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DC Model Teacher Evaluation System Toolkit
Newsletter Blurb

By and For DC Educators: The DC Model Teacher Evaluation System

The DC Model Teacher Evaluation System is a comprehensive framework designed to help Local Education Agencies (LEAs) assess the performance of their teachers.

The evaluation system provides LEAs with a series of tools including: a robust evaluation rubric, observation and planning tools, and procedures aimed at helping DC schools conduct better teacher observations, provide actionable feedback and coaching, and target professional development.

Developed by and for DC educators, the system was designed in the 2014-2015 school year by a consortium of 13 LEAs, under the leadership of the Office of the State Superintendent of Education (OSSE). The model system reflects OSSE's standards for teacher evaluation, in addition to national best practices related to teacher observations and evaluations. The model system was piloted in 2015-2016 by six DC LEAs.

During the 2016-2017 school year, we will utilize key parts of the framework to support teacher growth. You can view the full evaluation rubric and tools we will be using on OSSE's LearnDC.org website. Please contact Orman Feres at orman.feres@dc.gov for more information.

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Frequently Asked Questions

1. **What is the DC Model Teacher Evaluation System (MTES)?**
   The DC Model Teacher Evaluation System is a comprehensive framework designed to help Local Education Agencies (LEAs) assess the performance of their teachers. Created by and for DC educators, the system provides schools with resources and guidance that includes a robust evaluation rubric, planning and observation tools, and model evaluation and observation procedures.

2. **How was the system developed?**
   The DC Model Teacher Evaluation System was developed through a collaborative two-year project led by the DC Office of the State Superintendent of Education (OSSE), in partnership with Thurgood Marshall Academy and 13 other LEAs. The system was piloted in SY 2015-2016 and refined through the feedback of educators and local school leaders.

3. **How does MTES assess the effectiveness of educators?**
   MTES assesses teacher effectiveness with multiple measures including: teachers' performance in accordance with MTES' classroom observation rubric, student growth as measured by performance on state assessments, and student learning objectives (SLOs). LEAs can decide how to weight each component to calculate a final teacher effectiveness rating.

4. **What are the components of the teacher evaluation rubric?**
   MTES' classroom observation rubric helps LEAs evaluate educators in four major categories: learning environment, delivery of instruction, planning and preparation, and professional foundations. LEAs can rate teachers in up to 26 domains.

5. **How does MTES change how teachers are evaluated?**
   The Model Teacher Evaluation System reflects the best research-based approaches to educator evaluation and can be used wholesale or in part by any DC LEA. The framework also provides LEAs with a host of tools and procedures to implement the system. Educators teaching at LEAs implementing the full system may see evaluation on a more robust rubric, including a more detailed set of indicators.

6. **What does the system mean for teachers, administrators, and school leaders?**

For teachers, the implementation of MTES means fair observations, robust and actionable feedback, and targeted professional development. For administrators, MTES means a clearer snapshot of teacher effectiveness in their schools and areas of growth for teaching staff.

7. **How will the system impact students and families?**
   MTES is a part of a dedicated effort to improve teaching and learning in DC. By helping LEAs strengthen the instruction students receive, the system helps students build the academic foundation they need to be college and career ready.

8. **Where can I learn more about the Model Teacher Evaluation System?**
   Learn more about the Model Teacher Evaluation System on LearnDC or contact the DC Office of the State Superintendent of Education's Educator Quality and Effectiveness Unit.

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Resources & Tools

Thinking about implementing the Model Teacher Evaluation System in your LEA? Use the following resources, tools, and information to explore and get started.

1. [Model Teacher Evaluation Framework](#)
   Use this resource as a 101 guide to learn more about the evaluation framework, its components, and the teacher evaluation rubric.

2. [Model Teacher Classroom Observation Rubric](#)
   The evaluation rubric provides definitions of effectiveness for each indicator of the rubric. Explore specific evaluation categories or download the full rubric.

3. [Observation and Feedback Decision Points for OSSE LEAs](#)
   Want to implement the Model Teacher Evaluation System in your Local Education Agency (LEA)? This chart details the policy decisions you must make before you begin planning for implementation.

4. [Timeline & Tasks Associated with Implementing the OSSE Model Evaluation System](#)
   LEAs considering implementation of the Model Teacher Evaluation System can look to this chart on how important tasks related to Student Learning Objectives (SLO) and teacher observations could be implemented over the course of a school year.

5. Student Learning Objectives [(SLO) Process & Timeline](#)
   This tool details the process for implementing student learning objectives (SLOs) and provides a recommended timeline for developing objectives with teachers and administrators.

6. [SLO Activities: Evidence Brainstorming, Calendar Development, Decision Points](#)
   Develop SLOs for your LEA by completing a series of activities. Use these worksheets and information to walk your team through brainstorming and decision-making exercises.

7. Observation Tools
   Pair the following tools with the MTES classroom observation rubric to complete effective observations.
   - [Observation Tool](#) – Use this handy checklist when completing classroom

observations to quickly rate teachers and provide feedback.

- Classroom Walk-Through Tool: Student Engagement - A companion to the rubric, this tool can be used to guide feedback, frame reflection or structure coaching around student engagement.

8. Post-Observation Conference Tools
    - Teacher Action Planning Tool – Use this worksheet to develop an action plan for observed teachers and target professional development.

    - Conference Preparation and Notes (Evaluator) - This document helps evaluators prepare for post-classroom observation conferences.

    - Conference Preparation Tool (Teacher) - The Conference Preparation Tool helps teachers reflect on instruction during their classroom observation and prepare for post-observation conferences.

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Implementation Best Practices

In 2014, the Office of the State Superintendent of Education (OSSE) set a goal: to create a teacher evaluation system that could be used by any school in the District of Columbia. Your Local Education Agency now wants to implement the Model Teacher Evaluation (MTES) system, but where do you start? Explore these implementation tips and best practices learned by the MTES Community of Practice.

What in the World is This?
Communication can make or break successful implementation. At the end of the day, there's really only one question teachers, administrators, and school staff want to know: how will the system impact me? Don't keep them in suspense! Engage educators and school leaders in the early stages, prior to implementation, and clearly explain MTES, its goals, and what it means for your school, your staff, and everyone's classroom. Use template tools available on LearnDc.org to get started.

Know Your Role, Play Your Position
Local Education Agencies can find in success in implementation by clearly defining the roles and responsibility at the school level. Who will observe and evaluate? Who will serve as the point person for questions on the evaluation rubric? Who will be the keeper of evaluation data? Who will manage the feedback loop between teachers and school leaders? Answer all these questions and you will be on the road to success!

Yes, You Are Being Watched...For Your Own Good
Hate the feeling of someone watching your every move? Get a little nervous with someone listening to every word you say? Your teachers probably do too, even those with considerable experience. Videotaping a teacher's lesson (without the presence of an observer) is an effective strategy used to get accurate snapshots of classrooms in lieu of traditional classroom observations. By helping school leaders provide fairer evaluations, video observations become less prone to subjectivity. Explore best practices for videotaping classroom observations.

Feedback, Feedback, Feedback
No matter how much feedback teachers receive after classroom observations, it seems they always want more! LEAs participating in OSSE's Pilot Community of Practice witnessed what much research has found: when teachers say they want more feedback, what they mean is more actionable feedback. They want feedback that tells them how to improve their practice

and the actionable steps to get there. Teachers expressed a desire to observe other classrooms, participate in professional learning communities and receive more peer-to-peer coaching. When completing classroom observations and post-observation conferences, use tools to record what you see, and use the OSSE Action Planning Tool to provide teachers with concrete next steps.

Schedule Enough Time for Post-Observation Conferences

How long should a post-observation conference be? Fifteen minutes? Twenty minutes? Thirty minutes? LEAs participating in the Model Teacher Evaluation System Pilot found that for formal evaluations, quality post-observation conferences took an hour. Yes - a whole hour. For each teacher. An hour-long conference initially presented a challenge for time-crunched administrators. The solution? In post-observation conferences, administrators spoke to both formal and informal evaluations, both long and short. In essence, the post-observation conference was the culmination of several observations.

Team Work Makes the Dream Work

If school leaders abide by one cardinal rule in implementing MTES it should be: Thou shalt create structures for educators to collaborate. Why? Because Local Education Agencies with collaborating educators implement better. LEA and school leaders should brainstorm ways they can leverage current structures to help teachers collaborate around student learning and professional development. Don't be afraid to get creative! Are there processes, trainings, or learning communities you can use to implement MTES? Go for it!

Train, Train, Train

Administrators, instructional coaches, and school leaders who provide the best feedback are those who have excellent classroom observation training and a thorough knowledge of the evaluation rubric. LEAs can ensure that language is standardized between classroom observers to ensure consistent and fair evaluations. Establish clear evaluation procedures and explain how parts of the rubric will replace or be merged with existing observation structures. Consider how your LEA will handle evaluating classrooms with multiple teachers. Practice makes perfect.

Principals Can't Do it All

CEOs are not expected to evaluate every employee in their company, so why do we often expect principals to evaluate every teacher in their school? The short answer is – when it comes to MTES, we shouldn't. Efficient educator evaluations that include timely and actionable feedback disperse classroom observations among a number of school leaders. Community of Practice Pilot members found that incorporating instructional coaches and assistant principals in both formal and informal evaluations reduced the administrative burden on principals and allowed for key input from school leaders who often observed educators the most.

Don't Be Scared to Iterate

Every LEA is unique. Often, schools have a specific focus for the year and an emphasis is placed on topics like literacy, numerical skills, or problem solving. Don't be afraid to

incorporate an LEA-wide or schoolwide focus into your educator evaluation and add to elements weighted in your rubric.