaluation will be used,
  - how the results are communicated to teachers.

*The purposes of evaluation must be considered when answering these questions.*



## 4. **Standards for Professional Contexts**

describe a school's teaching and learning conditions. These conditions include both physical and structural elements of schools as well as elements that influence a school's culture and climate. They should include:

- Time
- Facilities and resources
- Teacher empowerment
- School leadership
- Professional growth
- School climate and safety



## Components of a comprehensive teacher evaluation system

- 5. Systems of Support** must be available throughout a teacher's career from initial hiring through advancement and include a system whereby teachers who have been identified as not meeting teaching standards are provided sufficient opportunity to remediate their teaching.



# Creating “**smart**” teacher development and evaluation systems

These systems should continually improve as:

1. New and better research about teacher development and evaluation becomes available;
2. Outcome data at the classroom, school and district level are generated and analyzed; and
3. Districts build their capacity to increase teacher quality.



# The Educator Evaluation for Excellence in Teaching and Learning (E3TL) Consortium

- AFTEF was awarded a federal “i3” grant in 2010
- \$6 million over 4 years
- Partnering with the New York State United Teachers, the Rhode Island Federation of Teachers and 10 districts across New York and Rhode Island



**E3TL** The Educator Evaluation for Excellence in Teaching and Learning Consortium



# The Educator Evaluation for Excellence in Teaching and Learning (E3TL) Consortium

- The overall goal of the project is to implement high-quality, rigorous teacher development and evaluation systems in all 10 districts that:
  - Articulate an agreed-upon vision of effective teaching
  - Accurately identify teachers on a continuum of performance
  - Provide accurate and rich data that can be used to assist all teachers to develop and improve throughout their career



# The Educator Evaluation for Excellence in Teaching and Learning (E3TL) Consortium

- Special features of the project include:
  - A certification process for teacher evaluators
  - Scale-up methods that explore the potential of web-based applications and videos
  - Use of multiple measures of student learning in teacher development and evaluation
  - Development and implementation of standards for effectiveness in instruction both ELLs and SWDs in mainstream classes that are aligned with NY and RI standards



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