Teacher performance management systems align teacher evaluation, professional development, and compensation and rewards to high standards of performance. The focus of these systems is on supporting teaching excellence and student learning by setting explicit standards for performance and organizing resources on the continuous improvement of instructional practices. Building the capacity to do this work requires systems to think strategically and systemically about the design and implementation of the performance management system.

This framework provides a tool for thinking about the phases of this work and presents a series of questions that can be asked to guide design and implementation.

**BUILDING A PERFORMANCE MANAGEMENT SYSTEM**
1. Design
- What is the vision for teacher performance management? What is the current status of this work in your system and where do you want to be? How does teacher performance management fit in the district improvement strategy? What does the fully evolved system look/feel like?
- What do you think has the greatest impact on teacher practice and how is your performance management system aligned to this belief?
- How does the choice of evaluation elements and the weighting of them reinforce the school system’s core values? Are there points of fundamental conflict?
- Who creates the system design and what are the implications of that for implementation, ownership and the credibility of the system?

2. Plan
- What are the capacity-building implications of the system design? What key weaknesses would you need to address quickly? How does this answer change when you think about technical implementation of the evaluation system vs. improving teaching capacity throughout the system?
- How do you align system design, capacity required to implement the design, timeline for implementation, and decisions regarding implementation strategy with the goals for the performance management system? How does this impact decisions e.g. pilot vs. full-scale implementation; introduction of the teaching standards before/at the same time as their use for evaluation purposes?
- How and when do you align expectations for principals and principal supervisors to their essential role in successful implementation? What are the implications of this for central office staff and the rest of the system?
- What data (e.g. teacher evaluation data, system evaluation data) do you want the system to produce and for what purposes? Who is responsible for the data? What are the implications of this for your information management systems?
- What are the roles of the teaching and learning division and the human resources department of the system in implementing the new evaluation system? To what extent does this reflect a new way of working? What collaboration between teaching and learning and human resources will be required and how will it be nurtured?
- What are the implications of the performance management system for teacher hiring, recruitment and placement?
- What external partnerships can you leverage to support implementation? In what aspects of implementation do you most expect to need help? Who is well positioned among external partners and stakeholders to help? What role might higher education play and what are the implications of this work for higher education?
- What are the implications of this work for the teachers union? To what extent does this work require that the district and union work in a different way? How can this be most effectively managed?
3. Launch
   **Gaining buy-in:**
   - In the rollout and messaging about the evaluation system, where do you place emphasis: celebrating teaching excellence through recognition, compensation and opportunities; building accountability for performance, rooting out poor performers; or other area of focus?
   - How do you make a complicated, multi-element evaluation system simple to understand and easy to communicate?
   - How do you engage key stakeholders in the launch? How do messages need to be adapted to audience?
   - How do you clearly communicate the non-negotiable elements versus those intended to be refined over time? What is the process and who is involved in making improvements?

**Building Capacity for Implementation**
   - How do you ensure field testing of the tools and just-in-time refinements based on that prior to rollout?
   - How do you build capacity for training staff on new system: number of trainers vs. depth of expertise of trainers? Where does capacity most need to reside in the system? Who do you train first, second, third…? What level of capacity do you want in place before implementing the system and how will you know you have it?

4. Implement
   **Observation and Evaluation**
   - How do you weight the relative importance of providing feedback to teachers and rating performance and how can these priorities be signaled through implementation expectations?
   - What structures can you put in place to build evaluators’ capacity? What information do you need to measure the effects of these efforts? How will you use this information? Who will use it?
   - How can you assess the quality of the observations and evaluations being done?
   - How have you realigned the job expectations of the evaluators to signal teacher evaluation as a priority and ensure they can meet implementation expectations?
   - Are principal supervisors expected to monitor principals’ work re evaluation? If so, what does this work look like, how has their capacity to do this work been developed, and what are the implications for how they spend their time?
   - Do information management systems allow you to monitor implementation at the level of individual teacher, school, evaluator, and system? What do you do with these data? Who does it? How often? To what end?

**Teacher Professional Development**
   - How do you align the professional development the system provides to the standards on which teachers are evaluated?
   - Is there an expectation and then a mechanism to ensure that teachers’ performance on evaluations informs the professional development they participate in?
   - How will you collect the data about teacher performance on standards and mine it to set the system’s professional development agenda?
Rewards, Opportunities and Consequences

- Is the work of human resources and information systems being designed to alert principals to the performance ratings of their teachers and the next steps that need to be taken?
- To what extent do the rewards and opportunities associated with excellent performance respond to both teachers’ interests and the system’s needs?
- What are the expectations about performance that warrants dismissal?
- What is the level of support to be provided to struggling teachers? Who is responsible for providing it? How will the system ensure its capacity to provide this support?
- Are there opportunities, rewards and consequences related to school leaders’/evaluators’ performance?

5. Monitor and Evaluate

- What is the mix of ongoing and periodic monitoring and evaluation of the performance management system’s design and implementation to ensure both rapid and continuous improvement and periodic systemic review?
- Who owns continuous improvement of the system? The overall process? The key elements within it?
- What do we want to measure when and for what purposes?
  - Ensure implementation;
  - Assess calibration of ratings;
  - Identify trends in teachers’/evaluators’ practice;
  - Analyze alignment of observation and value-added data;
  - Provide data to principal supervisors
  - Provide feedback to recruiting/hiring process
  - Retention of most highly effective teachers and termination of least effective teachers
- How will you capture the data you want: hard data vs. feedback and survey data?
- How will data be used and shared? What kinds of sharing of data will support/impede improvement of the system?
- Given the focus on teacher performance, who else’s performance relative to implementation of the system needs to be assessed?

6. Improve

- What elements of the evaluation system design are open to refinement? When and how often?
- How do you use the data collected in the monitor and evaluate phase to drive improvement? What structures and systems do you need to put in place to facilitate this?
- How do you think about improvement at multiple levels simultaneously: teacher, school, principal, principal supervisor, central office department, system to ensure maximum effect?
- To what extent do you want to align professional development resources to improving the evaluation system? What are the most effective ways to do this given the current focus, design and delivery of professional development?