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Getting It Right in Maine

A Comprehensive Guide to Developing & Operating Teacher Evaluation Systems

Adapted from:

**National Board Professional Teaching Standards
Schools for Excellence Webinar
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Getting it Right:

A Comprehensive Guide to Developing and Operating Teacher Evaluation Systems

Frames a much-needed resource for states and districts to use as they develop their own teacher evaluation systems designed to enhance teacher practice, influence student learning, and improve schools.



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Outcomes

- **Higher student performance**
- **Enhanced teacher practice**
- **Sustainable school growth**
- **Increased teacher retention**
- **Increased student engagement**
- **Collaborative learning communities**
- **Improved return on investment of professional development dollars**
- **Strengthened human capital in high needs schools**



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Based on the National Board's

- Five Core Propositions of Accomplished Teaching
- Teaching standards for twenty-five subjects and developmental levels
- Nationally-validated rubrics for assessing accomplished teaching

Five Core Propositions



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- 1. Teachers are committed to students and their learning.**
- 2. Teachers know the subjects they teach and how to teach those subjects to students.**
- 3. Teachers are responsible for managing and monitoring student learning.**
- 4. Teachers think systematically about their practice and learn from experience.**
- 5. Teachers are members of learning communities.**



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- **Overview**
- **How Students Benefit**
- **The Need**
- **Framework Graphic**
- **Stage 1: Developing the Evaluation System**
- **Stage 2: Implementing and Managing the Evaluation System**
- **Stage 3: Conducting Collaborative Evaluations that Improve Teaching and Instruction**
- **Stage 4: Supporting the Teachers Before, During and After Evaluations**
- **Outcomes**
- **Resources**



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Overview

- **Teacher effectiveness**
 - Strongest predictor of student achievement
 - Stronger than both parent education and race combined
- **73% of teachers said their most recent evaluation did not identify any areas for development**
- **As part of an evaluation *system*, evaluations enhance:**
 - Teacher practice
 - Influence student learning
 - Improve schools



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Student Benefits

- **Stronger and more consistent teacher practice**
- **Supportive learning environments that nurture learning**
- **Teachers who collaborate to meet the needs of the whole child**
- **Teachers who can engage students' families in the learning process**
- **Adults who model behaviors and attitudes for success**
- **Effective teachers that deliver instruction with academic rigor**
- **Teachers who can prepare them to flourish in a global society**



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The Need

- **Move from an isolated event as sole indicator of teacher practice**
- **Drive effective teaching practice**
- **Support emergent teachers**
- **Retain effective teachers**
- **Sustain high levels of student performance.**

***While the need to reform teacher evaluation is real,
the need to get it right is critical.***



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Benefits to a System Versus a Single Tool

- **Stronger and consistent teacher practice**
- **Environment that nurtures learning**
- **Teachers collaborating to meet needs of whole child**
- **Effective delivery of academically rigorous instruction**
- **Teachers who engage students' families in learning process**



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NBPTS Framework for Developing and Operating a Teacher Evaluation System

- 1. Developing the Evaluation System**
- 2. Implementing and Managing the System**
- 3. Conducting Collaborative evaluations that improve teaching and instruction**
- 4. Provide ongoing support to teachers thru needs-based professional development**

GETTING IT RIGHT

DEVELOPING AND OPERATING AN EFFECTIVE TEACHER EVALUATION SYSTEM

1

Identifying and convening the right stakeholders
Specifying what must be measured
Defining the process of measuring
Clarifying how the measures will be consistent
Defining the evaluation process
Defining the ongoing support.

MAXIMIZED
TEACHER
GROWTH AND
STUDENT
LEARNING

Stages

1

DEVELOPING THE EVALUATION SYSTEM

2

IMPLEMENTING AND MANAGING THE EVALUATION SYSTEM

3

CONDUCTING COLLABORATIVE EVALUATIONS

4

SUPPORTING THE TEACHERS

OUTCOMES

- Higher student performance
- Enhanced teacher practice
- Sustainable school growth
- Increased teacher retention
- Increased student engagement
- Collaborative learning communities
- Improved return on investment of professional development dollars
- Strengthened human capital in high needs schools



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Stage 1:

Developing the Evaluation System

- 1. Identify and convene the right stakeholders**
- 2. Specify what must be measured**
- 3. Define the process of measuring**
- 4. Clarify how the measures will be consistent**
- 5. Define the evaluation process**
- 6. Define the ongoing support**



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Stage 2:

Implementing & Managing the Evaluation System

- **Implementing the System**
 - Establish the process & schedules for training & monitoring, including roles & responsibilities
 - Provide training to all teachers
 - Train & certify observers to ensure consistent application of the tool and ratings
- **Managing the Evaluation System**
 - Identify site-based monitoring staff
 - Implement processes to ensure validity & reliability
- **Applying continuous improvement**
 - Strengthen the process



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Stage 3:

Conducting Collaborative Evaluations that Improve Teaching & Instruction

- **Define the observation process**
 - Pre-observation requirements
 - Observation requirements
 - Post-observation requirement
- **Specify the evaluation results**
- **Specify the consequences**
- **Specify the appeals process**
 - Decision-making authority
 - Guidelines for reviewing ratings
 - Protocol for providing timely feedback



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Stage 4: Supporting the Teachers Before, During & After Evaluations

- **Specify differentiated support**
- **Monitor effectiveness of support**
- **Use the results to improve**
 - School culture
 - Teacher practice
 - Student outcomes



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Stage 1:

Developing the Evaluation System

- 1. Identify and convene the right stakeholders**
- 2. Specify what must be measured**
- 3. Define the process of measuring**
- 4. Clarify how the measures will be consistent**
- 5. Define the evaluation process**
- 6. Define the ongoing support**



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1. Stakeholders

The responsibility of the team should not end as the system is approved, but some subset should be included in the continuous monitoring and improvement of the system.

1. Teachers

2. Those with:

- i. Vested interest in enhancing teacher practice
- ii. Improving student learning
- iii. Tasked with continuously monitoring and improving the evaluation system



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2. What Gets Measured

- **Use of NBPTS Five Core Propositions**
 - Teachers are committed to students and their learning
 - Teachers know the subjects they teach
 - 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



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3. Define the Measurement Process

- **Develop differentiated performance levels**
- **Develop rubrics**
- **Identify types of evidence that demonstrate performance levels**
 - NB process requires multiple measures of:
 - Teacher performance
 - Student learning



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| Level | Definition as Applied to Standards of Professional Practice |
|-------------------------|--|
| Exemplary | Consistently applies knowledge, skills, and dispositions to create , manage, monitor, and adapt a classroom culture in which each student achieves and sustains the desired results |
| Proficient | Applies knowledge, skills, and dispositions to manage, monitor, and adapt classroom strategies so that each student achieves and sustains the desired results |
| Developing | Applies selected knowledge, skills, and dispositions to implement classroom strategies so that most students achieve the desired results |
| Not Satisfactory | Applies limited knowledge, skills, and dispositions to inconsistently implement classroom strategies so that some students achieve undesired results |



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Core Proposition 1: Teachers are committed to students and their learning.

Teachers recognize individual differences in their students and adjust their practice accordingly.

| <i>Teachers who demonstrate ineffective practice:</i> | <i>Teachers who demonstrate adequate practice:</i> | <i>Teachers who demonstrate proficient practice:</i> | <i>Teachers who demonstrate exemplary practice:</i> |
|--|---|---|--|
| inconsistently use provided social, emotional and cognitive data from available sources about their students to inform their teaching. | use provided social, emotional, and cognitive data from established sources about their students to inform their teaching. | gather and analyze social, emotional, and cognitive data from established sources about each student to inform and adapt their teaching. | gather and analyze social, emotional, and cognitive data from multiple sources, including self-developed systems, about each student to inform and adapt their teaching. |



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4. Consistent Measures

- **Procedures to ensure evaluations are valid, reliable, fair and meaningful**
- **Assign team to ensure evaluations are conducted according to rubric standards, indicators and chosen observation materials**
- **Train all observers to rate performances reliably**



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5. Defining the Process

- **The coupling of teaching and learning requires observations over time with artifacts that support the student learning. The end goal is that observation results in professional growth for every teacher.**
- ***Stage 3: Conducting Collaborative Evaluations that Improve Teaching and Instruction:***
 - Define the observation process
 - Specify results of observation levels
 - Specify the evaluation results
 - Specify the consequences
 - Specify the appeals process



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6. Ongoing Support

- **Good observations provide good feedback which leads to better support of instruction resulting in student growth. At a minimum, all good support should be:**
 - Collaborative
 - Evidence-based
 - Timely
 - Developmental
 - Growth oriented
- ***Stage 4: Supporting Teachers:***
 - Specify differentiated support
 - Monitor effectiveness of support.



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Resources for Meeting

- **District Indicators for Teacher Performance**
- **District Policy for Teacher Evaluation**
- **Ideas for Evidence**