National Comprehensive Center for Teacher Quality

Teacher Evaluation Review Template

Evaluation System Goals	Supporting Evidence
1. What is/are the purpose(s) of the evaluation system? (check all that apply) To use as a basis for: ☐ professional development ☐ recommendations for advanced state licensure ☐ tenure decisions ☐ compensation ☐ dismissal ☐ assignment decisions ☐ promotion/advancement ☐ determine and report on the distribution of effective teachers ☐ identifying teacher leaders ☐ program evaluation (internal to district, e.g., professional development programs) ☐ program evaluation (external to district, e.g. teacher preparation programs) ☐ general research on effective teaching ☐ other 2. What is the overall vision and goal of the evaluation system? ☐ To advance district strategic goals ☐ To improve student learning ☐ To hold individual teachers accountable ☐ other	

Comments: [Please use the guiding questions if they are useful.]
Did the district take a comprehensive approach to evaluation – linking results to personnel, compensation, and professional development decisions?

Evaluation System Goals	Supporting Evidence
3. Are the purposes, vision, and goals of the evaluation system clearly articulated for all stakeholders and the school community? ☐ yes ☐ no ☐ No evidence	

Comments: Please share your thoughts on the articulation of the purpose(s), vision, and goals.
How could they be made clearer to teachers and other stakeholders? Are these aligned with the district's strategic plan and/or improvement goals?

Evaluation System Goals	Supporting Evidence

4. Who in the district is evaluated in this system?
General education teachers
    ☐ Core content teachers
    ☐ ELL teachers
    ☐ Coordinators/Instructional Coaches ☐ Special education teachers
☐ Guidance counselors
☐ Support providers (school psychologists, occupational therapists, etc.)
☐ Mentors, coaches, or other instructional leaders (like reading specialists, etc.)
☐ Non-teaching staff (administrative assistants, custodians, etc.)
☐ Principals/Administrators	

Comments: Are the types of individuals evaluated in the system appropriate for the purposes of the evaluation system?

To what extent does the timeline support the vision and goals of the evaluation system?

Communication and Stakeholder Investment	Supporting Evidence

5. Were stakeholders involved in the design of the evaluation system? If yes, who were the participants? Check all that apply.
☐ Union Representatives ☐ School leaders ☐ District leaders
General Education Teachers:
    ☐ Elementary ☐ Middle   ☐ High
Special Education or ESL teachers:
    ☐ Elementary ☐ Middle   ☐ High
☐ Specialist – School Psychologists/Reading Specialists
☐ Mentor Teachers   ☐ Legislators
☐ IT personnel (personnel familiar with data collection and use)
☐ Parents   ☐ Students   ☐ School board members
☐ other _____
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Comments:
- Was there broad stakeholder involvement in the design of the evaluation system?
- Did the stakeholder involvement lead to broad community support?
- Has the teacher union supported this effort?
- Do teachers view the system as credible?
- How could stakeholder involvement better support the purpose, vision, and goals of the evaluation?

Communication and Stakeholder Investment	Supporting Evidence
6. How deeply were stakeholders involved in the process? On a scale of 1-5, 1=weekly, 2=biweekly, 3=monthly, 4=quarterly, 5=yearly Please rate each of the participants/groups separately: _____ Union Representatives _____ School leaders _____ District leaders General Education Teachers: ____ Elementary ____ Middle ____ High Special Education or ESL teachers: _____ Elementary _____ Middle _____ High _____ Specialist – School Psychologists/Reading Specialist _____ Mentor Teachers _____ Legislators _____ IT personnel (personnel familiar with data collection and use) _____ Parents _____ Students _____ School board members _____ other _____	

Comments: How could the depth of stakeholder involvement better support the purposes, vision, and goals of the evaluation system?

Communication and Stakeholder Investment	Supporting Evidence
7. Is there a formal, structured communication plan that informs stakeholders and the school community about the teacher evaluation system? ☐ yes ☐ no ☐ No evidence	

Comments: To what extent does the communication plan appropriately inform stakeholders and the school community about the evaluation system as its being developed and implemented? How does this communication plan support the vision and goals?

8. Beyond initial stakeholder investment, what communication strategies has the district employed to garner (and sustain) stakeholder buy-in and inform stakeholders of changes, updates, and results of the evaluation system? Check all that apply. ☐ Memorandums ☐ Trainings ☐ Q & A Documents ☐ Detailed Information on Website ☐ Open Forum Meetings ☐ Focus Groups ☐ Webcasts ☐ other _____	

Comments: In your opinion, has the district effectively used communication strategies to inform stakeholders and garner their support?
- Is there evidence of teacher backing and/or lack of support?
- Is there evidence that the teachers view the system as fair?
- Has the district addressed questions and/or concerns regarding the evaluation system?

Communication and Stakeholder Investment	Supporting Evidence
9. Has the district communicated aggregated teacher data to the school community? Check all that apply. Examples could include: ☐ school/teacher reports ☐ press releases ☐ newspaper articles ☐ website ☐ other	
Comments: Is there evidence that the teachers believe the data is credible? Does the community understand and value the contribution of this data to improve teacher performance?	
10. Has the district ensured transparency and communication of individual teacher data to individual teachers? ☐ yes ☐ no ☐ No evidence	
Comments: Please share your opinion regarding the level of transparency and communication the district offered. Do teachers believe the data is credible?	
11. Were teacher trainings offered to share details and the vision of the evaluation system? ☐ yes ☐ no ☐ No evidence	
Comments: In your opinion, did the frequency, number, and content of trainings meet the needs of new teachers? Can teachers articulate the details of the evaluation system? Were training evaluations conducted? Did the training evaluation results indicate increased teacher investment in the process?	

Evaluation Format	Supporting Evidence

12. Has the district used any of the following outcomes measures for the evaluation of teachers? Check all that apply.
Standardized Achievement Test (e.g. value-added):
    ☐ School based
    ☐ Classroom based
    ☐ Teacher based
☐ Criterion Referenced or Curriculum Based Measures (e.g. Non-value added)
☐ Classroom value added data based on state test scores
☐ Evaluation of student artifacts and work judged according to rubrics
☐ Unique assessments for teachers in non-tested grades and subjects
☐ Unique assessments for teachers of at-risk populations
☐ Review of teacher portfolios
☐ student surveys
☐ parent surveys
☐ self-report measures
☐ principal evaluation
☐ goal driven professional development
☐ Classroom Observations	

Comments: To what extent do the system's forms of evaluation effectively assess teacher effectiveness? To what extent do these forms of evaluation support the vision, purposes, and goals of the evaluation system?	

Evaluation Format	Supporting Evidence
13. What dimensions/aspects of teacher performance are measured? Check all that apply: ☐ Contributions to gains in student achievement outcomes (e.g., value-added, growth systems, student performance assessments, etc.) ☐ Contributions to student engagement ☐ Contributions to student persistence ☐ Creation and maintenance of a positive learning environment ☐ Knowledge of individual students (interests, prior knowledge, entering competencies, experiences, learning styles, etc.) ☐ Knowledge of assigned subject(s) ☐ Knowledge of evidence-based teaching practice ☐ Use of evidence (data) of student learning to adjust instruction ☐ Ability to assess source(s) of student understanding/misunderstanding ☐ Provision of appropriate and useful assignments ☐ Quality and usefulness of feedback to students ☐ Ability to differentiate instruction ☐ "With-it-ness" ☐ Classroom management ☐ Organizational skills ☐ Warmth ☐ Charisma ☐ Ethical stance ☐ Ability to collaborate (interpersonal skills) ☐ Cultural competence ☐ Leadership ☐ Intelligence/verbal ability ☐ Wisdom ☐ Enthusiasm ☐ Self-Efficacy ☐ "Professionalism" ☐ Other: _____ ☐ Other: _____	

Comments: In what ways is measuring this content useful, relevant, appropriate, or rigorous? In what ways is it not useful, relevant, appropriate, or rigorous? To what extent is there prior research that supports the measurement of these items and their relation to improved student achievement?

Evaluation Format	Supporting Evidence
14. Are there specific inclusion criteria listed for specialist teachers (e.g. at least 10 students per tested area/grade level)? ☐ yes ☐no ☐ No evidence	

Comments: Are these inclusion criteria well defined and appropriate?

Evaluation Format	Supporting Evidence
15. Does the evaluation system take into account: Check all that apply: ☐teacher assignment and placement with regard to certification (i.e. in- and out-of-field teaching)? ☐ student demographics ☐school working conditions ☐teacher participation in committees or other ☐collaborative activities ☐teacher community leadership in student clubs, after-school tutoring, parent associations or other extracurricular activities ☐ whether teachers have appropriate time to plan for course-load (i.e. the workload to preparation time ratio)?	

Comments: To what extent does the evaluation system effectively recognize the aspects of teaching that are beyond the teachers' control? How are these aspects taken into account or how could they be taken into account to more accurately assess teacher effectiveness?

Evaluation Format	Supporting Evidence
16. Does the district evaluation system differentiate between multiple levels of performance? ☐ yes ☐no ☐ No evidence How many levels? ☐1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6	

Comments: To what extent does the district evaluation system effectively differentiate between multiple levels of performance?

Evaluation Format	Supporting Evidence
17. Are these differentiated measures differentially weighted for overall teacher performance results? ☐ yes ☐ no ☐ No evidence	If yes, how are they weighted?
Comments: In your opinion, are the weights assigned to differentiated measures valid and useful? Do the weights vary according to discipline?	
18. Are these measures of teaching carefully selected and organized to lower inference and support an objective approach to evaluation? ☐ yes ☐ no ☐ No evidence	
Comments: In your opinion, how well are these measures carefully selected and organized to lower inference and support an objective approach to evaluation? Are there other ways the measures might be better selected or organized?	
19. Are criteria for distinguishing among different levels of effectiveness differentiated depending on any of the following? Check all that apply ☐ teacher experience ☐ subject matter/grade level ☐ student population	
Comments: In your opinion how well does this evaluation system address the different experience levels and types of licensure or certifications? Can the system evaluate the various disciplines reliably and fairly?	

Evaluation Format	Supporting Evidence
20. Are specific benchmark or cut scores used to determine teacher effectiveness levels? ☐ yes ☐no ☐ No evidence	
Comments: How effectively do these specific benchmark or cut scores determine teacher effectiveness levels? Are these benchmarks evaluated and adjusted regularly? Are these benchmarks evaluated according to their correlation to student achievement?	
21. Is there a forced distribution of scores? ☐ yes ☐no ☐ No evidence	
Comments: To what extent is the forced distribution of scores useful?	
22. Are the measures standardized for all teachers or can it be adapted for different levels/content (e.g. high school vs. elementary, special education vs. general education, veteran vs. novice)? ☐ yes ☐ no ☐ No evidence	
Comments: To what extent are these adaptations effectively used to address the variety of teaching levels and subject areas?	

Evaluation Format	Supporting Evidence
23. Are specific accommodations made for teachers that instruct students on alternate standards? ☐ yes ☐ no ☐ No evidence	

Comments:
a. To what extent are these specific accommodations effective at addressing the different types of instruction teachers' offer?
b. Overall, do you think the measures included in this evaluation instrument adequately measure teaching practices that improve student learning?
c. Are there other unintended consequences of the evaluation system design that the district should consider?
d. In general, to what extent does the evaluation system measure teaching effectiveness in a rigorous, appropriate and meaningful way?
e. To what extent does the district evaluation system effectively differentiate between impact on student learning and teacher practice?

Strength of Measures	Supporting Evidence
24. To what extent is there prior research that supports the use of the measures of teachers in this evaluation system? ☐ Strong research base for all aspects ☐ Strong research base for some aspects ☐ Moderate research base for all aspects ☐ Moderate research base for only some aspects ☐ Weak research base for all aspects	
Comments: Given the purposes of the evaluation system, is the research base sufficient to warrant the use of this evaluation system? Do the measures have sufficient content validity?	
25. To what extent is there evidence that aspects of this evaluation are related to student outcomes, including student achievement? ☐Strong evidence ☐Moderate evidence ☐No evidence	
Comments: Given the purposes of the evaluation system, is there sufficient predictive validity to use the evaluation as intended.	

Strength of Measures	Supporting Evidence
26. To what extent does the evaluation system ensure that estimates of teacher quality are likely to be consistent across different evaluators? ☐ Ensures adequate consistency across evaluators ☐ Does not ensure adequate consistency across evaluators ☐ No evidence ☐ Not applicable To what extent does the evaluation system ensure that estimates of teacher quality are likely to be consistent across different samples of teaching for the same teacher? ☐ Ensures adequate consistency across samples ☐ Does not ensure adequate consistency across samples ☐ No evidence ☐ Not applicable	
Comments: Given the goals of the evaluation system, does is ensure sufficient reliability?	
27. Can the instrument detect improvements resulting from PD? ☐ yes ☐no ☐ No evidence	
Comments: In your opinion, does the evaluation system effectively detect improvements resulting from professional development?	

Selecting and Training Evaluators	Supporting Evidence
28. Who conducts the evaluations? Check all that apply. ☐ principals ☐ vice principals ☐ specialists ☐ mentors ☐ master teachers ☐ peers ☐ coaches ☐ the teacher through self-evaluation ☐ teacher leaders ☐ department chairs ☐ union building representatives	
Comments: Please comment on the selection and training of evaluators. To what extent is the selection of evaluators effective in relation to the purposes of the evaluation?	
29. Does the district require evaluators to have content knowledge and/or experience in the subject area/level being evaluated (e.g. special education teachers evaluated by someone with special education knowledge/experience, math teachers evaluated by a content specialist)? ☐ yes ☐ no ☐ No evidence	
Comments: To what extent is the training of evaluators effective in relation to the purposes and goals of the evaluation?	
30. Are evaluators trained to use instruments reliably as intended? ☐ yes ☐ no ☐ No evidence	
Comments: To what extent does the training assure that the instruments are used reliably?	

Selecting and Training Evaluators	Supporting Evidence
31. Are evaluators monitored and normed regularly (e.g. inter-rater reliability)? (through or with the aid of peer evaluations, independent or third party reviews, and/or teacher surveys) ☐ yes ☐ no ☐ No evidence	
Comments: To what extent does the monitoring and norming of evaluators improve the effectiveness of the evaluation system?	
32. Is there specialized training for the evaluation of specific content areas or specialists? ☐ yes ☐ no ☐ No evidence	
Comments: To what extent is the specialized training for the evaluation of specific content areas or specialists effective?	

Frequency of Evaluation	Supporting Evidence
33. Has the frequency of evaluations been established through policy? ☐ yes ☐no ☐ No evidence If so, how often are teachers required to be evaluated? _____	
34. If observations are used, how frequently are teachers required to be observed per school year?	

Comments: Please share your thoughts on the frequency of evaluation
- Is the frequency manageable for assigned personnel?
- Is there adequate funding to support evaluators?
- Are there specific timelines and requirements regarding evaluator feedback?

35. If observations are used, does the frequency of observation vary depending on non-tenured and tenured teachers? ☐ yes ☐no ☐ No evidence	

Comments: If yes, do these varying levels of frequency make for an effective system?
If no, is the frequency of observation ideal? How might it be improved?

36. In practice, what percentage of teachers are evaluated annually in this evaluation system? _____%	

Comments: Does this percentage promote teacher growth and improve student learning outcomes to its fullest capacity?
☐ yes ☐no ☐ No evidence
Please share your opinion with regard to the percentage of teachers evaluated annually.

Alignment with Professional Development and Standards	Supporting Evidence
37. Is there alignment between the evaluation system and teaching standards (e.g. district or state professional teaching standards, INTASC standards, etc.)? ☐ yes ☐no ☐ No evidence	

Comments: To what extent would you agree that the evaluation system and teaching standards are effectively aligned?

38. Does the teacher evaluation system result in the ability to develop specific performance goals for teachers? ☐ yes ☐no ☐ No evidence	

Comments: Please comment on the use of the system to develop specific performance goals for teachers.
Are identified areas of need tied directly to teacher performance goals?
Has funding been allocated to support school-wide professional development?

39. Does the system feed into school or district-wide professional development planning? ☐ yes ☐no ☐ No evidence	

Comments: How, in your opinion, does the evaluation system effectively feed into the school or district-wide professional development planning?

Data Infrastructure and Transparency	Supporting Evidence
40. Does the district have the data infrastructure to link teachers to individual student data including unique identifiers for both teachers and students? ☐ yes ☐no ☐ No evidence	
41. Is the distribution of effectiveness ratings, at the school level, grade level and district level available to the public? ☐ yes ☐no ☐ No evidence	

Comments: Please comment on the district's effort to share the distribution of effectiveness ratings with the public.

42. Has the district ensured data accuracy? ☐ yes ☐no ☐ No evidence	

Comments: To what extent has the district effectively ensured data accuracy?
Is there evidence that teachers believe the data is valid?

Data Uses and Tracking	Supporting Evidence
43. Are effectiveness ratings used as a primary determinant in the following areas? Check all that apply: ☐ professional development ☐ certification ☐ tenure ☐ recruiting ☐ hiring ☐ assessment of pathways and preparation programs ☐ compensation ☐ displacement/excessing ☐ dismissal	
Comments: Please comment on the appropriateness or compatibility of this set of functions to promote teacher effectiveness and improve student outcomes.	
44. Does receiving the highest evaluation rating entitle teachers to any tangible reward? (e.g. formal recognition, greater discretion or additional compensation, new roles) ☐ yes ☐no ☐ No evidence	
Comments: To what extent do these rewards effectively promote teaching effectiveness and improve student learning? After what period of time or other limit are tenured teachers subject to remediation if they receive unsatisfactory ratings? In your opinion, does this period of time or other limit seem appropriate? Why? Are instructional coaches or support provided to the teacher(s) in need?	

Data Uses and Tracking	Supporting Evidence
45. After what period of time or other limit are tenured teachers subject to dismissal if they receive unsatisfactory ratings?	
Comments: In your opinion, does this period of time or other limit seem appropriate? Why?	
46. Are teachers offered training to interpret their evaluation results? ☐ yes ☐no ☐ No evidence	
Comments: To what extent are these teacher trainings useful, relevant, and effective?	
47. Are school administrators specifically evaluated, rewarded and held accountable for the quality of teacher performance evaluations? ☐ yes ☐no ☐ No evidence	
Comments: To what extent does the evaluation system effectively evaluate, reward and hold accountable school administrators for the quality of teacher performance evaluations?	

Data Uses and Tracking	Supporting Evidence
48. Are school administrators offered training to interpret teacher and school evaluation results? ☐ yes ☐ no ☐ No evidence	
Comments: To what extent are these administrator trainings useful, relevant, and effective?	
49. Does the district track the retention rates of teachers at different levels of effectiveness? ☐ yes ☐ no ☐ No evidence	
Comments: To what extent is teacher data tracked effectively to address teacher attrition?	
50. Does the district track the progress of its teachers from year to year? ☐ yes ☐ no ☐ No evidence	
Comments: To what extent is teacher data tracked effectively monitor teacher progress?	
51. Does the district provide incentives to retain highly effective teachers in high need subject areas and schools? ☐ yes ☐ no ☐ No evidence	
Comments: To what extent does the district effectively use and provide incentives to retain highly effective teachers in high need subject areas and schools?	

Data Uses and Tracking	Supporting Evidence
52. Does the district use annual feedback from teachers to implement policies that effective teachers value most? ☐ yes ☐ no ☐ No evidence	
Comments: To what extent does the district use annual feedback from teachers to implement policies that effective teachers value most?	
53. Does the district track the percentage of probationary and tenured teachers who are exited through the formal and informal dismissal process each year? ☐ yes ☐ no ☐ No evidence	
Comments: In your opinion does the district effectively track the percentage of probationary and tenured teachers who are exited through the formal and informal dismissal process each year?	
54. What percentage of tenured teachers receive unsatisfactory ratings subject to remediation, and if there is no improvement, dismissal? ☐ 0-25% ☐ 26-50% ☐ 51-75% ☐ 76-100%	
Comments: In your opinion, is this percentage appropriate?	

Data Uses and Tracking	Supporting Evidence
55. What percentage of teachers who receive an unsatisfactory rating exited from the district, either formally or informally? _____%	

Comments: In your opinion, does this percentage promote teacher growth and improve student learning outcomes to the fullest capacity? Please explain.

Evaluating the System	Supporting Evidence
56. Is there a timeline for implementation, evaluation, and revision of the teacher evaluation system? ☐ yes ☐no ☐ No evidence	
Comments: To what extent does the timeline for implementation, evaluation, and revisions of the teacher evaluation system address the needs of all stakeholders in the district and school community?	
57. Does the district solicit annual feedback from teachers regarding the evaluation process? ☐ yes ☐no ☐ No evidence	
Comments: To what extent is the feedback used effectively to improve the system?	

Evaluating the System	Supporting Evidence
58. Does the district track annual feedback regarding the evaluation process from teachers by effectiveness level? ☐ yes ☐no ☐ No evidence	

Comments:
 To what extent does the district effectively track annual feedback regarding the evaluation process from teachers by effectiveness levels?

Evaluating the System	Supporting Evidence
59. Does the district track evaluation ratings to make sure the ratings correlate to student outcomes (e.g., test scores, graduation rates and credit accumulation)? ☐ yes ☐no ☐ No evidence	

Comments: To what extent are evaluation ratings examined for their correlation to student outcomes?

Evaluating the System	Supporting Evidence
60. Are data from evaluations of the system used to revise the system? ☐ yes ☐no ☐ No evidence	

Comments: In your opinion, are data from evaluations of the system used effectively to revise the system?