THE ASPEN INSTITUTE
EDUCATION & SOCIETY PROGRAM

MEANS TO AN END:

A Guide to Developing Teacher Evaluation Systems that Support Growth and Development

Templates and Worksheets

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To download the full guide, visit www.aspeninstitute.org/MeansToAnEnd.

TEMPLATE 1: Defining the Goals for the Evaluation System

Directions:

1. As the team identifies and agrees on its goals, prioritize them and record them in rank order in the top row.
2. With your prioritized goals listed, fill out the rest of the template. Note: "Outputs" refer to the tangible things that will happen or be put in place to achieve the goal. "Outcomes" are the information and metrics that will be used to demonstrate achievement of the goal.
3. After completing the grid, discuss the reflection questions below.

	Goals in priority order		
	1.	2.	3.
Outputs: Products and work streams that will be created			
Outcomes: How we will know if the goal is being achieved			
System work under way that supports goal			
Work the system needs to do to support goal			
Individuals/departments that need to be involved to achieve goal			
Included in what phase of Implementation (1, 2, or 3)			

Reflection Questions

1. How can these goals be integrated to create a coherent evaluation system?
2. Can we imagine any of the goals listed in the template being in conflict with one another? What might this conflict look like? How should the system manage the tension among goals?
3. How does what we have done in this step support teacher growth and development?

TEMPLATE 2.1: Your Theory of Action

Directions:

1. Engage a variety of people (system leaders, central office staff, principals, teachers) in articulating your theory of action.
2. Synthesize and record the results of your discussion in the *If* and *Then* statements below.
3. After completing the grid, discuss the reflection questions below.

If:
If:
If:
If:
If:
Then:

Reflection Questions

1. How does the theory of action support teacher professional growth and development?
2. To what extent and in what ways does this theory of action address every teacher in the system?

TEMPLATE 2.2: Information, Infrastructure, and Capacity

Directions:

1. Review your theory of action in Template 2.1.
2. List each of the *If* statements in each of the boxes in the left column.
3. List the information, infrastructure, and capacity the system needs to provide what is described in each *If* statement. (You will examine each of these needs in more detail in Steps 3, 4, and 5.)
4. Use the *Important Issues to Consider* worksheet to keep track of other ideas or issues that don't neatly fit into one of the categories.
5. After completing the grid, discuss the reflection questions below.

If *statement*	***Information needed***	***Infrastructure needed***	***Capacity needed***

Reflection Questions

1. What does the way we filled out Template 2.2 tell us about which aspects of the evaluation design and implementation we are going to focus significant attention on because of their importance to the success of the entire endeavor?
2. Which departments and which categories of employees are going to be most affected in the development and then the implementation of the evaluation system? How will they be affected?
3. How will the system respond to the opportunities and challenges highlighted in questions 1 and 2?

WORKSHEET: Important Issues to Consider

Use this worksheet to keep track of ideas or issues that surface as you work through each step that don't neatly fit into the templates you are working on. Refer back to it as you begin each step to see if there are things you have recorded that can be addressed with the step you are beginning.

TEMPLATE 3.1: Information to be Included in Your Evaluation System

Directions:

1. Review Template 2.2 and list what you included in the "Information needed" column under the appropriate categories below. Note: Including all five categories is not necessary, but ensuring that the information included supports teachers in improving their practice is critical.
2. Add additional information you think will be important to include in the evaluation system.
3. As you list information, indicate if you currently collect it and whether it is readily available for use. If it is not currently available, note when it could be made available and in what phase of implementation it would be introduced. (Create phases of implementation that match your process. For example, phase 1 = pilot or first year of implementation, phase 2 = year two of implementation, and phase 3 = years 3-5 of implementation.)
4. Use the *Capacity Demands* worksheet to keep track of ideas, questions, or considerations regarding capacity demands that surface as you complete this template that you want to make sure your evaluation design process addresses.
5. After completing the grid, discuss the reflection questions below.

Information proposed to be included in evaluation system	*Best for development (D) or accountability (A)*	*Frequency*	*Currently available Y/N*	*If "not yet available," when could it be?*	*Included in what phase of implementation (1, 2, or 3)*
1. Student outcomes					
2. Teacher inputs					

3. Professionalism					
4. Feedback from students, parents, and peers (360 degree)					
5. Development of students' character and habits of mind					

Reflection Questions

1. Does this array of information signal the school system's values and its commitment to teacher growth and development? If not, what changes need to be made to accomplish these two things?
2. Are the available data worth using? (For example, if we have current evaluation data, do we have them for all teachers? Are the data reliable and consistent? Can we link teachers to students in our information management system? Can we figure out which teachers share which students?) If not, can a fix be made to ensure the credibility of the data, or do we need to ask for different data?
3. When we think about the data available, what do we notice about their ability to provide clear signals to all teachers about areas for improvement and specificity that can guide improvement efforts?
4. Are there other sources of data that are not being used or considered in this process that should be added?
5. What are the things we want to evaluate for which we don't yet have a good measure (e.g., students' college readiness)? What placeholders can we use so that these factors don't get lost or go unrecognized as important?
6. How confident are we (1=very shaky; 5=complete confidence) that the information that is available now or in the coming school year provides teachers, evaluators, and coaches with meaningful, actionable data to guide teacher growth and development?

TEMPLATE 3.2: Alignment of Evaluation Sources and Measures to Goals for Evaluation

Directions:

1. Refer back to Template 1 to fill in the various goals you established for your evaluation system (in the cells numbered 1, 2, 3 …). Teacher growth and development is listed as a goal to get you started.
2. In the left column, list the evaluation sources and measures you identified in Template 3.1, one per line.
3. Add a check mark in the appropriate boxes to indicate the goals for which you want to use the information. You may check more than one goal for each evaluation source.
4. Add up the number of check marks in each column. To ensure the credibility and integrity of the evaluation system, ensure that (1) each column includes multiple measures and (2) the measures taken together tell a rich, composite story.
5. After completing the grid, discuss the reflection questions below.

	Goals for evaluation					
Evaluation sources/measures	1. Teacher growth and development	2.	3.	4.	5.	6.
Total						

Reflection Questions

1. How confident are we that we will be able to meet each goal using the information and measures we have identified?
2. Do the information and measures we have identified signal teacher professional growth and development as a top goal?

TEMPLATE 3.3: Presentation of Information

Directions:

1. Refer back to Template 3.2 and list the evaluation sources and measures in the left column.
2. For each evaluation source/measure, list the goals identified in Template 3.2 to which these data are aligned.
3. For each evaluation source/measure and each goal, list when and how frequently you need to present the information (e.g., every four to six weeks) to realize the goals you have established.
4. List how you will display and provide the information (e.g., ratings by standard and sub-standard based on a widely understood rubric with written and oral feedback).
5. After completing the grid, discuss the reflection questions below.

Evaluation sources/measures	*Tied to which goals*	*When needed and how frequently*	*How to provide and display information*

Reflection Questions

1. Where are there tensions in when and how information will be displayed to meet all of the purposes of the evaluation system? How will we balance them and ensure that the focus is on teacher growth and development?
2. What limitations in the data need to be explicitly noted to assist in interpreting them properly? For instance, value-added estimates should always be presented with confidence intervals and/or additional indicators of the reliability of the estimate. Likewise, other assessments of student learning might be flagged if they represent less than a pre-set percentage of students for whom the teacher is responsible.
3. Do any data potentially undermine the focus on growth and development? How will we manage these situations?

TEMPLATE 3.4: Information Collection

Directions:

1. Refer back to Template 3.2 and list the evaluation sources and measures in the left column.
2. For each evaluation source/measure, list how the information will be collected (e.g., classroom visit, pre- or post-observation conferences, etc.), when it will be collected (e.g., bi-weekly for new teachers and those with the bottom two ratings, monthly for teachers in the top two performance categories), and by whom.
3. After completing the grid, discuss the reflection questions below.

Evaluation sources/measures	*How collected*	*When collected*	*Collected by whom*

Reflection Questions

1. Who will develop and implement the data collection management plan?
2. What issues might arise from this data collection plan that could make the evaluation less effective or negatively affect its integrity? How can we address them?
3. Who (e.g., principals, coaches, peers) will have access to what data for each teacher?
4. How does what we have done in this step support teacher growth and development?

WORKSHEET: Capacity Demands

Use this worksheet to keep track of ideas or issues that surface as you work through each step that don't neatly fit into the templates you are working on. Refer back to it as you begin each step to see if there are things you have recorded that can be addressed with the step you are beginning.

TEMPLATE 4.1: Policies and Procedures

Directions:

1. Consider what policies and procedures — formalized, agreed-upon ways of doing business — need to be put in place to support the design and implementation of the evaluation system.
2. Record these policies and procedures in the left column.
3. For each policy/procedure, identify who has the authority to make the change, whether the school board or union needs to be involved, and when the policy change needs to happen.
4. After completing the grid, discuss the reflection questions below.

Policies or procedures that need to be developed or changed	*Job position that has the authority to do this*	*Required board action or collective bargaining*	*Date by which this will be done*

Reflection Questions

1. Do we anticipate any opposition to making the policy and procedural changes we have identified? If so, who will it come from, and what form might it take?
2. How can we anticipate concerns that may be raised? How will we learn from them and respond to them?
3. Whom must we engage in this work because they have significant authority over key policies and procedures and/or they may be an important source of opposition?
4. How does the timing we have outlined for attending to individual policies and procedures sync up with the timing required to roll out a system that has integrity?

TEMPLATE 4.2: Data Systems

Directions:
1. Review the information needs you identified in Template 3.1.
2. Consider how the information management system needs to change to meet these needs and record these changes in the left column.
3. For each change, identify whether multiple data sources need to be involved (and which ones), what job positions and departments need to be involved, and by when the change needs to be complete.
4. After completing the grid, discuss the reflection questions below.

Changes that need to be made to the information management system to provide the information prioritized in Step 3	*Data sources involved*	*Job positions/departments that need to be involved in building this system*	*Date by which it will be built*

Reflection Questions

1. To what extent and in what ways are departments going to have to function and/or collaborate in fundamentally different ways to meet the information management system needs?
2. How can key personnel implicated in these changes be engaged in the evaluation design work to tap their expertise and build engagement and ownership?
3. What are the resource (time, people, money) implications of the information management system needs? Whose support needs to be obtained to make these resource allocation decisions?

TEMPLATE 4.3: Time and Job Responsibilities

Directions:

1. Consider how much time designing and implementing the new evaluation system (i.e., building the information management systems, consistently tracking and reporting trends in teacher ratings, managing the observations schedule if peer observers are used) will require of both departments and individuals.
2. Identify any challenges this commitment will present (in terms of both time and job responsibilities) and record those in the left column.
3. For each challenge, identify who has the authority to address it, the method for addressing it, and by when the challenge needs to be addressed.
4. After completing the grid, discuss the reflection questions below.

Biggest challenges relative to time and job responsibilities	*Job position that has the authority to address them*	*Method of addressing challenges*	*Date by which they need to be addressed*

Reflection Questions

1. What re-allocation of resources (or allocation of new resources) will be essential to address time and job responsibility challenges?
2. What are the benefits and costs of allocating/re-allocating the necessary resources?
3. Whom must we engage in this discussion because they have the authority to address or block allocation/re-allocation of resources?
4. When we look across the timeline for the work outlined in Templates 4.1, 4.2, and 4.3, what does it make us think about the pacing and sequencing of infrastructure building? What are the infrastructure priorities for phase 1? For phase 2? For subsequent phases? How long do we expect each phase to last?

TEMPLATE 5: Organizational Capacity Building

Directions:

1. Review Step 2, where you first identified capacity that needs to be developed; Step 3; and Step 4, as well as the notes you have been keeping on your *Important Issues to Consider* and the *Capacity Demands* worksheets.
2. Based on these results, identify whose capacity needs to be built (e.g., principals/evaluators) and what capacity is needed (e.g., providing feedback that is meaningful and actionable).
3. Then identify how that capacity will be built (e.g., role-playing), by whom, and when.
4. After completing the grid, discuss the reflection questions below.

Job positions whose capacity needs to be built	***Capacity that needs to be built***	***How it will be built***	***Who will build it***	***Date by which capacity will be built***

Reflection Questions

1. Which capacity issues are we most concerned about building because they (a) are essential to the successful implementation of the evaluation system and (b) will present the greatest challenge for capacity building?
2. How can we focus resources to address these areas of concern or redesign the system to tap more existing capacity and lessen the capacity development requirements?
3. As we think about each category of employees whose capacity needs to be developed so they can do this different kind of work, what is our assessment of the capacity of the people in these positions (who may have been hired for a different job) to build these skills and make the transition to a new way of working?
4. How does what we have done in this step support teacher growth and development?

TEMPLATE 6: Supervisor and System-Level Accountability

Directions:

1. Identify characteristics of the evaluation system that are critical for the goal of supporting growth and development (e.g., providing teachers feedback that is clear, is specific, and supports development).
2. Identify whom you want to hold accountable for each characteristic (e.g., observers) and what measures/metrics you will use to determine whether they have been successful (e.g., audit and qualitative review of observation write-ups).
3. After completing the grid, discuss the reflection questions below.

Characteristics of the evaluation system critical to support growth and development	*Job position or department that is responsible*	*Measures/metrics for assessing whether responsibilities are met*

Reflection Questions

1. Who are the key players whose buy-in we need to ensure that the work we have outlined in the template is prioritized and done?
2. What are possible obstacles to doing this work? How can we address them?
3. How does what we have done in this step support teacher growth and development?

TEMPLATE 7: Communications

Directions:
1. Identify each stakeholder group that needs to know about the evaluation system (e.g., teachers, parents, human resources department), what they need to know (e.g., elements of the evaluation system), and when.
2. List the current vehicles you have for communicating with each group (e.g., newsletters, quarterly meetings, etc.) and which have been most effective in the past. Imagine new ways of communicating, too.
3. Identify what you need to learn from each group (e.g., their understanding of the system) and how you can gather that information (e.g., surveys, focus groups).
4. After completing the grid, discuss the reflection questions below.

Stakeholders	***What they need to know***	***When they need to know it***	***Various methods for communicating/most effective messengers***	***What we need to learn from them***	***How we can gather this information***

Reflection Questions

1. Whom do we need to engage in designing and executing the communication strategy?
2. Where do we need to develop new methods for communicating information and gathering feedback?
3. How does what we have done in this step support teacher growth and development?

TEMPLATE 8: Tracking Learning

Directions:

1. Identify the things about system implementation that you know you will need to track regularly (e.g., completion rate of evaluations, aggregated ratings of teacher performance in standard areas, relationship of scoring in different elements of the evaluation, certification rate of evaluators). This list should draw from the information, infrastructure, capacity, and accountability work you undertook in Steps 3 through 5.
2. Talk through each of the other columns in the template to determine when, how, and by whom this tracking will be done. The final column is critical, as it asks how you will use what you learn from the tracking to improve the system.
3. Remember that this template will be dynamic, with you revising it frequently as you begin implementing the evaluation system.
4. After completing the grid, discuss the reflection questions below.

What we want to know about implementation	***When we want to know it***	***How we will gather this information***	***Who will gather it***	***With whom this information will be shared***	***Process for using this information to improve design and implementation***

Reflection Questions

1. What are the information management implications of the tracking outlined in the template?
2. Who needs to be involved in developing the tracking mechanisms?
3. How will we ensure that the information is used to drive continuous improvement?
4. How does what we have done in this step support teacher growth and development?

TEMPLATE 9.1: Confidence Scale

Directions:

1. Rate your confidence on the thinking you have done on each of the steps (and sub-steps) you have previously completed. Circle the appropriate number from 1 (shaky) to 5 (complete confidence).
2. Review your results. Any items with a rating of 3 may require more conversation and detailed planning to ensure that work is fleshed out and you have thought through all of the steps required to bring that aspect of the evaluation to life. For steps where you rated your confidence as low (1-2), look back at your work to identify about what you are specifically unsure.
3. After completing the grid, discuss the reflection questions below.

Step	***Confidence rating: Your level of confidence in the planning and/or existing infrastructure and capacity to implement the evaluation system (1=shaky; 5=complete confidence)***				
Step 1: Vision and goals for your evaluation system	1	2	3	4	5
Step 2: Theory of action	1	2	3	4	5
Step 3: Information requirements					
Information to be included	1	2	3	4	5
Presentation of information	1	2	3	4	5
Information collection	1	2	3	4	5
Step 4: Infrastructure requirements					
Policies and procedures	1	2	3	4	5
Data systems	1	2	3	4	5
Time and job responsibilities	1	2	3	4	5

Step 5:	***Capacity requirements***					
	Evaluators	1	2	3	4	5
	Principals	1	2	3	4	5
	Teachers	1	2	3	4	5
	Other employees	1	2	3	4	5
Step 6:	***Supervisor and system-level accountability for teacher growth and development***	1	2	3	4	5
Step 7:	***Communications***	1	2	3	4	5
Step 8:	***Plan to monitor progress and make mid-course corrections***	1	2	3	4	5

Reflection Questions

1. What patterns do we notice about where we are most/least confident?
2. What are the implications of these confidence levels for the work we need to do as a design team and the people we need to engage in this process with us?
3. How does our assessment inform our thinking about the pacing and sequencing of the implementation plan and the possibility of piloting the system initially?

TEMPLATE 9.2: Work Plan

Directions:

1. Identify action steps needed to develop and implement your evaluation system, when each step needs to happen, and who will be the lead.
2. Also identify others who need to be involved in each step, how you will track progress, who is responsible for monitoring progress, and how you will know the step is complete. Note: The initial development of the work plan will be iterative as you engage a variety of players in the process.
3. After completing the grid, discuss the reflection questions below.

Action step	*Project leader/sponsor*	*Partners*	*Completion date*	*Progress checks*	*Deliverable/outcome*

Reflection Questions

1. Is this plan manageable? If not, how do we re-allocate resources to make it doable or revise it?
2. Does the plan make clear our commitment to supporting teacher growth and development?