Educator Effectiveness Systems Assessment

States and districts have a renewed opportunity to strengthen educator evaluation and professional learning systems with the passage of the Every Student Succeeds Act (ESSA), including the authorized use of Title II, Part A funds to drive these continuous improvement efforts. The focus on these systems presents both a challenge and an opportunity to shift the emphasis on evaluation from a compliance model with generic feedback provided to some educators to a continuous improvement model with personalized, specific feedback for all educators that is then connected to opportunities for professional learning and support. This shift also presents the powerful opportunity to advance equity by providing access to effective teachers for all students. This educator effectiveness systems assessment tool complements the [Collaborative for Continuous Improvement of Educator Effectiveness Systems (the Collaborative) Guiding Principles brief](https://gtlcenter.org/products-resources/Collaborative_GuidingPrinciples.pdf). The tool seeks to help state education agency (SEA) and local education agency (LEA) leaders to identify which guiding principle(s) featured in the brief would be a good entry point to continuously improve an educator evaluation system.

**Instructions:** The table below outlines the six guiding principles, three key “readiness to pursue” strategies for each guiding principle, and a four-part self-assessment rating scale about the extent to which an SEA or LEA educator effectiveness system demonstrates action with or evidence of a readiness to pursue a given strategy.

Convene a team of policy makers, leaders, and key stakeholders related to your SEA or LEA’s educator effectiveness initiatives and work. Prior to the meeting, read the guiding principles described in the brief. As a team, review and discuss each guiding principle’s ***readiness to pursue strategies*** for continuous improvement. Based on the discussions and analysis of data, determine whether your system’s readiness to pursue strategies for continuous improvement is *emerging*, *developing*, *performing*, or *transforming* for each strategy.[[1]](#footnote-1) After the team rates the strategies within each guiding principle, discuss the reflection questions below the table to determine where to focus your continuous improvement efforts based on readiness.

| **Readiness to Pursue Strategies for Continuous Improvement** | **Emerging** | **Developing** | **Performing** | **Transforming** | Rationale |
| --- | --- | --- | --- | --- | --- |
|  | *System demonstrates little or no action with or evidence of strategy* | *System demonstrates some action with or evidence of strategy* | *System demonstrates significant and effective action with or evidence of strategy* | *System demonstrates exemplary and sustainable action with or evidence of strategy* | *How do you know your system demonstrates action or evidence of strategy?* |
| Guiding Principle 1: Embed educator evaluation and professional learning systems within a coherent talent management system.  Our talent management system: |  |  |  |  |  |
| 1. Aligns educator preparation, mentoring, and induction programs with educator evaluation and professional learning systems such that there is **consistency in expectations** including the sharing of relevant data for continuous improvement efforts. |  |  |  |  |  |
| 1. Supports and informs **strategies focused on attracting, recruiting, and hiring** effective teachers, and leveraging professional learning and career pathways to ensure all students have access to effective educators. |  |  |  |  |  |
| 1. **Connects divisions/departments** to use evaluation and retention data to forecast and share educator hiring needs and to increase the number of diverse teachers. |  |  |  |  |  |
| Guiding Principle 2: Revisit authentic communication and collaborative engagement of stakeholders.  Our communication about teacher evaluation and professional learning: |  |  |  |  |  |
| 1. Engages educators with multiple opportunities to **contribute to system refinement**, such as co-creating or revising evaluation frameworks, tools, and resources. |  |  |  |  |  |
| 1. Promotes timely and clear communication about **how stakeholder input was applied** to any changes or adjustments to the evaluation system. |  |  |  |  |  |
| 1. Makes clear and consistent **linkages in communication and messages between evaluation and the activities** it is meant to support such as professional learning. |  |  |  |  |  |
| Guiding Principle 3: Use data in decision making and tracking outcomes.  Our talent management system: |  |  |  |  |  |
| 1. Analyzes **multiple types of data**, including the use of educator surveys and focus groups, to identify areas for system improvement, refinement, and effectiveness in the field. |  |  |  |  |  |
| 1. **Conducts evaluation studies** of the evaluation system including correlation analysis and implementation fidelity at the local and school level. |  |  |  |  |  |
| 1. **Provides tools, trainings, and resources** to increase capacity to analyze and use evaluation data to engage in continuous improvement efforts at the local level. |  |  |  |  |  |
| Guiding Principle 4: Achieve consensus and clarity about system non-negotiables and flexibilities.  Our talent management system: |  |  |  |  |  |
| 1. **Analyzes feedback from key stakeholders** to develop non-negotiables and flexibilities that are aligned to local data and state goals. |  |  |  |  |  |
| 1. Clearly communicates the **rationale, definition, and allowable usage** for the non-negotiable and flexibility items to all users. |  |  |  |  |  |
| 1. Provides support and resources for the **implementation and analysis of the non-negotiable and flexibility items** to drive continuous improvement efforts. |  |  |  |  |  |
| Guiding Principle 5: Deprivatize the culture of teaching and feedback by making classroom practices, resources, and materials public, sharable, and storable.  Our talent management system: |  |  |  |  |  |
| 1. Promotes the **value of the collaborative sharing** of effective instructional practices, resources, and materials with educators. |  |  |  |  |  |
| 1. Provides teachers with the **time to work collaboratively and observe each other’s practices** to refine instructional units and materials. |  |  |  |  |  |
| 1. **Develops curated, standards-aligned resources** for teachers to use and adapt that can be shared and stored. |  |  |  |  |  |
| Guiding Principle 6: Model continuous improvement and learning in a collaborative setting.  Our talent management system: |  |  |  |  |  |
| 1. Models continuous improvement efforts by **collaborating across divisions and teams** to improve teacher effectiveness outcomes. |  |  |  |  |  |
| 1. **Develops transparent and multiple checkpoints** during the school year to reflect on short-term outcomes and to use formative results to drive improvement. |  |  |  |  |  |
| 1. Analyzes, and revises if necessary, **long-term outcomes** to ensure that all students have equitable access to effective teachers. |  |  |  |  |  |

## Reflection Questions

**Instructions:** In your team, review the overall results from the system assessment and discuss the following reflection questions. Use the questions and system assessment results to identify which guiding principle(s) may be the most appropriate entry point to begin considerations for continuously improving your educator evaluation and professional growth system.

1. Which readiness to pursue strategies affirm the strengths of your educator effectiveness system? Explain.
2. Which readiness to pursue strategies illuminate the areas of growth of your educator effectiveness system? Explain.
3. Are there readiness to pursue strategies or strengths of your educator effectiveness system that you can build upon to refine or continuously improve your system?
4. Are there readiness to pursue strategies or areas of growth of your educator effectiveness system that you believe should be the focus of your state or district’s continuous improvement efforts? If so, why, and what strategies would you need to implement to improve to “performing” or “transforming?”
5. How do the overall results impact your thinking about implementing and/or refining educator effectiveness strategies in the next 3, 6, and 12 months? Explain.

1. Readiness to pursue strategies adapted from the National Implementation Research Network’s four implementation stages found at https://nirn.fpg.unc.edu/learn-implementation/implementation-stages. [↑](#footnote-ref-1)