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Talking Points Regarding the Implementation of Teacher Development and Evaluation Systems

February 23, 2011

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Lessons learned from the field

- **Ensure stakeholder buy-in at all phases of design and implementation**
  This will help build trust and ownership and will go a long way in creating a successful and sustainable system. Engaging educators in many different ways and soliciting their feedback continually is crucial.

- **Pilot and field-test instruments and processes**
  You will not create the perfect instrument or process at the beginning. Further, before you use your system for high-stakes decisions (e.g., placement, dismissal, tenure), you need to make sure that the tools are reliable and valid. This is important for legal defensibility and for building trust. If educators know that you are trying to get it right, not just get it done, then they are more likely to believe that this is really a system focused on improvement.

- **Create a process for continual updating and improvement of the system**
  We need to build systems that continually improve as new and better research about teacher development and evaluation becomes available, outcome data at the classroom, school and district level are generated, and districts build their capacity to increase teacher quality.

- **Ensure that teacher evaluators can accurately assess teacher performance, communicate the results of that evaluation to teachers and help teachers plan professional development**
  This is the keystone of a teacher evaluation system. In our i3 grant in 11 districts across New York and Rhode Island, we just piloted a teacher evaluator certification academy. This academy was 5 days long (40 hours), facilitated by teacher evaluation experts, and required all evaluators to pass a final performance task to be conditionally certified at the end of the week. Then each evaluator completed a paired observation in the field where their ability to assess teacher performance in the classroom was evaluated. We are currently creating a process for evaluators to be "recertified" at the beginning of each year using videos in an online platform.

- **Roll out systems of support concurrently with the evaluation process**
  If you want to create a system that does more than merely identify teachers along a continuum of performance, then systems of support must be in place as you implement your evaluation system.